



School of Education

EDST5120
Advanced Qualitative Research

Term 3, 2019

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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		

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.

Wilson, A. L. (2009). Learning to read: Discourse analysis and the study and practice of adult education.

7. RESOURCES

Required Readings

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
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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.

1. *Briefly summarise* each of the two texts in terms of the landscape of educational research (e.g., session-by-session research papers for this task are not all education-specific).
2. *Briefly describe* each of the two papers (e.g., to show that you have read them).
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

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 Summaries of texts; 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 Recommended: /20 (FL PS CR DN HD) Date Weighting: 40%

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

