



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5120
Advanced Qualitative Research

Term 3, 2019

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
STUDENT LEARNING OUTCOMES.....	3
PROGRAM LEARNING OUTCOMES.....	3
AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS.....	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE –	5
7. RESOURCES.....	8
8. ASSESSMENT.....	9

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 and Social Sciences
School of Education

EDST 5120 Qualitative Research Methodology: Critical Reading and Inquiry (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Sue Starfield
Location: Morven Brown G19
Email: s.starfield@unsw.edu.au
Phone: 93852524
Availability: Please email me to find a time to meet or talk.

3. COURSE DETAILS

Course Name	Qualitative Research Methodology: Critical Reading and Inquiry
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_T3.html

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research in education, and you will be introduced to some key methodological issues by looking at published and unpublished qualitative writing across different sub-fields of educational research.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

- This is the first time I'm teaching this course. I welcome your feedback.

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

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
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.	

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. <i>British Medical Journal</i> 331, 1498-1500. Unger, D. L. (1998). Does knuckle cracking lead to arthritis of the fingers? <i>Arthritis & Rheumatism</i> 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? <i>International Journal of Social Research Methodology</i> 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. <i>International Journal of Research and Method in Education</i> , 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. <i>International Journal of Research and Method in Education</i> , 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. <i>International Journal of Research and Method in Education</i> , 38(2),149-165. *McGarry, O. (2015). Repositioning the research encounter: Exploring power dynamics and positionality in youth research. <i>International Journal of Social Research Methodology</i> , DOI, 10.1080/13645579.2015.1011821 *Stanley, P. (2012). Superheroes in Shanghai: Constructing and living transnational Western masculinities. <i>Gender, Place and Culture, A Journal of Feminist Geography</i> 19(2), 213-231. *Thomson, P., & Gunter, H. (2011). Inside, outside, upside down: The fluidity of academic researcher 'identity' in working with/in school. <i>International Journal of Research and Method in Education</i> 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. <i>International Journal of Social Research Methodology</i> , 14(2), 111-124. Nakata, Y. (2015). Insider–outsider perspective: Revisiting the conceptual framework of research methodology in language teacher education. <i>International Journal of Research and Method in Education</i> , 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. <i>Studies in Educational Evaluation</i> 36, 132–142.

<p>Session 5</p> <p>Epistemologies, methodologies, and methods:</p> <p>Part 1 – An overview</p>	<p>O’Toole & Beckett Ch 4</p> <p>Brannen, J. (2005) Mixing methods: The entry of qualitative and quantitative approaches into the research process. <i>International Journal of Social Research Methodology</i>, 8(3), 173-184.</p> <p>*Pelchar, T. K. and Bain, S, K. (2014). Bullying and victimization among gifted children in school-level transitions. <i>Journal for the Education of the Gifted</i> 37(4), 319–336.</p> <p>De Bot, K., & Stoessel, S. (2000). In search of yesterday’s words: Re-activating a long-forgotten language. <i>Applied Linguistics</i> 21(3), 333-353.</p> <p>Vidal, K. (2011). A Comparison of the effects of reading and listening on incidental vocabulary acquisition. <i>Language Learning</i> 61(1), 219–258.</p>
<p>Session 6</p> <p>Epistemologies, methodologies, and methods:</p> <p>Part 2 – Qualitative research</p>	<p>*Lee, E. (2015). Doing culture, doing race, Everyday discourses of ‘culture’ and ‘cultural difference’ in the English as a second language classroom. <i>Journal of Multilingual and Multicultural Development</i>, 36(1), 80-93.</p> <p>*Hutcheson, V., & Tieso, C. L. (2014). Social coping of gifted and LGBTQ adolescents. <i>Journal for the Education of the Gifted</i> 37(4), 355–377.</p> <p>*Abramson, C. M., & Modzelewski, D. (2011). Caged morality: Moral worlds, subculture, and stratification among middle-class cage-fighters. <i>Qualitative Sociology</i> 34,143–175.</p>
<p>Session 7</p> <p>Data collection Part 1: Human participants</p>	<p>O’Toole & Beckett Ch 7</p> <p>*Drake, P. (2010). Grasping at methodological understanding: A cautionary tale from insider research. <i>International Journal of Research and Method in Education</i>, 33(1), 85-99.</p> <p>Sultana, F. (2007). Reflexivity, positionality and participatory ethics: Negotiating fieldwork dilemmas in international research. <i>ACME: An International E-Journal for Critical Geographies</i> 6(3), 374-385.</p> <p>Lee, M. C. Y. (2015) Finding cultural harmony in interviewing: The wisdom of the middle way. <i>International Journal of Research and Method in Education</i>, DOI, 10.1080/1743727X.2015.1019455.</p> <p>Menard-Warwick, J. (2011). A methodological reflection on the process of narrative analysis: Alienation and identity in the life histories of English language teachers. <i>TESOL Quarterly</i> 45/3: 564-574.</p> <p>Sinclair Bell, J. (2011). Reporting and publishing narrative inquiry in TESOL: Challenges and rewards. <i>TESOL Quarterly</i> 45/3: 575-584.</p>
<p>Session 8</p> <p>Data collection Part 2: Other sources</p>	<p>(No textbook chapter for this session)</p> <p>*Ideland, M., & Malmberg, C. (2014) ‘Our common world’ belongs to ‘Us’: Constructions of otherness in education for sustainable development. <i>Critical Studies in Education</i>, 55(3), 369-386.</p> <p>*Firminger, K. B. (2006). Is he boyfriend material? Representation of males in teenage girls’ magazines. <i>Men and Masculinities</i> 8(3), 298-308.</p> <p>Brinkmann, S. (2014). Doing without data. <i>Qualitative Inquiry</i>, 20(6): 720–725.</p>
<p>Session 9</p> <p>Analysing data</p>	<p>O’Toole & Beckett Ch 8</p> <p>Koro-Ljungberg, M. (2016). Data wants and data entanglements (ch3 of <i>Reconceptualising qualitative research</i>, Sage – see reading list below for full citation).</p> <p>*Stewart, M. (2015). The language of praise and criticism in a student evaluation survey. <i>Studies in Educational Evaluation</i> 45, 1-9.</p>

	<p>Wilson, A. L. (2009). Learning to read: Discourse analysis and the study and practice of adult education. <i>Studies in Continuing Education</i> 31/1: 1-12.</p> <p>Maclure, M., & Stronach, I. (1993). Jack in two boxes: A post-modern perspective on the transformation of persons into portraits. <i>Interchange</i> 24(4), 353-380.</p>
<p>Session 10</p> <p>Ethics, relational ethics, & writing</p>	<p>O'Toole & Beckett Ch 9</p> <p>Canagarajah, A. S., & Stanley, P. (2015). Working with linguistic minority populations: Ethical considerations. In F. Hult and D. C. Johnson (Eds.) (2015) <i>Research methods in language policy and planning</i> (pp.33-44). Hoboken, NJ, Wiley-Blackwell.</p> <p>Barton, B. (2011). My auto/ethnographic dilemma: Who owns the story? <i>Qualitative Sociology</i> 34, 431–445.</p> <p>Colyar, J. (2009). Becoming writing; Becoming writers. <i>Qualitative Inquiry</i> 15(2), 421-436.</p> <p>Richardson, L. (2000). Writing: A method of inquiry. In N. Denzin & Y. Lincoln (Eds.) <i>Handbook of qualitative research</i>. London & New Delhi: Sage (pp.923-948).</p>
<p>Session 11</p> <p>Theorizing from and towards data</p>	<p>Jackson, A. Y., & Mazzei, L. A. (2013). Plugging one text into another: Thinking with theory in qualitative research. <i>Qualitative Inquiry</i>, 19(4): 261–271.</p> <p>Stanley, P. (2013). Theorizing transnationals in China. (Ch3 of <i>A critical ethnography of Westerners teaching English in China: Shanghai in Shanghai</i>. Abingdon & New York: Routledge.)</p> <p>Honan, E. and Bright, D. (2016). Writing a thesis differently. <i>International Journal of Qualitative Studies in Education</i>, 29(5): 731-743.</p>
<p>Session 12</p> <p>On being a researcher</p>	<p>(No textbook chapter for this session)</p> <p>*Stanley, P. (2015b). Writing the PhD journey/s, An autoethnography of zine-writing, angst, embodiment, and backpacker travel. <i>Journal of Contemporary Ethnography</i> 44(2), 143-168.</p> <p>Gristy, C. (2014). Engaging with and moving on from participatory research, A personal reflection. <i>International Journal of Research and Method in Education</i>. DOI, 10.1080/1743727X.2014.940306.</p> <p>*Badley, G. F. (2014). Hunting roaches: A sort of academic life. <i>Qualitative Inquiry</i> 20(8), 981-989.</p> <p>Ellis, C. et al. (2008). Talking and thinking about qualitative research. <i>Qualitative Inquiry</i> 14(2), 254-284.</p>

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

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., & Morriison, 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	Due Date
Task (1) Response to published research	1500 words	40%	1, 3	1,2,3,4	Day 14/10/2019 By 5.00pm NOTE: This is a pre-course task!
Task (2) Critical evaluation of qualitative research study designs	4500 words	60%	1, 2	1,2,3,4	Day 22/11/2019 By 5.00pm

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** 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 on 'try to analyse those.

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

Assessment length: **1500 words** (approx. 700 words each + intro and conclusion)

Assessment 2: Critical evaluation of qualitative research study designs

This task requires you to critically analyse and suggest and defend improvements to the study designs of **three** published qualitative studies from the educational research literature which you will select. In addition to the three points listed above:

1. 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? Consider methodological issues such as positionality and ethics
2. 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? You could also consider the writer's presentation of self here and how they indicate the study's contribution to the field.

Assessment length: **4500**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5120 QUALITATIVE RESEARCH METHODOLOGY

Student Name: _____ Student No.: _____
 Assessment Task 1: Response to published research

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Summaries of texts; representations of writers' arguments and methods; understanding of issues in research methodologies used 					
Depth of analysis in response to the task <ul style="list-style-type: none"> Analysis and discussion of texts; explanation of choice of texts 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Use of supporting texts to evidence argument; familiarity with arguments relevant to texts chosen 					
Structure and organisation of response <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

Student Name: _____ Student No.: _____
 Assessment Task 2: Critical evaluation of qualitative research study designs

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> understanding of the relevant concepts and principles, e.g. text, discourse, critical, analysis 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> appropriate and effective use of relevant qualitative research and/or social science literature to support the critical analysis 					
Structure and organisation of response <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.