

UV9120 - Design-based Research and Case Studies

4-5 June 2020

Time:

- June 4th: 09:15-16:00
- June 5th: 09:15-16:00

Location: Zoom – the link will be sent out a week before the PhD course.

Notes to be aware of before the start of the course:

Assignment 1: Please write a short introduction of yourself and the topic of your PhD work as it relates to this course (max 1-2 pages). Upload this document in the Canvas room for the course by June 1.

Assignment 2: Read and summarize the following three articles:

- a) Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design research: Theoretical and methodological issues. *Journal of the Learning Sciences*, 13(1), 15-42 (28 pages)
- b) Mercer, N., Hennessy, S., & Warwick, P. (2019). Dialogue, thinking together and digital technology in the classroom: Some educational implications of a continuing line of inquiry. *International Journal of Educational Research*, 97, 187-199
- c) Snow, C. (2015). Rigor and Realism: Doing Educational Science in the Real World. *Educational Researcher*, 44(9), 440-446. doi:10.3102/0013189X15619166

You are to write a summary of approximately one page on each article and upload them in Canvas by June 1. Also see the guidelines for the reading assignment on page 2 of this program.

4 June, Day 1

09.15-09.40: Introduction of the participants, lectures and aims for the course

09.50-10.30: Lecture: Historical overview of design-based research by Sten Ludvigsen

10.30-11.00: Discussion and break

11.00-12.30: Reading group discussion in break out groups (See Assignment 2)

12.30-13.30: Lunch break

13.30-14.00: Reading group summarizes articles and prepare a list of questions, issue and theme that the group want to discuss on in the plenary session.

14.00-14.15: Break

- 14.15-15.00: Plenary discussion based on the work in the reading groups: questions, issues and theme that the group want to discuss on in the plenary session. Presentation of the work in the reading groups. 10 min each then Q&A
- 15.00-15.15: Break
- 15.15-16.00: Lecture: DBR Case 1: *Iteration in designing a learning environment* by Rolf Steier (25 min lecture and 20 min Q&A)

5 June, Day 2

- 09.15-09.30: Digital coffee and tea – small talk ☺
- 09.30-11.00: Design activity: Led by Rolf Steier (and others)
- 11.00-11.30: Summary of the design activity
- 11.30-12.30: Break
- 12.30-13.30: Lecture: DBR Case 2: *Facilitating participation in productive class dialogues with educational microblogging; experiences from a design-based research project* by Ingvill Rasmussen
- 13.30-13.45: Break
- 13.45-14.45: Lecture: DBR Case 3: *REDE: Designing for students' learning with visual representations in school science* by Anniken Furberg
- 14.45-15.00: Break
- 15.00-15.30: Preparing questions and issues for plenary in break out groups
- 15.30-16.00: Summaries based on Q&A by Ingvill, Anniken, Rolf and Sten

Guidelines for Assignment 2:

We have selected three rather different articles for the work in the readings groups. Here are some suggestions for dimensions that you should consider when you read the three articles:

- What kind of genre is the text?
- What are the authors trying to do/achieve? How do they construct an argument in the text?
- How do they use theory?
- If data is involved, how is the research design described? And the analytic procedures? How are the results discussed?

- If the text is conceptual – how are other studies treated and used in the argumentation and to reach a conclusion?

You do not need to use all of these dimensions when you write approximately a one-page note on each article/text. Select the dimensions/questions that you find relevant for the different articles.