



LL107V Research in Technology Education- an Overview 3.0 credits

Aktuell teknikdidaktisk forskning- översiktsskurs

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

Establishment

Course syllabus for LL107V valid from Spring 2012

Grading scale

P, F

Education cycle

First cycle

Main field of study

Technology

Specific prerequisites

General entry requirements

Language of instruction

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

Intended learning outcomes

After the course, the student will

- be able to describe common themes in technology education research
- be able to describe and evaluate methods commonly used in technology education research
- know about the history of technology education in compulsory school
- be familiar with similarities and differences between research in technology education compared with for example education in science and crafts (sloyd)
- know about the roles played by journals, conferences and other parts of scientific infrastructure to spread and discuss research results in technology education
- be able to describe commonly used peer review systems and analyse their advantages and drawbacks

Course contents

The course gives an overview of current research in technology education within a few common themes, such as design and product development as a pedagogical method, sociotechnical systems, ICT support for teaching and learning, gender issues, attitudes towards technology, and assessment. The course is based on seminars where articles from international journals about technology education research are analysed and discussed. Knowledge about the traditions and structures for exchange of information in the research community, such as conferences, journals, and peer review systems, are also parts of the course.

Course literature

Hagberg, Jan-Erik & Hultén, Magnus (2005). Skolans undervisning och elevers lärande i teknik - svensk forskning i internationell kontext. Stockholm: Vetenskapsrådet.

Jerkert, Jesper (2010). Peer review-systemet för vetenskaplig publicering.

Rasinen, Aki (2003). An analysis of the technology education curriculum of six countries. *Journal of technology education* 15(1).

Riis, Ulla (1996). Kan man äga ett skolämne? - dragkampen om ett tekniken. I: Teknik i skolan av Ginner, Thomas & Mattsson, Gunilla (red). Lund: Studentlitteratur.

Aktuella vetenskapliga artiklar inom teknikdidaktik tillkommer.

Examination

- INL1 - Written Assignment, 3.0 credits, grading scale: P, F

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.

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

INL1 - Written assignment. Active participation in seminars.

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.