

SENSORVEILEDNING

Emnekode:	LMUVIT40420 1 21V LMBVIT40420 1 21V
Emnenavn:	Vitenskapsteori og metode (fag: engelsk)
Eksamensform:	Skriftlig hjemmeeksamen, karakterskalaen A-F
Dato:	Skriftlig eksamen fullføres 3. til 7. mai 2021
Faglærer(e):	Nazareth Amlesom Kifle Viktoria Börjesson Behre Melanie Ducksworth
Eventuelt:	Det er arbeidskrav i emnet. Fagansvarlige godkjenner det i fagpersonweb.



Course Overview

A full course description is available at

<https://www.hiof.no/studier/emner/lu/2021/var/lmbvit40420.html#toc10>

	Mondays (fellesundervisning)	Thursdays (fagspecifik)
W2	<p>Introduksjon: Hva er vitenskapsteori? Vitenskapsteoretiske perspektiver Ontologi og epistemologi (Bosse)</p> <p>Om arbeidskravene Arbeidskrave 1, forskningsportfolio Arbeidskrav 2, skriftlig oppgave/essay</p> <p>Om forskningsportfolio (forsknings design) Uppgift till praktik/vinterferie</p>	<p>Introduction: course presentation</p> <p>Mini lecture: The research process</p> <p>Seminar and group work: research design - Analysis of previously written master thesis</p> <p>Problemstilling for masteroppgave</p>
W10	<p>Overordnede perspektiver om forskningsetikk (Sanna + Mette Maria)</p> <p>Besøk av biblioteket: referanseteknikk, og litteratursøkning (Kjell Erik)</p>	<p>Lecture: Linguistic theories and language acquisition theories</p> <p>Seminar and group work:</p> <p>- Discussion and analysis of the theoretical part of the selected master theses. For groups, theses titles and instructions, see here.</p>
W12	<p>Vitenskapshistorie Hermeneutikk (Barbro)</p>	<p>Lecture: Literary theories and literature in language learning/teaching</p> <p>Seminar and group work:</p> <p>The academic text: academic writing, essay</p>
W14	<p>Tirsdag 6/4</p> <p>Seminar: Presentasjon av problemstilling for masteroppgave (arbeidskrav 3)</p> <p>Alle veiledere inviteres (boka ett rum for varje fag)</p>	<p>Lecture: Popular methods in language and language teaching/learning research</p> <p>Seminar and group work</p> <p>Analysis: method section in the selected master thesis</p>
W16	<p>Kvantitative metoder (Viktoria) Kvalitative metoder (Nazareth)</p> <p>Eksamensforberedelser</p>	<p>Qualitative and quantitative: methods for language, literature, language learning/teaching research</p> <p>Seminar and group work:</p> <p>Research/data analysis</p> <p>Preparation for the final exam</p>

Literature

Fellespensum

Brinkman S, Kvale, S. (2015). Kvale, Brinkmann, *Det kvalitative forskningsintervjuet*, Gyldendal Akademisk. (210 sider)

Creswell, J. W. & Creswell, J. D. (2018). *Research Design. Qualitative, Quantitative & Mixed Methods Approaches*. 5th ed. Sage Publications. Ch. 8: "Quantitative Methods" (pp. 147-177) and Ch. 9: "Qualitative methods" (pp. 179-211).

Kjørup, Søren (2014). [Kapittel 3. Hermeneutikken](#) i *Menneskevidenskabene 2. Humanistiske forskningstraditioner* Roskilde Universitetsforlag.

Kjørup, Søren (2014). [Kapittel 1, 2 og 3](#) i *Menneskevidenskabene 2. Humanioras historie og grundproblemer*. Roskilde universitetsforlag (kap 1-3, 72 sider)

NESH, Den nasjonale forskningsetiske komité for samfunnsvitenskap og humaniora (2006). [Forskningsetiske retningslinjer for samfunnsvitenskap, humaniora, juss og teologi](#) (44 sider)

Thurén, Torsten (2009) *Vitenskapsteori for nybegynnere*. Oslo: Gyldendal norsk forlag (ikke kapittel 14 og 15) (175 sider).

Postholm, M. B. & Jacobsen, D. I. (2018). *Forskningsmetode for masterstudenter i lærerutdanningen*. Cappelen Damm. (300 sider)

Stengers Isabelle, (2018) *Another Science is Possible. A Manifesto for Slow Science*, Cambridge: Polity Press kap 1 och 5 (49 sider)

Pensum for engelsk

Brevik and Rindal (2020). *Teaching English in Norwegian Classrooms: From Research to Practice*. Chapter 7, "The role of English Literature in the English Classroom." 163-89.

Culler, J. (2011). *Literary theory: a very short introduction*. Oxford, Oxford University Press. Total number of pages: 184.

Hasselgren, A., Drew, I. & Sørheim, B. (Red.). (2012). *The Young Language Learner: Research-based insights into Teaching and Learning*. Bergen: Fagbokforlaget. Chs. 3-5 & 7-10.

Lightbown, N. & Spada, P. M. (2012) *How Languages are Learned*. Ch 4.

Mackey, A. and S. M. Gass (2012). *Research methods in second language acquisition: a practical guide*. Chichester, Wiley-Blackwell. Chs 2, 5, 7-8, 10 & 12.

McDonough, J. and S. H. McDonough (2014). *Research methods for English language teachers*. Abingdon, Oxon, New York, New York, Routledge. Chs. 3, 7-9, 11 & 13.

McGillis R. (2006). Looking in the Mirror: Pedagogy, Theory, and Children's Literature. In C. Butler (ed.) *Teaching Children's Fiction*. Teaching the New English (85-105). London: Palgrave Macmillan.

Middeke M., Müller T., Wald C., Zapf H. (eds) *English and American Studies*. J.B. Metzler, Stuttgart. (Focus: Part II: Schmid HJ. (2012) "Linguistic theories, approaches and methods," pp. 371-394 and "Language Learning", pp. 473-487.)

A selection of master theses

Resource for Master thesis research and writing: Search&Write

Assessment and grading

The answer must have a clear and concise structure with sections that are linked together in a relevant way. Formal and academic requirements must be met - including the correct use of source references. The answer must be in accordance with the home exam's purpose, content, scope, structure, and references. The answer must be an independent and independent work.

Grade	Description
A	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking. The candidate masters the concepts, applications and arguments and has a very good overview of the connections between them. The text is clear and well organized with the correct use of terminology and sources. Some minor inaccuracies may be allowed.
B	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking. The candidate can explain in a very good way key concepts, applications and arguments, and he/she can present important connections. The text is clear with the correct use of terminology and sources.
C	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in most reflections. The candidate can explain the main features of most key concepts, applications and arguments, but the presentation shows signs of a lack of overview and/or independence. The text is easy to understand, but may have some formal shortcomings.
D	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking in the reflections. She/he has knowledge of the central parts, but does not describe concepts, applications and arguments in a full-fledged way. The candidate shows clear signs of lack of overview. The text is understandable, but inaccurate and with formal shortcomings.
E	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking. The candidate has knowledge of basic concepts and applications, but finds it difficult to describe arguments and connections beyond the most basic. The text is mostly understandable, but reveals clear errors and misunderstandings.
F	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking. The text does not contain its own reflections and the candidate shows a lack of knowledge of key concepts and applications.

Universitets- og høgskolerådets (UHR) *Karaktersystem – generelle, kvalitative beskrivelser* (see https://www.uhr.no/f/p1/i4bfb251a-5e7c-4e34-916b-85478c61a800/karaktersystemet_generelle_kvalitative_beskrivelser.pdf).