UNSW SYDNEY

School of Education

EDST5120/EDST5033
Advanced Qualitative Methods
Research Methods 2

Term 1 2021

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5120 Advanced Qualitative Methods/EDST5033 Research Methods 2 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Tony Loughland
Location:	Ground Floor 39, Morven Brown
Email:	tony.loughland@unsw.edu.au
Availability:	By appointment

3. COURSE DETAILS

Course Name	EDST5120 Advanced Qualitative Methods/EDST5033 Research Methods 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST5120T1

SUMMARY OF 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research in education, and you will be introduced to some key methodological issues by looking at published and unpublished qualitative writing across different sub-fields of educational research.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.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Course convenor is teaching this course for the first time so no feedback available from previous iterations

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate an ability to explain and discuss philosophical issues, such as epistemological questions, in relation to social and educational research	1, 2
2	Demonstrate the ability to critique published research from epistemological and philosophical perspectives	1
3	Demonstrate the ability to design and conduct critical analyses of textual data	2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem-solving skills	1, 2
2	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
3	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.3	Expand understanding of how students learn using research and workplace knowledge	1, 2
1.2.4	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn	1, 2
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.	1, 2
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.	1, 2
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.	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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, centred 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.

5. 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.

6. COURSE CONTENT AND STRUCTURE

Module	Readings
Session 1 **What is research?**	**O'Toole & Beckett Ch1, Ch2** Lim, M. S. C., Hellard, M. E, & 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., & 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., & 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., & 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., & 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., & 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., & Modzelewski, D. (2011). Caged morality: Moral worlds, subculture, and stratification among middle-class cage-fighters. *Qualitative Sociology 34*,143–175.
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**	**(No textbook chapter for this session)** *Ideland, M., & 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., & 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 **Theorizing from and towards data**	Jackson, A. Y., & 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.

7. RESOURCES

Required Readings - Textbook

- O'Toole, J. & Beckett, D. (2013). *Educational research: Creative thinking and doing* (2nd edition). Melbourne: Oxford University Press.

Required Readings - Other

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.

Further Readings

Available from ***UNSW Library website:*** http://www.library.unsw.edu.au and will depend on the topics you select for assignments.

Suggested supplementary textbooks (in alphabetical order – 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., & 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 also useful)

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Task (1) Response to published research	1500 words	40%	1-2	1-4	1.2.3 1.2.4 2.1.4 6.2.3 6.3.4	15th March 2021 by 5pm
Task (2) Critical evaluation of two doctoral theses	4500 words	60%	2-3	1-4	1.2.3 1.2.4 2.1.4 6.2.3 6.3.4	26th April 2021 by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1: Response to published research

This task requires you to select **two** research articles from academic journals in your field. Each paper should report on a research study.

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…').
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. *Explain why* you chose these two papers and provide a personal response.

Assessment length: **1500 words**

Assessment 2: Critical evaluation of two doctoral theses

This task requires you to critically analyse, and suggest and defend improvements to, the study designs of the methodology chapters from two recent doctoral theses in Education (completed in the last 10 years). Briefly outline the nature of the study and the research questions.

1. For each thesis, critique the research methodology and methods used as they relate to the topic – what are the strengths and weaknesses of using this investigative approach for this research problem, what other way/s might have been better, and how might you have approached the research problem? Do you have a clear understanding of how the data was analysed? Consider methodological issues such as positionality, reflexivity and ethics.

2. Comment briefly on the writing and layout of the chapter: 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? You could also consider the writer's presentation of self here.

Assessment length: 4500

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5120 QUALITATIVE RESEARCH METHODOLOGY/ EDST5033 RESEARCH METHOD 2

Student Name: Student No.:

Assessment Task 1: **Response to published research**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Summaries of texts; representations of writers' arguments and methods; understanding of issues in research methodologies used					
Depth of analysis in response to the task • Analysis and discussion of texts; explanation of choice of texts					
Familiarity with and relevance of professional and/or research literature used to support response • Use of supporting texts to evidence argument; familiarity with arguments relevant to texts chosen					
Structure and organisation of response • appropriateness of overall structure of the response to the task • clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Use of referencing conventions; accuracy and appropriateness of academic English; clarity of writing • Compliance with word length requirements					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5120 QUALITATIVE RESEARCH METHODOLOGY/ EDST5033 RESEARCH METHOD 2

Student Name: Student No.:

Assessment Task 2: **Critical evaluation of two doctoral theses**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the relevant concepts and principles, e.g. text, discourse, critical, analysis					
Depth of analysis and/or critique in response to the task • depth of analysis and way(s) the key concepts are drawn on to provide an illuminating and convincing critical analysis					
Familiarity with and relevance of professional and/or research literature used to support response • appropriate and effective use of relevant qualitative research and/or social science literature to support the critical analysis					
Structure and organisation of response • appropriateness of overall structure of the response to the task • clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of expression, e.g. sentence structure, vocabulary use, spelling, and punctuation • compliance with word length requirements					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**