

**Philosophy of Science for Interdisciplinary Environmental Research  
(PhoS)  
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## **Learning outcomes, assessment and grading criteria**

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### **Learning outcomes**

The course discusses epistemological challenges that need to be addressed in research on sustainable development. This is done through analysis of issues faced in different academic fields in relation to the philosophy of science and in the context of interdisciplinary research. After passing the course the students:

1. can describe, discuss and critically dissect claims for explanation in scientific work and how these relate to different approaches, such as inductive and deductive approaches;
2. have increased their insights in epistemological issues in relation to environmental studies in a way that will strengthen their interdisciplinary communication and research;
3. have gained an in-depth understanding of different scientific perspectives on the complex and changing relationships between society and nature;
4. are able to reflect critically on their own personal and professional (scientific) assumptions how science can, and should, be conducted; and
5. are able to problemize (as well as communicate) relationships between theory and methods, and choices that researchers have to face concerning this.

### **Assessment**

The main aim of the various assessments is to create additional opportunities for learning (besides e.g. lectures and own reading), and thus enhance the capacity for achieving the learning objectives. Assessments also assure quality and provide the basis for grades. The different types of assessments are targeted at different learning outcomes and they are weighted for the final grades in accordance with the following table:

<b>Relative grading weight</b>	<b>Type of assessment</b>	<b>Learning outcome</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
40%	Assignments 1+3		x	x	x		x
20%	Seminars 2,4,5 and Role-play			x	x		x
0%	Reflections					x	
40%	Oral examination		x	x	x		x

Attendance of lectures is strongly recommended. Participation in all seminars and the role play are compulsory. Besides, hand-in of Reflection and “Reflection on Reflection” and course evaluation is also compulsory.

### Criteria for assessment

The following grades are issued:

- A Excellent
- B Very good
- C Good
- D Satisfactory
- E Sufficient (pass)
- Fx Insufficient (fail)
- F Poor or insufficient conduct (fail)

E	is issued to students who can recapitulate the contents of the course, describe basic epistemological issues and relate them to interdisciplinary environmental research.
D	requires additional skills in reflection and connecting epistemological issues to some of the challenges faced by interdisciplinary environmental research.
C	requires good insight into the subject, independent sound judgements and analytical skills.
B	requires very good insight and deep knowledge into the subject, additional skills in problemizing and making synthesis.
A	requires excellent insight and deep knowledge into the subject and excellence in analysis and synthesis

These grading criteria are to be regarded as descriptions of typical performance. It is the task of the examiner to decide whether particular strengths and weaknesses compensate each other.

A student must achieve pass grades for all parts of a course, in order to pass the course as a whole. In cases in which the performance is measured as points, the *lower limits* for the various grades are the following (expressed as percentages of the maximum points available):

- A 95 %
- B 85 %
- C 75 %
- D 65 %
- E 60 %
- Fx 50 %
- F below 50 %