



COURSE SYLLABUS

Associate Professorship Course, 4.5 credits

Docentkurs, 4,5 högskolepoäng

Course Code: FLDOC33	Education Cycle: Third-cycle level
Confirmed by: Dean of Research (HLK) Jun 13, 2023	Research subject: Education
Valid From: Autumn 2023	
Version: 1	

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- describe the multiple pathways of becoming a senior scholar active in a global knowledge society
- identify the relationship between societal challenges and responsibilities of leading research in the 21st century in regional, national and global contexts

Skills and abilities

- reflect on the relationship between research processes and norms as dimensions of supervising postgraduate students, and the latter's socialisation into scholarly circles in regional, national and global contexts
- develop strategies for sustainable ethical and social justice dimensions of leading postgraduate education
- reflect upon relevant ways that senior scholars can be active in a global knowledge society across local, regional, national and global contexts

Judgement and approach

- problematise the conditions and consequences of postgraduate supervision to enable contemporary and future researchers address societal challenges in the 21st century
- critically examine and problematise the nature of leadership, networking and internationalisation in postgraduate education in the contemporary diverse world
- critically reflect on their own and other senior scholars' ways of dealing with and leading sustainable science.

Contents

- Research ethical framings – disciplinary and planetary perspectives
- Research and postgraduate education in the 21st century
- Norms and normativity in disciplinary and multi/trans/cross/inter-disciplinary researching processes
- Sustainable ethical and social justice dimensions of leading research and postgraduate

education

- Critical concepts for research and postgraduate supervision sustainability
- Habits of reflectivity in the work of senior scholars
- Entangled learning processes – collaborations of senior and junior scholars
- Academic and societal assignments for contemporary associate professors

Type of instruction

The teaching consists of mini-lectures, dialogical seminars, panels and workshops.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

A doctoral degree and a minimum of two years of academic professional experience in higher education after the doctoral examination and employment as a university lecturer or equivalent.

English proficiency corresponding to at least English 5 or the equivalent.

Examination and grades

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

The course is examined by means of two individually created works that can be presented as videos or texts, the second of which will be presented and discussed at a seminar. An option to present and/or discuss the first will be available at a workshop.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of the examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Joint reflection	1.5 credits	U/G
Individual reflection, presentation and seminar	3 credits	U/G

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Course literature

Andreotti, Vanessa & de Souza, Lynn Mario (2008). *Learning to read the world. Through Other Eyes*. Global Education. 40 pp.

Bagga-Gupta, Sangeeta (2023). Epistemic and Existential, E2-Sustainability. On the need to *un-learn for re-learning* in contemporary spaces. Special Issue "Sustainability, Learning and Digitalization", *Frontiers in Communication and Frontiers in Education*. doi.org/10.3389/fcomm.2023.1081115. 20 pp.

Bagga-Gupta, Sangeeta (2023). Troubling circulating discourses on planet earth. Attending to complexities, through a mobile-loitering gaze. *Journal of Multicultural Discourses*. Special issue Transcending circulations of southern and northern concepts. Towards mobile and dialogic perspectives on language. doi.org/10.1080/17447143.2023.2203706. 25 pp.

Carralees, Juan F., & Suárez-Krabbe, Julia (Eds.) (2021). *Transdisciplinary thinking from the Global South: Whose Problems? Whose solutions?* Routledge. doi.org/10.4324/9781003172413. Ca 100 pp.

Connell, Raewyn (2019). *The Good University. What universities actually do and why it's time for radical change*. Zed. 240 pp.

DO (2016). *The Discrimination Act*. <http://www.do.se/other-languages/english/> 14 pp.

Grant, Carl A., & Zwier, Elisabeth (2011). Intersectionality and student outcomes: Sharpening the struggle against racism, sexism, classism, ableism, heterosexism, nationalism, and linguistic, religious, and geographical discrimination in teaching and learning. *Multicultural Perspectives*, 13(4), 181-188. 7 pp.

Hall, Richard (Host). (2020, 30 January). *The structure of the Hopeless University* (13). [Podcast

episode]. In *Richard Hall's Space*. <http://www.richard-hall.org/podcast/episode-13-in-which-i-blatheer-on-about-the-structure-of-the-hopeless-university/> 37 mins.

Khawaja, Dorte, & Kousholt Iram (2021). Editorial. Transmethodology. Creating spaces for transgressive and transformative inquiry. *Outlines. Critical Practice Studies*, 22(1), 1-21. doi.org/10.7146/ocps.v22i.126190. 21 pp.

Kowaltowski, Alicia J., Silber Ariel M., & Oliveira Marcus F. (2021) Responsible Science Assessment: downplaying indexes, boosting quality. *An Acad Bras Cienc*, 93(1). doi.org/10.1590/0001-3765202120191513. 9 pp.

Larsson, Staffan. (2022). Facets of Quality in Qualitative Research. In George Noblit (Ed.), *Oxford Research Encyclopedia of Education*. Oxford University Press. 21 pp.

Lauda-Rodriguez, Zenaida, Milz, Beatriz, Santana-Chaves, Igor Matheus, Torres, Pedro Henrique Campello, & Jacobi, Pedro Roberto (2020). The COVID-19 epoch: Interdisciplinary research towards a new just and sustainable ethic. *Ambiente & Sociedade*, 2020(23). 12 pp.

Piller, Ingrid, Zhang, Jie, & Li, Jia (2022). Peripheral multilingual scholars confronting epistemic exclusion in global academic knowledge production: a positive case study. *Multilingua*, 41(6), 639-662. doi.org/10.1515/multi-2022-0034. 23 pp.

Reimers, Eva (2020). Education as Products and Productions of Norms. In Deana Leahy, Katie Fitzpatrick, Jan Wright (Eds.). *Social Theory and Health Education*. Forging New Insights in Research. (pp. 172-181). Routledge. 11 pp.

Sleeboom-Faulkner, Margaret, & McMurray, James (2018). The Impact of the New EU GDPR on Ethics Governance and Social Anthropology. *Anthropology today*, 34(5), 22-23. 2 pp.

Zawadzki, Michal, & Jensen, Tommy (2020). Bullying and the neoliberal university: A coauthored autoethnography. *Management learning*, 5(4), 398-413. 15 pp.

Reference literature

Bagga-Gupta, Sangeeta (2023). Entanglements and epistemic (dis)connections on the contemporary planet. Reflections on academic life and work. In Vincenzo Cicchelli & Isabelle Léglise (Eds.). *The Craft of the Social Scientist in the Global Arena*, Brill.

Beckett, Chris (2021). *Supervision. A guide for the helping professions*. Sage.

Hall, Richard (2020). Commentary. Covid-19 and the Hopeless University at the end of the End of History. *Postdigital Science and Education*, 2, 657-664. (Slides available at <http://www.richard-hall.org/2020/10/27/slides-for-covid-19-and-the-idea-of-the-university/>)

Hall, Richard (2021). *The Hopeless University. Intellectual Work at the end of The End of*

History. Mayfly.

Lundström, Catrin (2010). White Ethnography: (Un)comfortable Conveniences and Shared Privileges in Field-Work with Swedish Migrant Women. *NORA - Nordic Journal of Feminist and Gender Research*, 18(2), 70-87. doi.org/10.1080/08038741003755467

Molinari, Julia (2022) *What Makes Writing Academic*. Rethinking theory for practice. Bloomsbury.

Rosenfield, Patricia L., & Anderson, Norman B. (Eds.). *Interdisciplinary Research: Case Studies from Health and Social Science* (pp. 3-12). Oxford University Press. E-book.

Svallfors, Stefan (2020). *The inner world of research. On academic labor*. Anthem Press.

Swedish Research Council (2019). *Conducting Ethical Research*.

<http://www.vr.se/english/callsand-decisions/grant-terms-and-conditions/conducting-ethical-research.html>

Winker, Gabriele, & Degele, Nina (2011). Intersectionality as multi-level analysis: Dealing with social inequality. *European Journal of Women's Studies*, 18(1), 51-66. doi.org/10.1177/1350506810386084

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