



Faculty of Arts and Social Sciences

Syllabus for doctoral studies in Educational Work

(Syllabus for educational provisions for gifted/highly able pupils in inclusive educational systems: Gifted education doctoral programme for teacher educators —GiftED)

Studieplan för utbildning på forskarnivå i Pedagogiskt arbete

(Studieplan för Pedagogiska insatser för särskilt begåvade elever i inkluderande utbildningssystem: Forskarskola om pedagogik och särskild begåvning för lärarutbildare)

Decision:	FN 2022-05-05	Reg. no	HS 2022/748	Replaces:		Reg. no	
Applies from:	5 May 2022	until:	further notice	Officer:	Monica Eriksson		

Approval

The syllabus was approved by the Faculty of Arts and Social Sciences, 5 May 2022. For the gifted education doctoral programme students, this syllabus replaces the general syllabus for Educational Work at Karlstad University. The doctoral programme's students at Mälardalen University and Stockholm University have their own syllabuses. The syllabus is valid from the date of approval. The doctoral programme is offered to the extent permitted by available resources. General stipulations for doctoral programmes are provided in the Higher Education Act and in the Higher Education Ordinance.

1. General

Educational Work is a cross-disciplinary and practice-based subject, dealing with issues related to schools and other educational institutions. The subject encompasses the work of pupils and teachers, the socialisation and learning of children and young people inside and outside the classroom, and practical issues and phenomena central to professional educational work. The doctoral programme in Educational Work is organised and carried out in close collaboration with the subject-specific education centres at Karlstad University, as well as the Centre for Research on the Mental Health and Life Circumstances of Children and Youth at KAU, national and international graduate schools/doctoral programmes in educational sciences. The aim is to actively contribute to the development of a stimulating research environment at Karlstad University.

The focus of the doctoral programme is educational provisions for gifted pupils in inclusive educational systems (inclusive gifted education), from pre-school to upper secondary school. The aim of the doctoral programme is to develop and establish this research field in a Nordic context.

The subject Educational Work houses the doctoral programme, and is responsible for the quality of the programme.

Karlstad University collaborates with Mälardalen University and Stockholm University on the doctoral programme.

In compliance with Karlstad University's gender equality policy, gender-related perspectives shall be considered in doctoral programmes. The doctoral student should also gain insight into multidisciplinary approaches and experience from academic interactions across traditional disciplinary borders.

2. Programme Outcomes

2.1 General outcomes The general outcomes of licentiate or doctoral studies in terms of knowledge and understanding, competence and skills, and judgement and approach are specified as follows in the System of Qualifications (Higher Education Ordinance, Annex 2, SFS 2006:1053).

Knowledge and understanding

*For a **Degree of Licentiate**, the doctoral student shall*

- *demonstrate knowledge and understanding in the field of research including current specialist knowledge in a limited area of this field as well as specialised knowledge of research methodology in general and the methods of the specific field of research in particular.*

*For a **Degree of Doctor**, the doctoral student shall*

- *demonstrate broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialised knowledge in a limited area of this field, and*

- *demonstrate familiarity with research methodology in general and the methods of the specific field of research in particular.*

Competence and skills

*For a **Degree of Licentiate**, the doctoral 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, and*
- *demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.*

*For a **Degree of Doctor**, the doctoral 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 dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research,*
- *demonstrate the ability in both national and international contexts to present and discuss research and research findings 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 and*
- *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.*

Judgement and approach

*For a **Degree of Licentiate**, the doctoral 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, and*
- *demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning.*

*For a **Degree of Doctor**, the doctoral student shall*

- *demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics, and*
- *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.*

Thesis

For a Degree of Licentiate the doctoral student must pass a licentiate thesis of at least 60 ECTS credits.

For a Degree of Doctor the doctoral student must pass a doctoral thesis of at least 120 ECTS credits.

2.2 Subject-specific outcomes in addition to the general outcomes

Knowledge and understanding

For a Degree of Licentiate, the doctoral student shall

- demonstrate knowledge and understanding of the relation between teaching and learning and individual, social and contextual conditions related to the learning process
- demonstrate current expertise in a limited area of this field
- demonstrate knowledge and understanding of theories and research methods relevant to the field of educational sciences

For a Degree of Doctor, the doctoral student shall

- demonstrate broad knowledge and understanding of the relation between teaching and learning and individual, social and contextual conditions related to the learning process
- demonstrate current, in-depth expertise in a limited area of this field
- demonstrate broad knowledge and understanding of theories and research methods relevant to the field of educational sciences

Competence and skills

For a Degree of Licentiate, the doctoral student shall

- demonstrate competence and skills to conduct limited research within the education system by utilising theories and research methods of relevance to the field of educational sciences

For a Degree of Doctor, the doctoral student shall

- demonstrate competence and skills to conduct research within the education system by utilising theories and research methods of relevance to the field of educational sciences

Judgement and approach

For a Degree of Licentiate, the doctoral student shall

- demonstrate the ability to adopt a critical approach to the opportunities and limitations of educational sciences research, as well as its role and responsibilities regarding issues related to preschool, school and higher education, or issues related to learning processes in the working life and for people active in associations.

For a Degree of Doctor, the doctoral student shall

- demonstrate a strong ability to adopt an in-depth critical approach to the opportunities and limitations of educational sciences research, as well as its role and responsibilities regarding issues related to preschool, school and higher education, or issues related to learning processes in the working life and for people active in associations.

Doctoral studies in Educational Work shall prepare students for a research career in academia, as well as provide the necessary professional skills for non-academic work. Possible work areas are development and assessment work within the educational system, on both local and central levels.

An essential part of the doctoral programme is that the doctoral students gain experience of collaborating with other researchers, which lets them establish both national and international connections. It is also essential that the doctoral students contribute to the development of a stimulating research environment at Karlstad University.

2.3 Specific outcomes for the doctoral programme for educational provisions for gifted/highly able pupils in inclusive educational systems (Inclusive Gifted Education)

For a Degree of Licentiate and Degree of Doctor, the doctoral students shall:

- demonstrate the ability to perform a qualified analysis of their own professional work, as well as connect these perspectives to research on the profession, with a particular focus on educational provisions for gifted/highly able pupils in inclusive educational systems (Inclusive Gifted Education)
- demonstrate the ability to conduct a scientific study within their profession, by utilising theories and research methods
- demonstrate in-depth insight in subject-specific problem statements and scientific research methods.
- demonstrate in-depth insights and skills related to subject-specific education development in schools, with a particular focus on educational provisions for gifted/highly able pupils in inclusive educational systems (Inclusive Gifted Education)

3. Entry Requirements

To be eligible for third-cycle studies, the applicant is required to meet the general and University-specific entry requirements and must be considered to have the ability required to benefit from the studies (*Higher Education Ordinance, Chap. 7, Sect. 35*).

3.1 General Entry Requirements

To meet the general entry requirements, the applicant must have been awarded a master level qualification; satisfied the requirements for courses comprising at least 240 credits of which at least 60 credits were at master level; or acquired substantially equivalent knowledge in some other way in Sweden or abroad. (*Higher Education Ordinance, Chap. 7 Sect. 39*) *The higher education institution may permit an exemption from the general entry requirements for an individual applicant, if there are special grounds (Higher Education Ordinance, Chap. 7).*

3.2 Specific Entry Requirements

An applicant can also be eligible if they have a Degree of Bachelor in Education/Master of Education or a Degree of Bachelor of Arts in Pre-School Education that include an independent degree project, or if they in some other way have acquired substantially equivalent knowledge, in Sweden or abroad.

4. Admission

Applications for admission to doctoral studies are processed in accordance with the procedures prescribed by the Board of Karlstad University.

The doctoral programme is co-funded by the Swedish Research Council and Karlstad University.

5. Selection

Candidates will be selected based on their assessed capacity to successfully complete a programme at the doctoral level. The applicant's efforts and contributions related to gifted pupils in inclusive educational systems (Inclusive Gifted Education) is given particular consideration.

The selection will be based on the applicant's previous study results with an emphasis on the quality of independent written work of a scholarly and investigatory nature, particularly at a master level, as well as the quality of other submitted academic works. Selection will also be based on the applicant's language proficiency, if the applicant will be present and participate actively in the subject's research environment and whether the applicant's research specialisation corresponds to the expertise of available supervisors.

6. Content and Outline

The doctoral programme can lead to a doctoral or licentiate degree. The doctor's degree requires four years of study, the equivalent of 240 ECTS credits, and the licentiate degree two years or 120 ECTS credits. The studies include course work as well as an independent project (licentiate or doctoral thesis). To earn a doctoral degree, the candidate must complete 90 ECTS credits of course work and a thesis comprising 150 ECTS credits. To earn a licentiate degree, the candidate is required to complete 45 ECTS credits of course work and a thesis comprising 75 ECTS credits.

6.1 Courses The doctoral programme includes the following mandatory courses:

A Degree of Licentiate requires completed courses of a total of 45 credits:

- 40.5 credits are mandatory courses:
 - Information retrieval, 3 ECTS credits
 - Teorier och forskningsmetoder inom det utbildningsvetenskapliga fältet, 15 ECTS credits
 - Pedagogiskt arbete som forskningsfält, 7.5 ECTS credits
 - High ability, giftedness and learning: Theories and methods in gifted education and research, 7.5 ECTS credits
 - Gifted education didactics & differentiation in preschool and school, 7.5 ECTS credits
- 4.5 ECTS credits worth of optional specialisation courses

A Degree of Doctor requires completed courses of a total of 90 credits:

- 48 credits are mandatory courses:
 - Information retrieval, 3 ECTS credits
 - Teorier och forskningsmetoder inom det utbildningsvetenskapliga fältet, 15 ECTS credits
 - Pedagogiskt arbete som forskningsfält, 7.5 ECTS credits
 - Kunskap och lärande, 7.5 ECTS credits
 - Gifted theories & concepts, 7.5 ECTS credits
 - Gifted education didactics & differentiation in preschool and school, 7.5 ECTS credits
 - Social-emotional & psychological wellbeing for gifted children & youth, 7.5 ECTS credits
- 34.5 ECTS credits worth of optional specialisation courses

6.2 Doctoral Thesis and Licentiate Thesis

Doctoral students are required to write a thesis for a doctoral or a licentiate degree, either as a monograph or as a compilation thesis, either as a monograph or as a compilation thesis. Candidates are required to defend their licentiate thesis at a seminar and their doctoral thesis at a public examination. Further information is provided in the policy documents "Regulations Doctoral Thesis and Public Defence Procedures" and "Regulations on the Licentiate Thesis". Normally, the thesis is written in Swedish or English. The thesis shall be presented a minimum of three times, at three different seminars. The first presentation is a planning seminar, the second is held during the course of the project and the third is held when the thesis is practically completed (final seminar).

6.3 Supervision

Students admitted to the doctoral programme are entitled to supervision in accordance with the principles stated in the current policy document at Karlstad University For doctoral students in Educational Work, supervision is divided into equal parts individual supervision and joint supervision seminars, in accordance with the Policy for Supervision in Education and Educational Work.

6.4 Individual Study Plan

At the start of the studies the doctoral student shall, in consultation with their supervisors, draw up an individual study plan. The plan should include a realistic time plan for coursework, thesis work and supervision. The plan should also include an introduction to the proposed research field, the problem statement, the aim of the project, methodological and theoretical frames, and relevant ethical

considerations. The individual study plan is subject to continual revision (at least once a year), with potential written comments and corrections.

6.5 Examination

Doctoral students are examined in accordance with the requirements of each individual course syllabus. Licentiate and doctoral theses are examined in accordance with the Higher Education Ordinance (Chap. 6, Sect. 33–35) and Karlstad University's current regulations.