



FLF3007 Theoretical Perspectives on Learning 7.5 credits

Teoretiska perspektiv på lärande

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for FLF3007 valid from Autumn 2016

Grading scale

Education cycle

Third cycle

Specific prerequisites

Admitted to third-cycle courses and study programmes, or qualified to apply for third-cycle courses and study programmes.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

The purpose of the course is to give the doctoral students an overview of the historical development of the dominating theoretical perspectives on learning, and knowledge of the fundamental features of these perspectives, in order to be able to discuss and reflect on their similarities and differences. The course also intends to give the doctoral students the possibility to relate their own thesis to these theories as well as the ability to discuss the consequences of the chosen perspective for the research.

Learning outcomes

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

- Analyse and compare the fundamental features of theoretical perspectives on learning included in the course
- Reflect on and discuss the consequences of choice of perspectives on learning for research design, data collection and analysis
- Critically argue for and evaluate how the own thesis project (or a published thesis) relates to the chosen perspective on learning

Course contents

The course brings up central theoretical perspectives on learning, cognitive and constructivistic perspectives, pragmatism, phenomenography and variation theory, socio-cultural perspectives and activity theory.

Examination

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

A written assignment and an oral presentation at a final seminar.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.