



UNSW
SYDNEY

School of Education

EDST5120/EDST5033
Advanced Qualitative Methods
Research Methods 2

Term 1 2022

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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 2022

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	Weeks 1,3,5,7 and 9 Online on Wednesdays 1700-1930

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research in education, and you will be introduced to some key methodological issues by looking at published and unpublished qualitative writing across different sub-fields of educational research.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

- The assessment tasks have been changed to the production of a draft methodology chapter in four parts.

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. 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 discussions with your colleagues online. Online class discussions in breakout rooms, allow for theory and analysis to be developed but also applied, with the aim of producing active, engaged student-researchers and writers who will subsequently be well equipped to apply the knowledge and skills developed in their own teaching/research contexts.

5. TEACHING STRATEGIES

Reading, online breakout room discussions, whole-group discussions and clarification of key concepts and writing will support the development and application of your skills and understandings outlined above.

6. COURSE CONTENT AND STRUCTURE

Module	Readings
<p>Session 1</p> <p>How will your proposed methodology assist you to address your research problem?</p>	<p>Wagner, J. (1993). Ignorance in Educational Research: Or, How Can You "Not" Know That? <i>Educational Researcher</i>, 22(5), 15-23.</p>
<p>Session 2</p> <p>Which research methods will you use to generate your data and why are they appropriate for your methodology?</p>	<p>Reckhow, S., Tompkins-Stange, M., & Galey-Horn, S. (2021). How the Political Economy of Knowledge Production Shapes Education Policy: The Case of Teacher Evaluation in Federal Policy Discourse. <i>Educational Evaluation and Policy Analysis</i>, 43(3), 472-494. https://doi.org/10.3102/01623737211003906</p>
<p>Session 3</p> <p>Which research methods will you use to analyse your data and why are they appropriate for your methodology?</p>	<p>Yamagata-Lynch, L. C. (2010). <i>Activity Systems Analysis Methods: Understanding Complex Learning Environments</i>. Springer. https://doi.org/10.1007/978-1-4419-6321-5_7 Read chapter 6 "In-Depth Examples of Activity Systems Analysis Research" Available from UNSW at https://primoa.library.unsw.edu.au/permalink/f/1gq3lal/UNSW_ALMA51206766940001731</p>
<p>Session 4</p> <p>What theory (ies) might help you to understand your data and extend or problematise the literature?</p>	<p>Fulford, A. (2012). Conversations: Risk, passion and frank speaking in education. <i>Ethics and Education</i>, 7(1), 75-90.</p>

Session 5

Writing
methodology
for a lay
audience

Saldaña, J. (2014). Blue-Collar Qualitative Research. *Qualitative Inquiry*, 20(8), 976-980. <https://doi.org/10.1177/1077800413513739>

RESOURCES

See list of required readings in the schedule above

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Task 1: Four parts of draft methodology chapter	1000 words	40%	1-3	1-4	1.2.3, 1.2.4, 2.1.4, 6.2.3, 6.3.4	Part 1 by 5pm 23/2/22 Part 2 by 5pm 09/3/22 Part 3 by 5pm 23/3/22 Part 4 by 5pm 06/4/22
Task 2: draft methodology chapter	4000 words	60%	1-3	1-4	1.2.3, 1.2.4, 2.1.4, 6.2.3, 6.3.4	20/4/22 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: Four Parts of Draft Methodology Chapter

This task requires you to submit 1000 words fortnightly in weeks 2,4,6,8 that address the four parts of a methodology chapter:

1. How will your proposed methodology assist you to address your research problem?
2. Which research methods will you use to generate your data and why are they appropriate for your methodology?
3. Which research methods will you use to analyse your data and why are they appropriate for your methodology?
4. What theories might help you to understand your data and extend or problematise the literature?

Assessment length: **1000 words**

Assessment 2: Draft Methodology Chapter

This task requires you to synthesise the four parts of your methodology chapter into a coherent draft. This synthesis will respond to the kind, specific and helpful feedback given by the course convenor.

Assessment length: 4000

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

Student Name: _____ Student No.: _____
 Assessment Task 1 parts 1-4 : **Draft Methodology Chapter**

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 of methodological arguments 					
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 argument for each part of your chapter 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> appropriate and critical use of relevant qualitative research and/or social science literature 					
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:** 10%

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 1 : **Draft Methodology Chapter Parts**

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 of methodological arguments 					
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 argument for each part of your chapter 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> appropriate and critical use of relevant qualitative research and/or social science literature 					
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.**