

Tohtoriopintojen opetustarjonta 2017-2018

Courses for Doctoral Studies 2017-2018

ILMOITTAUTUMINEN

Syksyn kurssien ilmoittautumisaika on 1.–31.8.2017. (Ks. poikkeus, "Perspectives on Learning")
Kevään kurssien ilmoittautumisaika on 1.–31.12.2017.

Jotta kurssi toteutuu, ilmoittautuneita on pääsääntöisesti oltava vähintään kahdeksan. Kursseille, joilla on rajoitettu osallistujamäärä, osallistujat valitaan ilmoittautumisjärjestyksessä, joten ilmoittautuminen heti ilmoittautumisajan alkaessa on suositeltavaa. Muistathan peruuttaa osallistumisesi esteen sattuessa ajoissa, jotta voimme tarjota paikkaa varasijalla oleville.

Opintojaksoille ilmoittaudutaan valitsemalla oikea kurssi Webropol-lomakkeesta <https://www.webropolsurveys.com/S/1D18D7859AE0CCBF.par>. HUOM. Tiedekunnan linjauksen mukaisesti kursseille osallistumiselle vaaditaan ohjaajan suostumus ja kurssien tulee entistä vahvemmin tukea oman väitöskirjatutkimuksen edistymistä.

UTUGS:n järjestämät kurssit löydät osoitteesta
<http://www.utu.fi/fi/Tutkimus/tutkijakoulu/courses/Sivut/home.aspx>.

HUOM! UTUGS:n kursseille ilmoittaudutaan tutkijakoulun verkkosivujen kautta.

REGISTRATION

For the courses organized in autumn term, enroll between 1st and 31st of August, 2017.
(Exception on the course "Perspectives on Learning")

For the courses organized in spring term, enroll between 1st and 31st of December, 2017.

In order to organize the course principally eight participants are required. Places in courses are usually available on a first-come-first-served basis so early enrolment is recommended. Please cancel your place in the course as soon as possible if you're not able to participate in the course, so we can offer the place for the next student on a waiting list.

Sign up for the courses by selecting a right course in the Webropol form <https://www.webropolsurveys.com/S/1D18D7859AE0CCBF.par>. NB. According to the policy of the Faculty, all doctoral candidates need their supervisor's approval for participating in courses. All courses should promote the progress of the doctoral dissertation study.

You will find information about the courses of the University of Turku Graduate School (UTUGS) on <http://www.utu.fi/fi/Tutkimus/tutkijakoulu/courses/Sivut/home.aspx>. **NB! The registration to the courses of UTUGS is made via the website of the Graduate School.**

AUTUMN 2017

WRITING AND PUBLISHING RESEARCH RESULTS

(KUJA/LUJA/KAJA 6066)

Autumn 2017 – spring 2018

Teachers: Professor Erno Lehtinen, ~~Professor Patricia Alexander (University of Maryland) cancelled~~, Professor Martin Thrupp (University of Waikato), Professor Piia Seppänen, Professor Maarit Silvén, Professor Arja Virta, Postdoctoral Researcher (TIAS) Johanna Kallo, University Research Fellow Timo Ruusuvirta, N.N. (tbc in August)

ECTS: 5

Objectives and learning outcomes: The aim of the course is to improve students' ability to publish their research results by offering advice on how to write a good article / monograph and discussing the basic steps of article publication process (selecting a journal, passing the editorial filters, reacting to reviewer and editor comments, resubmitting your work etc.).

Contents: Lectures (4–6 h) and workshops (20 h). During the course, the participants are expected to write a manuscript for a national or an international scientific publication or to work on with their monograph and comment upon each other's manuscripts. Students are encouraged to work as a peer group, also between the workshops.

Please choose either A, B or C following your doctoral programme and/or the form of your dissertation. In the workshops A and B, the participants work on a manuscript intended for publication in a scientific journal on national or international forums. The manuscript can be either an empirical article (disseminating the research results) or a review paper (critical synthesis of a specific research topic). Participants, who write a monograph, will work with their manuscript in a separate workshop C. In this group, the participants concentrate on the outline of the whole manuscript and especially creating a coherent theoretical part.

Further information: **NB!** When you register to this course, please choose a preferred workshop and tell the language of your article/monograph.

This course belongs to the study module DS5 Studies of scientific writing / TRI3A Methodological studies and scientific writing.

A) KEVEKO Doctoral Programme

Participants: All doctoral candidates and faculty personnel associated with the KEVEKO Doctoral Programme. Maximum of 8 participants, minimum of 4 participants. Lectures are open for all.

Language: Finnish/English.

Completion requirements and evaluation: Active participation, preparing a manuscript for a scientific article (Fail–Pass).

Timetable:

Date	Time	Place	Content	Teachers
6.9.	14:15–15:45	244	Lecture	Martin Thrupp
18.9.2017	16.00–18	355	Lecture	Erno Lehtinen & Patricia Alexander
17.1.2018	9–10	359	Lecture	Piia Seppänen
20.9.	12–14	357B	Workshop	Piia Seppänen
The dates of the other workshops are decided in the first meeting			Workshop	Piia Seppänen
			Workshop	Piia Seppänen
			Workshop	Piia Seppänen

B) OPPI Doctoral Programme

Participants: All doctoral candidates and faculty personnel associated with the OPPI Doctoral Programme.

Maximum of 8 participants, minimum of 4 participants. Lectures are open for all.

Language: English.

Completion requirements and evaluation: Active participation, preparing a manuscript for a scientific article (Fail–Pass).

Timetable:

Group B1

Date	Time	Place	Content	Teachers
6.9.	14:15–15:45	244	Lecture	Martin Thrupp
18.9.	16.00–18	355	Lecture	Erno Lehtinen & Patricia Alexander
17.1.2018	9:15–10:45	359	Lecture	Piia Seppänen
24.11.2017	13.30–15.00	357B	Workshop	Laura Helle
The dates of the other workshops are decided in the first meeting			Workshop	Laura Helle
			Workshop	Laura Helle
			Workshop	Laura Helle
			Workshop	Laura Helle

Group B2. **NB. The workshops of this group will be organised in Rauma.**

Date	Time	Place	Content	Teachers
6.9.	14:15–15:45	244	Lecture	Martin Thrupp
18.9.	16.00–18	355	Lecture	Erno Lehtinen & Patricia Alexander
17.1.2018	9:15–10:45	359	Lecture	Piia Seppänen
26.9.	15.00–16.30	Rauma, office 110	Workshop	Maarit Silvén & Timo Ruusuvirta
The dates of the other workshops are decided in the first meeting			Workshop	Maarit Silvén
			Workshop	Timo Ruusuvirta
			Workshop	Timo Ruusuvirta
			Workshop	Timo Ruusuvirta

C) OPPI and KEVEKO Doctoral Programmes, monograph group

Participants: All doctoral candidates and personnel of the faculty of education. Maximum of 12 participants, minimum of 5 participants. Lectures are open for all.

Language: Finnish/English.

Completion requirements and evaluation: Active participation, preparing a manuscript for a monograph dissertation (Fail–Pass).

Timetable:

Date	Time	Place	Content	Teachers
6.9.	14:15–15:45	244	Lecture	Martin Thrupp
18.9.	16.00–18	355	Lecture	Erno Lehtinen & Patricia Alexander
17.1.2018	9:15–10:45	359	Lecture	Piia Seppänen
November (tbc with the teachers & registered participants)			Workshop	Arja Virta & Johanna Kallo
The dates of the other workshops (in spring 2018) are decided in the first meeting			Workshop	Arja Virta
			Workshop	Arja Virta
			Workshop	Johanna Kallo
			Workshop	Johanna Kallo

FOCUSING ON MY RESEARCH APPROACH - INTRODUCTION TO THE COLLECTION AND ANALYSIS OF SCIENTIFIC DATA ACROSS THE LIFE SPAN (New Course!)

(KUJA/KAJA/LUJA)

Autumn 2017 – Spring 2018

Teachers: Introduction lecture: Professor Erno Lehtinen; Workshops: Senior Researcher Anu Kajamies, Associate Professor Ulpukka Isopahkala-Bouret, Postdoctoral Researcher Tomi Jaakkola, Visiting Professor Romuald Normand (University of Strasbourg & ESSEC Business School), University Research Fellow Koen Veermans, Postdoctoral Researcher (TIAS) Marjaana Puurtinen, University Research Fellow Laura Helle, University Lecturer Tiina Tuijula, Professor Maarit Silvén, Senior Researcher Tuire Palonen and Senior Researcher Tarja-Riitta Hurme

ECTS: 5

Objectives and learning outcomes: After the course, doctoral candidates will be broadly familiar with the methodological topics in educational studies. That knowledge will enable them to make informed choices regarding to the research approach they will employ in their own research.

Contents: Lectures 4 hours + workshops (4* 4 h) + pre-readings (+ tasks). The course explores the methodological options open for educational studies. The course will acquaint the doctoral candidates with the research tradition and methodological alternatives of educational studies. The course consists of two parts. The first part consists of introductory lectures. The second part of the course consists of several workshops related to the different research designs (data collection methods). Participants of the course are expected to choose at least **four** of the following workshops (à 4h) (see the descriptions of the workshops below):

- a) Collecting and analyzing observational data (Anu Kajamies)
- b) Content/document analyses (including historical analysis) (Ulpukka Isopahkala-Bouret)
- c) Experimental research designs (Tomi Jaakkola)
- d) Interview Methodology for Analyzing Practices: Traps and Tricks for Interviewing Adults (Romuald Normand)
- e) Current trends in educational data collection: introducing process tracing methods (Koen Veermans & Marjaana Puurtinen)
- f) Collecting data with surveys and tests (Laura Helle & Tiina Tuijula)
- g) Collecting and analyzing longitudinal data (Maarit Silvén) → **spring 2018** (descriptions for the spring will be added later)
- h) Interviews with children (Maarit Silvén) → **spring 2018**
- i) Social network analysis (Tuire Palonen & Tarja-Riitta Hurme) → **spring 2018**

Language: English

Participants: The course is recommended to all doctoral candidates of the Faculty of Education, especially to those who are in the early stage of their studies. Maximum of 16 participants, minimum of 4 participants in the workshops, the lectures are open for all.

Completion requirements and evaluation: Active participation, the participants should prepare themselves for workshops based on the pre-readings and instructions of the teacher. (Fail – Pass)

Further information: **NB! When you register to this course, please choose at least four workshops you want to participate in.** This course belongs to the study module DS3 Methodological studies/ TRI3A

Methodological studies

Timetable:

Date	Time	Place	Content	Lecturers
11.9.	16.00-18	355	Introduction lecture	Erno Lehtinen

20.9.	15:00-18	355	Workshop	Kajamies: Observational data
11.10.	15.00-18	355	Workshop	Jaakkola: Experimental research designs
4.10.	15:00-18	355	Workshop	Helle & Tuijula: Surveys and tests
25.10. (confirmed!)	15.00-18		Workshop	Normand: Interview Methodology
1.11.	15.00-18	355	Workshop	Veermans & Puurtinen: Process tracing methods
15.11. (updated!)	15.00-18	355	Workshop	Isopahkala-Bouret & Haltia: Content/document analyses
NB. The remaining three workshops will be organised in spring term 2018				

Descriptions of the workshops:

a) **Collecting and analyzing observational data**

Proceeding from planning to publishing observational studies will be introduced. The focus will be on how to systematically conduct observational studies, analysis principles, and examples. Furthermore, applying principles to own research to produce and report research findings will be discussed and practiced.

Pre-reading for the workshop: Derry, S. J., Pea, R., Barron, B., Engle, R., Erickson, F., Goldman, R., Hall, R., Koschmann, T., Lemke, J., Sherin, M., & Sherin, B. (2010). Conducting video research in the learning sciences: Guidance on selection, analysis, technology, and ethics. *Journal of the Learning Sciences*, 19, 1–51. doi:10.1080/10508400903452884

b) **Content/document analyses (including historical analysis)**

Different types of documentary data (e.g. policy papers, curricula, textbooks) and their utilization in especially sociological, historical and policy research are introduced. The focus will be on analyzing the data and writing out the findings which are discussed through examples. Participants are also encouraged to bring samples of their own data to the workshop. Pre-reading for the workshop will be pointed out later.

c) **Experimental research designs**

Experimental research designs: This workshop will focus on common experimental and quasi-experimental research designs and analysis of experimental data in educational research. The workshop will provide tips and guidelines on how to avoid common mistakes in experimental research. Pre-readings: to be announced later.

d) **Interview Methodology for Analyzing Practices: Traps and Tricks for Interviewing Adults**

Practicing interviews is a challenging task to get some authentic description of practices by interviewees and access to their tacit knowledge. It implies some interpersonal and intrapersonal skills beyond methodological ones because it structures specific relationships for which listening, empathy but also reactivity and readiness are important conditions of success. The course will present some parts of this knowledge and important techniques while it will require from students to stimulate situations of interviews related to the topic they are studying or some empirical fields they are investigating. Some video recordings will help to think about current habits and mistakes done by beginning interviewers to improve the lead of face-to-face interviews.

Objectives and learning outcomes: To familiarize students with the techniques of face-to-face interviews; to develop social skills in structuring better relationships with interviewees; to limit biases introduced by misleading questions; to master the structure and time of face-to-face interviews

Pre-readings for the workshop (to be narrowed down):

- Becker, H. S. (1954). A note on interviewing tactics. *Human Organization*, 12(4), 31-32.
- Burgess, R. G. (1982). The unstructured interview as a conversation. in R. G. Burgess (Éd.), *Field research : a sourcebook and field manual* (pp. 107-110). London : George Allen & Unwin.
- De Santis, G. (1980). Interviewing as social interaction. *Qualitative Sociology*, 2(3), 72-93.
- Dillon, J. (1990). *The practice of questioning*. London: Routledge.
- Holstein, J. A.; Gubrium, J. F. *The active interview*. Thousand Oaks: Sage, 1995
- Holstein, J. A., & Gubrium, J. F. (2002). Active interviewing. In D. Weinberg (Éd.), *Qualitative research methods* (pp. 112-126). Malden, MA : Blackwell.
- Kaufman, S. R. (1994). In-depth interviewing. Dans J. F. Gubrium, & A. Sankar (Éds) *Qualitative methods in aging research* (pp. 123-136). Thousand Oaks, CA : Sage.
- Keats, D. M. (2000). *Interviewing: a practical guide for students and professionals*. Buckingham: Open University Press.,
- Roulston, K. *Reflective interviewing: a guide to theory and practice*. Los Angeles: Sage, 2010

e) Collecting data with surveys and tests

The most critical step in research based on survey and test material is the data collection phase. The focus of the workshop on the planning stage i.e. assuring that one obtains a representative sample of data sufficient in size to allow for further analyses. Also ethical issues and issues related to open data will be addressed. The workshop will give tips and concrete examples of how to avoid the most common pitfalls in this type of research.

Pre-reading: Tuckmann, B. W. & Harper, B. E. (2012). *Conducting Educational Research*. Sixth edition. Chapter 11: Constructing and using questionnaires, interview schedules, and survey research (pp. 243-286). (Electronic copy of the textbook has been ordered to the university library.)

f) Current trends in educational data collection: introducing process tracing methods

Conventional ways of conducting educational research, for example, using tests, surveys, and interviews, have been criticized for providing insufficient information on the actual activity of the learner *in situ*. Therefore, new methods are being developed and used for the purpose of process tracing. Two examples of process tracing will be presented: the learning analytics approach, which uses learner-generated data such as computer log data, and the eye-tracking approach, which measures eye movements in the context of task performance.

Pre-reading: no pre-reading assignments

TILASTOMENETELMÄT JA SPSS-OHJELMA 1

(KUJA/LUJA/KAJA 6057)

Syksy 2017

Opettaja: Erikoistutkija Eero Laakkonen

ECTS: 2

Tavoitteet: Kurssilla käydään läpi kvantitatiivisen tutkimusaineiston käsittelyä SPSS-ohjelmalla. Kurssin tavoitteena on antaa tohtorikoulutettaville omassa väitöskirjatyössä tarvittavia kvantitatiivisen aineiston käsittelytaitoja.

Sisältö: Työpajoissa (12 h) käydään läpi kvantitatiivisen aineiston muokkaamiseen ja kuvailuun liittyviä vaiheita sekä tyypillisiä analyysimenetelmiä SPSS-ympäristössä. Lisäksi tutustutaan sähköiseen aineistonkeruuseen (nettilomakkeet ja Webropol).

Osallistujat: Kaikki kvantitatiivisen aineiston parissa työskentelevät kasvatustieteiden tohtoriohjelman jatko-opiskelijat, joilla on tilastolliset perustiedot ja kokemusta SPSS-ohjelmasta. Kurssille otetaan enintään 16 tohtorikoulutettavaa.

Kieli: suomi

Kurssin arvostelu ja opintosuorituksen rekisteröinti: Aktiivinen osallistuminen pienryhmiin (hyv–hyl).

Lisätieto: Tämä kurssi kuuluu opintojaksoon DS3 Metodologiset opinnot / TRI3A Metodologiset ja metodiset opinnot.

Aikataulu:

Pvm	Aika	Paikka	Sisältö	Opettaja
ti 12.9.	14:00–16:30	Pub 431	Työpaja	Laakkonen
to 14.9.	14:00–16:30	Pub 431	Työpaja	Laakkonen
ma 18.9.	14:00–16:30	Pub 431	Työpaja	Laakkonen
ke 20.9.	14:00–16:30	Pub 431	Työpaja	Laakkonen

TILASTOMENETELMÄT JA SPSS-OHJELMA 2

(KUJA/LUJA/KAJA 6058)

Syksy 2017

Opettaja: Erikoistutkija Eero Laakkonen

ECTS: 2

Tavoitteet: Kurssilla käydään läpi kasvatustieteissä tyypillisiä kvantitatiivisen tutkimusaineiston käsittelyyn liittyviä menetelmiä ja niiden toteuttamista SPSS-ohjelmalla. Kurssin tavoitteena on opetella soveltamaan ryhmävertailuihin ja muuttujien välisiin yhteyksiin liittyviä menetelmiä erilaisissa tutkimusasetelmissä.

Sisältö: Työpajoissa (12 h) tutustutaan erilaisiin varianssi- ja regressioanalyysien sovelluksiin sekä harjoitellaan niiden toteutusta ja tulosteiden tulkintaa SPSS-ympäristössä. Käsiteltäviä menetelmiä ovat mm. kovarianssianalyysi, toistettuihin mittauksiin liittyvät analyysit, askeltava ja hierarkkinen mallinnus, kategoristen muuttujien analyysit ja monitasoanalyysit. Näiden yhteydessä pohditaan myös ei-parametrisia vaihtoehtoja sekä efektikoon arviointia ja käyttöä tulosten raportoinnissa.

Osallistujat: Kaikki kvantitatiivisen aineiston parissa työskentelevät kasvatustieteiden tohtoriohjelman jatko-opiskelijat, jotka ovat suorittaneet Tilastomenetelmät ja SPSS I -kurssin tai omaavat vähintään vastaavat tiedot. Kurssille otetaan enintään 16 tohtorikoulutettavaa.

Kieli: suomi

Kurssin arvostelu ja opintosuorituksen rekisteröinti: Aktiivinen osallistuminen pienryhmiin (hyv–hyl).

Lisätieto: Tämä kurssi kuuluu opintojaksoon DS3 Metodologiset opinnot / TRI3A Metodologiset ja metodiset opinnot.

Aikataulu:

Pvm	Aika	Paikka	Sisältö	Opettaja
ma 25.9.	14:00–16:30	Pub 431	Työpaja	Laakkonen
ke 27.9.	14:00–16:30	Pub 431	Työpaja	Laakkonen
ti 3.10.	14:00–16:30	Pub 431	Työpaja	Laakkonen
to 5.10.	14:00–16:30	Pub 431	Työpaja	Laakkonen

STRUCTURAL EQUATION MODELING 1

(KUJA/LUJA/KAJA6059)

Autumn 2017

Teachers: Associate professor Niina Junntila, Senior Researcher Eero Laakkonen

ECTS: 3-4

Objectives and learning outcomes: In this course, participants will get acquainted with what Structural Equation Modeling is, how it can be used as an analytic tool in research, and how data for Structural Equation Modeling can be collected, analysed, and reported. The doctoral candidates will perform Structural Equation Modeling analyses by working with exemplary or with the participants' own data sets.

Contents: Lectures (4 h) and workshops (10 h). During the course, students are expected to complete the exercises provided by the teachers and write a research report.

Participants: All doctoral candidates interested in statistical analyses and/or collecting or planning to collect data suitable for SEM analysis. Basic statistical skills are required. Maximum of 12 doctoral candidates of the Faculty of Education and 8 doctoral candidates from other faculties.

Language: English

Completion requirements and evaluation: Active participation, exercises and research report (Fail – Pass).

Further information: This course belongs to the study module DS3 Methodological studies / TRI3A Methodological studies

Timetable:

Date	Time	Place	Content	Teachers
Mon 20.11.	12–16	Pub 431	Lecture/ workshop	Junntila & Laakkonen
Wed 22.11.	12–14	Pub 431	Lecture/ workshop	Junntila & Laakkonen
Mon 27.11.	12–16	Pub 431	Lecture/ workshop	Junntila & Laakkonen
Thu 30.11.	12–16	Pub 431	Lecture/ workshop	Junntila & Laakkonen

READING SEMINARS AND WORKSHOPS

A) KEVEKO Doctoral Programme

A1. READING SEMINAR WITH LECTURES AND WORKSHOPS: TRANSITIONS FROM SCHOOL TO WORK - POLICIES, TRAJECTORIES AND DROPOUT

(KUJA/LUJA/KAJA 6053)

Autumn 2017

Teachers: Visiting Professor Lisbeth Lundahl (Umeå University) and Associate Professor Tero Järvinen

ECTS: 2

Objectives and learning outcomes: The aim of the course is to deepen the understanding of the doctoral candidates on school-to-work transitions in comparative perspective with a special emphasis on transition policies and dropout.

Contents: The course consist of lectures and workshops (in total 8 h) Prior to the course, the participants are expected to read the articles provided by the teacher.

Articles for the course:

Albaek, K.; Asplund, R.; Erling, B.; Lindahl, L.; von Simson, K. & Vanhala, P. (2015) Youth unemployment and inactivity. A comparison of school-to-work transitions and labour market outcomes in four Nordic countries. TemaNord 2015:48. Nordic Council of Ministers. (pp.17-36; pp. 273-278.)

Heinz, W. (2009) Structure and agency in transition research. Journal of Education and Work 22(5): 391-404.

Furlong, A. (2009) Revisiting transitional metaphors: reproducing social inequalities under the conditions of late modernity. Journal of Education and Work 22:5, 343-353.

MacDonald, R. et.al (2005) Growing up in poor neighbourhoods: The Significance of class and place in the extended transitions of 'socially excluded' young adults. Sociology 39(5): 873-891.

Lundahl, L.; Lindblad, M.; Lovén, A.; Mårald, G. & Svedberg, G (2015) No particular way to go. Journal of Education and Work DOI: 10.1080/13639080.2015.1122179

Jørgensen, C.; Järvinen, T. & Lundahl, L. (article to be published in 2018) Policies of school-to-work-transitions and VET in Sweden, Denmark and Finland

Participants: All doctoral candidates and personnel of the Faculty of Education. Priority is given to the doctoral candidates. Number of participants in the workshop 6-12, the lectures are open for all.

Language: English.

Completion requirements and evaluation: Active participation, pre-readings. (Fail–Pass)

Further information: This course belongs to the study module DS2 Current Theoretical Questions in the Field of Education/ TRI3C Studies of Science Theory and of the own Research Field

Timetable:

Date	Time	Place	Content	Lecturer
Tue 31.10.2017	9.00 - 12.00 (4 x 45 min)	Edu 357	Lecture/workshop	Lisbeth Lundahl & Tero Järvinen
Tue 14.11.2017	9.00 - 12.00 (4 x 45 min)	Edu 357	Lecture/workshop	Lisbeth Lundahl & Tero Järvinen

A2. READING SEMINAR WITH LECTURES AND WORKSHOPS: CLASSICS OF THE SOCIOLOGY OF EDUCATION

(KUJA/LUJA/KAJA)

Autumn 2017

Teachers: Visiting Professor Romuald Normand (University of Strasbourg & ESSEC Business School) & Visiting Professor Lisbeth Lundahl (Umeå University)

Course description: The course introduces the participants to some of the classics of the sociology of education. Both lecturers have chosen a theorist that have inspired them in a special way during their career (see more below).

ECTS: 1 ECTS

Contents: The course consist of lectures and workshops (à 2h lectures and 2 h workshop, in total 8 h). Prior to the course, the participants are expected to read the articles and/or make pre-assignments provided by the teachers. The teachers will give the participants some questions to help focusing in reading.

- **Visiting Professor Romuald Normand: “Emile Durkheim and its Strange Legacy in France”**

In France, Emile Durkheim is considered as the founder of the French sociology of education because he had affirmed that the school system had to produce socialized individuals through a “moral education” aiming to train people and making them autonomous citizens. In fact, this sociology participated to the building of the French republican school system and justified strong links between the school and the French society. During the 60s, the French sociology of education was studying the gap between this Republican ideal and the realities of school practices and contexts. It explains why the issue of inequalities became dominant. After Pierre Bourdieu, the sociology of education was built on different theoretical traditions but the issue of inequality of opportunities, school democratization, citizenship and socialization remained and largely inspired sociological research with the paradox of being blind to other issues developed abroad: Europeanization and globalization, curriculum and assessment, governance and management, race and ethnicity. It is this strange legacy and corresponding paradoxes that will be illustrated during the course.

Objectives and learning outcomes:

- To know about the context and evolution of the French sociology of education
- To better master some theoretical ideas and concepts produced by French sociologists
- To situate and compare the legacy of French sociology of Education with other European traditions
- To be more reflexive about the specific features of English-speaking sociology of education

Readings for the course (to be specified):

Archer, M. S. (1970). Egalitarianism in English and French educational sociology. *European Journal of Sociology* 11(1), 116-129.

Durkheim, E. (1956). *Education and sociology*. Simon and Schuster.

Durkheim, E. (2012). *Moral education*. Courier Corporation.

Clark, T. N. (1968). Emile Durkheim and the institutionalization of sociology in the French university system. *European Journal of Sociology*, 9(01), 36-71.

• **Visiting Professor Lisbeth Lundahl: “Basil Bernstein on Pedagogy, Pedagogic Identities and Knowledge Structures”**

Basil Bernstein’s theory-building during four decades (late 1950s to late 1990s) covers a vast field: sociolinguistic theory, curriculum theory and sociology of knowledge. This part of the course will focus on some aspects of the two later fields, with pedagogic codes and discourses as central concepts. It will also provide some contextualization of Bernstein’s work, including his affinity with Emile Durkheim’s theoretical work. Bernstein’s theory/-ies are still very much in use, and in the workshop, the participants are asked to present and discuss at least one selected recent article departing from his work.

Objectives and learning outcomes:

- To show insights into some theoretical ideas and concepts from Basil Bernstein’s theory on pedagogy, pedagogic codes and knowledge structures
- To have an awareness of recent applications of Basil Bernstein’s theory
- To be reflexive about Basil Bernstein’s position in the sociology of education at different periods of time

References:

1. Common references

Bernstein, B. (2000). *Pedagogy, symbolic control and identity: Theory, research, critique* (revised edition). Lanham, Maryland: Rowman & Littlefield, in particular chapters 1, 6 and 9.

Moore, R (2006). Knowledge structures and intellectual fields. Basil Bernstein and the sociology of knowledge. In R Moore, M Arnot, J Beck & H Daniels, eds. *Knowledge, Power and Educational Reform. Applying the sociology of Basil Bernstein*. Abingdon: Routledge, 28-43.

Scott, D (2008). *Critical Essays on Major Curriculum Theorists*. Chapter 7. Basil Bernstein on Pedagogy. Abingdon: Routledge, 72-81.

2. Additional references (articles for the workshop)

Cambridge, J (2012). International education research and the sociology of knowledge. *Journal of Research in International Education*, 11(3) 230–244

Donnelly, M (2015). A new approach to researching school effects on higher education participation, *British Journal of Sociology of Education*, 36:7, 1073-1090

Evans, J, Davies, B & Rich, E (2009). The body made flesh: embodied learning and the corporeal device, *British Journal of Sociology of Education*, 30:4, 391-406

McLean, M; Abbas, A & Ashwin, P (2013) The use and value of Bernstein’s work in studying (in)equalities in undergraduate social science education, *British Journal of Sociology of Education*, 34:2, 262-280

Shay, S (2013) Conceptualizing curriculum differentiation in higher education: a sociology of knowledge point of view, *British Journal of Sociology of Education*, 34:4, 563-582

Language: English.

Completion requirements and evaluation: Active participation in the lectures and workshops, completion of possible pre-assignments and/or learning diary (Fail–Pass)

Further information: This course belongs to the study module DS2 Current Theoretical Questions in the Field of Education/ TRI3C Studies of Science Theory and of the own Research Field

Timetable:

Date	Time	Place	Content	Lecturer
26.10. (confirmed!)	12:15-15:45	355	Lecture/workshop	Romuald Normand
2.11. (confirmed!)	12:15-15:45	355	Lecture/workshop	Lisbeth Lundahl

B) OPPI Doctoral Programme

READING SEMINAR WITH LECTURES AND WORKSHOPS: PERSPECTIVES ON LEARNING (OPPI autumn highlight!)

(KUJA/LUJA/KAJA6059)

Autumn 2017

Teachers: Professors Roger Säljö (UoG), Erno Lehtinen, Åsa Mäkitalo (UoG) and Senior researcher Mari Murtonen; leading teachers: Erno Lehtinen & Åsa Mäkitalo (jointly organized by the University of Turku and the University of Gothenburg)

ECTS: 5

Entry requirements

All students who are registered as PhD students in the educational sciences and neighbouring fields are invited to participate. The course is inter- and multidisciplinary, and students enrolled in PhD training outside education and educational research, for instance in fields such as media studies, psychology, applied informatics, communication sciences, youth studies etc. are encouraged to apply. International students are welcome to participate, and it is the ambition to have students from other countries enrolled.

If there are more applicants than the 20 admission places available, a selection will be made based on an assessment of the relevance of the student's research plan and qualifications in relation to the objectives of the course. The selection process is carried out by the course leaders in co-operation with the director of PhD studies. **NB. For this course, the registration of the doctoral candidates of the University of Turku begins already in June, right after the publication of the course tray.**

Objectives and learning outcomes: The course is intended as an introduction to three of the major theoretical traditions that have been salient in the study of learning, development and teaching in the past decades: cognitive, pragmatist and sociocultural perspectives. The specific focus will be on the implications for research of these traditions, i.e. how research can be conducted in order to be consonant with these perspectives. Thus, a prominent element in the course will be to scrutinize how the methods used for collecting data, the analytical procedures and other aspects of the research process are designed in these traditions.

On successful completion of the course, the student will be able to:

Knowledge and understanding

- Distinguish the basic elements of the theoretical traditions addressed in the course.
- Be familiar with the philosophical foundations of these traditions.
- Be familiar with the methodological fundamentals of research within these traditions. This includes the ability to describe how research design, data analysis and findings are reported in each of these traditions.

Judgement and approach

- Relate the own research problems/interests to these theoretical traditions.

Competence and skills

- Write research reviews and summarize research findings within the three theoretical traditions.

Content

The course is organised around lectures, seminars and group assignments. These activities take place online via video link, learning management system and during two physical meetings.

Assessment

Each participant will write a course paper analysing between two to four original research studies (empirical) carried out within the theoretical perspective chosen. The purpose of this essay is to critically scrutinize how a theoretical framework is converted into empirical research, and what this implies for the findings of the

research. Thus, the aim is to scrutinize how conceptual frameworks are connected to empirical observation. The paper will be presented and defended at the second physical meeting.

The grading scale comprises the grades Pass (G), Fail (U).

Contents/ readings

Cognitive perspectives

- Carey, S., Zaitchik, D. & Bascandziev, I. (2015). Theories of development: In dialog with Jean Piaget. *Developmental Review*, 38, 36-54.
- Katherine D. Kinzler and Elizabeth S. Spelke (2007). Core systems in human cognition. In C. von Hofsten & K. Rosander (Eds.) *Progress in Brain Research*, Vol. 164 ISSN 0079-6123
- Kintsch, W. (2009) Learning and constructivism. In S. Tobias & T. M. Duffy (Eds.) *Constructivist Instruction: Success or failure?* New York: Routledge. Pp. 223-241.
- Matthias Schwaighofer, Frank Fischer & Markus Bühner (2015) Does Working Memory Training Transfer? A Meta-Analysis Including Training Conditions as Moderators, *Educational Psychologist*, 50:2, 138-166, DOI: 10.1080/00461520.2015.1036274
- Anastasia Efklides (2011) Interactions of Metacognition With Motivation and Affect in Self-Regulated Learning: The MASRL Model, *Educational Psychologist*, 46:1, 6-25, DOI: 0.1080/00461520.2011.538645
- John Sweller, Jeroen J. G. van Merriënboer, and Fred G. W. C. Paas (1998). Cognitive Architecture and Instructional Design. *Educational Psychology Review*, 10 (3), 251-296..

Pragmatic/sociocultural/situative perspectives

- Clancey, W. J. (2011). A transactional perspective on the practice-based science of teaching and learning. In T. Koschmann (Ed.), *Theories of learning and studies of instructional practice* (pp. 247-278). New York, NY: Springer. (32 pages)
- Lave, J., & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. Cambridge, MA: Cambridge University Press. (138 pages)
- Schoultz, J., Säljö, R., & Wyndhamn, R. (2001). Heavenly talk: Discourse, artifacts and children's understanding of elementary astronomy. *Human Development*, 44, 103-118. (15 pages)
- Wertsch, J. V., & Kazak, S. (2011). Saying more than you know in instructional settings. In T. Koschmann (Ed.), *Theories of learning in studies of instructional practice* (pp. 153-166). New York, NY: Springer.
- Vygotsky, L. S. (1981). The instrumental method in psychology. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology* (pp. 134-143). Armonk, NY: M. E. Sharpe. (10 pages)
- Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge, MA: Harvard University Press. (150 pages)

Further information: This course belongs to the study module DS2 Current Theoretical Questions in the Field of Education/ TRI3C Studies of Science Theory and of the own Research Field

Timetable:

Date	Time	Place	Content	Teachers
7.9.	14:00-17	Online (link will be sent)	Seminar	Teachers of the course
2.-3.10.	tbc	Gothenburg, Sweden	Seminar	Teachers of the course
30.11. (new date!)	tbc	Edu 358 (reserved 9-17)	Seminar	Teachers of the course
1.12. (new date!)	tbc	Edu 440 (reserved 9-17)	Seminar	Teachers of the course

SPRING 2018

STRUCTURAL EQUATION MODELING 2

(KUJA/LUJA/KAJA)

Spring 2018

Teachers: Associate professor Niina Junttila, Senior researcher Eero Laakkonen

ECTS: 3-4

Objectives and learning outcomes: The objective of the course is that the participants become autonomous users of Structural Equation Modeling (SEM). Some advanced SEM-methodology is covered, like mixture and multilevel models. The participants are recommended to work with their own data set yet exemplary data is also available. The aim of the course is to produce research outcomes suitable for scientific publication.

Contents: Lectures (4 h) and workshops (10 h). During the course, students are expected to complete exercises and write a research report.

Participants: All doctoral candidates with the basic knowledge of Structural Equation Modeling (equivalent to the contents of the SEM 1 course; see course description above). Maximum of 12 doctoral candidates of the Faculty of Education and 8 doctoral candidates from other faculties.

Language: Finnish. **NOTE! If at least five English-speaking doctoral candidates of the Faculty of Education sign up for the course, the course will be held in English.**

Completion requirements and evaluation: Active participation, exercises and research report (Fail – Pass).

Further information: This course belongs to the study module DS3 Methodological studies/ TRI3A Methodological studies

Timetable:

Date	Time	Place	Content	Teachers
Tue 23.1.	12-16	Pub 431	Lecture/workshop	Junttila & Laakkonen
Thu 25.1.	14-16	Pub 431	Lecture/workshop	Junttila & Laakkonen
Tue 30.1.	12-16	Pub 431	Lecture/workshop	Junttila & Laakkonen
Thu 1.2.	12-16	Pub 431	Lecture/workshop	Junttila & Laakkonen

INTRODUCTION TO META-ANALYSIS

(KUJA/LUJA/KAJA)

Spring 2018

Teacher: Prof. Dr. Andreas Gegenfurtner

ECTS: 3

Objectives and learning outcomes: In this workshop, participants will get acquainted with what meta-analysis is, how meta-analysis can be used as an analytic tool in research on learning and instruction, and how data for meta-analysis can be collected, analysed, and reported. In part one, we start with discussing reasons for doing meta-analysis and outline similarities and differences to traditional literature reviews; we also focus on different ways on how data for meta-analyses can be selected and coded. In part two, we compare techniques to meta-analyse correlational and experimental data, and we demonstrate how these data can be corrected for study design artifacts, particularly for sampling error, error of measurement, and moderator effects. In part three, the reporting of meta-analytic findings will be discussed with a focus on numerical and visual displays; we also describe what journal reviewers typically look for when evaluating your meta-analytic manuscript. Throughout the workshop, a special emphasis is put on correlational

(Pearson's r) and experimental data (Cohen's d); for time reasons, we will not discuss odds ratios that are used in many medical and clinical research settings.

Contents: The workshops (24 h) will use a variety of methods, including lectures, demonstrations, and a multitude of hands-on activities to scaffold transfer of the course content to the participants' own research projects.

Participants: All doctoral candidates or personnel of the University of Turku interested in using meta-analysis; basic knowledge in statistics and in the software package SPSS is expected. Maximum of 8 doctoral candidates or personnel of the Faculty of Education and 8 doctoral candidates from other faculties.

Language: English.

Completion requirements and evaluation: Active participation in workshops (Fail–Pass).

Further information: This course belongs to the study module DS3 Methodological studies/ TRI3A

Methodological studies

Timetable: days to be completed

	Searching and Coding Literature	Analyzing Meta-Analytic Data	Reporting Meta-Analytic Results
9.00-10.30	Introduction: Developing meta-analytic research questions	Primary meta-analysis 1: Sampling error	Reporting 1: The Method section
10.30-12.00	Literature databases, inclusion and exclusion criteria	Primary meta-analysis 2: Error of measurement	Reporting 2: The Results section
12.00-13.00	LUNCH BREAK Option to dine at Macciavelli, (self-paid)	LUNCH BREAK Option to dine at Macciavelli, (self-paid)	LUNCH BREAK Option to dine at Macciavelli, (self-paid)
13.00-14.30	Coding psychometric properties 1: r and d	Meta-analytic moderator estimation 1: Subgroup analysis	Using numerical and visual reporting formats in meta-analytic studies
14.30-16.00	Coding psychometric properties 2: Converting effect sizes and reliability	Meta-analytic moderator estimation 2: WLS multiple regression	Robustness of and biases in meta-analyses: What reviewers look for
Place	tbc		

ANALYSING INTERVIEW DATA WITH NVIVO

(KUJA/LUJA/KAJA)

Spring 2018

ECTS: 1-2

Teacher: University Lecturer Lauri Kemppinen

Objectives and learning outcomes: To learn the basic principles of using NVivo and to familiarise oneself with using the system. NVivo is software that supports qualitative and mixed methods research. It is designed to help the researchers to organize, analyze and find insights in unstructured or qualitative data like interviews, open-ended survey responses, articles, social media and web content. NVivo gives the researcher a place to organize and manage your material so that you can start to find insights in your data. It also provides tools that allow you to ask questions of your data in a more efficient way.

Contents: Workshops (using NVivo for text analysis, coding a survey data and conducting a literature review). During the course, students are expected to complete the exercises provided by the teachers.

Participants: All doctoral candidates and personnel of the Faculty of Education, priority is given to doctoral candidates. Maximum of 12, minimum of 4 participants.

Language: English

Completion requirements and evaluation: Active participation (Fail – Pass).

Further information: This course belongs to the study module DS3 Methodological studies/ TRI3A

Methodological studies

Timetable: to be completed

ETHICAL ISSUES IN EDUCATIONAL RESEARCH

(KUJA/LUJA/KAJA6063)

Teachers: Senior Lecturer Rauno Huttunen and Associate Professor Janne Lepola

Spring 2018

ECTS: 2

Objectives and learning outcomes: The aim of the course is to deepen the understanding of the doctoral candidates of the ethical questions of the planning, fulfilling and reporting a research project. The course concentrates especially on the ethical standpoints of educational research.

Contents: Lectures (10h) and a learning diary.

Participants: The course is recommended to all doctoral candidates of the Faculty of Education, especially to those, who are in the early stage of their studies. Maximum of 20 doctoral candidates.

Pre-readings:

Language: English (The course will be organised in Finnish the following year)

Completion requirements and evaluation: Active participation, pre-readings and learning diary (Fail–Pass).

Further information: This course belongs to the study module DS4 Studies of Research Ethics/ TRI3C Studies of Science Theory and of the own Research Field

Timetable: to be completed

READING SEMINARS AND WORKSHOPS

A) KEVEKO Doctoral Programme

DYNAMICS IN EDUCATION POLITICS

(KUJA/LUJA/KAJA)

Spring 2018

Teacher: Professor Hannu Simola

ECTS: 5

Objectives and learning outcomes: Objectives include, first, to understand "Finnish PISA Miracle" socio-historically and, second, to comprehend dynamic approach to comparative education politics. As learning outcomes, a student should be able to explain educational success and failure from socio-historical point of view and to find a more flexible but coherent approach to comparative studies in education.

Contents:

1. Comparative Analytics in Dynamics of Education Politics
2. Orienting to the Finnish case
3. Dynamics in Policymaking
4. Dynamics in governance
5. Dynamics in family educational strategies
6. Dynamics in classroom cultures
7. The dynamics of Finnish basic-education politics: from understanding to explanation

Participants: This course is open for all doctoral candidates interested in the theme of the course. The course is also available for the students of the LLEES Master's Programme. Maximum of 30 participants.

Language: English

Pre-readings: Simola, H. et al (2017) Dynamics in Education Politics as a Key for Understanding the Finnish PISA Miracle. Oxford Research Encyclopedia of Education, E-book.

<http://education.oxfordre.com/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-16?rskey=eD0yeA&result=1>

28 August 2017

Course reading: Simola, H., Kauko, J., Varjo, J. Kalalahti, M. & Sahlström, F. (2017) *Dynamics in Basic Education Politics - Understanding and Explaining the Finnish Case*. London: Routledge.

Completion requirements and evaluation: Active participation, an essay. (Fail – Pass)

Further information: This course belongs to the study module DS2 Current theoretical questions in the field of education (new curriculum), TRI3C Studies of science theory and of the own research field

Timetable: To be completed, during April-May 2018

B) OPPI Doctoral Programme

READING SEMINAR WITH LECTURES AND WORKSHOP: FOUNDATIONS OF MULTICULTURALISM

(KUJA/LUJA/KAJA6055)

Spring 2018

Teachers: Visiting Professor Nancy Commins (University of Colorado) and University Teacher, Dr. Emmanuel Acquah

ECTS: 2

Objectives and learning outcomes: Today's society is more diverse than ever. Diversity includes not just race and ethnicity, but also age, gender, sexual orientation, economic status, and abilities. It is essential to leverage the differences, strengths, and values of every member of our communities to advance inclusiveness and pluralism. This reading seminar emphasizes the importance of intercultural competence, diversity, and inclusiveness, and provides strategies for fostering engagement with people of different cultural backgrounds. Participants will gain insight into their own values and evaluate their perceptions and perspectives about those who are different from them and identify beliefs, attitudes, and dispositions that may interfere with interpersonal interactions.

Contents: The course consists of reading seminars (8 h). During the course, the participants are expected to read the articles provided by the teacher and prepare a summary of one article.

Participants: All researchers and teachers of the Faculty of Education. Number of participants 6-12.

Language: English.

Completion requirements and evaluation: Active participation in workshops (Fail – Pass).

Study module: DS2 Current theoretical questions in the field of education (new curriculum), TRI3C Studies of science theory and of the own research field

Timetable: to be completed