



## **CURRICULUM**

### **PhD IN TEACHING AND TEACHER EDUCATION**

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## Introduction

The overall goal of the PhD study programme is to contribute to the consolidation of the scientific foundations of teacher education programmes as well as the scientific basis for carrying out professional activities in schools, kindergartens and other educational fora, such as schools of music and the performing arts.

Teacher education programmes furnish students with both subject-specific and general didactic knowledge and thus qualify them for their professional future. In recent decades teacher education programmes have been affected by two trends, both nationally and internationally: on the one hand there has been an increased emphasis on research-based knowledge, and on the other a greater emphasis on the link with the workplace. The most recent reforms of Norwegian teacher education programmes for schools and kindergartens have emphasised that these educational programmes are to be integrated, profession-oriented, based on research results and of high academic standards. In addition, the programmes are to qualify students for research-informed professional practice. This latter aim is further emphasised by research-informed professional practice's being defined as one of the strategic goals for Norwegian research policy (c.f. Government White Paper St.meld. no. 30 (2008-2009): *Climate for research*).

The emphasis on the professional aspects of teacher education has as a consequence that they must display "coherence and cohesion between theoretical and practical studies, between subjects and subject didactics and between the individual subjects" as stated by the Ministry of Education and Research's "National Curriculum Regulations for Differentiated Primary and Lower Secondary Teacher Education Programmes" (KD2010). Here all school subjects in teacher education are seen as profession-oriented teacher education subjects. This is underlined by the requirement that teacher education in all school subjects must include a didactic component, and that teaching practice and basic skills must be integrated into all subjects. Education and pupil knowledge, at the same time, is regarded as the overarching profession subject. In other words, subjects studied in teacher education programmes are to be distinguished from related subjects in discipline-based programmes not only by their inclusion of didactics as an integral part of the subject, but also by their being studied in a context which emphasises the relationship between the various subjects, between these subjects and Pedagogy, and between the subjects and teaching practice. They must also incorporate cross-disciplinary perspectives such as basic skills and cultural diversity. These relationships are also prominent in the subsequent kindergarten teacher reform. The desire for greater explicitness with respect to professional orientation means that various subjects must be integrated in broader subject or knowledge areas, in line with the national curriculum for kindergartens and the competence which a kindergarten teacher is expected to possess. In the development of these teacher education programmes a great deal of emphasis has been placed on the professional orientation of schools and kindergarten subjects, the Pedagogy subject and teaching practice which is designed to qualify students for the professional exercise of their profession in kindergartens and schools. The subjects in teacher education programmes must therefore be developed as profession-oriented teacher education subjects. One of the goals of the doctoral programme is to strengthen the research base for this development.

The PhD in Teaching and Teacher Education has its academic roots in the teacher education programmes at Inland Norway University of Applied Sciences (INN) - primary and lower secondary teacher education, practical pedagogical education, as well as the master's programmes in the didactics

of culture and language, adapted education, and digital communication and culture), and in the university's research related to these study programmes.

INN has a long-standing commitment to language and culture subjects, and to interdisciplinary cooperation between Norwegian, Music, English and Pedagogy. Multicultural education is one of these important cooperation arenas. This field also includes diversity of religion and worldviews in education. The interdisciplinary cooperation between these subjects is strengthened through the PhD programme.

The PhD programme comprises profession-oriented research topics and problems related to the subjects Norwegian, Music, English and Pedagogy as situated in teacher education and teaching practice. From an international perspective, the programme may be situated within the field of "Teaching and Teacher Education". Didactic research questions, both subject specific and more general in nature, as well as questions relating to professionally oriented pedagogy are particularly relevant topics for dissertations within the PhD programme. More general didactic questions have gained new relevance with the implementation of the European Qualification Framework (EQF) as part of the Bologna process, designed to establish a common European system for higher education. The qualification framework is used to describe candidates' learning outcomes at the end of each educational programme. The regulations for the various Norwegian teacher education programmes thus describe the knowledge, skills and general competence the teacher education candidate should have attained at the end of his or her studies. All the subjects in the educational programme are jointly responsible for their development. Among other things, this concerns work with basic skills, multicultural perspectives, ethical perspectives, insight into adapted education, assessment practices and knowledge of a variety of work practices in various subjects and the theoretical basis for these. Research into these topics is also of relevance to the PhD programme.

## **Learning outcomes**

The learning outcomes of candidates who have successfully completed the PhD programme in Teaching and Teacher Education are a result of their dissertation work, the coursework component, participation in an active research environment and the summative assessment of the thesis, followed by the public lecture and public defence.

The learning outcomes of the PhD programme are described in accordance with the descriptors for PhD (3rd cycle) in the national Norwegian Qualifications Framework adopted by the Ministry of Education and Research on 20th March 2009, which in turn is based on "The framework of qualifications for the European Higher Education Area", adopted at the meeting of ministers associated with the Bologna Process in Bergen on 19th – 20th May 2005. The descriptors for "third cycle qualifications" in the latter have also been consulted in formulating the learning outcomes descriptors for the PhD programme.

Upon completing the doctoral programme, the candidate will have acquired the following learning outcomes defined in terms of knowledge, skills and general competence:

#### KNOWLEDGE

The candidate

- *has through his or her own research made a significant contribution to the development of new knowledge of consequence for teaching and teacher education and which can contribute to the development of knowledge, theories and methods within the field.*
- *has extensive systematic knowledge at the highest international level in their chosen field of research*
- *has systematic knowledge of and can evaluate various research methods, research designs and central traditions for scientific theory as a basis for research and development work within teaching and teacher education.*

#### SKILLS

The candidate

- *can independently and in cooperation with others formulate research problems and design, initiate and carry out research and development projects at a high international standard*
- *can assess and critically analyse theories and methods within the field and on a scientific basis challenge established knowledge and practice*

#### GENERAL COMPETENCE

The candidate

- *can carry out research with a high degree of ethical and professional integrity*
- *can communicate research results through recognised national and international channels and participate in academic discussions both nationally and internationally*
- *can communicate research results to various user groups and contribute to the spread of understanding for the use of scientific methods and results, especially in the educational sector*
- *can evaluate, initiate and carry out research based innovation processes*
- *can cooperate with others in the development and execution of complex multi-disciplinary research and development projects*

## Prospective students

The PhD programme offers education as a researcher to candidates with subject didactic or pedagogical masters degrees, candidates who possess teacher educations with an integrated masters qualification, as well as teacher education candidates with a masters degree in, for example, English language, Nordic linguistics, Norwegian as a second language, literary studies or musicology.

The Inland Norway University of Applied Sciences is affiliated to the Norwegian National Graduate School in Teacher Education (NAFOL) which is administered by the Norwegian University of Science and Technology (NTNU) in Trondheim. The PhD programme can, in cooperation with NAFOL offer education in research to employees in teacher education programmes.

## **Admission requirements**

To be accepted to the doctoral programme, applicants must normally have:

A. completed a degree in teacher education and in addition possess an MA ('hovedfag') in Nordic or English Language or Literature, Literary Studies, Linguistics, Music or Pedagogy or an MA in Language, Culture and Digital Communication.

or

B. completed an MA ('hovedfag') in Pedagogy or the didactics of either English, Norwegian or Music, an MA in Adapted Education or an MA in Culture and Language Didactics.

The applicant must have a strong academic background. For applicants with qualifications from Norwegian educational institutions, the weighted average grade for the master's degree should normally be a B or above. In cases where some or all of the courses taken are awarded a pass/fail grade, applicants may be admitted subject to evaluation on an individual basis.

Applicants who do not have a degree in teacher education or who have a master's degree ('hovedfag') in subjects other than those normally stipulated for admission to the programme may be accepted following individual assessment. The same applies to applicants whose grades do not meet the normal requirements for admission. These applicants must provide evidence that it is highly likely that they will be capable of completing doctoral studies. Should it be deemed necessary, they may also be required to submit additional documentation of their academic ability or to sit an admissions test. They may also be required to read another subject before being considered for admission or to read an additional subject within a stipulated timeframe. These requirements are in addition to the formal requirements of the doctoral programme.

More detailed regulations governing admissions may be found in the *Regulations for the degree of Philosophiae Doctor (PhD) at Inland Norway University of Applied Sciences*, and the *Supplementary Guidelines for the PhD programme in Teaching and Teacher Education*.

## **Admission period**

The PhD education is designed so that it can be completed within the stipulated length of three years' full-time study. In the case of candidates who are employed for four years as research fellows with a 25% teaching component, the stipulated length of the PhD education is four years.

The PhD programme contains a coursework component consisting of courses corresponding to 30 ECTS credits. The coursework component must be completed and approved before submission of the thesis.

The PhD programme, including the public defence of the thesis for the degree of Philosophiae doctor must have been completed within eight years of the date of admission, not counting statutory leaves of absence.

## **Thesis requirements**

The thesis is intended to be an independent, scientific work that fulfils international standards within the relevant academic subject field. The thesis will contribute to the development of new scientific knowledge and must be of sufficiently high quality to merit publication as part of the scientific literature in the field. Work on the thesis must be carried out under individual supervision. Candidates must maintain regular contact with their supervisor(s) and participate in an active research environment. The thesis may be article-based or written as a monograph. The thesis requirements are stipulated in the university's *Supplementary Guidelines for the PhD in Teaching and Teacher Education*.

## **Internationalisation**

The university assists PhD candidates by arranging for them to spend at least three months of their admission period at a recognised educational or research institution abroad, where they can work on the research questions in their thesis. All candidates are ensured access to relevant international research communities through cooperation with their supervisors and participation in the university's active research community.

## **Content, structure and organisation of the PhD programme**

The PhD education comprises:

- Completion of an independent, scientific piece of work, carried out under supervision
- An approved coursework component, including dissemination of scientific knowledge
- Active participation in both national and international research communities
- The trial lecture and public defence of the thesis

The programme's structure is designed to satisfy requirements of both breadth and depth. Breadth is guaranteed through the compulsory courses and the candidate's work with these (study of the relevant literature and the individual courses' requirements regarding participation and assessment). The compulsory courses give candidates insight into central research-theoretical and methodical topics and in research ethical problems, as well as into a number of topics related to the particular focus of the PhD programme, teaching and teacher education. The coursework component also trains candidates in academic writing and in the dissemination of academic results to various audiences, as well as in independent and cooperative work practices.

The candidates' work on their dissertations in combination with the final summative doctoral assessment serves to satisfy the thematic, theoretical and methodological requirements. The candidate's depth of knowledge is also secured through supervision in research literature that is relevant to their individual doctoral project, the elective courses in the coursework component, the candidate's presentation of their own work in the academic seminars, and participation in national and international research communities.

The coursework component consists of advanced scientific courses, equivalent to at least 30 ECTS. All candidates must take a common compulsory programme of at least 20 ECTS credits, while the final 10 credits are to be chosen in cooperation with the candidate's supervisor(s). The PhD-candidate may choose between the elective courses for researchers offered by INN, or among other relevant

courses offered by other higher education institutions, either in Norway or abroad. Candidates can apply for credits obtained from corresponding courses at another accredited institution to be accepted in place of part of the coursework component. The PhD programme's own courses may also be taken by external PhD students.

Elective courses are offered on the condition that an adequate number of students have enrolled for the course. Where this is not possible, and if an equivalent course is not offered by other institutions, the candidate may, in consultation with and on the recommendation of the main supervisor, be allowed to take an independent study reading course under supervision, with a syllabus that is relevant to the individual candidate's academic specialisation. Independent study reading courses are subject to the same syllabus and documentation requirements as other elective courses. The prior approval of the PhD committee is required in order to take an independent study reading course. Each PhD student is given the opportunity to have one independent study reading course approved.

The requirements of the various courses with respect to documentation vary from essays and reports to course tasks, exercises, prepared talks or other forms of prepared course participation. The language of documentation is either one of the Scandinavian languages or English. In order to pass a particular course, documentation of the equivalent of grade B or better is required. Courses are normally taught in the form of seminars with 7.5 hours of classes per day.

## The coursework component's principal contents

The coursework component comprises the following main courses:

COURSE	ECTS CREDITS	COMPULSORY/ELECTIVE
A. <i>Course in scientific theory and research ethics</i>	8	Compulsory
B. <i>Courses in teaching and teacher education. Theoretical perspectives</i>	10	6 compulsory 4 elective
C. <i>Courses in scientific research methods</i>	10	6 compulsory 4 elective
D. <i>Academic seminar in teaching and teacher education</i>	1	Compulsory
E. <i>Dissemination of results in teaching and teacher education</i>	1	Compulsory

The coursework component furnishes candidates with the training necessary for their own thesis work, and provides them with a deeper knowledge of central and relevant issues in the areas of research theory, methods and ethics.

### A. Course in scientific theory and research ethics

This course allows candidates to further develop their understanding of central scientific theoretical and philosophical themes and concepts, their knowledge of the relationship between science and society, as well as to further develop their understanding of the relationship between science and normativity, including ethical perspectives.

The course opens with a general introduction, which is followed by a more thorough treatment of a selection of relevant scientific theoretical and philosophical positions, schools and themes, based on the reading of original texts and the discussion of these in seminars. Theoretical and ethical questions of direct relevance to the individual candidates' PhD projects and research fields will be discussed in the seminars. Possible methodological guidelines for and consequences of various theoretical positions or research problems will also be subject to critical discussion. The particular themes to be discussed may vary from year to year. Candidates may also apply to have alternative courses which they have taken accepted as part of this course.

COMPLUSORY COURSE (8 ECTS):

*A.1 Theoretical scientific perspectives, with an emphasis on relevant theoretical positions and problems, methodological aspects and research ethical dimensions*

## **B. Courses in teaching and teacher education. Theoretical perspectives**

This group comprises a compulsory course (6 ECTS) and an elective course (4 ECTS). The purpose of these courses is to maintain and communicate the particular profile of the PhD education in teaching and teacher education (the compulsory 6 ECTS B.1 course), at the same time as the elective course gives individual candidates the opportunity to explore in greater detail more specific theory and problems of relevance for their thesis work (see examples of optional courses). Aspects of research ethics of relevance for the profession will be included in the courses.

<b>COURSE B. IN TEACHING AND TEACHER EDUCATION. THEORETICAL PERSPECTIVES (10 ECTS in total)</b>			
<b>COMPULSORY COURSE</b> PROFF B1	The professional focus of teacher education subjects. Common part	6	Compulsory
<b>ELECTIVE COURSES B</b>			
PROFF B2	Culture theoretical and deconstructive perspectives on the didactics of teacher education	4	Elective
PROFF B3	Language didactics with an emphasis on the acquisition of knowledge through a second language	4	Elective
PROFF B4	The didactics of religion and moral philosophy	4	Elective
PROFF B5	Modern literary theory with an emphasis on problems related to genres and sub-genres	4	Elective
PROFF B6	Scientific publication in teaching and teacher education	2/4	Elective
PROFF B7	Politics and literature, working class poetry, littérature engagée	4	Elective

PROFF B8	Learner Corpus Research	4	Elective
PROFF B9	Exploration of teacher beliefs: Perspectives on literature and language	4	Elective
PROFF B10	International perspectives on teachers' professional development	4	Elective
PROFF B11	Reconceptualising children, childhood and early childhood education practices: Philosophical and theoretical perspectives for the kindergarten profession and kindergarten research	4	Elective
PROFF B12	Literacy theories and practices in kindergarten and schools with an emphasis on reading in multilingual contexts	4	Elective
PROFF B13	Quality education in linguistically and culturally diverse schools – a global perspective	2/4	Elective

### C. Courses in scientific methods

This group also comprises a compulsory course (6 ECTS) and an elective course (4 ECTS). Research into problems which are relevant for the PhD education in teaching and teacher education draws upon insights from various scientific disciplines. As it states in one of the handbooks in the field, "Researchers in education work at the crossroads of multiple disciplines".<sup>1</sup> The aim of the compulsory course "Research methods in teaching and teacher education" is to cover broader perspectives, while the optional courses explore more specialised perspectives in greater detail.

The compulsory course concentrates on qualitative and quantitative methods, with a particular emphasis on how these are employed in research into teaching and teacher education. Problems regarding methodology, methods and research ethics which are directly relevant for the individual candidates' PhD projects or field of research will be examined and discussed. In addition attention will be paid to how various methods are used in different studies. Possible methodological consequences of various theoretical positions and research questions are critically reviewed.

The elective courses allow candidates to study in depth various methodological approaches of particular relevance for research within the field of teaching and teacher education and for their own doctoral project. Altogether, the courses cover a broad range of qualitative and quantitative approaches and all are informed by research ethical considerations. Throughout the courses the PhD candidates analyse methodological and research ethical questions in a selection of relevant studies. They also present for discussion methodological problems of relevance for their own thesis work.

<b>COURSE C SCIENTIFIC RESEARCH METHODS (10 ECTS in total)</b>			
<b>COMPULSORY COURSE</b> C1	Research methods in teaching and teacher education	6	Compulsory
<b>ELECTIVE COURSES</b>			
PROFF C2	Qualitative methods with an emphasis on interview and action research	4	Elective
PROFF C3	Quantitative methods with an emphasis on surveys and effect studies	4	Elective

PROFF C4	Quantitative methods with an emphasis on corpus linguistics	4	Elective
PROFF C5	Qualitative methods with an emphasis on ethnography and ethnographical education research	4	Elective
PROFF C6	Research methods in studies of literacy and literacy teaching	4	Elective
PROFF C7	The literary event and ethics of reading	2	Elective
PROFF C8	Discourse theory and methods	4	Elective
PROFF C9	Analytical methods in recent children and youth literature research	2/4	Elective
PROFF C10	Courses in scientific research methods – qualitative approaches	3	Elective, cannot be combined with C1

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<sup>1</sup> Green J. et al. (eds) (2006). *Handbook of Complementary Methods in Education Research* (p. xi).

## **D. Academic seminar in teaching and teacher education**

The academic seminar is completed through carrying out the midway evaluation and 90 percent seminar. The 90 percent seminar is carried out 2-3 months prior to submission of the thesis. In the midway evaluation, 30 - 60 pages of text from the thesis are presented, while in the 90 percent seminar approximately 100 pages of additional text are presented. An opponent is designated from outside the team of supervisors. For the midway evaluation, an internal opponent is designated. The seminars are arranged in a way that the PhD student obtains his/her first-time experience of his/her role in a doctoral defence - by first presenting his/her own results (written and oral) and then defending a critical opposition of the draft text.

## **E. Dissemination of results in teaching and teacher education**

The PhD candidates are to gain experience in the dissemination of themes and results from their own thesis work. Important target groups are students, employees in kindergartens and schools and the rest of the education sector. By taking part in the university's seminars for partner kindergartens and schools the candidates will have the opportunity to discuss possible innovative realisations of their research results with practicing teachers. Dissemination is documented through holding dissemination presentations, completing courses, presentations at conferences, or similar.

## **Form of work and instruction in the coursework component**

The principal teaching and working method in the coursework component is the seminar. The seminars comprise both introductory lectures and critical academic discussions. Work on the various courses is dependent on a considerable amount of independent study on the part of candidates. This independent study may consist of preparation in the form of reading syllabus literature, of active participation in the seminars (dialogue about texts, participation in academic discussions, reflections, assessments and oral contributions) and of follow-up work in order to have the course approved.

The seminars consist of a combination of independent and cooperative work. PhD students are also encourage to work with their studies of the literature and the content of the seminars in study groups both before and after the seminars.