



Faculty of Social Sciences

## **BVGA42, Introduction to Behavioural Sciences, 60 credits**

*Beteendevetenskaplig grundkurs, 60 högskolepoäng*

**First Cycle / Grundnivå**

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### **Details of approval**

The syllabus was approved by Programme committee for the Bachelor of Science Programme in Behavioural Sciences on 2020-02-19 to be valid from 2020-08-26, autumn semester 2020.

### **General Information**

The course is a compulsory component of the Bachelor's programme in Behavioural Science. It makes students eligible for further studies on the programme in one of the main fields of education, psychology or sociology.

*Language of instruction:* Swedish

*Main field of studies*

*Depth of study relative to the degree requirements*

Psychology

G1N, First cycle, has only upper-secondary level entry requirements

Sociology

G1N, First cycle, has only upper-secondary level entry requirements

### **Learning outcomes**

On completion of the course, the students shall be able to

#### **Knowledge and understanding**

Part 1. Introduction to education

- demonstrate knowledge of the fields of education: training, teaching and cultivation
- demonstrate knowledge of the interrelationship between the knowledge formation of individuals and the development of society
- demonstrate knowledge of the conditions for learning in working life, leisure time and educational activities

## Part 2. Introduction to psychology

- demonstrate knowledge of the different perspectives applied in psychology to the phenomena studied, the relationship between psychology and adjacent subjects, and the role of psychology in society
- demonstrate basic understanding of how psychological research is conducted
- demonstrate an understanding of the biological foundation of psychological processes, i.e. the impact on behaviour of genes, the brain and evolution
- demonstrate knowledge of awareness processes and different states of awareness
- demonstrate knowledge of learning and memory
- demonstrate knowledge of key theories of human intelligence
- demonstrate knowledge of the motivational driving forces and emotional reactions of individuals
- demonstrate knowledge of the emotional and cognitive development of individuals
- demonstrate an understanding of how we perceive ourselves and others, as well as how our behaviour is influenced by our social environment
- demonstrate knowledge of key personality theories
- demonstrate knowledge of how psychology can be used to promote both physical and mental health

## Part 3. Introduction to sociology

- demonstrate knowledge of basic problem areas within sociology
- demonstrate knowledge of key theories and concepts in present-day and classical sociology
- demonstrate an understanding of the relevance of sociology when it comes to explaining, understanding and describing current processes and phenomena
- demonstrate knowledge of sociological perspectives on the relationship between individuals and society
- demonstrate knowledge of sociological discussions on how identities are shaped in and through social contexts
- demonstrate an understanding of the relationship between sociology and other social and behavioural sciences

## Part 4. Introduction to research methodology in the behavioural sciences

- demonstrate an understanding of issues within the theory of science concerning what science is, what theories are and how they are formed, as well as what constitutes a good scientific explanation
- demonstrate an understanding of how different points of departure within the theory of science mark both specialisation and method within the behavioural sciences of education, psychology and sociology
- demonstrate knowledge of the most common ways to design a behavioural science study, as well as how the choice of method is linked to the issue concerned
- demonstrate knowledge of descriptive statistics
- demonstrate knowledge of methods for correlation analysis and group comparisons
- demonstrate knowledge of qualitative perspectives on behavioural science research
- demonstrate knowledge of the search for and evaluation of scientific information in the behavioural sciences of education, psychology and sociology

## Competence and skills

Parts 1–3. Introduction to education, psychology and sociology

- demonstrate the ability to communicate basic knowledge in education, psychology and sociology to different target groups
- demonstrate the ability to apply basic knowledge in education, psychology and sociology in order to understand and explain subject-specific issues
- demonstrate the ability to perform subject-relevant information searches, evaluate information and master reference management

Part 4. Introduction to research methodology in the behavioural sciences

- demonstrate the ability to describe the main features of different perspectives of the theory of science
- demonstrate the ability to search for, systematise and assess information about research in the behavioural sciences of education, psychology and sociology
- demonstrate the ability to justify and test the validity claims of different theories
- demonstrate the ability to use their knowledge to identify and formulate research issues in behavioural science
- demonstrate the ability to analyse empirical material within both qualitative and quantitative methodology
- demonstrate the ability to perform basic statistical and qualitative analyses
- demonstrate the ability to plan, execute and report an empirical study of a research issue within the research field of behavioural science

## Judgement and approach

Parts 1–3. Introduction to education, psychology and sociology

- demonstrate the ability to critically review and assess the conditions for human learning in different situations
- demonstrate the ability to apply a psychological perspective on current events in society
- demonstrate the ability to identify and apply key theories and concepts of sociology in both academic contexts and in working life

Part 4. Introduction to research methodology in the behavioural sciences

- demonstrate the ability to apply a critical approach to behavioural science theories and research findings
- demonstrate the ability to critically test the validity claims of a subject-based issue
- demonstrate the ability to decide which of the studied calculation methods are appropriate for the analysis of a given problem/data set
- demonstrate the ability to critically review and discuss reporting of minor research studies in behavioural science

## Course content

The introductory course in behavioural science aims to provide a broad presentation of current research and theories in education, psychology and sociology, and thereby prepare students for further studies in one of these subjects. The knowledge is to provide understanding of the external behaviour, internal experiences and functioning of individuals in both large and small groups. Furthermore, the course is to provide an introduction to the research methods used in education, psychology and sociology,

and to the assumptions within theory of science on which they are based.

The course is divided into four parts, comprising 9 modules in total. Parts 1, 2, and 3 include both an introduction to the subject and an applied component in which the students will use their knowledge in a project or individual assignment. Part 4 provides a basic introduction to the research methods used in education, psychology and sociology respectively. During this part, the students will also, in groups, conduct an empirical study focused on practice to integrate the different parts of the course in a behavioural science analysis.

### **Part 1 Introduction to Education**

Module 1, 10 credits: Introduction to the subject of education

Module 2, 5 credits: Application

### **Part 2 Introduction to Psychology**

Module 3, 10 credits: Introduction to the subject of psychology

Module 4, 5 credits: Application

### **Part 3 Introduction to Sociology**

Module 5, 10 credits: Introduction to the subject of sociology

Module 6, 5 credits: Application

### **Part 4 Introduction to Research Methodology in the Behavioural Sciences**

Module 7, 5 credits: Introduction to research methodology

Module 8, 5 credits: Introduction to statistics

Module 9, 5 credits: Behavioural science analysis

## **Course design**

The teaching consists of lectures, group exercises, seminars and laboratory sessions; the different modules will include different forms of teaching. Participation in the following components is compulsory, unless there are special circumstances: modules 1 and 2: seminars, modules 5 and 6: seminars and group exercises, modules 7 and 8: group exercises, module 9: presentation seminar. Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re-take compulsory components. This also applies to students who have been absent because of duties as an elected student representative. In case of absence, the student is responsible for informing the course director.

## **Assessment**

The various components of the course are assessed as follows modules 1 and 2: written group and individual assignments with oral presentation, module 3: written exam, module 4: group assignment with presentation, module 5: written exam,

module 6: group assignment with presentation, module 7 and 8: written exam, module 9: group assignment with presentation. Three opportunities for examination are offered in conjunction with the course: a first exam and two re-takes. At least two further re-examinations on the same course content are offered within a year of the end of the course. After this, further examination opportunities are offered but in accordance with the current course syllabus.

*The assessed components of the course are listed in an appendix at the end of this document.*

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## **Grades**

Marking scale: Fail, Pass, Pass with distinction.

The highest grade is A, and the lowest passing grade is E. The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student have shown unacceptable results.

Exceptions from the grading scale above: Part 1 Module 2 (Application), Part 2 Module 4 (Application), Part 3 Module 6 (Application), and Part 4 Module 9 (Behavioural science analysis). The grades awarded for these components are either Pass or Fail. For the grade of Pass, the student must show acceptable results. For the grade of Fail the student have shown unacceptable results.

The grade for the whole course will be determined by the aggregated results of the assessed modules (where A = 5, B = 4, C = 3, D = 2 and E =1). For a passing grade (at least E) on the whole course, the student must have been awarded a passing grade (E or Pass) on all included modules, and have participated in all compulsory components.

At the start of the course students are informed about the learning outcomes stated in the syllabus, and the grading scale and how it is applied in the course.

## **Entry requirements**

General and courses corresponding to the following Swedish Upper Secondary School Programs: Social Studies 1b/1a1 + 1a2

## Subcourses in BVGA42, Introduction to Behavioural Sciences

Applies from H20

- 2001 Educational perspectives on behavioural science, 10,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2002 Educational perspectives: Applied research, 5,0 hp  
Grading scale: Fail, Pass
- 2003 Educational perspectives: seminars, 0,0 hp  
Grading scale: Fail, Pass
- 2004 Introduction to Psychology, 10,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2005 Psychology: Applied research, 5,0 hp  
Grading scale: Fail, Pass
- 2006 Introduction to Sociology, 10,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2007 Sociology: Applied research, 5,0 hp  
Grading scale: Fail, Pass
- 2008 Sociology: Seminars and work-shops, 0,0 hp  
Grading scale: Fail, Pass
- 2009 Introduction to Research Methods, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2010 Seminars and Fieldwork, 0,0 hp  
Grading scale: Fail, Pass
- 2011 Introduction to Statistics, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2012 Presentation of Project, 0,0 hp  
Grading scale: Fail, Pass