

KYAMBOGO



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Announcement of PhD Course in Education Science for Teacher Education at Kyambogo University

Effective September 2016, through collaborative initiative between Kyambogo University and Oslo and Akerhsus University College of Applied Sciences (HiOA) PhD Courses in Education Science for Teacher Education were started and continue to be run in the Faculty of Vocational Studies at NOMA House. This year (28.08.17) both Prof. Halla B. Holmarsdottir and Assoc. Prof. Greta B. Gudmundsdottir, will facilitate the course on Philosophy of science, research methodologies and ethics.

PHUV9100 Philosophy of Science, Research Methodologies and Ethics

Introduction

Philosophy of Science, Research Methodology and Ethics (10 ECTS credits) is a core course in the training component of the PhD Programme in Educational Sciences for Teacher Education. During the learning process, candidates will strengthen their knowledge base for working on general epistemological, methodological, and ethical issues as well as for conducting research in the field of educational sciences for teacher education. The breadth and diversity of the course shall enable candidates to acquire a general theoretical overview of methodological approaches. Comparative perspectives represent a key element in this course. The ability to see connections between theoretical orientation and relevant choice of practical approach will be developed through methodological and ethical reflection. While the theoretical element is essentially knowledge oriented, the methodological element is more skill- and development-oriented. The ethical element will to a certain degree be attitude-oriented.

The course may be replaced by one or more PhD courses at HiOA or at another educational institution or research school.

Admission requirements

Although this course is primarily aimed at PhD candidates admitted to the PhD programme, it is also open to other applicants. The admission requirement is a five-year master's degree (three years + two years) or equivalent qualification in teacher education or other qualification in teacher education, educational science or development studies.

Learning outcomes



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On completion of the course, the candidate will have achieved the following learning outcomes from the course in Philosophy of Science, Research Methodology and Ethics:

Knowledge

The candidate has in-depth knowledge of:

- historical and contemporary perspectives of philosophy of science and of different methodological approaches.
- epistemological and methodological knowledge of relevant problems in educational science.
- key questions related to research and ethics in the field.

Skills

The candidate:

- has gained methodological competence at a sufficiently high level to develop knowledge in his/her field of study.
- can conduct epistemological analyses of complex relationships in relevant fields.
- can formulate epistemological, methodological, and ethical problems in educational science research related to educational science research and development.
- can give academically competent written and oral presentations at relevant conferences, both national and international.

General competence

The candidate:

- can identify and establish constructive connections between theories, empirical data, and practices based on developed methodological competence.
- has sufficient ethical competence to identify relevant ethical challenges in his/her research process.
- can identify and discuss complete relationships and conflicts between more general scientific theories and knowledge theories related to his/her field of research.

Content

The course comprises philosophy of science, research methodologies, and ethics. These three main components must be viewed in relation to each other. Key topics will be: general philosophy of science: epistemological perspectives that problematize concepts such as science, knowledge, practice and theory: personal formation: history of disciplinary development: and

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relationships between aesthetics, epistemology, and ethics. Furthermore, theories with relevance to educational science and to qualitative, quantitative and developmental approaches, as well as professional ethics and research ethics in the field of education, will be presented and discussed.

Organization and work method

The course is normally taught over one semester. Organized tuition is given in the form of lectures, seminars, and academic supervision. Candidates are divided into small groups to prepare discussions and responses to written papers. Candidates are expected to actively participate in all the teaching activities. A considerable part of the academic supervision involves guidance on writing essays.

Preparation for the course

Two weeks before the start of the course candidates are required to send in a draft of their essay, which will be used for discussions during the seminar sessions. The essay should be related to the candidates own research and related to relevant problems in the course syllabus.

Evaluation

Coursework requirements

Oral presentation of draft for individual essays.

Final evaluation

The candidate writes an individual essay of between 15 and 20 pages. The paper must be related to relevant problems in the course syllabus. The essay may also relate to, but must not overlap, the work done by the candidate towards his/her thesis. If the essay cannot be approved, the candidate may submit one revised version within a given deadline.

Assessment criteria

Essays are assessed on the basis of the learning outcomes for the course.

Lecturers

Professor [Halla B. Holmarsdottir](#)



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Associate Professor [Greta B. Gudmundsdottir](#)

Associate Professor [Supriya Baily](#)

Syllabus

Syllabus

Obligatory reading

Philosophy of Science

Alvesson, M. and Sköldbberg, K. (2009). *Reflexive Methodology: New Vistas for Qualitative Research*. Los Angeles: Sage. (318 pages).

Benhabib, S. (1992) The generalized and the concrete other – The Kohlberg-Gilligan debate revisited. In S. Benhabib (ed.). *Situating the Self*. Polity Press. pp. 148–177. (29 pages)

Biesta, G. (2010). Pragmatism and the Philosophical Foundations of Mixed Methods Research. In A. Tashakkori and C. Teddlie (eds.). *Sage Handbook of Mixed Methods in Social and Behavioral Research* (pp. 95-118). Thousand Oaks, CA.: Sage (23 pages).

Eikeland, O. (2012). Action Research – Applied, Intervention, Collaborative, Practitioner, or Praxis Research? *International Journal of Action Research* , 8 (1): 9-44. (35 pages)

Johnson, B. and Gray, R. (2010). A History of Philosophical and Theoretical Issues for Mixed Methods Research. In A. Tashakkori and C. Teddlie (eds.). *Sage Handbook of Mixed Methods in Social and Behavioral Research* (pp. 69-94). Thousand Oaks, CA.: Sage (23 pages).

McCall, L. (2005). The Complexity of Intersectionality. *Signs: Journal of Women in Culture & Society* , 30(3), 1771-1800. (29 pages)

Pihl, J. (2015). Epistemological and Methodological Challenges in Research Concerning Youth at the Margins. In S. Bastien and H. B. Holmarsdottir (eds.). *Youth at the margins: experiences from engaging youth in research worldwide* (pp. 41-64). Rotterdam: Sense Publishers. (23 pages)

Reid, C. and Frisby, W. (2008). Continuing the Journey: Articulating Dimensions of Feminist Participatory Research (FPAR). In P. Reasons and H. Bradbury (eds.). *The Sage Handbook of Action Research: Participative Inquiry and Practice* . London: Sage. pp. 93-105 (12 pages).



Research Methods

Creswell, J. W. (2010). Mapping the Developing Landscape of Mixed Methods Research. In A. Tashakkori and C. Teddlie (eds.). *Sage Handbook of Mixed Methods in Social and Behavioral Research* (pp. 45-68). Thousand Oaks, Ca.: Sage (25 pages).

Ragin, C. (1987). *The Comparative Method: Moving beyond qualitative and quantitative strategies* (chapters 1-2). Berkeley: University of California Press. (33 pages)

Silverman, D. (2013). *Qualitative Research*, 4th edition (chapters 1-10). London: Sage. (186 pages)

Stromquist; N. P. (2015). Explaining the expansion of feminist ideas: cultural diffusion or political struggle? *Globalisation, Societies and Education* , 13:1, 109-134 (25 pages)

Yin, R. (2014). *Case Study Research: Design and Methods*, 5th edition (chapter 1-3). London: Sage. (96 pages)

Ethics

The National Committee for Research Ethics in the Social Sciences (2006). Guidelines for research ethics in the social sciences, law and the humanities. <http://www.etikkom.no/>

Ethical Guidelines for Supervision at Oslo and Akershus University College of Applied Sciences. <https://www.hioa.no/For-tilsatte/Rutinebeskrivelser/FoU-stoette-for-tilsatte/Forskningsetikk>

Kennan, D. (2015). Understanding the Ethical Requirement for Parental Consent When Engaging Youth in Research. In S. Bastien and H. B. Holmarsdottir (eds.). *Youth at the margins: experiences from engaging youth in research worldwide* (pp. 87-102). Rotterdam: Sense Publishers. (15 pages).

Maguire, M. (2005). ‘What if You Talked to Me? I Could Be Interesting!’ Ethical Research Considerations in Engaging with Bilingual / Multilingual Child Participants in Human Inquiry. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*. <http://www.qualitative-research.net/index.php/fqs/article/view/530/1148>

Tangen, Reidun (2013). Balancing Ethics and Quality in Educational Research - the Ethical Matrix Method. *Scandinavian Journal of Educational Research* . 58 (6): 678-694 (16 pages).

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Wearing, M. (2015). The Relational and Ethical Challenges of Qualitative Research. In S. Bastien and H. B. Holmarsdottir (eds.). *Youth at the margins: experiences from engaging youth in research worldwide* (pp. 65-86). Rotterdam: Sense Publishers. (21 pages).

Those who have already taken courses with Oslo and Akerhsus University College of Applied Sciences should apply through <https://student.hioa.no/en/studentweb>

New candidates that wish to apply for the course should apply through this website link