



**Välkomna / Welcome
to
Information on Doctoral positions in Educational Work
and Subject-Matter Education
at
Department of Pedagogical, Curricular and Professional
Studies**



Department of pedagogical, curricular and professional studies

- Research perspectives and interests can be broad or focused on specific thematic areas, school subjects, or disciplines.
- The research concerns:
 - conditions, processes and outcomes of teaching and learning.
 - links between teaching and learning
 - the teaching professions and teacher education.
- The research is organised in three research environments



Didactic classroom studies

- Study teaching-learning processes and consequences
 - simultaneous focus on teaching, learning and content
 - decompose classroom processes
 - developmental-participatory research
- Research subgroups – Situational teaching (classroom interaction), Didactical designs (intervention), Teacher education (literacy, prof. learning, identity, final thesis)
- Around 25 researchers in pedagogical work, general and subject matter education (3 Prof.s, 4 Docents, 12 Lecturers & 5 doc)



Phenomenography, Variation Theory and Learning Study

The research environment shares a research approach on learning based on the phenomenographic research tradition and its theoretical development – variation theory, which has been ongoing for four decades.

- Strong focus on learning and on how to enhance students' opportunities to learn specific content.
- The research investigates necessary conditions for learning and how these conditions can be created, for example, in teaching, often through practice-based research carried out in collaboration with teachers.
- We co-operate with schools, universities and research groups nationally and internationally



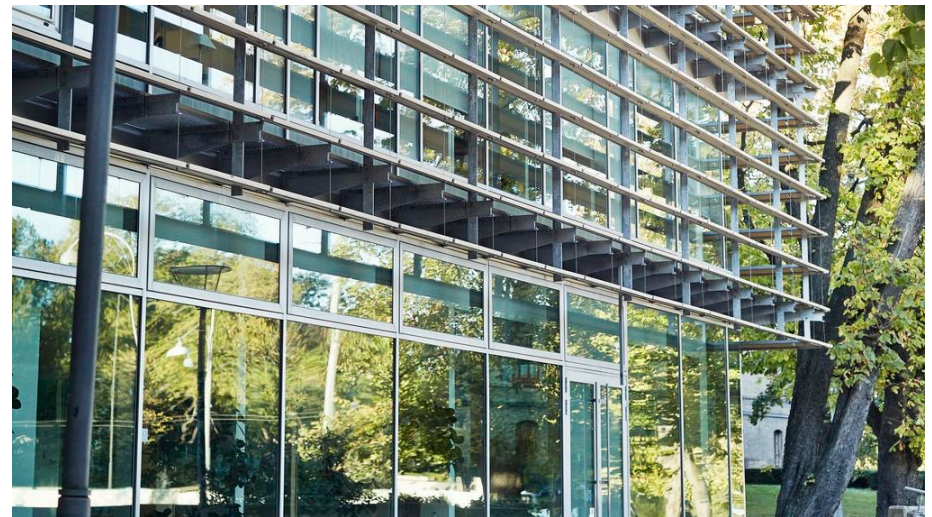
Critical Education Research (KRUF)

- KRUF:s vision is to be a critical voice in both academic and public debate.
- Our research is broadly concerned with education and its interrelationships with issues on power, inequality, injustice and environmental destruction.
 - Education/teaching is seen as part of broader societal processes, where cultural and social positions influence education
- Gathers around 25 researchers and PhD students
- Research projects, some examples:
 - Education for sustainable development in an unequal world: Populations, knowledge(s), and lifestyles Selected or rejected – a profession in change.
 - A study of the career step reform and the teacher salary boost
 - School in society – students, school leaders, and teachers as political subjects
 - Collaboration on newly arrived students with slow progression in upper secondary school's language introduction
 - Collaboration for attendance: a comparative case study of school social teams



Doctoral studies at the Department of Pedagogical, Curricular and Professional Studies

- 33 PhD students
- 2 Assistant Heads of Department (*Jonas Emanuelsson* and *Catarina Player-Koro*)
- 2 administrators (*Katarina Grönbäck* och *Rebecca Hall Namanzi*)
- 2 third-cycle subjects: *Educational Work* (Pedagogiskt arbete) and *Subject Matter Education with Specialization* (Ämnesdidaktik med inriktningar)





Two third-cycle subject

- **Educational Work** is a third-cycle subject that deals with different perspectives and aspects of work within educational institutions in society. Research within Educational Work deals with urgent issues for pedagogic practitioners, professions and activities. It includes conditions for teachers' and students' work on teaching and learning, both in practice and related to policy and educational reforms.
- **Subject Matter Education** with specialization is a third-cycle subject focusing on the study of teaching and learning in relation to some specific content, generally associated with a particular school subject, university discipline or professional practice. Research in Subject Matter Education involves the study of the preconditions for, and relations between, teaching and learning. Examples of specializations are foreign language education, mathematics education, mother tongue (Swedish) education, science education, social studies education, technology education and sustainable development.



Courses

- Our PhD programme includes **240 higher education credits (equivalent to 48 months)**.
- This consists of **85 higher education credits from coursework and 155 higher education credits from the dissertation**.
- **Compulsory courses** include, for example, an introductory course, courses related to our two specific third-cycle disciplines, and methodology courses.
- **Elective courses** offer a wide range of options with various focuses, including content, theoretical approaches, and methodologies.



Our PhD students are also encouraged to:

- Participate actively and present their work regularly within one or several of the department's research environments.
- Participate and present at national and international conferences.
- Conduct visits to and/or longer exchange stays at universities abroad.





The ongoing call

1. Part of our strategic work to strengthen the department's research environments
2. You simultaneously apply for enrolment in our PhD-program and a paid position as doctoral student at the department
3. Two third cycle subjects to apply for:
 - a. Educational work
 - b. Subject matter Education with specializations



Paid employment and enrolment in the PhD-program

- 4 years paid employment
- Possibility work at UGOT (max 20%)
- Salary (SEK, 2025)
 - 31 500
 - 33 500 (50%)
 - 35 600 (80%)

(33 000 SEK aprox. 2800 EUR)



Ellegibility Educational work

A candidate meets the **general entry requirements** for doctoral studies if they:

1. have been awarded a second-cycle qualification, or
2. have satisfied the requirements for courses comprising at least 240 higher education credits, of which at least 60 credits are at the second-cycle level.

Regarding the **specific entry requirements** for doctoral studies **in educational work**, one of the following alternatives is required:

1. Regarding the second-cycle teaching qualification, or a teaching qualification and an independent project (degree project) comprising at least 15 higher education credits at the second-cycle level.
2. At least 90 higher education credits with a specialisation in pedagogical professional practice or in activities relating to children and young people, or the equivalent, of which at least 30 credits are at second-cycle level, including an independent project (degree project) comprising at least 15 higher education credits.



Ellegibility Subject matter education

A candidate meets **the general entry requirements** for doctoral studies if they:

- have been awarded a second-cycle qualification, or
- have satisfied the requirements for courses comprising at least 240 higher education credits, of which at least 60 credits are at the second-cycle level

Regarding **the specific entry requirements** for doctoral studies in subject-matter education with specialisations, one of the following alternatives is required:

1. A teaching qualification, including courses corresponding to at least 60 higher education credits in a relevant area of knowledge within subject-matter education, and an independent project (degree project) comprising at least 15 credits at the second-cycle level.
2. At least 90 higher education credits, of which at least 30 credits are at second-cycle level, in a relevant area of knowledge within subject-matter education, including an independent project (degree project) comprising at least 15 credits at second-cycle level.



The application must contain the following:

1. Cover letter with a brief description of the applicant's motivation for applying for the position, max. one A4 page
2. Curriculum vitae/Résumé
3. Transcript/Documentation of studies, demonstrating general and specific eligibility (extract from LADOK or other academic records system)
4. Thesis/degree project comprising at least 15 higher education credits at second-cycle level, as well as a maximum of one additional research-related text (e.g. article, report). (If these are not written in English or a Scandinavian language, they must be translated into one of these languages.)
5. Preliminary research plan, max. five A4 pages
6. References
7. Any other qualifications that the applicant may wish to refer



Research plan

The preliminary research plan should describe the proposed dissertation project (max. five A4 pages, 11 points, excluding the reference list) and should contain the following headings:

- Background and aim
- Previous research
- Theoretical framework
- Method and References.



Assessment of application

In the assessment, we pay special attention to documented qualifications regarding:

- the quality of the qualifying thesis/degree project
- the quality of the submitted research plan

Considerable importance is also attached to whether the applicant's dissertation work can be supported by and contribute to one of the three research environments at the department within the specified specializations



Tentative schedule 2025

1. Second information meeting at campus Pedagogen, Göteborg December 17:th, 18.00
2. Deadline for application January 7:th
3. Notifications turn of the month March - April
4. Start of program September