

Socio-material approaches to professional knowing and development of expertise, 5 + 5 ECTS

Ph. D. course

The course has one basic part (5 ECTS) and one extension part (5 ECTS).

1. Confirmation

The syllabus was confirmed by Faculty of Education at University of Gothenburg on 2012-04-04 to be valid from autumn semester 2012.

2. Field of education

Responsible department: Department of Education, Communication and Learning. Position in the educational system: Postgraduate level.

3. Entrance qualifications

All students who are registered as Ph. D. students in the educational sciences and neighboring fields are invited to participate. In some cases pre-doctoral students may be eligible provided that it is clear that they are about to be enrolled in a Ph. D. program. International students are also welcome to participate, and it is the ambition of all courses to have students from other countries enrolled. The courses are inter- and multidisciplinary, and students enrolled in Ph. D. training outside education and educational research, for instance in fields such as professional studies, organization studies, psychology, applied informatics, communication sciences etc. are encouraged to apply. If there are more applicants than the 20 admission places available for each course, a selection will be made based on an assessment of the relevance of the student's research plan and qualifications in relation to the objectives of the course. The selection process is carried out by the course-leaders in co-operation with the leadership of the research school.

4. Course content

The course thematizes current approaches in research on professional knowing and development of expertise, which aim to focus on the socio-materiality of practice and material-semiotic means as constitutive elements of everyday organisation and work. It will focus on the ways through which shifts in technologies and current re-arrangements of professional practice challenge established forms of knowing and how technologies are entangled in professional conduct and development of expertise. The course will give an introduction to socio-material approaches, in terms of their theoretical underpinnings and analytical approaches. Empirical examples of current studies in the field will be analysed and discussed in terms of their research design and units of analysis.

5. Learning outcomes

After completing the course the students will be able to:

- describe current socio-material approaches in studies of professional knowing and development of expertise
- analyze, present and discuss the design of current empirical studies in terms of their theoretical premises, methodologies and analytical approaches.
- relate their own research problems to these traditions

6. Required reading

List of required reading is enclosed.

7. Assessment

Active participation in all course activities is a requirement. This includes active participation in the net activities and in physical meetings. In addition, the student has to write a final essay that is examined during the second meeting in the first part of the course. This essay has to be posted on the course web site no later than a week before start of the second meeting. The second part of the course is an individual part in which the participant writes a research essay, which is examined in a seminar.

9. Grading scale

The grades are Pass or Fail.

10. Course evaluation

The results will be communicated to the students and will function as a guide for further development of the course.

11. Additional information

The course will be hosted by different research institutes with University of Gothenburg as the administrative centre. The course will have two parts. One basic part (5 ECTS) and one extension part (5 ECTS). The first part will be organized as a mix of on-line and seminars/meetings and will involve two three-day meetings. The second part is an individual course in which the participant writes a research essay within the topic of the course. This essay will be supervised by one of the teachers of the course. This essay will then be presented and examined in the context of a research seminar with the relevant expertise. All teaching and examination will take place in English.

Required reading

Edwards, Anne. (2010). *Being an expert professional practitioner. The relational turn in expertise*. London: Springer. (15 pages)

Fenwick, Tara., Jensen, Karen. & Nerland, Monika. (Eds) (2012) Reconceptualising Professional Learning in a Changing Society. *Journal of Education and Work*, 25(1), Special issue.(appr. 100 pages)

Gherardi, Silvia (2006). *Organizational knowledge: The texture of workplace learning*. Oxford: Blackwell (260 pages)

Lynch, Michael. (2010). 'Expert' as a social category and expertise as a relational phenomenon. Paper presented at the Japan Association of Science, Technology and Society, Tokyo, Japan. (25 pages)

Selected reading

Bechky, Beth A. (2003). Sharing meaning across occupational communities: The transformation of understanding on a production floor. *Organization Science*, 14(3), 312-330.

Büscher Monika. (2006). Vision in Motion. *Environment and Planning A*, 38, 281-299.

Bruni, Attila., Gherardi, Silvia, Paronlin, Laura Lucia (2007). Knowing in a system of fragmented knowledge. *Mind, Culture and Activity*, 14(1), 83-102.

Ewenstein, Boris. & Whyte, Jennifer. (2009). Knowledge practices in design: The role of Visual representations as 'epistemic objects'. *Organization Studies*, 30(7), 7-30.

Rystedt, Hans., Ivarsson, Jonas., Asplund, Sara., Johansson, Åse. A., & Båth, Magnus. (2011). Rediscovering radiology: New technologies and remedial action at the worksite. *Social Studies of Science*, 41(6), 867-891.

Nardi, Bonnie. (2007). Placeless organizations: Collaborating for transformation. *Mind, culture, and Activity*, 14(1-2), 5-22.