



# 2023W Research Methods Courses

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## EARLY CHILDHOOD EDUCATION (ECED)

### EDUC 500 (011) Research Methodology in Education - Early Childhood Focus

**Instructor:** TBD

**Term:** 1

**Day & Time:** Tuesday 4:30 to 7:30

Education 500 (EDUC 500) aims at providing an initial understanding of the nature and purpose of various approaches to research. At the same time, the course introduces MED students in their first year of their program to quantitative and qualitative research methods utilized in education and in other social sciences. All of these approaches are useful in understanding educational phenomena, though they may appear to differ substantially from one another. It is important to note that the course does not intend for students to acquire extensive technical (operational) competence in any specific method of research. While acknowledging the importance of excellence in research design, the course is based on the assumption that it is problem definition that should determine research design. In this course, students will come in contact with a diversity of researchable problems that may be identified in educational structures and processes. Students will be familiarized with different research issues and techniques that will allow them to select methods and research strategies for more intensive study. To a lesser extent, the course will also assist in selecting methods for more immediate application. EDUC 500 should not be viewed as the only course to be taken in the development of competence in research. However, it should provide students with the background necessary for making intelligent decisions regarding which kind(s) of methods, and which additional research training, are relevant to their research interests. Also, the course promotes more qualified "critical consumption" of published and unpublished research on the part of its students.

### EDUC 500 (61C) Research Methodology in Education - Early Childhood Focus

**Instructor:** Dr. Koichi Haseyama

**Term:** 1

**Day & Time:** Asynchronous Online

Education 500 (EDUC 500) aims at providing an initial understanding of the nature and purpose of various approaches to research. At the same time, the course introduces MED students in



their first year of their program to quantitative and qualitative research methods utilized in education and in other social sciences. All of these approaches are useful in understanding educational phenomena, though they may appear to differ substantially from one another. It is important to note that the course does not intend for students to acquire extensive technical (operational) competence in any specific method of research. While acknowledging the importance of excellence in research design, the course is based on the assumption that it is problem definition that should determine research design. In this course, students will come in contact with a diversity of researchable problems that may be identified in educational structures and processes. Students will be familiarized with different research issues and techniques that will allow them to select methods and research strategies for more intensive study. To a lesser extent, the course will also assist in selecting methods for more immediate application. EDUC 500 should not be viewed as the only course to be taken in the development of competence in research. However, it should provide students with the background necessary for making intelligent decisions regarding which kind(s) of methods, and which additional research training, are relevant to their research interests. Also, the course promotes more qualified "critical consumption" of published and unpublished research on the part of its students.

## **EDUCATIONAL AND COUNSELLING PSYCHOLOGY, AND SPECIAL EDUCATION (ECPS)**

### **CNPS COURSES**

#### **CNPS 669 Research Approaches to Counselling Psychology**

**Instructor:** Beth Haverkamp

**Term:** 1-2

**Day & Time:** Fridays, 9:30AM-12:30PM

This course examines the assumptions and methods of major research paradigms, critically assesses a selection of current research, and then uses various approaches to construct research projects.



## **MERM COURSES**

### **EPSE 528 Basic Principles of Measurement**

**Instructor:** Dr. Anita Hubley

**Term:** 1

**Day & Time:** Thursdays, 4:30PM – 7:30PM

This course provides an introduction to educational and psychological measurement. Four areas will be emphasized:

- (a) principles of measurement theory (e.g., reliability, validity),
- (b) applications of classical test theory and item response theory to real world measurement problems,
- (c) historical and social context of testing and measurement,
- (d) learning how to make use of measurement information when selecting and evaluating items and measures.

This course is highly recommended for anyone planning to pursue applied, clinical, or research studies/careers involving the use or development of tests or measures.

### **EPSE 592 Experimental Designs and Analysis in Educational Research**

**Instructor:** Cecilia Sierra Heredia

**Term:** 1 & 2

**Day & Time:** Fridays, 9:30PM-12:30PM (Term 1); Wednesdays, 1:00PM-4:00PM (Term 2)

In EPSE 592, the focus is on experimental and quasi-experimental designs, how to analyze and interpret data obtained from such designs, and how to describe results from these analyses using proper format.

### **EPSE 594 Meta-Analysis – Quantitative Research Synthesis**

**Instructor:** Dr. Ed Kroc

**Term:** 1

**Day & Time:** Tuesdays, 1:00PM-4:00PM



The focus in this course is on current methods and techniques for calculating and analyzing study effect sizes. The course covers the entire meta-analytic process: problem formulation, data collection, data evaluation, analysis and interpretation, and presentation of results. Various effect size measures are studied. Methods of combining effect sizes and the use of moderator variables are extensively examined. Students learn practical skills and complete an actual meta-analysis project that can be used as a start towards their thesis/dissertation.

### **EPSE 595 Qualitative Research Methods**

**Instructor:** Sandra Mathison

**Term:** 1 & 2

**Day & Time:** Wednesdays, 4:30PM-7:30PM (Term 1); Wednesdays, 1:00PM-4:00PM (Term 2)

This is an introductory research course focusing especially on interpretive and critical approaches to social science and educational research, what is often called qualitative research. As an introductory course, the purpose is to explore philosophical and practical aspects of research that will help students in deciding if this research approach ‘works’ for them and to open the door to more advanced course work in interpretive and critical research. The course will provide hands-on activities in data collection and analysis methods that are generic for many interpretive research approaches—focusing especially on participant observation, individual and group in-depth interviewing, and material culture. Other topics such as ethics and politics of research will be discussed, particularly in relation to qualitative research. By reading exemplary examples of interpretive and critical research studies, students will be exposed to models for excellent research within this tradition.

### **EPSE 596 Correlational Designs and Analysis in Educational Research**

**Instructor:** Dr. Amery Wu

**Term:** 1 & 2

**Day & Time:** Thursdays, 4:30PM-7:30PM (Term 1); Tuesdays, 1:00PM-4:00PM (Term 2)

The goal of this course is to enable students to build and evaluate statistical models for the analysis and interpretation of data in the behavioural sciences. The focus is on methods of



statistical modelling of data and practical decision-making, rather than on statistical theory per se. Students successfully completing this course should be able to comprehend the assumptions, limitations, and uses of correlational and regression analysis; compute and interpret regression solutions for non-experimental and experimental designs; conceptualize, analyze, and interpret path models including mediators and moderators; evaluate publications and compose research reports incorporating correlational and regression analyses.

## **EPSE 681A Advanced Topics in Measurement, Evaluation, and Research**

### **Methodology**

**Instructor:** Dr. Bruno Zumbo

**Term:** 2

**Day & Time:** Mondays, 1:00PM-4:00PM

The purpose of this advanced seminar course is to (a) expose students to current ideas and issues related to validity and validation that have been expressed over the past 20 years, (b) develop students' thinking about validity and validation, (c) apply students' test validation knowledge, and (d) enhance students' awareness of practical issues in test validation. Upon successful completion of this course, students will have a solid grasp of contemporary thinking around validity and validity theory as well as the skills to initiate validation work.

## **EPSE 681B Advanced Topics in Measurement, Evaluation, and Research**

### **Methodology**

**Instructor:** Sandra Mathison

**Term:** 2

**Day & Time:** Thursdays, 4:30PM-7:30PM

The purpose This is an advanced seminar for doctoral students. This course will focus on the philosophical and technical aspects of narrative inquiry, including:

- the origins of narrative inquiry in life histories (such as: Znaniecki's *The Polish Peasant*, Goffman's *Presentation of Self in Everyday Life*, Garfinkel's study of Agnes),



- the philosophical grounding of narrative inquiry (such as the historical roots of narrative inquiry in German idealism, Bruner's conception of narrative knowledge, Ricoeur's conception of time, and John Dewey's notions of experience), and
- the pragmatics of doing narrative inquiry.

## **EPSE 682 Multivariate Designs and Analysis in Educational Research**

**Instructor:** Dr. Ed Kroc

**Term:** 1

**Day & Time:** Thursdays, 1:00PM-4:00PM

This course focuses on multivariate research design, statistical methods and data analysis. Emphasis will be placed on providing a fundamental understanding of the multivariate quantitative methodological techniques, communicating the language of multivariate data analysis and an awareness of the common pitfalls and misconceptions of the various techniques and the fundamental assumptions.

## **SPED/MERM COURSES**

### **EPSE 593 Design and Analysis of Research with Small Samples and Single Subjects**

**Instructor:** Dr. Sarah Pastrana

**Term:** 1

**Day & Time:** Wednesdays, 4:30PM-7:30PM

Single subject research is a scientific methodology that allows researchers to conduct a true experiment with one or a small number of subjects. It has played a central role in the development of evidence-based interventions in the fields of special education, clinical psychology, school psychology, counselling psychology, rehabilitation sciences, and audiology and speech sciences. The course focuses on procedures and issues related to the design, implementation and analysis of single subject research. The course covers general methodological information as well as specific details about single subject research designs and the use of single subject methods in applied settings.





## DEPARTMENT OF CURRICULUM & PEDAGOGY (EDCP)

### EDUC 500 005 Research Methodology

**Instructor:** Shawn Forde

**Term:** 1

**Day & Time:** Tuesdays, 4:30pm-7:30pm

Through collaborative inquiry, we will survey research issues and techniques to assist you in selecting methods and strategies for intensive studies as well as for immediate application. This is an introductory course in understanding and conducting educational research. The course objective is for you to craft a research proposal to support your area of study. The course goal is to provide you with the background necessary for making informed decisions regarding methodologies, methods, and strategies relevant and meaningful to your research interests.

### EDCP 510 032 Video Ethnography in Education Research: Culture, Technology and Interpretation

**Instructor:** Lisa Loutzenheiser

**Term:** 2

**Day & Time:** Thursdays, 4:30pm-7:30pm

This course supports students in exploring and practicing video ethnography for education. "Education" is defined broadly, and includes classrooms, communities, educational activism, museums and galleries, and other public spaces. It will also provide a vehicle for discussing the implications of using new tools and techniques when conducting ethnographic research. The course introduces the theoretical and basic practical background required to gather, analyze and represent video generated data. Paying particular attention to positionalities and subjectivities (including race, gender, sexualities and their intersections among others), we will give consideration to questions about the place of video ethnography and exhibition in a variety of educational settings. We will raise questions about and trouble the social, cultural, and political relations between video makers and their "subjects" and audiences; the relation



between video based research for education, and the social constructions of meaning and knowledge, and the appropriateness of student projects for research questions and intended audiences. Other topics will include visual culture and educational video; notions of space; the politics and power of representation; ethics; and audience/producer address and relations. This is a methodology course that will include both the theory of methodologies and the practices of video ethnographic methods. There is an assumption that you have completed one other methodology course.

### **EDCP 512A 032 Education Action Research**

**Instructor:** Michelle Tan

**Term:** 2

**Day & Time:** Wednesdays, 4:30pm-7:30pm

This course is designed as an introduction to action research. It will provide participants opportunities to explore different forms of action research, including (but not limited to) collaborative teacher action research, participatory action research (community-based), and youth action research. Participants will have an opportunity to explore seminal pieces of work to build up understandings of what action research entails and how it is differentiated from other forms of research. Serving also as a research methods course, the course will provide participants some experiences of engaging with research methods that are commonly employed in action research, such as the use of semi-structured interviews (individual and focus group interviews). This course will be of interest to students exploring the potential use of action research as a framework for their own projects, as well as those wanting to borrow action research perspectives to interrogate the own position as a researcher and/or to further inform their own research.

### **EDCP 514 032 Arts-Based Educational Research**

**Instructor:** Anita Sinner

**Term:** 2

**Day & Time:** Mondays, 4:30pm-7:30pm



This course focuses on a/r/tography as a practice based form of inquiry. Drawing from the fields of arts education, aesthetics, the arts, and qualitative and post-qualitative research methodologies, those involved in the course will engage in textual and aesthetic readings, discussions, interpretations, research creations, and presentations as a way to engage in meaningful artistic inquiry as artist/researcher/teachers engaged in living inquiry, in this case, walking with public art.

### **EDUC 500 007 Research Methodology**

**Instructor:** Oksana Bartosh

**Term:** 2

**Day & Time:** Mondays, 4:30pm-7:30pm

This course provides an overview of research designs and methodologies in education, counseling, and the social sciences. Through an applied framework, students will be introduced to strategies and processes for designing a research proposal or project using qualitative, quantitative, and mixed methods designs. Through this course, students will explore the philosophical assumptions for all three approaches, identify strategies for conducting a review of the literature, analyze and evaluate the use of theory and conceptual frameworks across disparate research approaches, and reflect on the importance of writing and ethics in scholarly inquiry. This course will place particular emphasis on mixed methodologies.

### **EDUC 500 005 Research Methodology**

**Instructor:** Shawn Forde

**Term:** 2

**Day & Time:** Tuesdays, 4:30pm-7:30pm

Through collaborative inquiry, we will survey research issues and techniques to assist you in selecting methods and strategies for intensive studies as well as for immediate application. This is an introductory course in understanding and conducting educational research. The course objective is for you to craft a research proposal to support your area of study. The course goal is



to provide you with the background necessary for making informed decisions regarding methodologies, methods, and strategies relevant and meaningful to your research interests.

## LANGUAGE & LITERACY EDUCATION (LLED)

### LLED 501/ EPSE 586 Analyzing Discourse and Talk: An Overview of Methods

**Instructor:** Meghan Corella

**Term:** 2

**Day & Time:** Tuesdays, 4:30pm-7:30pm

What is discourse? How is it related to social structures and realities? What methods and methodologies can researchers use to describe and understand these relationships? What can the close study of discourse tell researchers and educators about people's language and literacy practices? As a dynamic and interdisciplinary field emerging from education, anthropology, linguistics, sociology, philosophy, and psychology, discourse analysis offers a broad range of ways of posing and addressing such questions. Discourse analysis is not a single method, but rather a collection of perspectives united by their focus on the use of spoken and written language and other semiotic resources in specific sociocultural and sociopolitical contexts. As an introduction to discourse analytic approaches, this course provides a framework for general concepts central to discourse analysis, including agency, narrative, identity, register, genre, text, intertextuality, indexicality, intersubjectivity, contextualization, and, of course, discourse. Multiple methodologies are described, exemplified, and compared as a way of providing an overview of some of the many options and considerations of interest to researchers studying language, discourse, and sociality.

### LLED 565D Discourse Analysis for Education Research (DAER) Group Sessions

**Instructor:** Meghan Corella

**Terms:** 1 & 2

**Day & Time:** Every Other Thursday 12pm-3pm

Through group data sessions, workshops, and presentations, this course supports students in



data analysis by providing a forum for students and faculty to jointly explore a range of discourse analytic concepts, frameworks, and principles. This course complements other Faculty of Education discourse analysis courses, such as LLED 501 and 502, and can be taken before, after, or alongside those courses. No formal background in discourse analysis is required in order to enroll, but those who are new to the DAER group should contact the instructor for permission to enroll. Students can take this course for credit a maximum of three times. Non-credit participation in this course is possible through auditing; those interested in this option should contact the instructor.

## **SCHOOL OF KINESIOLOGY (KIN)**

### **KIN 570 Research Methods in Kinesiology**

**Instructor:** Karim Khan

**Term:** 2

**Day & Time:** Monday, 1-4pm

Research methods applied to the study of sport and physical activity, the nature of scientific inquiry, the design of experiments, (including the survey as a research medium), introduction to meta-research (science of science), presenting science and academic writing.

#### **Learning Outcomes**

At the completion of KIN 570, students will be able to:

- Critically analyze the components of research study design, implementation, analysis, and interpretation
- Consider the many stakeholders in public research, and how to incorporate patient engagement into study design and knowledge translation
- Discuss important components of quantitative and qualitative study design
- View research through the unique lens of kinesiology as a dynamic and diverse study of human movement
- Transfer and apply concepts discussed in class to their own research projects

Course syllabus can be found [here](#).



## **KIN 571 Qualitative Methods in Sport, Leisure, and Health Studies**

**Instructor:** Erica Bennett

**Term:** 2

**Day & Time:** Friday, 9:30am-12:30pm

The aim is to give students the opportunity to attain a working understanding of the various research techniques commonly adopted by qualitative researchers and to develop the knowledge base and skills needed to design, defend, and rationalize an original research proposal. The course is designed especially for students interested in qualitative research conducted within the 'sociology of sport and leisure', 'sociology of health', and 'psychology of sport, exercise, and health' fields, and the methodological debates and discussions that are featured within these fields.

### **Course Objectives**

By the end of this course, students should be able to:

- Understand foundational concepts and philosophical assumptions in qualitative inquiry
- Critically reflect on qualitative research design, data generation, and analysis
- Generate and analyze qualitative data in an ethical and defensible manner
- Develop a qualitative research proposal

Course syllabus can be found [here](#).

## **KIN 572 Research Methods for Sport and Health Sciences**

**Instructor:** Carolyn McEwen

**Term:** 1

**Day & Time:** Monday, 9-10:30am

This course examines current issues within coaching science research. The goal of the course is to develop coaching students' research literacy skills to assist them in establishing best coaching and leadership practices. Students should develop a comprehensive understanding of



(a) the strengths and limitations of quantitative, qualitative, and mixed methods research designs; (b) interpretation of basic statistics; (c) how to critically evaluate scientific literature; and (d) how to synthesize and communicate research in written and verbal forms.

Course syllabus can be found [here](#).

## DEPARTMENT OF EDUCATIONAL STUDIES (EDST)

### EDUC 500 Research Methodology in Education

**Instructor:** Ali Abdi

**Term:** 1

**Day & Time:** Mondays, 4:30-7:30pm

This course takes place online.

### EDUC 504 Seminar in Qualitative Data Analysis

**Instructor:** Deirdre Kelly

**Term:** 1

**Day & Time:** Wednesdays, 1:00-4:00pm

This course takes place online and in-person.

### EDST 545 Indigenous Inquiry and Research

**Instructor:** Ali Abdi

**Term:** 1

**Day & Time:** Mondays, 4:30-7:30pm

### EDST 515 Survey Research Methods

**Instructor:** Lesley Andres

**Term:** 2

**Day & Time:** TBD



The focus of this online course is on survey research design. The course is intended to teach students the skills required to employ survey methods in their masters and doctoral theses, to devise research projects related to their employment, as well as those who want to be able to examine this type of research critically.

The key elements in survey research design and analysis will be covered in detail, including the following: problem formulation; problems of measurement; scale construction; sampling; questionnaire construction; piloting; approaches to survey administration (mail and telephone surveys, face to face interviews, online surveys); issues of reliability, validity, trustworthiness, goodness; enhancing response rates; assessing costs of questionnaire administration; data clean-up and processing; preliminary analyses of results; coding and analyzing open-ended responses and interview data.

### **EDST 546 Indigenous Methodology and Epistemology**

**Instructor:** Maggie Kovach

**Term:** 2

**Day & Time:** Mondays, 4:30-7:30pm

## **OKANAGAN SCHOOL OF EDUCATION**

### **EDUC 500 001 (3) Research Methodology in Education Part 1**

**Instructor:** John-Tyler Binfet

**Term:** 1

**Day & Time:** Saturday, 9am-4pm (Sept 9 & 23, Oct 14 & 28, Nov 4 & 18)

EDUC 500 is an introductory course examining various issues, methods and techniques used in educational research. Consideration is given to research strategies and techniques and the selection of research questions appropriate to a range of issues facing educators. The course is presented through a combination of lectures, discussions, reflections, in-class activities, and student presentations. By becoming acquainted with a variety of research methods, you will be





able to select the method most suitable for your own research questions and area of research interest – whether you are completing a capstone project or thesis-driven research. This course will provide an overview of different research methodologies, allowing you to critically ascertain whether research is well constructed and if the findings and suggestions of the research are credible.

### **Course Objectives**

- To review the range of purposes for, and productions of, educational research including the role of theory in framing research
- To establish a basic literacy in research methodologies. Participants should be able to offer preliminary definitions of principal approaches to research in education and to distinguish among them according to the phenomena examined, theoretical commitments, and relevance to their own research interests
- To appreciate the methodological breath of approaches to educational research
- To introduce participants to the issues and challenges of conducting ethical research