

PhD-kurs om Kritisk og praksisorientert dannelsingsforskning PhD course on Critical and Practice-Oriented Educational Research

Time:	6 to 7 November 2023; 9:00-16:45
Room:	TBC
Course responsibility:	Assoc. Prof. Dr. Geert Thyssen
ECTS:	2 (in case of assessment taken) or 1 (in case of course taken only)
Language of instruction:	English

Contents and structure

Content outline

This course is an elective part of the PhD course offer of the Western Norway Graduate School of Educational Research II (WNGER II). It is aimed at PhD candidates who wish to widen their knowledge of, and skills in, critical and practice-oriented educational epistemology and theory; methodology and methods of critical and practice-oriented educational research; and inquiry into various scholarly traditions around, and concepts of, ‘criticality’, ‘practice’-orientedness, and ‘education’ and ‘educational’ research.

‘Criticality’ has come to present itself as essential to most if not all endeavours of educational research and practice. Yet, how it can best be conceived, fostered, and materialised, remain questions that are but implicitly addressed, if at all, within most cases of educational research and practice. Likewise, a fascination with, and orientation towards, ‘practice’ is increasingly shaping the field of education and discipline of educational research through various influences, with rather different concepts of practice being used. All the while, ‘education’ and ‘education research’, for which criticality has come to be deemed indispensable and practice-orientedness at least conceivable, if not downright desirable, have never come to acquire universal features. Thus, among others, Germanic, Nordic, and Slavic traditions have helped body forth concepts of *Bildung*, *danning*, *bildning*, etc. which to some extent carry different meanings and values and come with specific implications, as do, for instance, Anglo-Saxon or continental European concepts of the disciplines of ‘pedagogy’, ‘didactics’, etc.

This course, then, is based on a principal openness to, yet also systematic inquisitiveness into, what ‘critical(ity)’, ‘practice-oriented(ness)’, and ‘education(al)’ might mean in any context of relevance to PhD candidates participating, from the more formal to the informal.

Among scholarly traditions, concepts and issues investigated will be those pertaining to critical theory (e.g. Foucault, Bourdieu, Crenshaw, Latour, Barad), critical pedagogy (e.g. Freire) and critical reflection (e.g. Schön); praxeology and action/practice/practitioner research (e.g. Hollenbach & Tillmann, Stringer, Siljander, Kivelä & Sutinen, Mahon et al.) including post-structuralist and -humanist approaches (e.g. Olsen, Taguchi as inspired by Deleuze_Guattari, Barad etc.), and educational theory (e.g. Biesta, and related to *danning*, *Bildung* and similar notions: Hörner, Drinck & Jobst, Gustavsson, Krüger, Ødegaard).

Learning outcomes

After completing the course, PhD candidates should have achieved the following learning outcomes:

Knowledge

The PhD candidate

- has knowledge of key theories/epistemologies, methods/methodologies, and features of critical, practice-oriented educational research, and of various scholarly traditions concerning, and concepts of, ‘criticality’, ‘practice-orientedness’, ‘education’ and ‘educational’ research
- has in-depth understanding of how one can make choices concerning various strands of research- and practice-based expertise with a view to fostering critical and practice-oriented educational research
- has insight into how one might help effectuate change or otherwise impact the current understandings/operationalisations of critical, practice-oriented educational research

Skills

The PhD candidate

- is capable of identifying and conceptualising instances of critical, practice-oriented educational research
- is able to formulate issues and conduct research concerning critical, practice-oriented educational research
- shows ability in handling varied tools for documentation and dissemination of critical, practice-oriented educational research

General competencies

The PhD candidate

- is able to articulate and contextualise current issues and challenges related to critical, practice-oriented educational research and their implications in particular contexts
- is capable of participating in academic discussions about critical, practice-oriented educational research and on criticality, practice-orientedness and education broadly understood, both nationally and internationally
- is able to disseminate research into critical, practice-oriented educational research and criticality, practice-orientedness, and education broadly understood, at reputable and suitable national and international forums

Teaching and learning methods

The course is organised as an intensive course over a period of two days. Classes are provided as lectures and seminars including presenter and discussant exercises. Interactive participation is expected during all parts of the course.

Work requirements

Individual oral presentation (1) and (co-)discussion (2) of a ‘case’ of critical, practice-oriented educational research relevant to the PhD candidate’s proper project.

Form of assessment

The summative assessment will be informed by formative feedback/assessment received on the ‘case’ of critical, practice-oriented educational research presented during class and takes the following form:

- Individual academic text of around 2000 words. References are not included in the word count. The text must be linked to the relevant issues of the course and must meet the formal requirements for academic publishing. More precisely, the text, at PhD level, can be expected to be based on sufficient primary reading materials (texts and/or non-textual publications produced by relevant, original authors) alongside any eventual secondary, peer-reviewed reading materials (other authors' interpretations of these publications), and demonstrate skill in terms of building a coherent, evidenced, multi-perspectivist line of argument and in terms of both analysing and synthesising key, relevant aspects. The text will be assessed as a pass/fail (a passing grade is equal to an academic level equivalent to a grade B) by an internal and external sensor based on the learning outcome description for the course.

Programme

Monday 6.11.2022

09.00 - 09:15 Welcome/intro

Introduction to the Course and Cases 1 and 2:

Critical, Practice-Oriented Research into Formal and Informal 'Education'

09.15 - 10.15: Introduction on 'criticality', 'practice-orientedness', and 'education' and 'educational research' – *Geert Thyssen (HVL)*

Preparation – compulsory reading:

Siljander, Kivelä & Sutinen 2012 (Introduction: 1–18); Mahon et al. 2020 (Chapter 1-3: 1–63); Barad 2003; Latour 2004.

For deepening – optional reading:

'Criticality', e.g.: Freire 1970; Mollenhauer 1973; Klafki 1976; Bourdieu & Passeron 1977; Crenshaw 1991, Schön 1983; Foucault 1988/1989; Barad 2007; Latour 2010.

'Practice-orientedness', e.g.: Bourdieu 1977; Stringer 2008; Olssen 2009; McIntosh 2010; Taguchi 2010; Gibbs et al. 2017.

'Education', e.g.: Hagtveit & Ognjenovic 2001; Liedman 2002; Hörner, Drinck & Jobst 2010; Doseth 2011; Ødegaard 2012; Lyså 2012; Gustavsson 2013; Biesta 2016; Horlacher 2016; Hartman 2017; Hodgson, Vlieghe & Zamojski 2018; Krüger 2018; Ødegaard 2019.

10.15 - 10.30: Break

10.30 - 11.30: Ph.D. Engage: Factors Influencing Ph.D. Experience and Completion in the Programme *Studies of Bildung & Pedagogical Practice* – *Geert Thyssen (HVL)*

Preparation – compulsory reading:

Bourdieu 1984 [1979] (cursory reading, helps also for introduction), and Depaepe et al. 2008

For deepening – optional reading:

Eccles & Wigfield 2020; Ryan & Deci 2020

11.30 - 12.30: Lunch

12.30 – 13.15: ‘Taking to the Streets’ A History of Ongoing Enfoldments of Education and Street Art as an Act of Transgression – Geert Thyssen (HVL)

Preparation – compulsory reading:

Barad 2003 (same reading as for introduction), and Watt 2016 (brief editorial for orientation)

13.15 - 13.30: Break

PhD Candidate Cases

Critical, Practice-Oriented Educational Research (Presenters-Discussants)

13.30 – 14.00: Presentation PhD Candidate 1, Discussion PhD Candidate 2 & 3

14.00 – 14.30: Presentation PhD Candidate 2, Discussion PhD Candidate 1 & 3

14.30 – 15.00: Presentation PhD Candidate 3, Discussion PhD Candidate 1 & 2

15.00 - 15.15: Break

15.15 – 15.45: Presentation PhD Candidate 4, Discussion PhD Candidate 5 & 6

15.45 – 16.15: Presentation PhD Candidate 5, Discussion PhD Candidate 4 & 6

16.15 – 16:45 Presentation PhD Candidate 6, Discussion PhD Candidate 4 & 5

Tuesday 7.11.2023

09.00 – 09.30: Presentation PhD Candidate 7, Discussion PhD Candidate 8 & 9

09.30 – 10.00: Presentation PhD Candidate 8, Discussion PhD Candidate 7 & 9

10.00 – 10.30: Presentation PhD Candidate 9, Discussion PhD Candidate 7 & 8

10.30 - 10.45: Break

10.45 – 11.15: Presentation PhD Candidate 10, Discussion PhD Candidate 11 & 12

11.15 – 11.45: Presentation PhD Candidate 11, Discussion PhD Candidate 10 & 12

11.45 – 12.15: Presentation PhD Candidate 12, Discussion PhD Candidate 10 & 11

12.15 - 13.15: Lunch

13.15 – 13.45: Presentation PhD Candidate 13, Discussion PhD Candidate 14 & 15

13.45 – 14.15: Presentation PhD Candidate 14, Discussion PhD Candidate 13 & 15

14.15 – 14.45: Presentation PhD Candidate 15, Discussion PhD Candidate 13 & 14

14.45 - 15.00: Break

15.00 – 15.30: Presentation PhD Candidate 16, Discussion PhD Candidate 17 & 18

15.30 – 16.00: Presentation PhD Candidate 17, Discussion PhD Candidate 16 & 18

16:00 – 16.30: Presentation PhD Candidate 18, Discussion PhD Candidate 16 & 17

16.30 – 16.45: Outro/Final Q&A

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