

## COURSE SYLLABUS

### Theory of Science and Scientific Methods, 15 credits

*Vetenskapsteori och vetenskapliga metoder, 15 högskolepoäng*

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Course Code: HVMR24	Education Cycle: Second-cycle level
Confirmed: Mar 12, 2024	Disciplinary domain: Health care
Valid From: Aug 31, 2026	Subject group: Child and Youth Education and Care
	Specialised in: A1N Second cycle, has only first-cycle course/s as entry requirements
	Main field of study: Child Studies

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### Intended Learning Outcomes (ILO)

On completion of the course the student will be able to:

#### Knowledge and understanding

- describe and explain qualitative and quantitative research methods in relation to research involving child participants
- describe ethical considerations relevant for designing and conducting research in child studies.

#### Skills and abilities

- perform descriptive and analytical statistics
- perform qualitative analysis
- independently develop and write a research design adapted to child studies.

#### Judgement and approach

- evaluate the quality of scientific studies using various designs in child studies
- critically reflect on the relation between research problem, theory, methods and ethics in empirical studies.

#### Content

- research design and research process
- quantitative methods
- qualitative methods
- systematic reviews
- research planning
- library search
- research ethics
- child studies

#### Type of instruction

The course is implemented through lectures, seminars and exercises performed individually and in groups.

Language of instruction is English.

## Entry requirements

The applicant must hold the minimum of a bachelor's degree (i.e. the equivalent of 180 ECTS credits at an accredited university) within health and caring sciences, behavioral science, social work, disability research, or educational sciences, including independent, theoretical based work, i.e. a thesis or equivalent. Proof of English proficiency is required.

## Examination and grades

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

The course is examined through two individual written assignments, a seminar, and a thesis planning.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment 1	5 credits	A/B/C/D/E/FX/F
Individual written assignment 2	5 credits	A/B/C/D/E/FX/F
Seminar	2 credits	G/U
Thesis Planning	3 credits	A/B/C/D/E/FX/F

## Course literature

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

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners\**. Sage.

Creswell, J.W., & Creswell, J. D. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. SAGE.

Field, A. P. (2018). *Discovering statistics using IBM SPSS statistics*. Sage Publications.

Jesson, Jill, Matheson, Lydia, & Lacey, Fiona M. (2011). *Doing your literature review: traditional and systematic techniques*. Sage.

Kvale, S., & Brinkmann, S. (2008). *InterViews: learning the craft of qualitative research interviewing*. SAGE publications.

Okasha, S. (2016). *Philosophy of Science: very short introduction*. Oxford University Press.

Palant, J. (2014). *The SPSS Survival Manual*. Open University Press.

Suri, H. (2020). *Ethical Considerations of Conducting Systematic Reviews in Educational Research*. In O. Zawacki-Richter, M. Kerres, S. Bedenlier, B. Melissa, & E. Buntins Katja (Eds.), *Systematic Reviews in Educational Research: Methodology, perspectives and application* (pp. 41- 54). Springer.

In addition to listed course texts there will be, in accordance with lecturers' recommendations, reports, articles and internet resources proposed to supplement the texts above.

The latest edition of textbooks will be used.