

UPPSALA UNIVERSITET
The Faculty of Educational Sciences
Doctoral Studies

Education as science: theoretical perspectives

15 ECTS

Pedagogik som vetenskap: teoretiska perspektiv, 15 högskolepoäng.

Valid from 2020-06-10

The Department of Education.

The course is a mandatory course in the PhD program in Education.

Course language

Swedish and/or English, set in course announcement

Entrance qualifications

Admission to the PhD program in Education at the Faculty of Educational Sciences, Uppsala University, is a prerequisite to gain access to the course. The course coordinator may admit doctoral students in Education or related subjects at other institutions of higher education and doctoral students in related subjects at Uppsala University.

Goals and learning outcomes

The goal of the course is for the students to appropriate profound knowledge about Education as science. After completing the course, the students are expected to:

- give an account of and critically reflect upon Swedish research in Education (Pedagogik) in historical and contemporary as well as in international and comparative perspectives
- critically reflect upon influential theorists in Education
- develop an independent approach to and critically discuss central theoretical perspectives and key concepts
- with a high level of autonomy, account for, critically discuss and evaluate the empirical employment of theoretical perspectives

Course content

The course includes four parts responding to its aim:

- An overriding orientation in the history of educational ideas and the development of Education (Pedagogik) in Sweden in an international and a comparative perspective
- Curriculum theoretical perspectives: institution, codes and context
- Perspectives on difference: normality/deviance, inclusion/segregation, social justice
- Theoretical Approaches to language; culture and interaction: socialization, learning and identity

Enactment

Classes include mandatory lectures and seminars. In addition to active participation in the lectures and seminars the students shall attend the higher seminar in Education at Uppsala University on at least three occasions and on at least one occasion in the Step, Clip and PS-seminars respectively.

Examination

The course is examined through active participation in the lectures and seminars, through assignments during the course, with one more encompassing paper and in a final written exam. The course will be graded Pass or Fail and the grade will depend on carrying out the assignments for seminars, participation in discussions as well as quality of the final paper and the written exam. To some extent absence in lectures and seminars may be compensated with additional assignments according to directions of the course coordinator and seminar leaders.

Course Evaluation

The course is evaluated orally during and at the end of the course and in writing at the end of the course.

Literature:

Moment 1: An overriding orientation in the history of educational ideas and the development of Education (Pedagogik) in Sweden in an international and a comparative perspective

- Burman, A. (2014). *Pedagogikens idéhistoria - Uppfostringsidéer och bildningsideal under 2500 år*. Lund: Studentlitteratur. /The history of ideas in Education – ideas about upbringing and educational ideals during 2500 years/
(Alternative literature in English: will be available)
- Härnqvist, K. (1997). *Educational Research in Sweden: Infrastructure and Orientation*. I Rosengren, K-E. & Öhngren, B. (Eds) (1997). *An evaluation of Swedish research in education*. Stockholm: Swedish Council for Research in the Humanities and Social Sciences (Humanistisk-samhällsvetenskapliga forskningsrådet), (HSFR). (p. 235-277)
- Whitty, G. & Furlong, J. (2017) *Knowledge and the Study of Education. An international exploration*. Oxford: Symposium books. (Mandatory: 13-57, 277-283, one optional chapter from part 2 and 3 respectively)
- Nóvoa, A., & Yariv-Mashal, T. (2003). Comparative research in education: a mode of governance or a historical journey? *Comparative Education*, 39(4), 423-438.
- Hammer, B. (1910). Om pedagogiska problem och forskningsmetoder. Installationsföreläsning. /On educational problems and research methods/. Inauguration lecture/ <https://www.alvin-portal.org/> (alternative literature in English will be available)
- Inauguration lectures (one optional). <https://www.alvin-portal.org/> (alternative literature in English will be available)

Moment 2: Perspectives on difference: normality/deviance, inclusion/segregation, social justice

- Ainscow, M, Slee, R & Best, M. (2019) Editorial: the Salamanca Statement: 25 years on. *International Journal of Inclusive Education*, 23 (7-8), 671-676
- Barton, L. (1997). Inclusive education: romantic, subversive or realistic? *International Journal of Inclusive Education*, 1, 231-242.
- Clark, Dyson & Millward (1998). Inclusive education – a time to move on? In Clark, Dyson & Millward (eds) *Theorising Special Education*. 156-173. London: Routledge.
- Göransson, K. and Nilholm, C. (2014). Conceptual Diversities and Empirical Shortcomings - A Critical Analysis of Research on Inclusive Education. *European Journal of Special Needs Education*, 29:3, 265-280.
- Magnusson, G. (2019) An amalgam of ideals - Images of inclusion in the Salamanca statement. *International Journal of Inclusive Education*, 23 (7-8), 677-690.

- Magnússon, G., Göransson, K. & Lindqvist, G. (2019). Contextualising Inclusive Education in Education Policy: The Case of Sweden. *Nordic Journal of Studies in Educational Policy*, 5 (2) 559-574.
- Nilholm, C. & Göransson, K. (2017) What is meant by inclusion? – an analysis of high impact research in North America and Europe. *European Journal of Special Needs Education*, 32(3), 437-451.
- Nilholm, C. (2020): Research about inclusive education in 2020 – How can we improve our theories in order to change practice? *European Journal of Special Needs Education*, DOI: 10.1080/08856257.2020.1754547
<https://www.tandfonline.com/doi/full/10.1080/08856257.2020.1754547>
- Schiro, M. S. (2013 2nd ed). *Curriculum theory: Conflicting visions and enduring concerns*. Thousand Oaks, CA: SAGE publications Inc. (chapter 1 and 6) (59 pages)
- Skrtic, T. (1991). *Behind special education*. Denver: Love Publishing Company. (parts, about 100 pages)
- UNESCO. 1994. *Final Report: World Conference on Special Needs Education: Access and Quality*. Paris: UNESCO.
- United Nations. 2006. *United Nations Convention on the Rights of Persons with Disabilities*. New York, NY: United Nations.

Moment 3: Curriculum theoretical perspectives: institution, codes and context

- Baker, D.P., Akiba, M.A., LeTendre, G.K., & A.W. Wiseman (2001) *Worldwide Shadow Education: Outside-School Learning, Institutional Quality of Schooling, and Cross-National Mathematics Achievement*. *Educational Evaluation and Policy Analysis*, 23(1), 1-17. <http://www.jstor.org/stable/3594156>
- Bergh, A. (2015). Local quality work in an age of accountability – between autonomy and control. *Journal of Education Policy* 30(4), 590–607.
- Bergh, A. & Wahlström, N. (2018). Conflicting goals of educational action – a study of teacher agency from a perspective of transactional realism. *Curriculum Journal* 29(1), 134–149.
- Biesta, G., Priestley, M., & Robinson, S. (2017). Talking about education: Exploring the significance of teachers' talk for teacher agency. *Journal of Curriculum Studies*, 49(1), 38–54.
- Friesen, Norm (2018) Continuing the dialogue: curriculum, Didaktik and theories of knowledge, *Journal of Curriculum Studies*, 50:6, 724-732, DOI: 10.1080/00220272.2018.1537377
- Hallsén, S., & M. Karlsson (2019) Teacher or friend? – consumer narratives on private supplementary tutoring in Sweden as policy enactment, *Journal of Education Policy*, 34:5, 631-646, DOI: [10.1080/02680939.2018.1458995](https://doi.org/10.1080/02680939.2018.1458995)
- Jackson, Philip W. (1992). Conceptions of curriculum and curriculum specialists. In *Philip W. Jackson (Ed.)*. *Handbook of research on curriculum: a project of the American Educational Research Association*, (p. 3-40). New York: Simon & Schuster Macmillan.
- Popkewitz, Tom (1997): The curriculum theory tradition. In *Achtenhagen, Frank m.fl. (Eds)*. *An Evaluation of Swedish Research in Education*, (p. 42-67). Stockholm: HSFR.
- Román, H. Hallsén, S. & Nordin, A. (2016): "Geografisk rättvisa i svenska skolreformer – ett kommunalt perspektiv", i: Elmgren, M. (red.) (2016). *Att ta utbildningens komplexitet på allvar: en vänskrift till Eva Forsberg*. Uppsala: Acta Universitatis Upsaliensis. s. 344-363. Available at Internet: <http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-286781>
 (Alternative in English: X)
- Román, H. (2006). *Skönheten och nyttan: om gymnasiesvenskans litteraturundervisning 1947-1985*. Diss. Uppsala: Uppsala universitet, 2006. Uppsala, s. 17-85, alt. s. 48-85 (Kap 1-2.) (Alternative in English will be available)
- Stoller, A. (2015). Taylorism and the logic of learning outcomes, *Journal of Curriculum Studies*, 47(3), 317-333.

One optional article from one of the following journals:
Curriculum Inquiry^[1]_[SEP]

Journal of Curriculum Studies
Language, culture, and curriculum

**Moment 4: Theoretical approaches to Language; Culture and Interaction:
 Socialization, Learning and Identity**

Corsaro, W. *The Sociology of Childhood* (chapter 1-28). Los Angeles Sage

Cromdal J., (2006). Socialization, *Encyclopedia of language and linguistics*, (pp. 462- 466).
 Elsevier,

Goodwin, C. (2000). Action and embodiment within situated human interaction. *Journal
 of Pragmatics* 32, 1489-1522.

Hester, S. & Francis, D. (2000). Ethnomethodology and Local Educational order. In Hester,
 S. & Francis, D. (2000). *Local educational order. Ethnomethodological studies of
 knowledge in action*. (pp. 1-20) Amsterdam: John Benjamins. (Chapter 1
 plus selected chapters)

Heritage, J. (2001). Goffman, Garfinkel and Conversation Analysis. In Wetherell, M, Taylor, S,
 & Simeon, J. (Eds.). *Discourse Theory and Practice. A Reader*. (pp. 47-56)
 London: Sage Publications.

Ochs, E. & Schieffelin, B. (2014). The theory of language socialization. In Duranti, A., Ochs, E. &
 Schieffelin, B. (eds). *Handbook of Language Socialization*. (pp. 1-21). Malden,
 MA:Wiley- Blackwell (chapter 1 plus selected chapters)

Schegloff, E.A. (1992). Repair after next turn: The last structurally provided defense of
 intersubjectivity in conversation. *American Journal of Sociology* 97 (2), 1295-
 1345.

Wetherell, M., Taylor, S. & Simeon, J. (eds). 2002, *Discourse Theory and Practice. A Reader*. (Pp
 1-14; Chapter 1, 15-28) London: Sage Publications. (editors introduction plus
 selected chapters))

Wetherell, M. Debates in discourse research, In Wetherell, M., Taylor, S., & Simeon, J.
 (Eds.). *Discourse Theory and Practice. A Reader*. (pp. 380-399) London: Sage
 Publications.

Selected Literature may be added during the course