



COURSE SYLLABUS

Rethinking Methodology in Language and Literature Educational Research, 7.5 credits

Att ompröva metodologi i utbildningsvetenskaplig forskning om språk och litteratur, 7,5 högskolepoäng

Course Code: FLMUV33	Education Cycle: Third-cycle level
Confirmed by: Dean of Research (HLK) Nov 14, 2022	Research subject: Education
Valid From: Spring 2023	
Version: 1	

Intended Learning Outcomes (ILO)

The student shall meet the following learning outcomes, which cover knowledge and understanding, skills and abilities as well as judgement and approach. On completion of the course, the student should be able to:

Knowledge and understanding

- describe methods within the fields of Language, Literature, and Education, and explain their epistemological grounds
- explain benefits and problems of selected methodological approaches

Skills and abilities

- reflect on how application of critical and innovative methodological thinking in project design can be concretized
- develop relevant methods in relation to research problems and research questions

Judgement and approach

- critically review the role and position of the researcher in research practices
- critically analyze a research paper and/or application with regards to methodological approaches, data set, analysis, and results/conclusion.

Contents

- Educational science methods for language and literature teaching and learning
- Methods and applications in language and literature disciplines
- Digital methods in literature studies
- Research positionality
- The research process

Type of instruction

Seminars.

The teaching is conducted in English.

Prerequisites

To be admitted to the course, the applicant must meet the general entry requirements for doctoral programmes, i.e. have been rewarded a degree at second-cycle level, or have achieved at least 240 credits, of which a minimum of 60 credits must have been achieved at second-cycle level.

The applicant must be recruited or affiliated to the research school CuEEd-LL.

English proficiency corresponding to English 6, or English course B in the Swedish upper secondary school system, is required.

Examination and grades

The course is graded Fail (U) or Pass (G).

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

The course will be examined through seminar participation, oral presentation, and a reflection paper graded as Pass/Fail.

Course evaluation

The instruction is followed up throughout the course, and a course evaluation is performed at the end of the course. The course coordinator collates and comments on the evaluation before submitting it to the associate dean of doctoral programmes at the School of Education and Communication. The evaluation is to function as a basis for future improvements to the course.

Other information

See separate attachment for a detailed schedule and information about the application procedure.

Course literature

Reading list for scheduled sessions:

Bizzoni, Yuri, Peura, Telma, Thomsen, Mads R. & Nielbo, Kristoffer (2021). Sentiment Dynamics of Success. Fractal Scaling of Story Arcs Predicts Reader Preferences. ArXiv. Cornell University. 15p. doi.org/10.48550/arXiv.2112.07497

Bourdieu, Pierre (1996). Understanding. *Theory, Culture & Society* 13(2), 17–37.

Cerratto Pargman, Teresa, Lindberg, Ylva & Buch, Anders (in press). Automation is Coming! Exploring Futures-Oriented Methods in Education. *Postdigital Science & Education* 20 p. DOI : 10.1007/s42438-022-00349-6

Ganuzza, Natalia, & Hedman, Christina (2019). The Impact of Mother Tongue Instruction on the Development of Bilinguality: Evidence from Somali–Swedish Bilinguals. *Applied Linguistics*, 40(1),

108–131. doi.org/10.1093/applin/amx010

Ganuza, Natalia, Karlander, David & Salö, Linus (2020). A Weave of Symbolic Violence: Dominance and Complicity in Sociolinguistic Research on Multilingualism. *Multilingua* 39(4): 451–473. doi.org/10.1515/multi-2019-0033

Hedman, Christina, & Magnusson, Ulrika (2021). Constructing Success and Hope Among Migrant Students and Families. A Mother Tongue Teacher's Didactic Narratives. *Language & Communication*, 77, 93–105. doi.org/10.1016/j.langcom.2021.01.003

Hedman, Christina, & Fisher, Linda (2022). Critical Multilingual Language Awareness Among Migrant Students: Cultivating Curiosity and a Linguistics of Participation. *Journal of Language, Identity, and Education*. 20 p. doi.org/10.1080/15348458.2022.2078722

Heller, Monica (2012). Rethinking sociolinguistic ethnography. From community and identity to process and practice. In Gardner, S. & Martin-Jones, M. (Eds.), *Multilingualism, Discourse and Ethnography*. (pp. 24–33). New York: Routledge.

Merriam, Sharan B. & Tisdell, Elizabeth J. (2015), 4th edition, *Qualitative research: a guide to design and implementation*. Chapters: 1 (pp. 3 – 21), 2 (pp. 22–42) & 7 (pp.162–189) San Francisco: Jossey-Bass. 65p.

Pink, Sarah (2023). Futures. In Pink, Sarah, *Emerging Technologies/Life at the Edge of the Future*. (pp. 1–26). New York: Routledge.

Rosendahl, Thomsen, Mads (2019). From Data to Actual Context. In Ladegaard, Jakob & Gaardbo Nielsen, Jakob (Eds.), *Context in Cultural and Literary Studies [Elektronisk resurs]*. (pp. 190–209). London: UCL Press.

Salö, Linus (2018). Seeing the Point from which You See What You See: An Essay on Epistemic Reflexivity in Language Research. *Multilingual Margins* 5(1), 24–39.

Skyggebjerg, Anna (2021). The Silent Voices of Witness Literature. The Refugee Crisis in Danish Children's Literature Since 2015. In Druker, E., Sundmark, Björn, Warnqvist, Åsa. & Österlund, Mia (Eds.). *Silence and Silencing in Children's Literature*. (pp. 312–327). Göteborg: Makadam förlag.

Total: 279p.

Extended list for suggested individual reading (786 selected pages):

Blommaert, Jan, & Dong, Jie (2010). *Ethnographic Fieldwork: A Beginner's Guide*. Bristol: Multilingual Matters. 92p.

Grönlund, Heidi, Huss, Markus & Kauranen, Ralf (2021). *The Aesthetics and Politics of Linguistic Borders. Multilingualism in Northern European Literature*. London, New York:

Routledge. 344p.

Hayles, N. Katherine (2005). *My Mother was a Computer: Digital Subjects and Literary Texts*. Chicago: University of Chicago Press. 290p.

Heller, Monica, Pietikainen, Sari, & Pujolar, Joan (2018). *Critical Sociolinguistic Research Methods: Studying Language Issues That Matter*. New York: Routledge. 208p.

Kara, Helen (2020). *Creative Research Methods: a Practical Guide*. Second edition. Bristol: Policy Press. 320p.

Krehl Edward Thomas, Matthew & Bellingham, Robin (Eds.) (2021). *Post-Qualitative Research and Innovative Methodologies*. New York, London, Dublin: Bloomsbury. 202p.

Puddephatt, Antony J., Shaffir, William & Kleinknecht, Steven W. (red.) (2009). *Ethnographies revisited: constructing theory in the field*. Milton Park, Abingdon, Oxon: Routledge. [Available online through JU library] 356 p.

Ross, Jen (2022). *Digital Futures for Learning. Speculative Methods and Pedagogies*. New York: Routledge. 224p.

Smith, Linda Tuhiwai (2021). *Decolonizing methodologies: research and indigenous peoples*. Third edition London: Zed. 302p.

Vee, Annette (2017). *Coding Literacy: How Computer Programming is Changing Writing*. Cambridge, Mass.: MIT Press Ltd. 376p.

Total: 965p.

Other resources:

The Interactive Anti-Plagiarism Guide - Jönköping University (will be available on the learning platform)

Search and write (n.d.). *Citing sources - how to create literature references*. University Library: Jönköping University