

## COURSE SYLLABUS

### Research Methods II in Lifelong Learning, Sustainability and Work, 7.5 credits

*Forskningsmetodik II i Livslångt lärande, hållbarhet och arbete, 7.5 högskolepoäng*

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|--------------------------|---|
| Course Code: LF2S26      | Education Cycle: Second-cycle level   |
| Confirmed: Dec 17, 2025  | Disciplinary domain: Social sciences  |
| Valid From: Jan 19, 2026 | Subject group: Education  |
|                          | Specialised in: A1F Second cycle, has second-cycle course/s as entry requirements |
|                          | Main field of study: Education  |

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### Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

#### Knowledge and understanding

- identify and describe different perspectives and traditions within the philosophy of science in working life studies
- explain the applicability of quantitative and qualitative methods for lifelong learning and social sustainable working life
- identify and explain the relation between theory and methods in current research about lifelong learning and social sustainable working life

#### Skills and abilities

- summarise and compare specific perspectives and traditions within the philosophy of science and relate them to specific theories and methods used in lifelong learning and social sustainable working life
- apply advanced qualitative and quantitative methods specifically adapted to researching complex phenomena in working life and lifelong learning contexts
- develop qualitative analyses of data related to lifelong learning and social sustainable working life using a specific method

#### Judgement and approach

- critically review the relationship between specific perspectives and traditions within the philosophy of science and specific methods used in lifelong learning and social sustainability research
- compare strengths and limitations of specific methods for analyzing problems related to lifelong learning and social sustainability in working life
- critically assess relevant ethical considerations and implications in research about lifelong learning and social sustainability with a focus on the chosen field of research in the master's thesis
- discuss and problematise the role of the researcher and the implications of research for society within lifelong learning and social sustainability

#### Content

- Philosophy of science
- Methodologies for workplace analysis
- Researching sustainability and ethics
- Reflexivity in research

#### Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

The teaching is conducted in English, but teaching in Swedish may occur in cases where the student group only consists of Swedish language speaking students.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Language of instruction is English.

## Entry requirements

Passed courses of at least 10 credits from the Master's program Lifelong Learning, Sustainability and Work or equivalent. English proficiency is required.

## Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on the intended learning outcomes.

The course is examined through three oral group presentations and one individual written assignment.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

To receive a passing grade on the course the student must achieve an approved grade on all seminars and the individual written assignment. The grade received on the individual written assignment decides the final grade for the full course.

Registration of examination:

| Name of the Test              | Value       | Grading        |
|-------------------------------|-------------|----------------|
| Group presentation 1          | 1.5 credits | G/U            |
| Group presentation 2          | 1 credit    | G/U            |
| Group presentation 3          | 1 credit    | G/U            |
| Individual written assignment | 4 credits   | A/B/C/D/E/FX/F |

## Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

## Other information

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

## Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Bruce, Nicola., Snelgar, Rosemary., & Kemp, Richard. (2016). *SPSS for Psychologists*. Sixth edition. Palgrave Macmillan. 440 pages.

Chalmers (2013). *What is this thing called science?* 4th edition. Open University Press. 282 pages.

Check, Joseph., & Shutt, Russel, K. (2017). *Research Methods in Education*. Sage Research Methods: <https://doi.org/10.4135/9781544307725>. Available on website: <https://methods.sagepub.com/book/mono/research-methods-in-education/toc>

Evans, K. (Ed.). (2023). *Third International handbook of lifelong learning*. Springer International Publishing. [www.doi.org/10.1007/978-3-031-19592-1](http://www.doi.org/10.1007/978-3-031-19592-1)

Inglis, David & Thorpe, Christopher (2012). *An invitation to social theory*. Polity. 224 pages.

Kozinets, Robert. (2015). *Netnography - Redefined*. Sage. 320 pages.

Machin, David & Mayr, Andrea (2012). *How to Do Critical Discourse Analysis: A Multimodal Introduction*. Sage. 250 pages.

Neuendorf, Kimberly A. (2017). *The content analysis guidebook*. 2. ed. Sage. 456 pages.

Sheppard, Valerie. (2020). *Research Methods for the Social Sciences: An Introduction*. Creative Commons Attribution NonCommercial ShareAlike: Available online: <https://pressbooks.bccampus.ca/jibcresearchmethods/>

Young, Michelle D., Diem, Sara. (2018). Doing Critical Policy Analysis in Education Research; An Emerging Paradigm. *Complementary Research Methods for Educational Leadership and Policy Studies*. (PP. 79-98)

Articles and other literature of about 300 pages may be added.

### Citing Sources – How to Create Literature References

<https://ju.se/library/academic-language/reference-management.html>

### Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions  
Available in the learning management system