

PROGRAMME DESCRIPTION FOR THE PHD PROGRAMME IN EDUCATION 2017/2018

Approved by the Faculty of Social and Educational Sciences on 8 May 2017

Admission requirements

The requirement for admission to the PhD programme in Education is a completed master's degree or graduate study (cand.polit.) in education, an experience-based master's degree in special education or a master's degree in adult learning and counselling. For some advertised positions, requirements for a different professional background may be specified. For a specification of required grades, see Section 5 of the PhD Regulations.

Requirements for the application (see Section 5.2 of the PhD Regulations)

Internal announcements at the Department of Education and Lifelong Learning: The application process has two stages. For a more detailed description of what an application must include, see the regulations (Section 5.2). For ranking multiple applicants, an overall assessment is carried out based on the project description and other documentation. When candidates are awarded a PhD grant, they must apply for admission to the PhD programme (any application for admission to national research schools is in addition to this). As soon as possible and in cooperation with their supervisor, candidates must draw up and complete their project description. The complete project description (5-10 pages), describing the topic, the research questions addressed, the theory and method as well as an assessment of the project risk must be available within 6 months at the latest. A progress plan, which is also drawn up in cooperation with the supervisor, must be submitted together with the complete project description. The complete project description must be approved by the Department.

Admission of PhD candidates from other institutions: Applications for admission are processed continuously. Applications that do not have funding will not be processed. In other respects, the procedure for admission to the PhD programme in Education follows the procedure for the preparation of a complete project description.

Applicants must document that they have full funding, that is, funds for living expenses and working capital. Note that the start date will be the same as the date when the candidate's funding begins.

Introduction

Pedagogy is an interdisciplinary discipline, where a variety of knowledge interests and perspectives can form the basis for a thesis. The PhD programme in Education has a broad approach to education, knowledge, teaching and learning. Research focuses on processes at different levels related to formal and informal contexts and arenas, such as preschool, school, working life and leisure, where learning, development and teaching take place. Regarding methodology, there are opportunities for studies with different designs. All studies must maintain a high national and international standard.

The final plan for the PhD programme is drawn up in consultation between the candidate, the supervisor, and the Department depending on the subject of the thesis and the candidate's individual needs and wishes (see Section 2 of the PhD Regulations).

Learning outcomes

Graduates of the PhD programme in Education are qualified to conduct pedagogical research and other work requiring high standards of scientific insight and reflection. The main component of the programme is an independent piece of research at a high scientific level. The organized academic training is intended to support the candidate's work with the doctoral thesis and to contribute to the required academic depth and breadth, enabling further development of the candidate's independent and reflective relationship to his or her own research and that of others, as well as the role of research in a broader context.

After completing the PhD programme, candidates have:

Knowledge:

- that is relevant and up-to-date within their field of research
- that enables them to evaluate and apply different theoretical and methodological approaches to research

Skills:

- in formulating research questions, planning and undertaking a research project at a high national and international level
- in handling complex academic questions and challenging established knowledge and practice in their field of expertise
- in applying critical and analytical thinking to topical and socially relevant questions

General competence:

- in identifying and dealing with ethical issues in research and conducting research with academic integrity
- enabling them to contribute in research collaboration
- enabling them to communicate research and research results through a variety of national and international channels and to different audiences

Duration, scope and level

Degree

Candidates who complete the PhD programme in Education are awarded the degree of Philosophiae Doctor, in accordance with the "Regulations for the Philosophiae Doctor degree (PhD)" <http://www.ntnu.no/phd/reglement>

Scope and workload

The degree comprises 180 credits in total, and the nominal length of study is 3 years. The programme is structured as a full-time course of study.

Level

The programme of study is in the third cycle in the Norwegian Qualifications Framework for Lifelong Learning.

Host faculty and department

The Faculty of Social and Educational Sciences is the host faculty, and the Department of Education and Lifelong Learning is the responsible unit.

Programme structure

The PhD programme consists of the following elements:

- project description
- scientific and academic dissemination
- the required coursework or similar academic training
- thesis

Project description (see Section 5.2 of the PhD regulations)

The project description must provide an explanation of the thematic area, research questions, and the choice of theory and methodology. The description of the research project should normally total between 5 and 10 pages.

Academic dissemination (see Section 5.2 of the PhD regulations)

Candidates must present their PhD work at academic conferences, at research courses and in the Department's research seminar.

Organized academic training (see Section 8 of the PhD Regulations)

The purpose of the academic training component is to provide insight into theories and methods that are useful in work on the thesis, and to contribute to the general training needed for the candidate's research in education and lifelong learning. In the application for admission, the candidate must draw up a plan for carrying out the training component in consultation with the supervisor as well as a progress plan for the whole project period. This is revised annually. It is recommended that the training be completed early in the programme. Candidates must themselves register for courses by the specified deadlines. The organized component must be recommended by the supervisor and approved by the Department.

For procedures for enrolment in courses and approval of external and internal training/courses, see the Faculty's website. Candidates must take care of enrolment for all courses themselves. Together with the Faculty, the Department is responsible for ensuring

that enrolment in all courses is registered in the Common Student System (Felles studentsystem - FS). The training component consists of three elements, which must total at least 30 credits:

- Philosophy of science, 10 credits
- Research methods, 5-15 credits
- Theory/substance 5-15 credits

Courses in the philosophy of science, research methods and in theory/substance can be taken as a combination of several shorter courses or as a more extensive course of 10 credits.

Courses that must/can be included in the training:

Code	Title	Credits	Semester
SFEL8000	Philosophy of Science for the Social Sciences	10	• Check EPN
PED8008	Perspectives on Bildung (with paper)	3.5	
PED8007	Perspectives on Bildung (without paper)	1.5	
PED8009	Dynamic Literacies The course focuses on dilemmas, tensions and changes in the study of literacies (with paper)	3	*
PED8010	Dynamic Literacies (without paper)	1.5	*
PED8011	Discourse Analysis in Institutional and Professional Settings	7.5	*

*See the website of the SU Faculty.

National researcher training in education and courses at other universities that are intended for the PhD programme are automatically approved. After consideration, courses at educational institutions abroad may also be approved. In consultation with the supervisor and the Department, courses organized by institutions other than the university may be approved as part of the researcher training. To cover subject areas where no relevant courses are provided, it is possible to apply for approval in the form of an individual syllabus.

Presentations at conferences with an approved paper will count for one (1) credit, with an upper limit of three (3) credits. For approval of training outside standard courses, candidates must submit a special application. As a guideline for the award of credits in the training component, three (3) credits are equivalent to approximately two weeks of work.

All courses included in the training component must be documented in the form of attendance of teaching and documentation of approval of the coursework requirements. The PhD candidate is responsible for ensuring that all training has been completed and documented. The supervisor confirms the documentation and completed training. The progress plan for all candidates, including the training component, is reviewed annually. Together with the Faculty, the Department is responsible for ensuring that approved reported training is registered in the Common Student System, FS.

Research communication

Participating in scientific research collaboration, critically assessing research and being able to communicate one's own research is a key aspect of all research. During the PhD period, all PhD candidates are expected to present their PhD work at national and international conferences, research courses and internal academic seminars.

For more information about relevant PhD research courses, see the national portal:

PhD courses in social science subjects at Norwegian universities (English web page)

<http://www.phdcourses-socsci.uio.no/courses/>

Thesis (see Section 10 of the PhD Regulations)

The requirements for the thesis and the rules for assessment are specified in the Regulations for the PhD degree at NTNU.

The thesis may consist of either a research report (monograph) or several shorter works (articles and book chapters). In special cases, it may also consist of a combination of these. Before defending the thesis, the candidate must hold a trial lecture on a specified topic.

Scope of monographs

A monograph should have a clear focus and scope. The number of pages in a monograph should be about 200-300.

Supplementary provisions for theses that consist of shorter works

1. Level

The standard of a thesis is the same whether it is a monograph or consists of several shorter works. Articles and book chapters must have the standard required for publication with peer review.

2. Scope

The thesis, apart from the overarching exposition (termed the 'kappe' in Norwegian), should normally consist of at least three articles / book chapters. A prerequisite is that the candidate has extensive academic responsibility for all the works included in the thesis, and is the sole author or the first author of at least half of them.

3. Overarching exposition (the 'kappe')

The candidate must be the sole author of the overarching exposition – the introductory and summary chapters in the thesis. These chapters should total 70-150 pages. The chapters must consolidate the research questions and conclusions presented in the articles from an overarching perspective, and in this way document the coherence of the thesis and the integration of the individual articles. The methods used in the thesis must be described unless they are reported in the works compiled in the thesis. In addition, the

thesis must be placed in a theoretical and methodological framework. This also includes a summary of how the thesis contributes to the field of research.

4. *Guidelines for co-authorship*

If the works have co-authors, the Vancouver rules for authorship are used as the basis:

- a) An author must make a significant contribution to the idea and research design, data collection, or analysis and interpretation of the data,
- b) and draft the manuscript or contribute a significant revision of the manuscript,
- c) and approve the final version to be published.

A statement of co-authorship, specifically identifying the candidate's contribution, must be included in the preface of the thesis.

Learning methods

In the PhD programme, candidates encounter many different learning methods, such as lectures, various types of seminar, individual academic supervision, supervised group work as well as project and research work.

Supervision (see Section 7 in the Regulations)

Efforts are made to enable all candidates to have two supervisors. The affiliation of the main supervisor must primarily be with NTNU and the Department of Education and Lifelong Learning. Also see the Regulations for the content and framework of supervision.

Midway seminar and final seminar

The midway seminar is held (about) halfway in the PhD period, and is a review and presentation of the research project based on the application, project description and progress plan in relation to the status in the middle of the project. The purpose is to give the candidate academic and practical support in relation to the choices that must be made in order to complete the project on schedule.

The final seminar is held (about) three months before scheduled submission. At the final seminar, an expert in the discipline who is external to the project will go through the text from the perspective of completion. The seminar is intended as a support for the candidate and as a safeguard to check that the academic level of the project is ready for presentation in a public defence.

Forms of assessment

Required coursework or other academic training

PhD candidates must pass all courses in the approved training plan, in accordance with Section 8 of the PhD Regulations. The form of assessment is adapted to the content of each course, normally through assignments/papers, which are assessed as passed / failed.

Trial lecture and public defence

An assessment committee will assess the quality of the academic thesis, trial lecture and public defence of the thesis (disputation); see Section 14 of the PhD Regulations.

The form of assessment that has the greatest scope is the PhD thesis (see Section 10 of the PhD Regulations)

Internationalization

Candidates are expected to participate actively in international conferences to present and discuss their own and others' research. Candidates are also expected to develop connections to other relevant international academic communities and networks. Candidates are also recommended to undertake a research visit in an international research community.

Entrepreneurship, innovation, and innovative thinking

The starting point for the PhD programme is a relevant research question and completion of an independent work at a high national and international level in a particular field of study. A substantial aspect of the research also involves critical evaluation, problem formulation and challenging established knowledge and practice. This expertise create opportunities for development and innovative thinking in the candidate's own field of research, in terms of theoretical and methodological approaches as well as research results.

Career opportunities/further study

Graduates with a PhD in education are qualified for work in the higher education sector and for a further career in research in academia. They are also qualified for work in government at different levels - state, county and municipality - as well as private-sector organizations or associations.