(Updated January 10. 2019)

PHD902 Theory of Science, Ethics and Academic Text Work

Applies to the 2018/2019 academic year

Credits: 10

Teaching semester: Spring (week 3 and 7)

Tuition language: English

**Course Coordinator:** Tiri Bergesen Schei (tbs@hvl.no)

**Room: D110 at HVL, Campus Kronstad**

This schedule: English / Norwegian

**Week 3:**

0815-0830 Good morning coffee and presentation

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| **Monday 14.01** | **Theme: Overview of general science theory /Tema: Oversikt over generell vitenskapsteori** | **Teacher** |
| 0830-1100Morning session | Central science traditions (2h plus 1h student work) | Tom Are Trippestad |
| Literature: | Hollis, M. (2003) *Philosophy of Social Science. An Introduction.* Cambridge: Cambridge University Press, chapters 1, 2 & 3. |
| 1100-1200 | Lunch |  |
| 1200-1430Afternoon session | Power and the production of truth within the scientific field – an example from intercultural research /Om makt og kunnskapsproduksjon (2h plus 1h student work) | Solvejg Jobst |
| Literature: | Jobst, Solvejg & Skrobanek, Jan (2009): Migration und Ungleichheit. Objektkonstruktionen im sozialwissenschaftlichen Feld. *Soziale Probleme*, 1, S. 6-19. (unofficial version in English: Migration and Inequality: Object Construction in the Field of Social Science.)Popkewitz, Thomas S. (2000): Globalization/Regionalization, Knowledge, and the Educational Practices. Popkewitz, Thomas S. (ed.): *Educational Knowledge. Changing Relationships between the State, Civil Society, and the Educational Community*, New York, 3-27.  |
| 1430- 1530  | Summing up/group work | Tiri B. Schei |

0815-0830 Good morning coffee

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| **Tuesday 15.01** | **Theme: Science – Knowledge – Education /Tema: Vitenskap – kunnskap – danning** | **Teacher** |
| 0830-1100Morning session | About research traditions as knowledge-regulating mechanisms - an introduction /Om forskingstradisjoner som kunnskapsregulerende mekanismer – en introduksjon (2h plus 1h student work) | Thorolf Krüger |
| Literature: | Bourdieu, Pierre & Loit Wacquant (1992), *An Invitation to Reflexive Sociology* (pp. 36-46 Epistemic Reflexivity). University of Chicago Press.Alvesson, Mats & Kaj Sköldberg (2009), *Reflexive Methodology* (pp. 250-262) SAGE |
| 1100-1200 | Lunch |  |
| 1200-Afternoon session | Reflexivity, positionality and relationships in qualitative research/ Refleksivitet, posisjonalitet og relasjoner i kvalitativ forskning (2h plus 1h student work) | Catharina Christophersen |
| Literature: | Berger, Roni (2015). Now I see it, now I don’t: researchers position and reflexivity in qualitative research. *Qualitative Research 15*(2), 219-234. DOI: [10.1177/1468794112468475](https://doi.org/10.1177/1468794112468475)Burdick, Jake & Sandlin, Jennifer (2010). Inquiry as Answerability: Toward a Methodology of Discomfort in Researching Critical Public Pedagogies. *Qualitative Inquiry 16* (5), 349-360. DOI: 10.1177/1077800409358878  |
| 1430- 1530  | Summing up/group work | Tiri B. Schei |

0815-0830 Good morning coffee

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| **Wednesday 16.01** | **Theme: Various approaches to research/Ulike tilnærminger til forskning** | **Teacher** |
| 0830-1100Morning session | A constructivist approach to professionalization. The case of the special teacher occupation /Et konstruktivistisk perspektiv på profesjonalisering. Spesialpedagogenes yrkesutvikling som case. (2h plus 1h student work) | Bodil Ravneberg |
| Literature: | Best, J. (1995): Introduction. Typification and social problems construction. In *Images of issues. Typifying contemporary social problems*, Aldine de Gruyter, New York. Ravneberg, B. (2018): The Case of the "Dull" Pupil in the Norwegian Folk School 1892-1930. In Hanes R., Brown I., and Hansen N.E. (eds.) *The Routledge history of disability*, (to be published, Routledge). Froestad, J. and Ravneberg, B. (2006): Education Policy, The Norwegian Unitary School and the Social Construction of disability. In *Scandinavian Journal of History,* vol. 31, no. 2, (pp. 119-143).Recommended literature /Anbefalt litteratur:Ravneberg, B. (2003): Spesialpedagogene og velferdsstaten: i Benum E., Haave P., Ibsen H., Schiötz A., og Schrumpf, E. (red.)  *Den mangfoldige velferden.* Gyldendal Akademisk. Ravneberg, B. (2000): Grensebarna i skolen - utskillingen av “sinkene” fra normal- og åndssvakekategoriene  tidlig på 1900-tallet. I Froestad, J.,Solvang, P. og Söder, M.: *Funksjonshemming, politikk og samfunn*. Gyldendal akademisk, Oslo. |
| 1100-1200 | Lunch |  |
| 1200-Afternoon session | Epistemologies of mathematics and their role in mathematics education /Vitenskapsteoretiske tilnærminger til matematikk som disiplin og matematikk som undervisningsfag / (2h plus 1h student work)  | Toril Eskeland Rangnes |
| Literature: | Ernest, P. (2012). What is “first philosophy” in mathematics education? *For the Learning of Mathematics, 32*(3), 8-14. Available from: <http://flm-journal.org/Articles/4F2131EE356F3901F87BE5DC0529.pdf> Recommended literature:Bishop, A. (1988). Mathematics Education in Its Cultural Context. *Educational Studies in Mathematics,* *19*(2), 179-191. Retrieved from <http://www.jstor.org/stable/3482573> Rangnes, T. E. (2012). *Elevers matematikksamtaler, læring i og mellom praksiser*. Doktorgrad ved Universitetet i Agder. (pp. 39 – 47). Available from <https://brage.bibsys.no/xmlui/bitstream/handle/11250/138127/Rangnes%20-%20phd%20%20avhandling.pdf?sequence=1&isAllowed=y> |
| 1430- 1530  | Summing up/group work | Tiri B. Schei |

0815-0830 Good morning coffee

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| **Thursday 17.01** | **Theme: Theory of Science and the arts/Tema: Vitenskapsteori og kunstfagene** | **Teacher** |
| 0830-1100Morning session | Pursuing Aesthetics. On researching ambiguity and polyphony in a liquid modernity. | Kari Holdhus |
| Literature: | Bourriaud, Nicolas. 2002.*Relational Aesthetics*. Dijon: Presses du réel. (Opening chapter)(Also available in a Norwegian version: Relasjonell estetikk, Pax.)Vist, T., & Holdhus, K. M. (2018). Does this work [of art] invite me into [intersubjective] dialogue?. *European Journal of Philosophy in Arts Education (EJPAE)*, *3*(1), 182-221.Recommended literature: Hohr, H. (2013). The concept of experience by John Dewey revisited: conceiving, feeling and “enliving”. *Studies in Philosophy and Education, 32*(1), 25-38.  |
| 1100-1200 | Lunch |  |
| 1200-1430Afternoon session | The Thinking Body – Balancing research and teaching between qualitative, quantitative and performative approaches. | Guest lecturer Stein Helge Solstad, HiVo |
| Literature: | Haseman, B. (2006). A Manifesto for Performative Research. *Media International Australia Incorporating Culture and Policy, 118*, 98–106. Schoonenboom, J. (2017) A Performative Paradigm for Mixed Methods Research. *Journal and mixed Methods Research* 1 -17. |
| 1430- 1530  | Summing up/group work | Tiri B. Schei |

0815-0830 Good morning coffee

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| **Friday 18.01** | **Theme: Construction of knowledge in and about early childhood education/****Konstruksjon av kunnskap i og om barnehage** | **Teacher** |
| 0830-1100Morning session | What science theories can be relevant in participatory research designs? Hva slags teorier kan brukes i forskning med deltakende design? | Liv Torunn Grindheim  |
| Literature: | Grindheim, L. T. (2018). Beyond uniform reproduction: Exploring children’s imaginative play through the lenses of their teacher *Contemporary Issues in Early Childhood*, 1463949118783384. <http://journals.sagepub.com/doi/abs/10.1177/1463949118783384> Hedegaard M (2009) Children’s development from a cultural–historical approach: Children’s activity in everyday local settings as foundation for their development. *Mind, Culture, and Activity*, *16*(1): 64-82. |
| 1100-1200 | Lunch |  |
| 1200-Afternoon session | Theory, methodology, method, and research questions in research on early childhood education/Teori, metodologi og forskningsspørsmål i forskning på barnehageutdanning | Niklas PramlingGuest lecturer, Göteborgs Universitet |
| Literature: | Schoultz, J., Säljö, R., & Wyndhamn, J. (2001). Heavenly talk: Discourse, artifacts, and children’s understanding of elementary astronomy. *Human Development*, *44*, 103–118. |
| 1430-1530  | Summing up/Group work | Tiri B. Schei |

**Week 7:**

0815-0830 Good morning coffee

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| **Monday 11.02** | **Theme: Academic Text Work/****Akademisk tekstarbeid**  | **Teacher** |
| 0830-1100Morning session | Inventio: The topology of knowledgeDispositio: The linearity of text(2h plus 1h student work) | Sissel Høisæter & Aslaug Nyrnes |
| 1100-1200 | Lunch |  |
| 1200-1430 Afternoon session | To challenge own language: On the ethics of (scientific) prose /Å utfordre eige språk: Om etikk i (vitskapleg) prosa. (2h plus 1h student work) | Sissel Høisæter & Aslaug Nyrnes |
| Literature, both sessions:Changes may occure/Endringer kan forekommeEnglish literature about the topic will be available on the course/Engelsk litteratur om tematikken vil være tilgjengelig på kurset | Haas, G. (1982 [1969]): Essayets særmerke og topoi. I Grepstad, O. m.fl. *Essayet i Norge*. (s. 229-239). Oslo: Samlaget. Haas, G. (English edition)Nyrnes, A. (2012): «Kunnskapstopologi». I Johansen, A. (red.): *Kunnskapens språk*. *Skrivearbeid som forskningsmetode.* (s. 31-47). Oslo: Scandinavian Academic Press.Nyrnes, A. (2012): The topology of knowledge. (Translated from Norwegian by the author) Recommended literature /Anbefalt litteratur:Perelman, C. (2005). Argumenternes rækkefølge i talen. I *Retorikkens rige. Retorik og argumentation.* (s. 193-199).På dansk ved Porsborg, S. og Roer, H. København: Hans Reitzels Forlag. Perelman, C. (engelsk edition). Breivega, K. R. (2000). Den vitskaplege artikkelen som forskingsobjekt. Vitskapsteoretisk forankring og tekstkonstituering. Samanheng eller samanbrot? I Konn, T. og Brodersen, R. (red.). *Språkvitskap og vitskapsteori. Ti nye innlegg.* (s. 1-20). Larvik: Ariadne.Høisæter, S. (2015). Å fanga interessa. Stil og retorikk hos Espen Schaanning. *Arr*. Idéhistorisk tidsskrift. Nr. 4. (s. 7-21). Sample texts /Eksempeltekster:Wil be sent to the participants in advance /Blir sendt til deltakerne på forhånd |
| 1430-1530  | Summing up: The ethics of own research. Student discussion /Etikk i eget forskningsprosjekt. Studentene diskuterer | Tiri B. Schei |

0815-0830 Good morning coffee

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| **Tuesday 12.02** | **Theme: Ethics in research /Etikk i forskning** | **Teacher** |
| 0830-1100Morning session | Research ethics, guidelines for research, rules and regulations/Forskningsetikk, personvern, regler og lover.How and where to publish your research/ Om publisering av forskningsdataWhat research challenges do you have in your project? /Hva slags utfordringer har du i ditt prosjekt? (2t pluss 1t studentarbeid) | Heidi Skramstad &Sondre Strandskog Arnesen |
| Literature: | Fossheim, H. & Ingierd, H. (2015). *Internet research ethics.* Oslo: Cappelen Damm Akademisk.Fossheim, H. (2012). *Cross-cultural child research – Ethical issues*. Oslo: Forskningsetiske komiteer.Links/lenker:Guidelines for Research Ethics in the Social Sciences, Humanities, Law and Theology: <https://www.etikkom.no/en/ethical-guidelines-for-research/guidelines-for-research-ethics-in-the-social-sciences--humanities-lw-and-theology/>På norsk:Forskningsetiske retningslinjer for samfunnsvitenskap, humaniora, juss og teologi: <https://www.etikkom.no/forskningsetiske-retningslinjer/Samfunnsvitenskap-jus-og-humaniora/> |
| 1100-1200 | Lunch |  |
| 1200-1430 Afternoon session | Ethics and academic citation practices /Etikk og akademisk kildebruk | Ole Bjørn Rekdal |
| Literature: | Rekdal, O. B. (2014). Academic urban legends. *Social Studies of Science, 44*(4), 638–654.  <http://sss.sagepub.com/content/44/4/638>Rekdal, O. B. (2014). Academic citation practice: A sinking sheep? *portal. Libraries and the Academy, 14*(4), 567-See also <https://blogg.hvl.no/kildebruk/> for other texts on the topic (English sources are found primarily under “artikler”)Engber, D. (2017, 11. June). Bad footnotes can be deadly. *Slate Magazine (online)*. |
| 1430-1530  | Summing up/group work | Tiri B. Schei |

See Slate Magazine online here: <http://www.slate.com/articles/health_and_science/science/2017/06/how_bad_footnotes_helped_cause_the_opioid_crisis.html>

0815-0830 Good morning coffee

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| **Wednesday 13.02** | **Theme: Work in progress: Student presentations /Studentpresentasjoner****Details will be announced during the first week of the course/Detaljer kommer i løpet av uke 3** | **Responsible: Tiri B. Schei and the supervisor of the candidate that is presenting his/her draft** |
| 0830-1000 | About writing an exam essay/Om å skrive eksamenstekstDialogue about the writing process/Dialog omkring skriveprosessen | Liv Torunn Grindheim |
| 1000-1015 | Short break |  |
| 1015-1100 | Student 1 Presentation |  |
| 1100-1200 | Lunch |  |
| 1200-1245 | Student 2 Presentation |  |
| 1245-1330 | Student 3 Presentation |  |
| 1330-1345 | Short break |  |
| 1345-1430 | Student 4 Presentation |  |

0815-0830 Good morning coffee

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| **Thursday 14.02** | **Theme: Work in progress: Student presentations /Studentpresentasjoner** | **Responsible: Tiri B. Schei and the supervisor of the candidate that is presenting his/her draft** |
| 0830-0915 | Student 5 Presentation |  |
| 0915-1000 | Student 6 Presentation |  |
| 1000-1015 | Short break |  |
| 1015-1100 | Student 7 Presentation |  |
| 1100-1200 | Lunch |  |
| 1200-1245 | Student 8 Presentation |  |
| 1245-1330 | Student 9 Presentation |  |
| 1400-1445 | Short break |  |
| 1445-1530 | Comments | Aslaug Nyrnes |

0815-0830 Good morning coffee

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| **Friday 15.02** | **Theme: Work in progress: Student presentations /Studentpresentasjoner** | **Responsible: Tiri B. Schei and the supervisor of the candidate that is presenting his/her draft** |
| 0830-0915 | Student 10 Presentation |  |
| 0915-1000 | Student 11 Presentation |  |
| 1000-1015 | Short break |  |
| 1015-1100 | Student 12 Presentation |  |
| 1100-1200 | Lunch |  |
| 1200-1245 | Student 13 Presentation |  |
| 1245-1330 | Student 14 Presentation |  |
| 1330-1345 | Short break |  |
| 1345-1500 | Summing up week 7 | Tiri B. Schei |