



## Møteinnkalling

Utvalg: **Ph.d.-utvalget ved HSL-fakultetet**  
Møtested: Digitalt møte i Teams  
Møtedato: 15.02.2023  
Tidspunkt: 09:15

Eventuelt forfall må meldes snarest til Lena Bogstrand på epost [lena.bogstrand@uit.no](mailto:lena.bogstrand@uit.no).  
Vararepresentanter møter etter nærmere beskjed.

**Saksliste**

<i>Saksnr</i>	<i>Tittel/beskrivelse</i>	<i>U.off.</i>	<i>Arkivref.</i>
	Orienteringssaker		
OS 1/23	Referat og meldinger - ph.d.-utvalgets møte 15. februar 2023 (Ingen tittel)	X	2022/11592
PHD-U 1/23	Innmelding av ph.d.-emner ved HSL-fakultetet høst 2023 og vår 2024		2023/1390
PHD-U 2/23	Tildeling av utenlandsstipend for 2023	X	2023/1439
PHD-U 3/23	Bedømmelse av avhandling for ph.d.-graden i humaniora og samfunnsvitenskap		2018/1872

## **Orienteringssaker**

**OS 1/23 Referat og meldinger - ph.d.-utvalgets møte 15. februar 2023 2022/11592**

## SAKSFRAMLEGG

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Til:  
Ph.d.-utvalget ved HSL-fakultetet

Møtedato:  
15.02.2023

Sak:  
1/23

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Innmelding av ph.d.-emner ved HSL-fakultetet høst 2023 og vår 2024

### Innstilling til vedtak:

1. Ph.d.-utvalget godkjenner innmeldte emner høsten 2023 og ber administrasjonen om å tilrettelegge for at følgende ph.d.-emner publiseres og arrangeres:  
SVF-8054 Theory of Science (7 stp.)  
SVH-8001 Research Dissemination (5 stp.)  
SVF-8068 Perspectives on trust (5 stp.) – nytt emne. Skal evalueres i slutten av semesteret.  
GEN-8001 Take Control of your PhD Journey: from (P)reflection to Publishing (2 stp)
2. Ph.d.-utvalget godkjenner innmeldte emner våren 2024 og ber administrasjonen om å tilrettelegge for at følgende ph.d.-emner publiseres og arrangeres:  
SVF-8038 Research Ethics (3 stp)  
SVH-8002 Forskningsformidling (5 stp)  
SVF-8040 Kvalitativ forskning (5 stp.)  
SVF-8069 Innovation in welfare services (5 stp.) – nytt emne. Skal evalueres i slutten av semesteret.  
SVF-8070 Introduction to frameworks for implementation and evaluation of interventions (5 stp.) – nytt emne. Skal evalueres i slutten av semesteret.

### Bakgrunn:

Institutt og sentre ved HSL-fakultetet har meldt inn ph.d.-emner for studieåret 2023/2024 innen fristen 13. januar 2023. De har brukt mal for ph.d.-emner, samt et eget skjema for innmelding. I skjemaet for innmelding av ph.d.-emner skal det opplyses om følgende:

1. Hvilket institutt/senter melder inn emnet?
2. Er emnet nytt? Ja/nei
3. Emnekode og emnenavn
4. Antall studiepoeng
5. Fagansvarlig
6. Studieadministrativt ansvarlig

7. Når skal emnet tilbys – høst 2023 eller vår 2024 (sett kryss)

8. Måned/dato for undervisning?

9. Om emnet skal ha digital undervisning

### Regler for oppretting og innmelding av ph.d.-emner

I fakultetets utfyllende regler til ph.d.-forskriften/ph.d.-programmet i humaniora og samfunnsvitenskap, pkt. 15 Opplæringsdel (jf. forskriftens § 15), står det følgende om oppretting og innmelding av ph.d.-emner:

*«Eitt studiepoeng tilsvarar 25–30 arbeidstimar. For kvart emne må det gjerast ei vurdering av arbeidsmengda som ein går ut frå at studenten vil bruke på emnet sine ulike komponentar: Lesing av pensum, førebuing av plikter på kurset (som til dømes å planlegge innlevering av skisse eller liknande i forkant av kurset, planlegge presentasjonar, lesing av skriftlege innlegg frå medstudentar), oppmøte på emnet, etterarbeid og eksamen. Oppretting av mindre emneiningar enn 5 studiepoeng er ikkje tilrådd av omsyn til studentens samla arbeidsbyrde. Vidare bør det ikkje etablerast store emneiningar på 10 studiepoeng då det gir færre kombinasjonsmoglegheiter innan bolken 'fagspesifikk teori og metode/faglege tilnærmingar og posisjonar'.*

*Følgjande minimumskrav må innfriast for at eit ph.d.-emne skal godkjennast med eit omfang på 5 studiepoeng:*

- *Emnet blir arrangert over minimum to heile dagar.*
- *Undervisninga skal vere på minimum 15 timar. Det blir oppmoda til å aktivisere studentane, men omfattande studentarbeid under emnet bør kome i tillegg til ordinær undervisning.*
- *Eksamensforma bør gir studenten øving i sjangrar som ofte blir nytta innan forskning og formidling i faget. Døme kan vere vitenskapleg artikkel, review-artikkel, bokmelding, kronikk, blogg, refleksjonslogg. Det er viktig at eksamensforma er tilpassa sjanger og innhaldet i emnet.*
- *Lengda på eksamen vil variere avhengig av sjanger, men for paper skal det normalt vere ca.15 sider/6 000 ord.*
- *Litteraturomfanget kan variere, men bør minimum vere 700 sider. Eit ph.d.-emne med mindre litteraturomfang kan godkjennast dersom det er særskilt grunngitt.*
- *Fagleg ansvarleg skal minimum ha doktorgrad/førstestillingskompetanse.*

*Institutta/sentra blir ein gong årleg bedne om å melde inn ph.d.-emne til fakultetet som skal tilbydast kommande studieår (haust-/vårsemester).»*

### Oversikt over innmeldte ph.d.-emner

#### Nye emner:

#### **SVF-8068 Perspectives on trust (5 stp.)**

Institutt for samfunnsvitenskap (ISV)

Fagansvarlig: Hilde Bjørnå

#### **SVF-8069 Innovation in welfare services (5 stp.)**

Institutt for barnevern og sosialt arbeid (IBS)

Fagansvarlig: Synnøve T. Andersen  
Studieadministrativt ansvarlig: Kristine Sundet Lorentsen

**SVF-8070 Introduction to frameworks for implementation and evaluation of interventions (5 stp.)**

Institutt for lærerutdanning og pedagogikk  
Fagansvarlig: Ømur Caglar-Ryeng

**Revidert emne:**

**GEN-8001 Take Control of your PhD Journey: From (p)reflection to Publishing**

Institutt for samfunnsvitenskap/Universitetsbiblioteket (UB)  
Fagansvarlig: Helene N. Andreassen  
Studieadministrativt ansvarlig: Martin-Arne Andersen

Faste ph.d.-emner i regi av fakultetet:

**Høst 2023:**

- **SVF-8054 Theory of Science**  
Fagansvarlig: Fredrik Nyseth (IFF)  
Studieadministrativt ansvarlig: Lena Bogstrand
- **SVH-8001 Research Dissemination**  
Fagansvarlig: Christina Lentz (ISK)  
Studieadministrativt ansvarlig: Lena Bogstrand
- **GEN-8001 Take Control of your PhD Journey –**  
Fagansvarlig Helene N. Andreassen (UB)  
Studieadministrativt ansvarlig Martin-Arne Andersen

**Vår 2024:**

- **SVH-8002 Forskningsformidling**  
Fagansvalig: Foreløpig usikkert  
Studieadministrativt ansvarlig: Lena Bogstrand
- **SVF-8038 Research Ethics**  
Fagansvarlig: Kjersti Fjørtoft (SKK)  
Studieadministrativt ansvarlig: Lena Bogstrand
- **SVF-8040 Kvalitativ forskning**  
Fagansvarlig: CPS, SKK og Sesam  
Studieadministrativt ansvarlig: Lena Bogstrand

Reviderte emner og nye emner skal evalueres i slutten av det første semesteret de tilbys. Nye emner evalueres etter første gangs gjennomføring, mens øvrige emner skal evalueres en gang i løpet av en programperiode (tre år).

**Administrasjonens kommentar til innmeldte emner for studieåret 2023/2024**

Administrasjonen har kontrollert de innmeldte emnene, og ser at de samsvarer med fakultetets utfyllende regler for oppretting og innmelding av ph.d.-emner.

SVF-8040 Kvalitativ forskning våren 2024

I tråd med fakultetets syklus, som er godkjent av alle enhetene ved HSL-fakultetet, skal SKK. CPS og SESAM ha ansvaret for planlegging og gjennomføring av emnet SVF-8040 Kvalitativ forskning våren 2024. Fakultetsadministrasjonen vil påse at enhetene informeres snarest, slik at planleggingen kan starte nå.

#### GEN-8001 Take Control of Your PhD Journey: from (P)reflection to Publishing

HSL-fakultetet vedtok følgende om GEN-8001 i møte den 15. juni 2022 (sak PHD-U 10-22):

«Ph.d.-utvalget stiller seg bak forslag om endringer i avtalen med Universitetsbiblioteket om tilbudet av GEN-8001 Take Control of your PhD Journey: from (P)reflection to Publishing (2 stp) (jf. sak PHD-U 3/22), der fakultetet tilbyr emnet en gang i året (i høstsemesteret) og videre at emnet revideres slik at adgangsreguleringen oppheves og emnet gjøres åpent fra og med høsten 2023».

Fagmiljøet på UB ønsker til tross for ph.d.-utvalgets beslutning å opprettholde adgangsreguleringen og har spilt inn forslag om å øke opptaksgrensen fra 30 til 40 kandidater for emnet i høstsemesteret.

Fakultetet har meldt inn sak til styringsgruppen for High North Academy (HNA) sitt møte 10. februar 2023 om behovet for endringer i tilbudet av GEN-8001 grunnet administrativ nedbemanning i fakultetsadministrasjonen (se vedlagt notat til orienteringssaken 'Referat og meldinger'). I notatet gjør fakultetet bl.a. styringsgruppa oppmerksom på at i løpet av de 5 årene fakultetet har administrert emnet har til sammen 380 kandidater søkt seg til GEN-8001 og 368 fått opptak. Kun 12 kandidater har ikke fått plass første gang de søkte opptak til emnet. Den lave differansen er årsaken til at fakultetet har opphevet adgangsreguleringen på emnet. Målet er også å avlaste fakultetsadministrasjonen siden opptak til adgangsregulerte emner må tas på fakultetsnivå, mens opptak til åpne emner tas av fellestjenesten. Når fagmiljøet på UB foreslår adgangsreguleringen med 40 plasser på emnet vil det medføre at opptaket likevel ikke kan overdras til fellestjenesten, men fortsatt må tas av fakultetsadministrasjonen og avlastingen på administrasjonen uteblir.

Ph.d.-utvalgets medlemmer vil få en orientering fra møtet i styringsgruppen HNA om denne saken.

I saken om innmelding av emner for studieåret 2023/2024 følges ellers utvalgets tidligere vedtak opp der det innstilles på at GEN-8001 kun tilbys i høstsemesteret 2023, og ikke våren 2024. Emnebeskrivelsen er videre justert i tråd med ph.d.-utvalgets vedtak om oppheving av adgangsreguleringen i høstsemesteret.

Trine Kvidal-Røvik  
prodekan forskning

Mayvi B. Johansen  
seniorrådgiver

*Dokumentet er elektronisk godkjent og krever ikke signatur*

Saksbehandler: rådgiver Lena Bogstrand

Vedlegg:

- 1) SVF-8068 Perspectives on trust
- 2) SVF-8069 Innovation in welfare services
- 3) SVF-8070 Introduction to frameworks for implementation and evaluation of interventions
- 4) GEN-8001 Take Control of Your PhD Journey: from (P)reflection to Publishing
- 5) SVH-8001 Research Dissemination
- 6) SVH-8002 Forskningsformidling
- 7) SVF-8054 Theory of Science
- 8) SVF-8038 Research Ethics
- 9) SVF-8040 Kvalitativ forskning



HSL Faculty, UiT The Arctic University of Norway, 2.10.2017	<b>TEMPLATE FOR COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY</b> <b>Please see explanation to each point below.</b> The template is based on requirements for modules within the UiT quality system.
<b>Name</b>	Bokmål: Perspektiver på tillit Nynorsk: Perspektiver på tillit English: Perspectives on trust
<b>Course code and level</b>	SVF-8068
<b>Type of course</b>	The course may be taken as a single course.
<b>Scope of course</b>	5 ECTS
<b>Required / recommended previous knowledge</b>	<p>PhD students or holders of a Norwegian Master's Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students.</p> <p>Holders of a Master's Degree must upload a Master's Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list:  <a href="http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin_g/GSULista/2016/GSU_list_English_14112016.pdf">http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin_g/GSULista/2016/GSU_list_English_14112016.pdf</a></p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document:  <a href="https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf">https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</a></p> <p>The course has <b>15</b> seats. If the number of applicants exceeds the number of places available on the PhD course, applicants will be ranked from category 1 to 4.</p> <p>Category 1: People admitted to the PhD Programme at UiT</p> <p>Category 2: Participants in the Associate Professor Programme that fulfil the educational requirements</p> <p>Category 3: Doctoral students from other universities</p> <p><i>Category 4: People with a minimum of a Master's Degree (or equivalent). (A Norwegian Master's Degree of 5 years or 3 (Bachelor Degree) + 2 years (Master's Degree).</i></p>
<b>Course contents</b>	<p>Democracies around the world have witnessed an increase in political distrust, fueling polarization and political instability. Trust in government includes subcategories of trust in local, state, and national and international government as well as trust in departments and officials at these different levels of government. The sources of declining trust to the political system, and how trust can be developed, can be analysed from different angles. This course focuses on different perspectives on trust:</p> <ul style="list-style-type: none"> <li>- structural perspectives, including cleavage structures (local, national, international) and cultural perspectives</li> <li>- perspectives on institutional performance, democratic values and development of trust in society through participatory governance</li> </ul>

<p><b>Learning outcomes</b> Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	<p>The students have the following learning outcomes:</p> <p><b>Knowledge</b> The student has thorough knowledge of:</p> <ul style="list-style-type: none"> <li>- theoretical perspectives on trust</li> <li>- how theoretical perspectives explain declining trust locally, nationally, and internationally</li> <li>- how theoretical perspectives advice the enhancement of political trust</li> </ul> <p><b>Skills</b> The student is able to</p> <ul style="list-style-type: none"> <li>- discuss trust perspectives</li> <li>- formulate research questions on trust-relations</li> <li>- provide an individual presentation on trust-relations using theoretical perspectives</li> <li>-use trust perspectives to analyse theoretical and/or empirical observations</li> </ul> <p><b>Competence</b> The student is able to understand and use perspectives on trust analytically.</p>
<p><b>Relevance in the degree program</b></p>	<p>Should be provided, but not a requirement.</p>
<p><b>Teaching and working methods</b> Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.</p>	<p>Students submit a draft paper two weeks before the gathering in Tromsø</p> <p>The gathering in Tromsø is structured as follows:</p> <ul style="list-style-type: none"> <li>Day 1: Introduction and lectures</li> <li>Day 2: Lectures and paper presentations</li> <li>Day 3: Paper presentations and summary</li> </ul> <p>The lectures are divided into an introduction and 4 modules for a total of 9 lecture hours.</p> <p>Paper presentations are chaired by the course lecturers, and organized as a 10-minute introduction by the author followed comments from 'main opponents' and then other students and lecturers.</p> <p>Each student is appointed as 'main opponent' for two papers.</p> <p>The curriculum for the course is approx. 800 pages.</p>
<p><b>Practice</b></p>	
<p><b>Quality assurance of the course</b></p>	<p>All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.</p>
<p><b>Coursework</b> The required coursework must be clear and feasible. Keep the scope of the course in mind.</p>	<p>The following coursework requirements must be completed and approved in order to take the final exam:</p> <ul style="list-style-type: none"> <li>1) A draft paper two weeks before the gathering in Tromsø.</li> </ul>

	<p>The draft paper must utilize one or more trust perspectives presented in this course and their related curriculum to discuss trust in the student's research field. Ideally directly related to their thesis subject.</p> <ol style="list-style-type: none"> <li>2) A presentation of the draft paper</li> <li>3) All students are required to participate in discussions about all papers.</li> </ol> <p>-</p>
<p><b>Assessment and exam</b> Provide clear information about exam form(s). The amount of hours/days/weeks must be given.</p> <p>In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½).</p> <p>A-F grades scale or Pass/Fail</p>	<p>The exam will consist of: The final examination is the completed version of the draft paper, 6000 words in length. To qualify for the exam students must have submitted a paper draft, presented it, and participated in discussions of both their own and other paper drafts.</p> <p>The exam will be assessed on an A-F grades scale. Grades are A-E for passed and F for failed.</p> <p>The exam will be assessed on a Pass/Fail basis.</p>
<b>Retake</b>	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
<b>Syllabus</b>	Only the amount of pages needs to be provided
<b>Language of instruction and examination</b>	

## EXPLANATION OF TEMPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both students and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code number indicates the <i>academic level</i> of the course. 0000 courses are introductory courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.

Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for students who belong to the degree program ( <i>name of degree program</i> )" or "This course may be taken as a single course (by students who meet the admission requirements for the degree program in ( <i>name of degree program</i> ))".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is <i>recommended</i> , but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	<p>Learning outcomes should be clearly formulated and described in bullet points under the categories <i>understanding</i>, <i>skills</i>, and <i>competence</i>. A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions.</p> <p><u>The descriptions should have the following structure:</u></p> <p>By the end of the course the student has obtained the following:</p> <p><b>Knowledge:</b> The student has:</p> <ul style="list-style-type: none"> <li>- knowledge about / understands / insight about / overview on etc.</li> </ul> <p>It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master's level:) deep / thorough knowledge, deep/specialized insight etc.</p> <p>At least three points.</p> <p><b>Skills:</b> The student is able to / can</p> <ul style="list-style-type: none"> <li>- analyse / consider / assess / formulate / discuss / conclude / summarize / recap</li> <li>-</li> </ul> <p><b>Competence:</b> The student</p> <ul style="list-style-type: none"> <li>- is able to / may</li> </ul>
Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection

	between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the students may assess and give feedback on the quality of the course (evaluation, reference groups, student representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	<p>Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment.</p> <p>Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the exams (amount of hours/days) and the required amount of words in written exams should be indicated.</p>
Retake	Information on possible admission and completion of retake examinations should be given.
Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.

Language of instruction and examination	<p>During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18).</p> <p>Indication of <i>Language of instruction</i> is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian students and/or integrate students with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English.</p> <p>Indication of <i>Language of examination</i> is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, students should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes.</p> <p>Special regulations for language of instruction and examination may apply for courses within language and linguistics.</p>
External candidates for examination	Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.
Other regulations	Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.

HSL Faculty, UiT The Arctic University of Norway	<b>TEMPLATE FOR COURSE DESCRIPTIONS, THE HSL FACULTY</b> <b>Please see explanation to each point below.</b> The template is based on requirements for modules within the UiT quality system.
<b>Name</b>	Bokmål: Nynorsk: English: Innovation in welfare services.
<b>Course code and level</b>	SVF-8069
<b>Type of course</b>	The course may be taken as a single course by doctoral students who meet the admission requirements for the degree program in Humanities and Social Science.
<b>Scope</b>	5 ECTS
<b>Required / recommended previous knowledge</b>	<p>The primary target group for the course are candidates who have been admitted to the PhD programme in Humanities and Social Science, but will also be open to others who wish to study the topic of the course in depth, including international students.</p> <p>PhD students or holders of a Norwegian Master's Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students.</p> <p>Holders of a Master's Degree must upload a Master's Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list:  <a href="https://www.nokut.no/globalassets/nokut/artikkelbibliotek/utenlandsk_utdannin g/gsulista/2021/language_requirements_gsu_121121.pdf">https://www.nokut.no/globalassets/nokut/artikkelbibliotek/utenlandsk_ utdannin g/gsulista/2021/language_requirements_gsu_121121.pdf</a></p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document:  <a href="https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf">https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</a></p> <p>-----</p> <p>The course is part of the activities of the Norwegian Research School of Social Work and Child Welfare (NORWEL). PhD-students who are enrolled in NORWEL have preference for this course. PhD-students who are not enrolled in NORWEL can apply for this course, if space permits.</p> <p>The course has 20 seats, with a minimum number of participants of 5. If the number of applicants exceeds the available number of seats, applicants will be ranked from category 1 to 4.  Category 1: Doctoral students enrolled in NORWEL.  Category 2: Doctoral students from other universities  Category 3: Participants in the Associate Professor Programme that fulfil the educational requirements  Category 4: Applicants with a Master's degree (120 ECTS) or equivalent. (<i>A Norwegian Master's Degree of 5 years or 3 (Bachelor Degree) + 2 years (Master's Degree).</i>)  Category 5: Postdoctoral researchers.</p>
<b>Course contents</b>	This course explores innovation in social work and child welfare at a PhD level. The course covers both classic and more recent theories on innovation processes at a service, organizational and societal level. An introduction is given to welfare technology in a broad context, including various methodological approaches. The students' own professional competence and practice is emphasized as a key factor for innovative interdisciplinary collaboration, and as an important

	contribution to promoting research and innovation that can contribute to solving future social challenges (locally, regionally, nationally and globally).
<b>Learning outcomes</b>	<p>By the end of the course the student has obtained the following:</p> <p><b>Knowledge</b> The PhD candidate has</p> <ul style="list-style-type: none"> <li>• knowledge on how to develop and make social work and the child welfare service's innovation potential visible in the form of new concepts, theoretical perspectives and methodological approaches.</li> <li>• knowledge about theory and methods in the field related to innovation and welfare technology and can contribute to developing new work practices.</li> </ul> <p><b>Skills</b> The PhD candidate is able to</p> <ul style="list-style-type: none"> <li>• formulate issues, plan and carry out research, and handle professional development work in the field at a high international level.</li> <li>• participate in professional discussions and provide constructive feedback in the field.</li> </ul> <p><b>General competence</b> The PhD candidate may</p> <ul style="list-style-type: none"> <li>• assess and identify new research questions in the field.</li> <li>• manage complex interdisciplinary work tasks, practices and projects</li> <li>• take part in debates in national and international fora.</li> <li>• assess the need for, and initiate, innovation by contributing independently to complex and innovative projects</li> </ul>
<b>Relevance in the degree program</b>	The course is relevant as an introduction to research within social work and child welfare.
<b>Teaching and working methods</b>	The teaching is organised as a combination of lectures, group work and presentations of the ph.d-students' own projects. Parts of the teaching can be organized digitally. Language of instruction is English or Scandinavian, depending on the participants language proficiency. The duration of the course is three days (22,5 hours).
<b>Practice</b>	
<b>Quality assurance of the course</b>	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
<b>Coursework</b>	<p>The following coursework requirements must be completed and approved in order to take the final exam:</p> <p>Participation is mandatory, and candidates are expected to attend all days of teaching. A minor absence (up to 20 %) can only be accepted under certain circumstances and upon application. In the event of absences that are not approved, candidates will lose their right to have their essays assessed.</p>
<b>Assessment and exam</b>	<p>The exam will consist of an essay, written in English, of 6000 words related to the main theme of the course. The essay shall take the candidates ph.d.-project as its point of departure. The essay must be handed in for assessment no later than four weeks after the end of the course. A passed essay is a precondition for being awarded the 5 ECTS. If the essay is awarded a fail grade, the candidate can submit a revised essay once, by a specified deadline. The essay will be graded by the course lecturers.</p> <p>The exam will be assessed on a Pass/Fail basis.</p>



<b>Retake</b>	Retake is offered in in the beginning of the following semester in cases of grade Failed. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
<b>Syllabus</b>	700 pages.
<b>Language of instruction and examination</b>	English or Scandinavian, depending on the participants language proficiency.

HSL Faculty, UiT The Arctic University of Norway, 2.10.2017	<b>TEMPLATE FOR COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY</b> <b>Please see explanation to each point below.</b> The template is based on requirements for modules within the UiT quality system.
<b>Name</b>	Bokmål: Innføring tilnærminger for implementering og evaluering av intervensjoner Nynorsk: English: Introduction to frameworks for implementation and evaluation of interventions
<b>Course code and level</b>	SVF-8070
<b>Type of course</b>	The course may be taken as a single course.
<b>Scope of course</b>	5
<b>Required / recommended previous knowledge</b>	<p>PhD students or holders of a Norwegian Master's Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students.</p> <p>Holders of a Master's Degree must upload a Master's Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list:  <a href="http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin g/GSUlista/2016/GSU_list_English_14112016.pdf">http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin g/GSUlista/2016/GSU_list_English_14112016.pdf</a></p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document:  <a href="https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf">https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</a></p>
<b>Course contents</b>	Evidence-based interventions benefit individuals and organizations only when they are implemented fully. Successful implementation is therefore key to advancing policy and practice through research. This introductory course will provide theoretical and methodological knowledge of what, why and how interventions work in real world settings with examples from education, psychology, and health-services research. It will also introduce models and frameworks used for studying challenges to scale-up and spread changes in society, and various approaches to reducing complexity of interventions, implementations, and innovations. The course will have a mixed methods approach as the integration of quantitative and qualitative research designs plays an important role in implementation and intervention science.
<b>Learning outcomes</b> <i>Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework</i>	The students have the following learning outcomes:  <b>Knowledge</b> The student has <ul style="list-style-type: none"> <li>• knowledge of the key implementation frameworks and methodologies used across different types of educational and professional settings.</li> <li>• insight about challenges such as ethics, research design, quality improvement, and policy update as a continuum of implementation.</li> </ul>

<p>requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Skills</b> The student is able to / can:</p> <ul style="list-style-type: none"> <li>• identify and address the barriers and facilitators to implementation</li> <li>• recognize and adopt appropriate methods based on a range of evaluation designs.</li> </ul> <p><b>Competence</b> The student will</p> <ul style="list-style-type: none"> <li>• have basic competence on the strategies and processes needed to evaluate and implement an evidence-based change effectively.</li> </ul>
<b>Relevance in the degree program</b>	Should be provided, but not a requirement.
<p><b>Teaching and working methods</b> Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.</p>	<p>Teaching method will be lectures and small group sessions, where participants discuss case studies provided by the lecturers.</p> <p>The course covers 15 hours, distributed over two days. Mandatory participation is 80%.</p>
<b>Practice</b>	
<b>Quality assurance of the course</b>	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
<p><b>Coursework</b> The required coursework must be clear and feasible. Keep the scope of the course in mind.</p>	<p>The following coursework requirements must be completed and approved in order to take the final exam:</p> <p>Each participant will present orally a practical example of own or shared intervention/ implementation study, followed by feedback from peers and the lecturer.</p>
<p><b>Assessment and exam</b> Provide clear information about exam form(s). The amount of hours/days/weeks must be given.</p> <p>In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½).</p>	<p>The exam will consist of:</p> <p>A written assignment (of approx. 6000 words) based on presentation and feedback. The paper will include a properly described research problem, objectives, the evidence-based interventions proposed, and the context. It will also employ one implementation science framework or theory that fits with the objective on how to evaluate the implementation using qualitative and/or quantitative methods and analyses.</p> <p>The exam will be assessed on a Pass/Fail basis.</p>

<i>A-F grades scale or Pass/Fail</i>	
<b>Retake</b>	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
<b>Syllabus</b>	Approx. 700 pages
<b>Language of instruction and examination</b>	English

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## Vår 2023

# GEN-8001 Take Control of your PhD Journey: From (p)reflection to Publishing - 2 stp

### The course is administrated by

Fakultet for humaniora, samfunnsvitenskap og lærerutdanning

### Type of course

Singular course at the PhD level, open to doctoral degree students.

### Course contents

#### Day 1 (mandatory)

**1. Research integrity and the transparency of science (mandatory):** This seminar provides a basis for the entire seminar series. The aim is to understand the importance of research integrity for the different stages of the research process, and for science in general. With transparency as a guiding principle, the focus is on the whys and hows of using/creating sources correctly, both research papers and research data.

**2. Literature search (mandatory):** This seminar focuses on doing complex and more systematic literature searches and how to use scientific databases in an efficient and effective way. A large component of the seminar is to address the various purposes of literature searches. Participants can choose between 3 seminars: i) Humanities and Social Sciences, ii) Medicine and Health Sciences, and iii) Technology and Natural Sciences.

**3. Open access publishing (mandatory):** This seminar discusses what open access means, the choices researchers have to face when selecting publication venues, and how **those** choices affect both the scientific and the general community. Participants learn how to evaluate open access publication channels, and receive information about the UiT Publication Fund. We also discuss how researchers can make their publications available in open repositories. This practice is called self-archiving and it is mandated by an increasing number of funders and institutions.

**4. Research data management (mandatory):** This seminar is an introduction to best practices for research data management. This includes how to write a data management plan, how to structure, document, and preserve the data during the project, and, finally, how to archive and share the data in suitable repositories. Participants also receive information about the UiT institutional archive, UiT Open Research Data, as well as the UiT principles and guidelines for **research data management**.

In the second half of the seminar, we split in two groups. Participants can choose between i) a group focusing on research data containing sensitive information, and ii) a group focusing on research data without sensitive information.

**5-6. Reference management (optional):** These two seminars introduce reference management and how reference management tools can be used in the various phases of the research process. The seminars will go in more detail into EndNote. Part 1 is an introduction to EndNote, where focus lies on the basic functionalities of the software, such as creating an EndNote library and entering references into a Word document. Part 2 is an advanced course of EndNote, focusing on sharing, organizing and publishing references. Participants may participate in one or both parts.

## Application deadline

PhD students at UiT apply for admission by registering for class in Studentweb by 1 September for autumn semester and by 1 February for spring semester.

Participants at the Associate professors programme apply for admission in Søknadsweb by 1 June for autumn semester and 1 December for spring semester. Application code 9301.

The course is open to anyone who meets the requirements in the autumn semester. If more than 30 applicants (in the spring semester), priority will be given as follows:

1. Participants admitted to a PhD programme at UiT, with priority given to those students admitted most recently.

2. Participants in the Associate Professor programme ("Førstelektorprogrammet").

Participants not in need for ECTS (no exam), or not being eligible to the course, may attend if there are available spots. Please send a request to the course coordinator.

## Admission requirements

Fulfilled master's degree and admission to a UiT PhD programme or to UiT's Associate Professor Programme.

If you aim to include the credits from the course in your 30 mandatory PhD ECTS, you should discuss it with both your supervisor and your faculty prior to applying.

## Objective of the course

By the end of the course the student has obtained the following:

Knowledge:

- Explain correct use of sources in an academic publication and questionable research practices.
- Explain the purpose of literature search for the research process.
- Explain the purpose and advantages of open science, for research and society in general.
- Explain the main sections of a data management plan.

Skills:

- Cite academic work, in line with existing norms and conventions.
- Select and use scientific databases for advanced literature searches.
- Build complex literature searches, using operators (AND, OR, NOT) and search history.
- Evaluate and select suitable publication channels for own research.
- Find and use repositories for archiving text (publications/manuscripts) and research data.
- Structure and document research data in line with good academic practice.

Competence:

- Carry out research with academic integrity.
- Disseminate academic work in line with current publication trends and requirements.
- Communicate with peers and the larger scholarly community about the concept of transparency of science.
- Use the research support services at the University Library.

## Language of instruction

English.

## Teaching methods

The course is organized as interactive sessions combining theory, plenary discussions, group activities, and individual practice. Participants are expected to be active prior to and during the sessions. Reading material and other preparatory tasks will be provided in advance.

The course is given in the course of one week, as 3-hour-long seminars. The format alternates between in-person (spring semester) and Zoom (autumn semester). When organized in-person, the course is given during 3 days. When organized on Zoom, the course is given during 5 days. The total number of teaching hours with mandatory participation is 12 hours (seminars 1-4). For seminars 5-6, on reference management, participation is optional.

## Date for examination

Off campus exam hand out date 16.03.2023 hand in date 18.04.2023

The date for the exam can be changed. The final date will be announced at your faculty early in May and early in November.

HSL Faculty, UiT The Arctic University of Norway, 8.2.2017	<b>TEMPLATE FOR COURSE DESCRIPTIONS, THE HSL FACULTY</b> <b>Please see explanation to each point below.</b> The template is based on requirements for modules within the UiT quality system.
<b>Name</b>	Bokmål: Forskningsformidling Nynorsk: Forskningsformidling English: Research dissemination
<b>Course code and level</b>	SVH-8001
<b>Type of course</b>	The course may be taken as a single course.
<b>Scope of course</b>	5 credits
<b>Required / recommended previous knowledge</b>	<p>PhD students or holders of a Norwegian Master's Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students.</p> <p>Holders of a Master's Degree must upload a Master's Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list:  <a href="http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin_g/GSULista/2016/GSU_list_English_14112016.pdf">http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin_g/GSULista/2016/GSU_list_English_14112016.pdf</a></p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document:  <a href="https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf">https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</a></p> <p>Maximum total enrolment is 15. Admission to the course will be prioritized according to the following list:</p> <p>Category 1: Students admitted to the PhD program at UiT in the HSL Faculty</p> <p>Category 2: Participants in the Associate Professor Program who fulfil the educational requirements</p> <p>Category 3: PhD students from other universities.</p> <p>Category 4: Others who meet the minimum Masters degree requirement (or the equivalent) in a humanities or social sciences subject.</p> <p>If there are more than 15 PhD students from HSL who apply, students who are furthest along in their studies will be prioritized. Students who do not have Norwegian as their first language will be prioritized for admission to the English version of the course held in the autumn. Minimum total participants is 10.</p>
<b>Course contents</b>	<p>This course is designed to prepare students for engagement in competent and responsible research dissemination, directed towards the challenges for PhD students and researchers in the humanities and social sciences in particular. Hands-on practice based on the participant's own research will form the starting point for theoretical reflection.</p> <p>Communication of one's own research is an integral part of scientific endeavour and the dissemination of research results within one's field is a prerequisite for scientific progress. In addition, research is also part of the society it emerges from, and both the university and the individual researcher have a duty to make that research accessible to the general public.</p>



	<p>Research dissemination is a complex activity that takes place in a range of situation types, relationships and contexts, and can give rise to ethical challenges and questions of best practice. Mode of dissemination varies according to the particular audience, and encompasses many different formats and media. All kinds of dissemination, whether within one's own academic peer group or outwards to the general public, require a broad understanding of the distinct requirements of different genres and the expectations of one's audience. In addition, the priorities and implementational choices a researcher makes in the dissemination process is a major component of their own identity as a researcher.</p> <p>The course takes the above characteristics as a starting point, and develops them in the context of the different disciplinary strands within humanistic and social scientific research. It will form a foundational support for the individual's future development as a communicator of their own research.</p>
<b>Learning outcomes</b>	<p>The students have the following learning outcomes:</p> <p><b>Knowledge</b> The student has knowledge of:</p> <ul style="list-style-type: none"> <li>•The university's and the researcher's social duties and responsibilities with regard to dissemination</li> <li>•The norms of academic honesty, factual argumentation, and scientific discussion</li> <li>•The different genres, formats and platforms for dissemination in both the scientific and general public domains.</li> <li>•The criteria for successful and responsible research dissemination in different genres and forums, and for different audiences.</li> </ul> <p><b>Skills</b> The student is able to / can:</p> <ul style="list-style-type: none"> <li>• Communicate their research through written, spoken and visual modes of expression.</li> <li>• Take part in interviews and conversations about their own research</li> <li>• Adapt their research communication to different media and audiences</li> <li>• Take part as an academic expert in public debate.</li> <li>• Take part in academic debate within their field at the national and international levels</li> </ul> <p><b>Competence</b> The student is able to:</p> <ul style="list-style-type: none"> <li>• Construct and organize actual forms of dissemination for research projects.</li> <li>• Evaluate and reflect upon their own research communication and that of others.</li> <li>• Communicate research and development work with academic integrity, through established national and international channels.</li> <li>• Recognize and express the ways in which their research has an effect on, relevance for, and connection to society.</li> </ul>
<b>Relevance in the degree program</b>	The course satisfies the research dissemination requirement in the course component of the PhD program in the humanities and social sciences faculty at UiT
<b>Teaching and working methods</b> Teaching methods, scope and frequency should be described. Also provide information about the	<p>Teaching will consist of lectures, seminars, group work and practical exercises, directed towards issues in both discipline-specific and general public dissemination.</p> <p>The course will take place over a total of 4 whole days, divided between two separate sessions. The first of the required tasks for the course will be delivered before the first meeting. Other tasks will be completed in class, while yet others</p>

number of lectures / classes.	will be completed by the student in the time period in between the two class meetings.
<b>Practice</b>	
<b>Quality assurance of the course</b>	All courses will be evaluated once during the period of the study program. The board of the program will decide which courses will be evaluated by students and teacher each year.
<b>Coursework</b> The required coursework must be clear and feasible. Keep the scope of the course in mind.	<p>The following coursework requirements must be completed and approved in order to take the final exam:</p> <p>Obligatory Pre-Assignment:</p> <ul style="list-style-type: none"> <li>• Draft presentation of the student's own research, designed for a general audience, 1000 characters max. (about half a page), to be handed in before the first meeting.</li> </ul> <p>At least 3 of the following tasks must be completed and approved in order to qualify for final assessment:</p> <ul style="list-style-type: none"> <li>• draft abstract of an article (300 words)</li> <li>• draft of a scientific/academic poster</li> <li>• draft book review or peer review of an article.</li> <li>• draft newspaper article, blog article, or microblog series</li> <li>• short oral presentation (including the subsequent submission of written material—handout or slide show, notes etc), or recording of a podcast</li> <li>• participation in an interview.</li> </ul> <p>Tasks completed will undergo mutual evaluation in smaller groups based on given criteria, and under the guidance of an experienced researcher.</p>
<b>Assessment and exam</b>	<p>The exam will consist of a submitted portfolio containing a choice of 3 of the previously submitted tasks, together with a summary of in class peer evaluations and the student's own self- evaluation (reflection over the strengths and weaknesses of their own work, based on given recognized criteria).</p> <p>At least one of the submitted tasks should be directed towards a general audience, and one directed towards a discipline-specific audience.</p> <p>The exam will be assessed on a Pass/Fail basis.</p>
<b>Retake</b>	Retake is offered in the beginning of the following semester in cases of Fail. Deferred examination is offered at the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
<b>Syllabus</b>	Roughly 400 pages. The course has a strong practical orientation with less emphasis on readings. It contains extensive individual work in the form of exercises in practical communication, combined with written reflection on the communication process itself.
<b>Language of instruction and examination</b>	Teaching will take place in Norwegian in the Fall semester, and in English in the Spring semester. The language for the exam is Norwegian, another Scandinavian language, or English.

<b>Navn</b>	Bokmål: Forskningsformidling Nynorsk: Forskningsformidling English: Research dissemination
<b>Emnekode og emnenivå</b>	SVH-8002
<b>Emnetype</b>	Emnet kan tas som enkeltemne.
<b>Omfang</b>	5 studiepoeng
<b>Opptakskrav</b>	<p>Ph.d.-studenter og deltakere i førstelektorprogrammet ved UiT som har avlagt mastergrad kan søke opptak. Gyldig dokumentasjon er en bekreftelse fra din utdanningsinstitusjon på at du er aktiv ph.d.-student inneværende studieår. Deltakere i førstelektorprogrammet må dokumentere at de har avlagt mastergrad på fem år eller 3 +3 år (eller tilsvarende) for å være kvalifiserte søkere.</p> <p>Maksimum antall deltakere er 15. Opptak foretas etter følgende prioritering:  Kategori 1: Personer som er tatt opp på ph.d.-program ved UiT i humanistiske og samfunnsvitenskapelige fag  Kategori 2: Deltakere på førstelektorprogrammet som oppfyller utdanningskravet  Kategori 3: Doktorgradsstudenter fra andre universitet.  Kategori 4: Personer med minimum mastergrad (eller tilsvarende grad) i humanistiske eller samfunnsvitenskapelige fag.</p> <p>Dersom det er flere enn 15 ph.d.-studenter ved HSL-fak som søker opptak vil de som er kommet lengst i studieløpet prioriteres til disse plassene. Dersom noen står likt vil opptak avgjøres ved loddtrekning. Studenter som ikke har norsk som morsmål prioriteres ved opptak til høstens engelskspråklige emne. Minste antall deltakere er 10.</p>
<b>Faglig innhold</b>	<p>Emnet tematiserer forutsetninger for velfungerende og ansvarlig forskningsformidling. Det er innrettet mot de utfordringene doktorgradsstudenter og forskere i humaniora og samfunnsvitenskap står overfor. Praktiske øvelser i formidling fra egen forskning vil være utgangspunktet for teoretisk refleksjon.</p> <p>Kommunikasjon av egen forskning er en integrert del av den vitenskapelige aktiviteten, og formidling av forskningens resultater mellom fagfeller er en forutsetning for vitenskapens utvikling. Forskingen er også en integrert del av samfunnet, og både universitetet og forskeren er pålagt å formidle forskning til allmennheten.</p> <p>Forskningsformidling er en kompleks aktivitet som foregår i en rekke ulike typer av situasjoner, relasjoner og kontekster. Det kan være etisk utfordrende og reiser ulike normative spørsmål. Forskningsformidling kan rette seg mot ulike typer av samtalepartnere og publikum, og dens former vil variere med ulike formater og medier. Både kommunikasjon med fagfeller internt i forskerfellesskapet og med den allmenne offentligheten forutsetter en bred forståelse av sjangerkrav og at man evner å rette seg inn mot mottakerens forutsetninger. Samtidig dannes egen forskeridentitet gjennom de valg man står overfor og de beslutninger man tar underveis.</p> <p>Emnet tar utgangspunkt i disse kjennetegnene og forholder seg til ulike disiplinære innretninger innen samfunnsvitenskapelig og humanistisk forskning. Det skal støtte opp under den enkeltes utvikling som forskningsformidler.</p>
<b>Læringsutbytte</b>	<p>Etter bestått emne skal studentene ha følgende læringsutbytte:</p> <p><b>Kunnskaper og forståelse</b>  Studenten har kunnskap om:</p> <ul style="list-style-type: none"> <li>• universitetets og forskerens samfunnsoppdrag og ansvar for formidling</li> <li>• normer for akademisk redelighet, saklig argumentasjon og vitenskapelig diskusjon</li> <li>• ulike sjangre, formater og plattformer for vitenskapelig og allmennrettet forskningsformidling</li> <li>• kriterier for velfungerende og ansvarlig forskningsformidling i ulike sjangre, fora og for ulike målgrupper</li> </ul>

	<p><b>Ferdigheter</b> Studenten kan:</p> <ul style="list-style-type: none"> <li>formidle forskning gjennom tekst, tale og visuelle uttrykk</li> <li>delta i intervju og samtaler om sin forskning</li> <li>tilpasse formidlingen til ulike målgrupper og medier</li> <li>delta som fagperson i offentlig debatt</li> <li>delta i debatter innenfor eget fagområde i nasjonale og internasjonale fora</li> </ul> <p><b>Kompetanse</b> Studenten kan</p> <ul style="list-style-type: none"> <li>tilpasse og gi form til formidling i forskningsprosjekter</li> <li>vurdere og reflektere over egen og andres forskningsformidling</li> <li>formidle forsknings- og utviklingsarbeid med akademisk integritet, gjennom anerkjente nasjonale og internasjonale kanaler</li> <li>kjenne igjen og uttrykke forskningens potensielle påvirkning på, relevans for og tilknytning til samfunnet</li> </ul>
<b>Relevans i studieprogram</b>	Emnet oppfyller kravet om formidling i opplæringsdelen til ph.d.-programmet i humaniora og samfunnsvitenskap ved UiT.
<b>Undervisnings- og arbeidsform</b>	Undervisningen består av forelesninger, seminar, gruppearbeid og øvelser, og er innrettet mot både felles menneskevitenskapelige og disiplinspesifikke utfordringer. Emnet blir gjennomført som 4 hele dager fordelt på to samlinger. Et av arbeidskravene gjennomføres på forhånd, noen utføres i samling, noen som mellomperiodearbeid.
<b>Kvalitetssikring av emnet</b>	Alle emner evalueres én gang i løpet av programperioden. Programstyret avgjør hvilke emner som skal evalueres av studenter og emneansvarlige per år.
<b>Arbeidskrav</b>	<p>Obligatorisk forarbeid:</p> <ul style="list-style-type: none"> <li>utkast til presentasjon av eget forskningsprosjekt for allmennheten, maks 1000 tegn (ca en halv side), leveres før undervisningsoppstart</li> </ul> <p>Minst 3 av følgende arbeidskrav må være gjennomført og godkjent før man kan fremstille seg til eksamen:</p> <ul style="list-style-type: none"> <li>utkast til abstract for artikkel / paper (300 ord)</li> <li>utkast til vitenskapelig poster</li> <li>utkast til bokanmeldelse eller fagfelleevaluering av artikkel</li> <li>utkast til aviskronikk eller blogginnlegg eller serie av mikroblogginnlegg</li> <li>muntlig fremføring av miniforedrag (med innlevering av skriftlig materiale – handout, presentasjon eller notat - i etterkant) eller innspilling av podcast</li> <li>deltakelse i intervju samtale</li> </ul> <p>Det gjennomføres hverandrevurdering i mindre grupper etter gitte kriterier under ledelse av en erfaren forsker.</p>
<b>Eksamen og vurdering</b>	Eksamen består av innlevering av en mappe med utvalgt materiale fra tre av de tidligere innleverte arbeidskravene, samt oppsummering av hverandrevurdering og egenvurdering (refleksjon over styrker og svakheter i eget arbeid ut fra anerkjente og på forhånd gitte kriterier). Minst en av innleveringene skal være allmennrettet og minst en skal være rettet mot fagfeller. Eksamen vurderes med “Bestått” / “Ikke bestått”.
<b>Kontinuasjoneksamen</b>	Ved karakter ikke bestått tilbys kontinuasjonseksamen i begynnelsen av påfølgende semester. Ved gyldig forfall tilbys utsatt eksamen i begynnelsen av påfølgende semester. Frist for oppmelding til kontinuasjonseksamen er 15. januar for eksamen i høstsemesteret og 15. august for eksamen i vårsemesteret.
<b>Pensum</b>	Om lag 400 sider. Emnet er praktisk rettet og har omfattende egenaktivitet i form av øvelser med påfølgende skriftlig refleksjon.
<b>Undervisnings- og eksamensspråk</b>	Undervisningen foregår på norsk i høstsemesteret og på engelsk i vårsemesteret. Eksamensspråk er norsk, andre skandinaviske språk eller engelsk.

## Emnebeskrivelse, Vitenskapsteori – ph.d.-emne, HSL-fak.

19. februar 2014

Innholdskrav	Utdypende opplysninger og kommentarer
Navn	Bokmål: Vitenskapsteori Nynorsk: Vitskapsteori Engelsk: Philosophy of Science
Emnekode og emnenivå	SVF-8054
Emnetype	Teoretisk Emnet kan tas som enkeltemne
Omfang	7 studiepoeng
Forkunnskapskrav, anbefalte forkunnskaper	<p>Obligatoriske forkunnskapskrav: Bestått mastergrad og opptak på ph.d.-program med ferdig utviklet prosjektbeskrivelse eller UiTs førstelektorprogram.</p> <p>Målgruppe: Ph.d.-studenter innen humanistiske og samfunnsvitenskapelige fag og deltakere på UiTs førstelektorprogram.</p> <p>Opptak skjer etter målgruppe og kategori 1- 3 i § 10 i ph.d.-forskriften:</p> <ul style="list-style-type: none"><li>- kategori 1: Ph.d.-studenter ved UiT</li><li>- kategori 2: Deltakere på førstelektorprogrammet til UiT og som oppfyller forkunnskapskravet</li><li>- kategori 3: Ph.d.-studenter ved andre universitet</li></ul>
Faglig innhold	<p>Fellesdelen omfatter utvalgte moderne vitenskapsteoretiske emner som er grunnleggende i studiet av sosiokulturelle fenomener. Det dreier seg om:</p> <ul style="list-style-type: none"><li>- Realisme vs. konstruktivisme</li><li>- Det ontologiske skillet mellom naturlige og sosiale fenomener</li><li>- Bevissthet og intensjonalitet</li><li>- Sosial og institusjonell virkelighet</li><li>- Talehandlingsteorien</li><li>- Sannhet, forklaring og forståelse</li></ul> <p>I den samfunnsvitenskapelige spesialiseringsdelen behandles:</p> <ul style="list-style-type: none"><li>- sentrale trekk ved samfunnsvitenskapelig metodologi og praksis (som begrepsdannelse, samt utvikling og bruk av teori)</li><li>- forskerrollen</li><li>- utvalgte aktuelle vitenskapsteoretiske utfordringer innenfor</li></ul>

	<p>samfunnsvitenskapene</p> <p>I den humanistiske spesialiseringsdelen behandles:</p> <ul style="list-style-type: none"> <li>- begrepene historisitet og fremtidighet i lys av nåtidig aktuelle spørsmål</li> <li>- den posthumanistiske diskursens dagsorden setting</li> <li>- den nye grensedragning mellom organiske og mekaniske kognitive prosesser.</li> </ul> <p>Temaer for diskusjon i den humanistiske delen kan omfatte:</p> <ul style="list-style-type: none"> <li>- bruk av begrepet "fremtiden" i dagens kritiske teori</li> <li>- kulturelle forestillinger om humanisme og posthumanisme</li> <li>- subjektivitetsmodeller innen humaniora og samtiden</li> <li>- historisitet og avantgarde: Hva er historisitet?</li> <li>- humanisme i den digitale reproduksjonsalderen: Hvordan kan nye teknologier fylle humanioras oppdrag?</li> </ul>
Relevans i studieprogram	Emnet anbefales som del av de obligatoriske studiepoengene i vitenskapsteori og forskningsetikk innen opplæringsdelen til ph.d.-program i humaniora og samfunnsvitenskap.
Læringsutbytte	<p>Etter bestått emne har studenten følgende læringsutbytte:</p> <p><b>Kunnskap</b></p> <ul style="list-style-type: none"> <li>• Kunnskap om noen sentrale og innflytelsesrike problemstillinger innenfor den generelle vitenskapsteorien, og den vitenskapsteorien som er spesifikk for studentens eget fagområde.</li> <li>• Kunnskap om de sentrale konseptuelle og metodologiske problemstillingene innenfor vitenskapsteorien.</li> <li>• Kunnskapen om disse problemstillingene er slik at studenten har forståelse for de metodologiske, epistemologiske og ontologiske forutsetningene som er involvert i dem.</li> </ul> <p><b>Ferdigheter</b></p> <ul style="list-style-type: none"> <li>• Studenten kan identifisere, drøfte og ta stilling til relevante vitenskapsteoretiske problemstillinger i eget forskningsprosjekt, og i andre vitenskapelige arbeider som faller inn under studentens eget fagområde.</li> </ul> <p><b>Generell kompetanse</b></p> <ul style="list-style-type: none"> <li>• Ta del i den offentlige debatten om vitenskapsteoretiske spørsmål på en informert måte.</li> </ul>
Undervisnings- og arbeidsform	<p>Undervisningen gis som en samling over fire dager.</p> <p>Emnet har tredelt struktur:</p> <ol style="list-style-type: none"> <li>1. Fellesdel.</li> <li>2. To parallelle spesialiseringsdeler der studenten velger en av dem ut fra egen faglig vinkling.</li> </ol>

	<p>3. Workshop med presentasjon av egen skisse og kommentarer til andres skisser.</p> <p>Undervisning gis hvert høstsemester.</p> <p>Det er ikke mulig å ta eksamen i undervisningsfrie semester.</p>
Kvalitetssikring av emnet	<p>Emnet evalueres i etterkant av kurset.</p> <p>De tre faglig ansvarlige avgir en egen felles evaluering. Her kan også studentenes evaluering kommenteres.</p> <p>Evalueringsrapportene inngår i HSL-fakultetets kvalitetssikring av ph.d-studiet.</p>
Arbeidskrav	<p>Ph.d.-studenten skal levere en skisse på 2-3 sider omlag tre uker før emnet starter opp. Skissen skal inneholde forslag til tema som ønskes drøftet eller til spørsmål som ønskes besvart i det avsluttende paperet. Det skal inngå en begrunnelse for hvorfor tema/spørsmål er faglig interessant.</p> <p>Hver student skal presentere sin skisse for medstudenter og leder av gruppen.</p> <p>Hver student skal kommentere en annen students skisse.</p> <p>Deltakelse på samling. 80 % oppmøte er obligatorisk.</p> <p>Vurderingsuttrykket for arbeidskrav er <i>godkjent/ikke godkjent</i>.</p>
Eksamen og vurdering	<p>Et paper på 3 000–3 750 ord. Paperet skal være en vitenskapsteoretisk refleksjon over egen avhandling, egen forskning eller eget fag.</p> <p>Paperet skal leveres inn til vurdering om lag seks uker etter at emnets kursdel er avsluttet.</p> <p>Besvarelsen vurderes til bestått/ikke bestått.</p>
Kontinuasjons-eksamen	<p>Ved karakteren ikke bestått, er det mulig å melde seg opp til kontinuasjonseksamen.</p>
Pensum	<p>Om lag 800 sider.</p>
Undervisnings- og eksamensspråk	<p>Undervisningsspråk er norsk eller engelsk avhengig av gruppens sammensetning. Studiet annonseres på engelsk.</p> <p>Eksamensspråk er valgfritt mellom engelsk, norsk, dansk eller svensk.</p>





HSL Faculty, UiT The Arctic University of Norway, 8.2.2017	<b>TEMPLATE FOR COURSE DESCRIPTIONS, THE HSL FACULTY</b> <b>Please see explanation to each point below.</b> The template is based on requirements for modules within the UiT quality system.
<b>Name</b>	English: Research Ethics
<b>Course code and level</b>	SVF-8038
<b>Type of course</b>	This course is obligatory for students at the Master's Programme in Nordic Urban Planning Studies. The course cannot be taken as a single course.
<b>Scope of course</b>	3 ECTS points
<b>Required / recommended previous knowledge</b>	<p>Target group: PhD students in humanities and social sciences.</p> <p>Admission requirement is being a PhD student or participant at the UiT Associate Professors Programme (Førstelektorprogrammet).</p> <p>PhD students from other universities must upload a document from their home institution stating that there are registered PhD students.</p> <p>There are a maximum of 35 seats, these will be prioritized after target group and category 1-3 after paragraph §10 in the Regulations for the degree of PhD at the University of Tromsø.</p>
<b>Course contents</b>	<p>The course gives an introduction to the ethical guidelines for humanities and social science and important topics in research ethics relevant to these academic fields. Relevant topics are research integrity (fabrication, falsification and plagiarism), informed consent, handling of information about the informants, research on people not being able to consent to taking part in research, research on indigenous people and minorities, the relationship between research ethics and judicial issues, as well as the philosophic background for research ethics.</p> <p>Furthermore, the course will provide information about formal rules and administrative systems related to research ethics, such as Datatilsynet [The Data Inspectorate] and its underlying bodies, the national committees for research ethics in Norway.</p>
<p><b>Learning outcomes</b></p> <p>Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the</p>	<p>The course will give the students insight into current problems in research ethics in order to make them able to perform and lead research related to humans and human activity. Through the course the students shall develop their competence in reflecting on ethic challenges to their own and others' research, and gain knowledge about the institutional framework and formal standards for working out research projects.</p>

<p>amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	
<b>Relevance in the degree program</b>	Should be provided, but not a requirement.
<p><b>Teaching and working methods</b></p> <p>Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.</p>	<p>Lectures and seminar</p> <p>Day 1 and day 2 consists of approximated 10 hours of lecture and seminar. Day 3 consists of a mandatory presentation by the participants.</p> <p>Day 1 is common for all students and the lectures focuses on general ethical problems.</p> <p>Day 2 consist of both common lectures and different workshops that focuses on different research ethical questions. The students will be able to choose the workshop according to their interests and the subject that are most relevant to their research project and their academic fields. The subjects for workshop discussions will be announced in advance.</p> <p>Day 3 is organized as a seminar where the participants must orally present their project and ethical problems relevant to the project for about 20 minutes each participant, including discussion.</p>
<b>Practice</b>	
<b>Quality assurance of the course</b>	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
<p><b>Coursework</b></p> <p>The required coursework must be clear and feasible. Keep the scope of the course in mind.</p>	
<p><b>Assessment and exam</b></p> <p>Provide clear information about exam form(s). The amount of hours/days/weeks must be given.</p> <p>In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½).</p>	<p>The course yields 3 credits when participation, oral presentation and paper (approx. 5 pages, 12 points, Times New Roman, line spacing 1.5) has been approved.</p> <p>The paper must raise and critically discuss one or more of the topics that the course has dealt with. If possible the topics must be related to the students' own research project.</p> <p>The terms of assessment for examination: pass/fail.</p> <p>It is not possible to take the exam in a semester without lectures/teaching.</p>

A-F grades scale or Pass/Fail	
<b>Retake</b>	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
<b>Syllabus</b>	
<b>Language of instruction and examination</b>	English

HSL-fak, UiT Norges arktiske universitet, 11.12.2014	<b>MAL FOR EMNEBESKRIVELSER, HSL-FAKULTETET</b> <b>Forklaring til hvert punkt står i oversikt under her.</b> Malen er basert på krav til emner i UiTs kvalitetssystem, del 5, kap. 3, under «Krav til innhold i emnebeskrivelser»: <a href="http://uit.no/ansatte/organisasjon/artikkel?p_document_id=356731&amp;p_dimension_id=88203&amp;p_menu=65815">http://uit.no/ansatte/organisasjon/artikkel?p_document_id=356731&amp;p_dimension_id=88203&amp;p_menu=65815</a>
<b>Navn</b>	Bokmål: Kvalitativ forskning Nynorsk: Kvalitativ forskning English: Qualitative Research
<b>Emnekode og emnenivå</b>	SVF-8040
<b>Emnetype</b>	Emnet kan tas som enkeltemne. Målgruppe: Ph.d.-studenter, først og fremst innen samfunnsvitenskapelige og humanistiske fag, men og også for andre relevante fagområder.
<b>Omfang</b>	5
<b>Opptakskrav</b>	Forkunnskapskrav: Mastergrad eller tilsvarende samt kvalitativ metode på mastergradsnivå er obligatorisk forkunnskap. Studenter som ikke kan dokumentere metodekunnskap må ta et ekstra arbeidskrav (et forkurs) knyttet til SVF-8040.
<b>Frist</b>	Ph.d.-studenter ved UiT Norges arktiske universitet søker opptak ved å undervisningsmelde seg til emnet via studentweb. innen 1. februar. Andre søker opptak via søknadsweb.innen 1. februar. Søknadskode: 9301.
<b>Faglig innhold</b>	Emnet tar opp ulike temaer knyttet til kvalitativ forskning og metodologi i samfunnsvitenskapene. Temaene kan gjelde hele forskningsprosessen som for eksempel kvalitet i kvalitativ forskning, eller deler av den, for eksempel analyseprosessen. Det vil være tema og metoder som er alminnelig brukt, og ikke spesialiseringer.
<b>Læringsutbytte</b>	Etter bestått emne skal studentene ha følgende læringsresultat: <b>Kunnskaper</b> Studenten har: <ul style="list-style-type: none"> <li>• Gode kunnskaper og ferdigheter innen kvalitative metoder og metodologi på et høyt nivå.</li> <li>• God kunnskap om etiske retningslinjer for kvalitativ forskning.</li> <li>• God kjennskap til den vitenskapelige diskusjonen rundt de forskningsmetodene de velger å bruke i sitt arbeid.</li> <li>• God kunnskap om forskningsprosessen</li> </ul> <b>Ferdigheter</b> Studenten kan: <ul style="list-style-type: none"> <li>• Kritisk lese og kommentere kvalitative arbeider gjort av andre.</li> <li>• Finne og anvende relevant faglitteratur.</li> <li>• Reflektere over datahåndtering.</li> </ul> <b>Kompetanse</b> Studenten skal:

	<ul style="list-style-type: none"> <li>Være godt kvalifisert til å gjennomføre en kvalitativ, empirisk undersøkelse på doktorgradsnivå.</li> </ul>
<b>Relevans i studieprogram</b>	Bør angis, men er ikke påkrevet.
<b>Undervisnings- og arbeidsform</b>	<p>Emnet tilbys hvert andre år (2021, 2023, 2025)</p> <p>Emnet tilbys i to samlinger og minimum en av samlingene vil være basert på fysisk fremmøte.</p> <p>I første samling vil det være to dager med undervisning. Ulike undervisningsformer vil kunne benyttes; forelesninger, seminarer, paper-presentasjoner og peer-learning. I andre samling vil hovedvekten ligge på presentasjon og diskusjon av utkast til paper. Begge samlingene har obligatorisk deltakelse.</p> <ul style="list-style-type: none"> <li>Undervisning: Første samling består av 8-10 timer undervisning.</li> </ul> <p>Paper-presentasjon: Presentasjonen skal skje i grupper. Alle deltakerne skal levere et utkast til paper (3-5 sider) til paper ca. to uker før andre samling. Paperne presenteres og diskuteres i grupper. Det skal være minst en faglærer som kommenterer utkastet til paper.</p>
<b>Praksis</b>	
<b>Kvalitetssikring av emnet</b>	Alle emner evalueres en gang i løpet av programperioden. Programstyret avgjør hvilke emner som skal evalueres av studenter og lærer per år.
<b>Arbeidskrav</b>	<p>Følgende arbeidskrav må være gjennomført og godkjent før man kan fremstille seg til eksamen:</p> <ol style="list-style-type: none"> <li>1) For studenter som ved opptak til emnet ikke har tilstrekkelig grunnlag i kvalitativ metode (tilsvarende mastergradsnivå), er det krav om gjennomføring av et ikke studiepoenggivende forkurs. <ol style="list-style-type: none"> <li>a) Deltakelse i undervisning på forkurs (nett- eller campusbasert, undervisningsform kan variere)</li> <li>b) Godkjent skriftlig arbeidskrav (2-3 sider) ut fra oppgitt oppgavetekst. Vurderes som Bestått/Ikke bestått.</li> </ol> </li> <li>2) Utkast til paper (3-5 sider), og framlegg i gruppe.</li> <li>3) Muntlige kommentarer til medstudenter på deres paper.</li> <li>4) Obligatorisk fremmøte på undervisning. Ved fravær ut over 25 prosent vil arbeidskravet ikke bli godkjent.</li> </ol>
<b>Eksamen og vurdering</b>	<p>Eksamen består av:</p> <p>Paper knyttet til det tema som emnet tar opp det året studenten deltar. Det skal leveres utkast til paper ca. 6 uker før eksamen skal leveres, og utkastet skal legges fram og diskuteres i gruppe på emnets andre samling ca. 4 uker før eksamensbesvarelsen skal leveres.</p> <p>Eksamensbesvarelsen skal være på ca. 8-10 sider (3-4000 ord).</p> <p>Eksamen vurderes med Bestått/ Ikke bestått.</p>
<b>Kontinuasjoneksamen</b>	Ved karakter F/ikke bestått tilbys kontinuasjonseksamen i begynnelsen av påfølgende semester. Ved gyldig forfall tilbys utsatt eksamen i begynnelsen av påfølgende semester. Frist for oppmelding til kontinuasjonseksamen er 15. januar for eksamen i høstsemesteret og 15. august for eksamen i vårsemesteret.
<b>Pensum</b>	Her trenger bare omlag antall sider stå
<b>Undervisnings- og eksamensspråk</b>	Norsk