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## **General Syllabus for Third-Cycle Studies in Educational Practices**

### **Area description**

The area of educational practices has, from a historical perspective, emerged with a close connection to teacher education and educational practice. It is a delimited part of educational science by clearly focusing on teachers' professional practice and professionalism.

### **Subject description**

The subject of educational practices at Kristianstad University is centred on the empirical and theoretical study of educational activities in institutional practices, with two specialisations: *pedagogical communication and teacher professionalism and subject didactics*.

Third-cycle education at Kristianstad University strengthens and clarifies the scientific basis for the teacher education programmes. The subject of educational practices is defined as focusing on pedagogical professional activities and deals with practical issues of teaching and learning in various institutional contexts. This third-cycle subject area contributes knowledge about and for pedagogical professionalism.

## **The general qualifications for third-cycle studies in Educational practices at Kristianstad University**

The third-cycle study programme in Educational practices at Kristianstad University is intended to prepare students for a career within and outside of academia. Third-cycle student shall develop broad and specialised knowledge within the third-cycle subject area, as well as general abilities such as collaborating and working independently and applying a critical and reflective approach to pedagogical activities. Furthermore, third-cycle students shall develop an understanding of the importance of research and research ethics and the role of science in society. The doctoral student must also develop competence pertaining

to research presentations and research communication at both the national and international level.

## **Outcomes for Degree of Licentiate**

### **Knowledge and understanding**

For a Degree of Licentiate, the third-cycle student shall

- demonstrate knowledge and understanding in the research area of educational practices, including current specialist knowledge in her/his chosen specialisation: pedagogical communication and teacher professionalism or subject didactics;
- demonstrate specialised knowledge of research methodology in general and the methods of the specific research field of educational practices in particular, and
- demonstrate familiarity with theoretical and methodological approaches that provide prerequisites to conduct research or development work about and in institutional pedagogical practices, independently and in collaboration with others (local outcome).

### **Competence and skills**

For a Degree of Licentiate, the third-cycle student shall

- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake a limited piece of research and other qualified tasks within predetermined time frames in order to contribute to the formation of knowledge as well as to evaluate this work;
- demonstrate the ability in both national and international contexts to present and discuss research and research findings in speech and writing and in dialogue with the academic community and society in general;
- demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity, and
- demonstrate the ability to identify and communicate opportunities for the development of teaching and learning based on own research results (local outcome).

### **Judgement and approach**

For a Degree of Licentiate, the third-cycle student shall

- demonstrate the ability to make assessments of ethical aspects of his or her own research;

- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used;
- demonstrate to identify the personal need for further knowledge and take responsibility for his or her ongoing learning, and
- demonstrate the ability to evaluate research in educational practices, based on its relevance for the development of institutional pedagogical practices (local outcome).

## **Outcomes for Degree of Doctor**

### **Knowledge and understanding**

For the Degree of Doctor the third-cycle student shall

- demonstrate broad knowledge and systematic understanding of educational practices, as well as advanced and up-to-date specialised knowledge in the chosen specialisation: pedagogical communication and teacher professionalism or subject didactics;
- demonstrate familiarity with research methodology in general, and the methods of educational practices in particular, and
- demonstrate familiarity with theoretical and methodological approaches that provide prerequisites to conduct research on institutional pedagogical practices, independently and in collaboration with others (local outcome).

### **Competence and skills**

For the Degree of Doctor the third-cycle student shall

- demonstrate the capacity for scholarly analysis and synthesis as well as to review and assess new and complex phenomena, issues and situations autonomously and critically;
- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work;
- demonstrate through a thesis the ability to make a significant contribution to the formation of knowledge in educational practices through his or her own research;
- demonstrate the ability in both national and international contexts to present and discuss research and research findings in educational practices, authoritatively in speech and writing and in dialogue with the academic community and society in general;
- demonstrate the ability to identify the need for further knowledge in educational practices;

- demonstrate the capacity to contribute to social development and support the learning of others both through research and education and in some other qualified professional capacity, and
- demonstrate the ability to identify and communicate opportunities for the development of teaching and learning based on his or her own research results (local outcome).

### **Judgement and approach**

For the Degree of Doctor the third-cycle student shall

- demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics;
- demonstrate specialised insight into the possibilities and limitations of research, its role in society, and the responsibility of the individual for how it is used, and
- demonstrate the ability to evaluate research in educational practices, based on its relevance for the development of institutional pedagogical practice (local outcome).

## **Entry requirements**

### **General entry requirements**

A person meets the general entry requirements for third-cycle courses and study programmes if he or she:

1. has been awarded a second-cycle qualification
2. has satisfied the requirements for courses comprising at least 240 credits of which at least 60 credits were awarded in the second-cycle, or
3. has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

The higher education institution may permit an exemption from the general entry requirements for an individual applicant, if there are special grounds (*The Higher Education Ordinance*, Chapter 7, § 39).

### **Specific entry requirements**

To fulfil the specific entry requirements for admission to third-cycle studies in Educational practices, the applicant must meet the general entry requirements, be trained as a teacher, and have at least two years of pedagogical professional activity, or in other ways within or outside Sweden acquired essentially equivalent knowledge (cf. *The Higher Education Ordinance*, Chapter 7, § 40).

## Selection and funding

The selection of applicants who meet the eligibility requirements shall take into account their ability to benefit from the third-cycle study programme in question (*The Higher Education Ordinance*, Chapter 7, § 41). Rules for selection and funding are set out in Kristianstad University's *Admissions Regulations for Third-Cycle Studies*.

## Scope and content of the education

A Degree of Licentiate comprises 120 credits, of which 50 credits are third-cycle courses. Of these 50 credits, 35 credits are compulsory courses, while 15 credits are elective. 70 credits consist of an independent research project that is presented in the form of a licentiate thesis.

Third-cycle studies for a Degree of Doctor in Educational practices comprise 240 credits, of which 75 credits consist of third-cycle courses. Of these 75 credits, 45 credits consist of compulsory courses and 30 credits are for elective courses. 165 credits consist of an independently conducted research project that is presented in the form of a doctoral thesis.

Deviations from the compulsory courses can be made if special reasons exist; in these cases deviations must be approved by the Director of Studies and justified in the individual study plan (ISP).

A third-cycle student admitted to third-cycle studies, for a Degree of Doctor may, if the third-cycle student so wishes, attain a Degree of Licentiate as an intermediate target.

## Courses

Compulsory courses for a Degree of Licentiate (35 credits):

- Introduction to research studies, 2.5 credits
- Research in Educational practices I, 5 credits
- Research in Educational practices II, 7.5 credits
- Scientific Theory, Research Methodology, Research Ethics and Methodology, 15 credits
- Research Communication, 5 credits

Elective courses (15 credits) are selected in consultation with a supervisor. In the elective courses, at least 7.5 credits should constitute specialisation within a chosen method.

Compulsory Courses for a Degree of Doctor (45 credits):

- Introduction to research studies, 2.5 credits

- Research in Educational practices I, 5 credits
- Research in Educational practices II, 7.5 credits
- Scientific Theory, Research Methodology, Research Ethics and Methodology, 15 credits
- Research in Educational practices III, 7.5 credits
- Research Communication, 7.5 credits

Elective courses (30 credits) are selected in consultation with a supervisor. In the elective courses, at least 7.5 credits should constitute specialisation within a chosen method.

### **Licentiate thesis**

The licentiate thesis must be structured as a coherent scientific work in the form of a monograph or as a compilation of scientific work with a reasoning and summarising introductory chapter. For compilation theses, two scientific articles are normally required, of which at least one must have been accepted for publication in a reputable, peer-reviewed journal.

The thesis work shall be discussed at three general seminars: a planning seminar, a review seminar and a licentiate seminar, in accordance with the *Guidelines for Seminars and Thesis Defence in Third-Cycle Studies in Educational practices at Kristianstad University*.

The thesis is defended at a public licentiate seminar and is assessed by an examiner with a grade of either “Pass” or “Fail”. The grading takes into account both the content and the defence of the thesis.

### **Doctoral thesis**

The doctoral thesis must be structured as a coherent scientific work in the form of a monograph or as a compilation of scientific work with a reasoning and summarising introductory chapter. For compilation theses, four scientific articles are normally required, of which at least two have been accepted for publication in a reputable, peer-reviewed journal.

The thesis work shall be discussed at three general seminars: a planning seminar, a halfway seminar and a final review, in accordance with the *Guidelines for Seminars and Thesis Defence in Third-Cycle Studies in Educational Practices at Kristianstad University*.

The thesis is defended at a public defence and is assessed by an examining committee with a grade of either “Pass” or “Fail”. The grading takes into account both the content and the defence of the thesis.

## Supervision

At least two supervisors are appointed to each third-cycle student, of whom one is the main supervisor and one is an assistant supervisor. The prerequisites for supervision and supervisors are described in greater detail in the *Guidelines for Supervision of Third-cycle students Admitted to Third-Cycle Studies at Kristianstad University*.

## Individual study plan

Shortly after admission (within one month) an individual study plan (ISP) is established for the third-cycle student. The individual study plan contains the commitments and responsibilities of the university, supervisors and the third-cycle student, the timetable for work and studies, completed and planned courses, and a timetable for the implementation of the third-cycle student's project. The basis for this document are the outcomes for the third-cycle study programme. The individual study plan is established by the *Board of the Faculty for Teacher Education's Committee for Third-Cycle Studies*.

The individual study plan must then be followed up and updated annually, in conversations between supervisors and the third-cycle student. The annual follow-ups are approved by the Director of Third-Cycle Studies, who is responsible for reviewing and archiving them. The Director of Third-Cycle Studies continuously reports on the follow-up of the individual study plans to the Committee for Third-Cycle Studies and reports back to the supervisors and third-cycle student if necessary.

The third-cycle student is responsible for following and within the set time fulfilling the commitments that are determined in the individual study plan. The third-cycle student is also obliged to report to the Director of Studies any study social circumstances that may affect the implementation of her/his doctoral studies.

## Qualification

The Degree of Licentiate is achieved after the third-cycle student has completed a third-cycle study programme in Educational practices consisting of 120 credits and has obtained the grade of "Pass" for the courses included in the study programme. Furthermore, the third-cycle student must have written, and defended a licentiate thesis at a public seminar, and received the grade "Pass" from the examiner. The third-cycle student then applies for a degree certificate to be issued.

The Degree of Doctor is achieved after the third-cycle student has completed a third-cycle study programme in Educational practices consisting of 240 credits, and has obtained the grade of "Pass" for the courses included in the study

programme. Furthermore, the third-cycle student must have written and defended a doctoral thesis at a public defence and received the grade “Pass” from the examining committee. The third-cycle student then applies for a degree certificate to be issued.

## Other instructions

The third-cycle student must actively participate in seminar activities at the higher education institution.

The current provisions on third-cycle education are set out in:

- *The Higher Education Ordinance*, Chapter 5, “Employment of doctoral students, etc.”; Chapter 6, “Courses and study Programmes”, and Chapter 7, “Admission to courses and study programmes”; Annex 2, “System of Qualifications”.
- *Admission Regulations for Third-Cycle Studies at Kristianstad University* (Ref: 2020-114-386).
- *Local System of Qualifications – Kristianstad University* (Ref: 2016-114-579)
- *Guidelines for Seminars and Thesis Defence in Third-Cycle Studies in Educational practices at Kristianstad University* (Ref: 2021-114-80)
- *Guidelines for Supervision of Doctoral Students Admitted to Third-Cycle Studies at Kristianstad University* (Ref: 2020-112-404)