EDST5120

Qualitative Research Methods

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Phiona Stanley	phiona.stanley@unsw.edu.au	by appointment -- please email me	109	93851977

School Contact Information

School of Education
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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the Course

You will explore, and learn to critique, qualitative research in education, and you will be introduced to some key methodological issues by looking at published and unpublished qualitative writing across different sub-fields of educational research. You will learn about different epistemological and methodological approaches and, by the end of the course, you will have a good awareness of the issues and components you need to design a small-scale qualitative research project of your own.

At the conclusion of this course the student will be able to

1. Critically engage with qualitative educational research literature in terms of its methodology
2. Evaluate qualitative research texts.
3. Explain methodological issues (such as positionality and ethical considerations) and how these relate to real-world research.
4. Develop a research proposal for a small qualitative research project.

Teaching Strategies

Rationale: Research in education is relevant to all educational contexts and to all teachers. In this course you will explore and critique a variety of published research texts, building your skills, engaging with, making use of, and critiquing existing research. The development of your theoretical understanding and analytical skills is a key MEd program outcome. But this course positions teachers as *producers* as well as *consumers* of educational research, and beyond engaging with existing research, you will learn skills for conducting a small qualitative research project relevant to your own teaching context(s). The development of your procedural as well as declarative knowledge is therefore the core outcome of the course, and is prioritized throughout.

Teaching on the course is driven by your critical engagement with readings and the core textbook. In-class discussions, centered around the key readings, allow for theory and analysis to be developed but also **applied**, with the aim of producing active, engaged student-researchers who will subsequently be well equipped to apply the knowledge and skills developed in their own teaching/research contexts.

Teaching strategies: Guided reading, small group discussions, whole-group discussions and clarification of key concepts – these support the development and application of your skills and understandings outlined above.

Australian Professional Graduate Teaching Standards

Standard	Description
1.2.3	Expand understanding of how students learn using research and workplace knowledge.
1.2.4	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn
2.1.4	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
6.2.3	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.
6.3.4	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Critical reflection	40%	1,2	1.2.3,2.1.4,6.2.3,6.3.4	26/03/2018 05:00 PM
Qualitative research proposal	60%	2,3,4	1.2.4,2.1.4,6.2.3,6.3.4	14/05/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Critical reflection

Start date: Not Applicable

Details: Task 1 - Critical reflection of published researchLength: 1500 wordsStudents will receive written feedback within 10 days of submission.

Additional details:

This task requires you to select two of the starred (*) research papers from the session-by-session reading list.

The ones without stars are methodology papers, which do not present original research – so please don't try to analyse those!

Answer critically the following questions for each of the two starred papers:

1. *Briefly summarise* each of the two texts in terms of their topic(s) and where they 'fit' into the landscape of educational research (e.g. 'this is a paper in the area of gifted education that found…'). You can use any of the session-by-session research papers for this task – not all are education-specific – if it's not a paper about education, say what it IS about.
2. *Briefly describe the research method* used in each paper and each paper's *main finding*/s (e.g. 'this is a qualitative paper that used student focus groups and interpretive data analysis to show that…');
3. For each paper, *critique the research method used as it relates to the topic* – what are the strengths and weaknesses of using this method for this research problem, what other way/s might have been better, and how might *you* have approached the research problem?

4. Comment briefly on the *writing and layout of the paper*: to what extent did you find it easy or difficult (and/or interesting or not interesting!) to read? How might the writer have improved it?

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Qualitative research proposal

Start date: Not Applicable

Details: Task 2 - Develop a qualitative research proposalLength: 4500 words Students will receive feedback within 10 days of submission.

Additional details:

Assignment 2: Design a qualitative research proposal

This task requires you to develop a proposal for a qualitative research project that you might conduct in education. You do not need to conduct the project for this task, but it is a good idea to write this task with EDST5888 in mind.

To do the proposal you will have to read beyond the papers supplied in the set readings for this course. You can (and are expected) to re-use readings you have used in other courses in MEd or MEd Lead, but please remember that *you cannot recycle your own writing* as submitted for other assignments in this degree at UNSW or any other degree/course you have taken, either here or elsewhere (this is called 'self plagiarism', and you can find information about it here: https://student.unsw.edu.au/plagiarism).

Include in your research proposal the following components:

- **Project title**
- **Abstract** – a brief summary of the project (approximately 250 words). You should include the research question/s, the rationale for the study, the research method, and planned data analysis.
- **Aims and background** – this is where you situate the project within the wider debate, and you explain what your project aims to do that has not yet been done adequately in the literature.
- **Brief literature review** – summarise literature that is directly relevant to your proposed project to make it clear what is/is not known in this field, and therefore what your project contributes. (You may wish to conflate this section with Aims and background – this is OK.)
- **Research Approach and Methods** – this section should include information about your proposed project and how you plan to conduct it, and you should justify why *this* qualitative method is appropriate for *this* problem. In order to write this, you will need to outline your epistemological stance and your rationale for using your chosen research design. Then, within this, you will outline and again justify the procedure you will use to gather and analyse data. (You make wish to demonstrate, briefly, in this section that you are aware of alternative methods, and to explain why they are less appropriate to this project than your chosen method/s.)
- **Ethical considerations and researcher positionality** – in this section, you should consider the extent to which there are ethical issues in your research, such as gathering data among/from human participants. There may not be ethical issues, for example if your study is a meta-analysis

of published research (and it's OK to conflate this section with the methods section if this is the case!) but you need to show that you are aware of any ethical issues in your proposed project. When you discuss positionality, you need to consider how your identity intersects with the research, and whether this raises any ethical or research design issues (for example, if you are a teacher and you intend to interview students at your school, your positionality might raise questions around the extent to which your participants will be honest in what they tell you – might they be trying to impress you, and/or tell you what they think the 'right' answer is!?)

- **Data collection and analysis** – in this section, you will explain and show examples of how you intend to collect and analyse the data you will use in your study. For example, if you plan to interview students, you will include here some examples of the questions you will ask and explain the rationale – what are you hoping to learn with these questions in particular, and what issues are there with these questions? If you prefer, you can attach full interview schedules as an appendix (this way they do not count towards your word limit), but if doing so, you still need to use this section to explain, justify, and discuss these issues, with reference to the appendix. You should also show in this section how you plan to analyse the data. So, for example, if you plan to code for content analysis, you might include a sample of what exactly you propose to do.

- **Theoretical Framework – this section is optional.** You would normally include this section in e.g. a PhD proposal. However, as we touch on theoretical frameworks only briefly in this course, it is unrealistic to expect students to have a thorough grasp of this area at this stage. However, if you do have an idea for a theoretical framework for your project (or if you are using e.g. Grounded Theory, where theorizing is inductive), include, describe and justify your theoretical framework in this section.

- **References** – these don't count towards your word count but are a necessary part of the proposal. In your list of references, you should list all the texts you refer to in your paper. Don't list other any texts that you may have read for, but have not cited, in the proposal.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

Timetable

Date	Type	Content
Week 8: 23 April - 29 April	Intensive	Session 1 **What is research?** **O'Toole & Beckett Ch1, Ch2** Lim, M. S. C., Hellard, M. E, and Aitken , C. K. (2005). The case of the disappearing teaspoons: Longitudinal cohort study of the displacement of teaspoons in an Australian research institute. *British Medical Journal 331*, 1498-1500. Unger, D. L. (1998). Does knuckle cracking lead to arthritis of the fingers? *Arthritis & Rheumatism* 41(5), 949-950. Session 2 **Asking good (research) questions** **O'Toole & Beckett Ch 5** *Bryman, A. (2007). The research question in social research: What is its role? *International Journal of Social Research Methodology* 10 (1), 5-20. White, P. (2013). Who's afraid of research questions? The neglect of research questions in the methods literature and a call for question-led methods teaching. *International Journal of Research and Method in Education*, 36(3), 213-227. *Morgan, J. and Sengedorj, T. (2015). 'If you were the researcher what would you research?' Understanding children's perspectives on educational research in Mongolia and Zambia. *International Journal of Research and Method in Education*, 38(2), 200-218. Session 3 **Positionality** **O'Toole & Beckett Ch 3**

*Feiker Hollenbeck, A. (2015). The familiar observer: Seeing beyond the expected in educational research. *International Journal of Research and Method in Education*, 38(2),149-165.

*McGarry, O. (2015). Repositioning the research encounter: Exploring power dynamics and positionality in youth research. *International Journal of Social Research Methodology*, DOI, 10.1080/13645579.2015.1011821

*Stanley, P. (2012). Superheroes in Shanghai: Constructing and living transnational Western masculinities. *Gender, Place and Culture, A Journal of Feminist Geography 19*(2), 213-231

Thomson, P. and Gunter, H. (2011). Inside, outside, upside down: The fluidity of academic researcher 'identity' in working with/in school. International Journal of Research and Method in Education 34*(1), 17-30

Session 4 **Locating your study in the literature**

O'Toole & Beckett Ch 6

Dunne, C. (2011). The place of the literature review in grounded theory research. *International Journal of Social Research Methodology,* 14(2), 111-124.

Nakata, Y. (2015). Insider–outsider perspective: Revisiting the conceptual framework of research methodology in language teacher education. *International Journal of Research and Method in Education, 38*(2), 166-183.

*Tornero, B. and Taut, S. (2010). A mandatory, high-stakes National Teacher Evaluation System: Perceptions and attributions of teachers who actively refuse to participate. *Studies in Educational Evaluation 36*, 132–142.

Session 5 **Epistemologies, methodologies, and methods: Part 1 – An overview**

O'Toole & Beckett Ch 4

Brannen, J. (2005) Mixing methods: The entry of qualitative and quantitative approaches into the research process. *International Journal of Social Research Methodology*, 8(3), 173-184.

*Pelchar, T. K. and Bain, S, K. (2014). Bullying and victimization among gifted children in school-level transitions. *Journal for the Education of the Gifted 37*(4), 319–336.

De Bot, K. and Stoessel, S. (2000). In search of yesterday's words: Re-activating a long-forgotten language. *Applied Linguistics* 21(3), 333-353.

Vidal, K. (2011). A Comparison of the effects of reading and listening on incidental vocabulary acquisition. *Language Learning 61*(1), 219–258.

Session 6 **Epistemologies, methodologies, and methods: Part 2 – Qualitative research**

*Lee, E. (2015). Doing culture, doing race, Everyday discourses of 'culture' and 'cultural difference' in the English as a second language classroom. *Journal of Multilingual and Multicultural Development, 36*(1), 80-93.

*Hutcheson, V. and Tieso, C. L. (2014). Social coping of gifted and LGBTQ adolescents. *Journal for the Education of the Gifted 37*(4), 355–377.

*Abramson, C. M. and Modzelewski, D. (2011). Caged morality: Moral worlds, subculture, and stratification among middle-class cage-fighters. *Qualitative Sociology 34*,143–175.

NO CLASSES ON WEDNESDAY :)

Session 7 **Data collection Part 1: Human participants**

O'Toole & Beckett Ch 7

*Drake, P. (2010). Grasping at methodological understanding: A cautionary tale from insider

research. *International Journal of Research and Method in Education, 33*(1), 85-99.

Sultana, F. (2007). Reflexivity, positionality and participatory ethics: Negotiating fieldwork dilemmas in international research. A*CME: An International E-Journal for Critical Geographies* 6(3), 374-385.

Lee, M. C. Y. (2015) Finding cultural harmony in interviewing: The wisdom of the middle way. *International Journal of Research and Method in Education*, DOI, 10.1080/1743727X.2015.1019455.

Menard-Warwick, J. (2011). A methodological reflection on the process of narrative analysis: Alienation and identity in the life histories of English language teachers. *TESOL Quarterly 45*/3: 564-574.

Sinclair Bell, J. (2011). Reporting and publishing narrative inquiry in TESOL: Challenges and rewards. *TESOL Quarterly 45/*3: 575-584.

Session 8

Data collection Part 2: Other sources

*Ideland, M. and Malmberg, C. (2014) 'Our common world' belongs to 'Us': Constructions of otherness in education for sustainable development. *Critical Studies in Education*, 55(3), 369-386.

Firminger, K. B. (2006). Is he boyfriend material? Representation of males in teenage girls' magazines. Men and Masculinities 8*(3), 298-308.

Brinkmann, S. (2014). Doing without data. *Qualitative Inquiry*, 20(6): 720–725.

Session 9 **Analysing data**

O'Toole & Beckett Ch 8

Koro-Ljungberg, M. (2016). Data wants and data entanglements (ch3 of *Reconceptualising qualitative research*, Sage – see reading list below

for full citation).

*Stewart, M. (2015). The language of praise and criticism in a student evaluation survey. *Studies in Educational Evaluation* 45, 1-9.

Wilson, A. L. (2009). Learning to read: Discourse analysis and the study and practice of adult education. *Studies in Continuing Education 31*/1: 1-12.

Maclure, M. and Stronach, I. (1993). Jack in two boxes: A post-modern perspective on the transformation of persons into portraits. *Interchange* 24(4), 353-380.

Session 10 **Ethics, relational ethics, & writing**

O'Toole & Beckett Ch 9

Canagarajah, A. S. and Stanley, P. (2015). Working with linguistic minority populations: Ethical considerations. In F. Hult and D. C. Johnson (Eds.) (2015) *Research methods in language policy and planning (pp.33-44).* Hoboken, NJ, Wiley-Blackwell.

Barton, B. (2011). My auto/ethnographic dilemma: Who owns the story? *Qualitative Sociology 34,* 431–445.

Colyar, J. (2009). Becoming writing; Becoming writers. *Qualitative Inquiry* 15(2), 421-436.

Richardson, L. (2000). Writing: A method of inquiry. In N. Denzin & Y. Lincoln (Eds.) *Handbook of qualitative research*. London & New Delhi: Sage (pp.923-948).

Session 11 **Theorizing from and towards data**

Jackson, A. Y. and Mazzei, L. A. (2013). Plugging one text into another: Thinking with theory in qualitative research. *Qualitative Inquiry*, 19(4): 261–271.

Stanley, P. (2013). Theorizing transnationals in China. (Ch3 of *A critical ethnography of*

		'Westerners teaching English in China: Shanghaied in Shanghai. Abingdon & New York: Routledge.) Honan, E. and Bright, D. (2016). Writing a thesis differently. *International Journal of Qualitative Studies in Education, 29*(5): 731-743. Session 12 **On being a researcher** *Stanley, P. (2015b). Writing the PhD journey/s, An autoethnography of zine-writing, angst, embodiment, and backpacker travel. *Journal of Contemporary Ethnography 44*(2), 143-168. Gristy, C. (2014). Engaging with and moving on from participatory research, A personal reflection. *International Journal of Research and Method in Education.* DOI, 10.1080/1743727X.2014.940306. Badley, G. F. (2014). Hunting roaches: A sort of academic life. *Qualitative Inquiry* 20(8), 981-989. Ellis, C. et al (2008). Talking and thinking about qualitative research. *Qualitative Inquiry 14*(2), 254-284.

Resources

Prescribed Resources

TEXTBOOK: O'Toole, J. and Beckett, D. (2013). *Educational research: Creative thinking and doing* **(second edition). Melbourne: Oxford University Press.**

Recommended Resources

Journal articles are listed session-by-session above, and are all available on the course Moodle site. You don't need to read every article for each session – I realise there are a lot of readings listed! Instead, they are ordered, for each session, in my suggested order of how important/useful they are. So if you only have time to read a few additional articles, read the first one for each session, or if you have a bit more time, read the first two for each session, and so on. But make sure you look at the textbook chapter for each session first – we will base our classroom discussions mainly on it. But start with the relevant chapter of the textbook for that session :)

Further Readings

Available from *UNSW Library website:* http://www.library.unsw.edu.au, and will depend on the topics you select for assignments – not all will be useful for everyone, so choose discerningly):

- Charmaz, K. (2006). *Constructing grounded theory*. Thousand Oaks, CA: Sage. (There's a much expanded second edition of this out now too!)
- Cohen, L., Manion, L., & Morrisson, K. (2011). *Research Methods in Education* (7th Edition). Abingdon & New York: Routledge. (Previous editions of this are also useful.)
- Hooley, T., Marriott, J., and Wellens, J. (2012). *What is online research?* London: Bloomsbury Academic.
- Koro-Ljungberg, M. (2016). *Reconceptualizing qualitative research*. Thousand Oaks, CA: Sage.
- Kozinets, R. V. (2010). *Netnography: Doing ethnographic research online.* Thousand Oaks, CA: Sage.
- Liamputtong, P. (2013). *Qualitative research methods*. (4th Edition). Melbourne: OUP. (Previous editions of this are also useful.)
- Newby, P. (2014). *Research methods in education.* (2nd Edition). Abingdon & New York: Routledge. (Previous editions of this are also useful.)
- Silverman, D. (2007). *A very short, fairly interesting and reasonably cheap book about qualitative research.* Thousand Oaks, CA: Sage. (There are many other useful qualitative research methods books written or edited by David Silverman – this is a good starting point, but do a search for others too).
- Walter, M. (Ed.) (2013). *Social research methods.* (3rd Edition). Melbourne: OUP. (Previous editions of this are also useful.)

Course Evaluation and Development

There will be an opportunity in every session to discuss ideas and provide feedback. We will also do minute papers and other formative feedback exercises in class.

Summative feedback will be gathered by MyExperience surveys.

In response to formative and summative feedback over various years, this course has evolved and changed to accommodate students' needs and interests. In particular, the course now goes into more depth (and contains more revision and more explicit learning!) of the terminology used in qualitative methods. I've also added more, and more recent qualitative studies from a range of educational settings.

For students from outside of the discipline of education: please note that this is a course in qualitative research methods *in education*. It is fine for non education students to take this course, but please be aware that the contexts of the research studies we look at are in educational settings.

Image Credit

Synergies in Sound 2016

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