

## Research traditions and theoretical perspective: Schedule and themes autumn 2023

| Seminarium + datum                                      | Themes  | Video lectures and seminar leaders  | Course literature   | Seminar question and assignments   |
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| <p><b>1</b><br/>september<br/>15</p> <p><b>1708</b></p> | <p>The birth of science.</p> <p>Overarching philosophical concepts and methodologies.</p> <p>Kant and the enlightenment</p> <p>Fleck' theory of thought styles and thought collectives.</p> | <p>Anna-Lena Kempe</p> <p>Matilda Wiklund</p> <p>Klas Roth</p> <p>Tore West</p> | <ol style="list-style-type: none"> <li>1. Guyer (2014). Page 51-141</li> <li>2. Kant (1996). Page 11-22</li> <li>3. Noddings (2015). chapter 3-4 (ebook)</li> <li>4. Potter, G. (2017). chapter, 1 -3.</li> <li>5. Sady, Wojciech, "Ludwik Fleck" (2019) <a href="https://plato.stanford.edu/entries/fleck/">https://plato.stanford.edu/entries/fleck/</a></li> <li>6. Scruton, R. (1995). chapter 3 -4 and 7-9.</li> </ol> | <p>Discuss semiotic representations in relation to the birth of science. (PPT and video lecture).</p> <p>Discuss Potter's representation of the birth of science.</p> <p>How do analytical and a continental philosophers go about when they perform their different types of analysis? (Noddings).</p> <p><b>In what sense do Kant's theories influence science today?</b> (Guyer, Kant)</p> <p>How do you understand the concepts thought styles and thought collectives? (Sady)</p> <p><b>Critical friend: Read and give constructive critique on a peer's paper. You are assigned the paper by Athena.</b></p> |
| <p><b>2</b><br/>September<br/>27</p> <p><b>1708</b></p> | <p>Learning theories. Philosophical underpinnings and the contrition of objects for analysis.</p> <p>Research on learning as a social enterprise.</p>                                       | <p>Max Scheja</p> <p>Tore West.</p>   | <ol style="list-style-type: none"> <li>1. Csanadi, A., Eagan, B., Kollar, I. et al. (2018).</li> <li>2. Insulander et al (2021)</li> <li>3. Halldén et al. (2013).</li> <li>4. Latour (1996).</li> <li>5. Matta, C. (2015).</li> <li>6. Saqr M, et al (2018).</li> <li>7. Scheja. M. (2006).</li> <li>8. Säljö (2021)</li> <li>9. Viberg, et al (2017)</li> <li>10. Vosniadou et al (2005).</li> </ol>                      | <p>How is learning as phenomena conceptually and methodologically delimited within different theories? Objects of analysis?</p> <p>What about the societal context where learning goes on (or not)? Is (and if: how) contextualization part of the analysis? Focus on the individual learner or on the social interaction and/or discourse?</p> <p>How is language during learning processes understood? As a mirror of reality or as socially and historically evolved discourse? Is there a third position on language?</p>  |

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|  |  |   |  | Is a definition and critical discussion concerning different forms of knowledge processed as pivotal or redundant to various types of learning?<br><br><b>Critical friend: Read and give constructive critique on a peer's paper during a student- led seminar. (You are assigned the paper in Athena.)</b> |
| <b>3</b><br>October 12<br><br><b>2531</b>  | Phenomenology and hermeneutics in education  | Gunnar Karlsson                                 | <ol style="list-style-type: none"> <li>1. Alvesson &amp; Sköldberg. (2018). Chapter 4</li> <li>2. Brinkmann &amp; Friesen (2018)</li> <li>3. Karlsson. (1993).</li> <li>4. Leiviskä-Deland, et al. (2011).</li> <li>5. Stoller (2009)</li> </ol>                                   | Write an <b>abstract with a critical reflection</b> on the papers. (One document maximum 4 pages.)<br><br>Pose 1-2 <b>seminar questions</b> .<br><br><b>Critical friend: Read and give constructive critique on a peer's paper during a student- led seminar.</b>   |
| <b>4</b><br>October 26<br><b>1503</b>      | Social constructivism, critical theory, discourse analysis the linguistic and multimodal turns | Anna-Lena Kempe<br>Matilda Wiklund<br>Tore West | <ol style="list-style-type: none"> <li>1. Alvesson, M. &amp; Sköldberg, K. (2018). Chapter 2, 5 &amp; 7.</li> <li>2. Cholewinski (2009)</li> <li>3. Hammersly (2005).</li> <li>4. Jewitt, C. (2008)</li> <li>5. Kanselarr (2002)</li> <li>6. St. Pierre, E. A. (2000).</li> </ol>  | See above   |
| <b>5</b><br>November 10<br><br><b>1708</b> | Pragmatism and cosmopolitanism   | Niclas Rönström                                 | <ol style="list-style-type: none"> <li>1. Beck, (2010)</li> <li>2. Bernstein (1992)</li> <li>3. Delanty, (2006).</li> <li>4. Dewey (1916).</li> <li>5. Garrison &amp; Neiman (2002)</li> <li>6. Nicholson (213)</li> <li>7. Nussbaum (2008)</li> <li>8. Rönström (2019)</li> </ol> | See above   |
| <b>6</b><br>November 23<br><b>1503</b>     | 1.Implicit or explicit theoretical perspectives?<br>2. Inductive empirical traditions:         | Anna-Lena Kempe                                 | <ol style="list-style-type: none"> <li>1. Alvesson, M. &amp; Sköldberg, K. (2018). Chapter 3</li> <li>2. Hester &amp; Francis. (2000)</li> </ol>   | See above   |

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|   | Conversation analysis  | Gustav Lymer & Ali Reza Majlesi                          | <ol style="list-style-type: none"> <li>3. Lee, Y. A. (2007)</li> <li>4. Mondada, (2019).</li> <li>5. Mori &amp; Zuengler (2008).</li> <li>6. Sidnell (2012)</li> </ol>   |  |
| <b>7.</b><br>December 5                 | <ol style="list-style-type: none"> <li>1 Posthumanism and the material turn</li> <li>3 Forms of analysis, particularly abduction</li> </ol>            | <p>Matilda Wiklund<br/>Anna-Lena Kempe<br/>Tore West</p> | <ol style="list-style-type: none"> <li>1. Alvesson &amp; Sköldbberg (2017) Chapter 6 &amp; 8</li> <li>2. Braidotti, (2019).</li> <li>3. Cole. (2012).</li> <li>4. Csanadi et al (2018)</li> <li>5. Hodgson &amp; Standish (2009)</li> <li>6. Lenz Taguchi (2012)</li> <li>7. Loh (2013)</li> <li>8. Thomas (2010)</li> <li>9. Nowell et al (2017)</li> <li>10. Rodrigues &amp; Emmeche (2019)</li> </ol> | See above  |
| <b>8.</b><br>December 21<br><b>1708</b> | <ol style="list-style-type: none"> <li>1 Neo and postpositivism: Meta studies. Stefan Ekecrantz</li> <li>2. The neuro turn. Anna-Lena Kemp.</li> </ol> | <p>Stefan Ekecrantz<br/>Anna-Lena Kempe.</p>             | <ol style="list-style-type: none"> <li>1. Dunn &amp; Mulvenon (2009)</li> <li>2. Kingston &amp; Nash (2011)</li> <li>3. Lenz Tagushi (2016)</li> <li>4. Matta (2021)</li> <li>5. Ryan (2022)</li> <li>6. Schrag, F. (2013)</li> <li>7. Youdell et al (2020)</li> </ol>   | See above  |
| <b>9</b><br>January 9<br><b>1708</b>    | Doctoral students-led seminar-   |  | Optional from the literature list.   | Organize a seminar with course themes and questions that you and your peers find interesting to discuss further. |
| <b>10</b><br>January 19<br><b>1708</b>  | Symposia doctoral student's papers.  |  | Paper on the course themes max 12 pages.   | Upload the paper no later than January 14.   |
| February 1                              | Examination:Final version  |  | Revised paper.   | Publish in Athena.   |