



## General Syllabus for Degree of Doctor in Humanities specialising in Educational Sciences

The syllabus was confirmed by the Faculty Board of Arts at University of Gothenburg on 16 February 2017. It is complemented with the following documents, available via the website of the Faculty of Arts ([www.hum.gu.se](http://www.hum.gu.se)).

*Instructions for Third-cycle Studies at the Faculty of Arts.*

*See Rules and Regulations for Third-cycle Studies at the University of Gothenburg – Rules for Doctoral Students* for university-wide rules for third-cycle studies.

### Title of qualification and teaching and research duties

Humanities specialising in Educational Sciences deals with approaches to problems and perspectives within learning, knowledge formation and knowledge processes. These approaches to problems and perspectives are to link to one or more of the other third-cycle subject areas at the Faculty of Arts, University of Gothenburg.

## 1. Objectives

### 1.1 General national objectives

According to the Qualifications Ordinance, Appendix 2 of the Higher Education Ordinance, the objectives for the Degree of Doctor are as follows:

#### Knowledge and understanding

For the Degree of Doctor, the third-cycle student shall:

- demonstrate broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialised knowledge in a limited area of this field, and
- demonstrate familiarity with research methodology in general and the methods of the specific field of research in particular.

#### Competence and skills

For the Degree of Doctor, the third-cycle student shall:

- demonstrate the capacity for scholarly analysis and synthesis as well as to review and assess new and complex phenomena, issues and situations autonomously and critically,

- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work,
- demonstrate through a thesis their ability to make a significant contribution to the formation of knowledge through their own research,
- demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society at large,
- demonstrate the ability to identify the need for further knowledge, and
- demonstrate the capacity to contribute to social development and support the learning of others both through research and education and in other qualified professional contexts.

### **Judgment and approach**

For the Degree of Doctor, the third-cycle student shall:

- demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics, and
- demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.

## **2. Entry requirements**

Admission to the programme requires that the applicant fulfils the general and specific entry requirements provided in Chapter 7 of the Higher Education Ordinance.

### **2.1 General entry requirements**

A person meets the general entry requirements under Chapter 7, Section 39 of the Higher Education Ordinance if he or she:

1. has been awarded a second-cycle qualification, or
2. has satisfied the requirements for courses comprising at least 240 higher education credits of which at least 60 higher education credits were awarded in the second-cycle, or
3. has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

### **2.2 Specific entry requirements**

Admission to the third-cycle programme in in Humanities specialising in Educational Sciences requires:

1. that the applicant has taken a teaching qualification that includes a second-cycle degree project comprising at least 15 higher education credits and also that the applicant has either a humanities focus for their teaching qualification or 60 higher education credits in a humanities subject, or
2. that the applicant has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

### **3. Admission and selection**

Admission to third-cycle studies in Humanities specialising in Educational Sciences is normally initiated by the Department announcing a call for doctoral studentships. .

Admissions for Humanities specialising in Educational Sciences are coordinated according to announcements at the Centre for Education Science and Teacher Research (CUL) Graduate School. Admission is conditional upon the studies being properly funded.

In selecting between applicants, their ability to benefit from the course or study programme shall be taken into account in accordance with Chapter 7 of the Higher Education Ordinance. To facilitate the selection process, the applicant must submit:

- the degree project for their teaching qualification, or equivalent independent project, and other relevant essays. These are assessed according to the following quality criteria: demonstrated ability to formulate relevant research tasks, approach to previous research within the area, independent completion of an examination and also demonstrated capacity for written scholarly argumentation.
- a project draft in which the applicant stipulates a research domain that he/she would like to develop, the theories, methods and materials that might be relevant, and also the relevance of the project draft to didactic issues, learning, knowledge formation and knowledge processes.

The project draft is assessed on the basis of the following criteria: demonstrated ability to formulate and delimit issues within the scholarly problem area in writing, gain support for the issues in current research and a description of how the research is to be implemented. Furthermore, the relevance of the research to research in educational sciences and also for the specialisation formulated for the graduate school in question is assessed.

The project draft also provides supporting information for assessing the Department's supervisor competence within the research domain stipulated. Reference may also be made to qualifications that may otherwise be relevant for the applicant, for example documented professional experience as a teacher.

Admission and selection are also conditional on the Department's supervisory resources within the doctoral student's research focus. Admission may also include an interview in addition to a review of qualifications submitted. Admission decisions are made by the Head of Department following preparation at the Department.

### **4. Programme disposition and content**

The third-cycle programme in Humanities specialising in Educational Sciences comprises 240 higher education credits and leads to a Degree of Doctor. There is the option to obtain a Degree of Licentiate after 120 higher education credits providing the requirements specified in the general syllabus for a Licentiate degree in Humanities specialising in Educational Sciences are fulfilled.

The third-cycle programme consists partly of courses, which are examined incrementally, and partly of own research work, which is to lead to a scholarly thesis.

The student shall participate in seminar activities within the confines of her or his education. The doctoral student shall also participate in Department-wide activities, unless there are

special reasons.

#### **4.1 Courses**

The programme consists of a course part comprising 60 higher education credits, 35 of which are compulsory and comprise:

- courses that are compulsory for the graduate school (30 higher education credits), and
- the compulsory basic course in teaching and learning in higher education (5 higher education credits).

Different theories and methods of relevance to research within the area of educational science are studied for the graduate school courses. Courses comprising 25 higher education credits are chosen from among the courses offered at the Faculty of Arts at Gothenburg University or another higher education institute and are decided after having been agreed with the principal supervisor and doctoral examiner.

The compulsory basic course in teaching and learning in higher education (5 higher education credits) should be completed during the first year of the third-cycle studies.

If a doctoral student requests credit transfer from previous education, this shall be specified in the individual study plan (see 6.1).

#### **4.2 Doctoral thesis**

The doctoral thesis comprises 180 higher education credits. It can be designed as a monograph or a compilation thesis. A licentiate thesis can be included as part of a doctoral thesis, in a revised or unaltered form.

The doctoral student is expected to provide regular reports on her or his thesis work. This obligation is primarily fulfilled through presentation at Department and Graduate School seminars.

For more information, see *Instructions for Third-cycle Studies at the Faculty of Arts*.

The doctoral thesis is defended at a public defence seminar. Both the content and defence are considered in the assessment of the thesis. The thesis is graded with one of the grades Pass or Fail.

## **5. Supervision**

At least two supervisors shall be appointed for each doctoral student: one principal supervisor and one assistant supervisor. At least one of the supervisors must be employed at the University of Gothenburg, normally at the doctoral student's home Department. At least one of the supervisors must be qualified for appointment to a readership (Docent) and at least one of the supervisors must have completed supervisor training.

The doctoral student is entitled to supervision at least as stipulated by the standard adopted by the Faculty Board (see *Instructions for Third-cycle Studies at the Faculty of Arts*).

A doctoral student who so requests is entitled to change supervisors.

## **6. Individual study plan**

An electronic individual study plan, which shall be finalised by no later than two months after

commencement of studies, shall be drawn up by the doctoral student and supervisor, in consultation with the doctoral examiner, in connection with admission.

The individual study plan shall be reviewed at least once a year. The review shall clearly identify the doctoral student's progression.

#### **6.1 Credit transfer**

When the individual study plan has been established, the doctoral student may request that credits be transferred from past successfully completed second- or third-cycle education. Credits applied to fulfil the general or specific entry requirements may not also be applied towards the third-cycle degree, but must be replaced with another course. In addition, the following applies:

(i) A doctoral student who has successfully completed a second-cycle course that is included as a compulsory or elective course at third-cycle level may request that the course be replaced with another course of the same extent in the individual study plan. This does not affect the duration of the programme for the Degree of Doctor.

(ii) A doctoral student who has completed part of her or his third-cycle education while he or she was enrolled as a third-cycle student at another higher education institution or in another subject may request that the part be applied directly to her or his degree without replacements. This reduces the duration of the study programme for a Degree of Doctor in proportion to the credits transferred.

#### **6.2 Timetable and funding plan**

The individual study plan shall include a timetable and associated funding plan for the entire period of study, up to the planned date for public defence of the thesis.

## **7. Transitional provisions**

Doctoral students admitted before 1 June 2017 may, following consultation with supervisors and the doctoral examiner, request permission from the Head of Department to transfer this programme syllabus. The individual plan must then be updated.