

Ph.d.-kurs i Pedagogiske ressurser og læreprosesser (PEDRES)

	<p>Pedagogiske ressurser og læreprosesser (10) (nå obligatorisk i PEDRES)</p> <p>Emnet omfatter teorier, metodologier og metoder for analyse og kritisk vurdering av pedagogiske ressurser. Det gis eksempler på forskningsbaserte analyser av slike ressurser, knyttet til forskjellige intensjoner og kontekster. Emnet omfatter også teorier og metoder for analyse og kritisk vurdering av individuelle og kollektive læreprosesser innenfor barnehage og skole. Pedagogiske ressurser og læreprosesser vil dermed bli forskningsmessig belyst både hver for seg og i sammenheng, og dessuten i relasjon til læringsutbytte.</p>
2.	<p>Theory of Science and Research Ethics (7,5) (tidligere obligatorisk i PEDRES)</p> <p>This course takes as its point of departure a wide approach to questions arising from the theory and philosophy of science. The course is made up of two parts: (1) theory of science, with an emphasis on the social sciences, humanities and creative aesthetic practices, and (2) ethical theories and concerns as they apply to science. In addition, the course deals with theoretical and ethical questions that arise with forms of knowing generated through experience, action and practice.</p>
3.	<p>Methodology for research in kindergarten and school (5)</p> <p>This course is aimed at PhD candidates who want a deeper understanding of methodological issues and develop their methodological skills in educational research. Key learning outcomes are related to epistemological and ontological assumptions, paradigms, research designs and methodology with particular emphasis on qualitative and quantitative data. It is a key objective to enable ph.d.-students to critically evaluate the appropriateness of different research designs as well as research methodologies and methods of data generation and analysis</p>
4.	<p>Multimodale pedagogiske ressurser i barnehage og skole (5)</p> <p>Dette emnet tar utgangspunkt i nasjonal og internasjonal forskning om multimodale pedagogiske ressurser, og vil bidra til nye fortolkninger av og teoretiske perspektiver på hvordan ulike meningsskapende ressurser samvirker i pedagogiske kontekster. Kurset omhandler blant annet hvordan multimodale pedagogiske ressurser kunnskap realiseres og bidrar i konkrete læringsprosesser, om ulike mediers og modaliteters fortrinn og begrensninger for meningsskaping, og om hvordan sammenhengen mellom ulike modaliteter etableres i multimodale ressurser.</p>
5.	<p>Barne- og ungdomskultur, medvirkning og demokrati (5)</p> <p>Dette emnet er rettet mot kandidater som ønsker fordypning innenfor området barne- og ungdomskultur, medvirkning og demokrati. Deltakerne skal stilles i kunnskapsfronten når det gjelder endringer i barne- og ungdomskulturen, og den betydning de tilhørende læreprosessene har for medvirkning og demokratiske prosesser i barnehage og skole.</p>

6.	<p>Retorikk og diskurs - mellom makt og medborgerskap (5)</p> <p>Dette emnet er for kandidater som ønsker fordypning i retorikk og diskursanalyse som teoretisk grunnlag og/eller som analytisk tilnæringsmåte. Relevansen av temaet som kurset tar opp, er særlig stor for forskningsprosjekter som undersøker tekst, kommunikasjon og/eller læringsprosesser med et samfunnsmessig perspektiv, i et demokratisk perspektiv eller et maktperspektiv. Kurset og emnet for kurset er dessuten rettet mot prosjekter som forholder seg til den offentlige diskursen om barnehage, skole, høyere utdanning og forskningsformidling, og prosjekter som beskjeftiger seg med demokratiforståelse og retorikk i utdanningsløpet.</p>
7.	<p>Literature Management and Scholarly Communication (5)</p> <p>The main goal for the course is that each candidate, early on in the research process, gains a confident insight and overview of their research field, of crucial literature and of different information sources. To this end, the PhD candidate will learn how to make a literature review for the dissertation including extensive searching in relevant databases and methods for synthesising and administrating the literature. Useful software for the review process will be introduced, including the reference management tool EndNote. The candidates will learn about publishing processes, publishing channels, research networks, copyright issues and evaluation of research. The course also aims to provide the candidates with knowledge about data management including data storage, archiving, protection, and sharing.</p>
8.	<p>Arts-based research: Ecology, Education, and Culture</p> <p>Arts-based research in education and culture has been designed for candidates, who are interested in qualitative research that targets educational and cultural phenomena in a holistic way — so as to embrace the complexities and contexts of the research process. “Arts-based research in education and culture” introduces a way of seeing qualitative methodology in which a researcher’s competencies and embodied, including perceptual, ways of knowing are integral to the research process. In this view, and in educational settings where research is conducted with pupils, the researcher must thus be viewed as a project’s most valuable resource.</p>
9.	<p>Assessment and Learning (5)</p> <p>In this course the candidate gains insight into the complex relations between assessment and learning in educating children and young adults according to the most relevant research conducted internationally and nationally. The candidates are introduced to mechanisms and research behind monitoring and assessing students’ oral and written skills and enabled to critically evaluate how assessment and learning are dependent on and intertwined with issues of feedback and motivation.</p>
10.	<p>Positioning in mathematics teaching and learning (5)</p> <p>Students in this seminar will gain familiarity with Positioning Theory and how it is used in mathematics education research. Discussion will compare the theory to other theories of communication and identity that share similar constructs, will underscore the importance of interaction in the teaching and learning of mathematics, and explain how different theories and their conceptual tools highlight different aspects of interaction.</p>

<p>11.</p>	<p>Education for social justice in education: Human rights and intersectionality (5) This course is an elective course and is aimed at PhD candidates who want a deeper understanding of human rights and intersectionality and how these frameworks relate to each other and how they might be applied within social science research so as to support learning for social justice. The course will support candidates in realizing an in-depth understanding of critical scholarship on human rights theory, policy, and praxis as it relates to teaching and learning and to their own research agenda.</p>
<p>12.</p>	<p>Applied cognitive theory (5) In its broadest sense, the term “cognitive,” refers to mental activities involved in gaining knowledge and comprehension. <i>Applied</i> cognitive theory refers to the way in which tenets from our understanding of mental activities can be used in our approach to language use in general. This course has two main components. First, we focus on the psychological underpinnings for cognitive theory, and its relation to e.g. Vygotskian sociocultural theory, and clarify common confusions regarding its relation to usage and social factors. Second, we approach two major fields of application, namely a cognitive approach to language learning, on the one hand, and meaning, on the other. We further investigate how they manifest themselves in text, in narratives, and in spontaneous language use in children and adults; monolinguals and bilinguals.</p>
<p>13.</p>	<p>Approaching multiple source analysis and the support of NVivo (5) This course is an elective subject in the study program and is aimed at PhD candidates who want a deeper understanding of how to analyze multiple sources of data and make use of the NVivo software in this part of the research process. Twenty-first century technology has enabled the ability to generate large amounts of descriptive information on a world-wide scale, provided access to analyze sources previously inaccessible to researchers, and provided us with the widespread application of tools for assessing a multitude of data sources. Emerging scholars need a wide assembly of forms of logic, measurement methods, communication systems, and human organizations to fit the insights of research in increasingly complex societies. This course will offer students a unique opportunity to explore how to approach multiple source analysis through the support of NVivo. In addition, this course will also consider the implications of NVivo on analysis and literature reviews.</p>
<p>14.</p>	<p>The contested nature of proof, proving, reasoning, and argumentation in mathematics education (5) The words ‘proof’, ‘proving’, ‘reasoning’, and ‘argumentation’ are used in everyday life, mathematics, and mathematics education in a number of distinct ways, usually without comment. For researchers in mathematics education this can lead to confusion, and may be a serious obstacle to future research. The overall aim of this course is to use the different ways these words are used in mathematics education research literature as a window into the epistemological perspectives of the researchers, and also to refine our own meanings for these words.</p>

<p>15.</p>	<p>Profesjonsbegrepet - Ressurs eller hindring? (5) Emnet er et valgfritt emne i studieprogrammet, og er rettet mot kandidater som ønsker fordypning innenfor området profesjonsforskning. Søkelyset settes på spenningsfelt som skaper muligheter og utfordringer for barnehagelærere og læreres profesjonelle utvikling under utdanning og på arbeidsplassen. Bruk og utvikling av institusjonens pedagogiske ressurser skaper viktige forutsetninger for deres videre læringsprosesser. Emnet vil legge særlig vekt på profesjonsforskning rettet barnehagelærere og barnehagefelte</p>
<p>16.</p>	<p>Digitalization and Epistemic Change (5) (under godkjenning) In this PhD-course, participants will be introduced to theoretical perspectives on the impact digitalization has on epistemic work. Further, scholars will present empirical examples illustrating such impact. Last, possible methodological approaches to studies about learning in technology-rich environments will be presented and discussed. Several scholars have highlighted that processes of learning with digital technologies are situated, social, dynamic and culturally anchored, rather than static and fixed. Consequently, there is a need for research designs that allow researchers to shed light on processes in which people collaborate not only with each other, but also with digital artefacts, which increasingly becomes partners in social relations.</p>
<p>17.</p>	<p>Conversation and interaction analysis in education (5) This course addresses PhD-candidates who investigate interaction in educational settings. The aim of the course is to provide basic tools for transcribing and analyzing interaction within a conversation analytic framework. The course focuses on conversation analysis as basis for analyzing and assessing professional and pedagogical practices. The course has an applied approach and demonstrates basic principles for how to transcribe, analyze and assess conversational practices.</p>
<p>18.</p>	<p>Akademisk skriving (5) Emnet er rettet mot Ph.d.-kandidater og tar sikte på å gi dem en innføring i ulike konvensjoner for akademisk skriving. Hovedvekten legges på arbeid med deltakernes egne tekster og på utviklingen av deres egne skriveferdigheter. Kandidatene skal kjenne sjangre og konvensjoner innen akademisk skriving, med spesiell vekt på skriving innen eget fagfelt.</p>
<p>19.</p>	<p>Theories of Difference: Pedagogies and Practices (5) The course "Theories of Difference: Pedagogies and Practices" is offered as an elective course in the doctoral program in pedagogical resources and learning processes. The PhD program aims to explore, analyze, and discuss educational resources and their significance for learning processes and outcomes at all levels, including within teacher training. "Theories of Difference: Pedagogies and Practices" has been funded by the Norwegian Research Council and is offered to candidates in USN's PhD programs in pedagogical resources (PEDRES) and in cultural studies, as well as other qualified and interested parties. The course provides a space in which participants can both engage in and develop practical activities that will increase both their own and, if relevant, their future students' understanding of the pedagogical, ethical, social, and political relevance of disability studies and queer theory. It will make clear the relevance of these critical-theoretical frameworks to curricular and instructional design and classroom practice.</p>

20. Narrative Possibilities: Human Rights and the Art of Storytelling (2, 5)

Human rights is a profoundly interdisciplinary topic, approachable from a broad variety of scholarly perspectives and susceptible to a range of methodological approaches. Following the ‘narrative turn’ that has exerted such influence across academia in recent decades, this course has two core aims: to investigate the ways in which the study of narrative is uniquely equipped to illuminate dimensions of human rights issues less easily accessible to other modes of textual representation; and to explore how storytelling practices condition our understanding of the world, and, by extension, scholarly engagements with human rights issues within and beyond the humanities. Beyond the specific domain of human rights, the course addresses the broader question of why it is important for scholars and students who deal with different aspects of the human existence – historians, psychologists, lawyers, social scientists, and medics, to name a few – to have an understanding of the fundamentals of narrative theory, and explores a variety of answers to this increasingly salient question.