# 2024S Research Methods Courses

## List of 2024S Research Methods Courses (By Unit)

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

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EDUCATIONAL AND COUNSELLING PSYCHOLOGY, AND SPECIAL EDUCATION (ECPS)

EPSE 681A Advanced Topics in Measurement, Evaluation, and Research Methodology
Instructor: Bruno Zumbo
Term: 1
Day & Time: Mondays and Wednesdays, 13:00-16:00

Despite the importance of validity in research and applied fields, many test developers and users have difficulty articulating what is meant by ‘validity’ and validity evidence and even more difficulty effectively planning validation studies, interpreting their results, and explaining their findings. The purpose of this advanced seminar course is to (a) expose you to current ideas and issues related to validity and validation that have been expressed over the past 20 years, (b) develop your own thinking about validity and validation, (c) apply your test validation knowledge, and (d) enhance your 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.

DEPARTMENT OF CURRICULUM & PEDAGOGY (EDCP)

EDCP 508A (941) Review of Research in Curriculum & Pedagogy: Unscripting Childhood: Critical Pedagogies and Young Children
Instructor: Harper Keenan
Term: 1
Day & Time: Tuesday/Thursday, 16:30 to 19:30

How do adults relate to children? How and what do adults teach children about the social world? How might pedagogy shape how children understand themselves as agentic social actors (or not)? This course examines these questions through the study of the socio-cultural construction of childhood and the role of critical pedagogy in young children’s learning. Throughout our work together, we will maintain a balance between rich engagement with theory, occasional exploration of film and other artistic media, and deep consideration of its practical applications in
a variety of educational contexts. We will begin examining the social meaning of childhood itself, using the interdisciplinary field of childhood studies as our primary guide. We will also touch on films and other artistic media dealing with the complexity of childhood. Then, we will transition into a historical study of progressive & critical approaches to the education of young children (e.g. Montessori, Reggio Emilia, Waldorf, and U.S. pedagogical progressivism), including the limitations of these approaches. Finally, we will explore a range of contemporary critical pedagogical frameworks for childhood education, including but not limited to: critical literacy, Black and/or Indigenous feminist pedagogies, critical approaches to play, place-based pedagogy, queer & trans pedagogies, and digital pedagogies. Students will have the opportunity to engage in an individual or group investigation of additional pedagogical approaches of their choosing.

EDCP 508B 941 Review of Research in Curriculum & Pedagogy: Autoethnography

Instructor: Peter Gouzouasis

Term: 1

Day & Time: Monday/Wednesday, 16:30 to 19:30

This iteration of EDCP 508 will primarily focus on autoethnography, but we will commence with a historical overview of the roots of early forms of realist, qualitative research in sociology and teacher inquiry that paved the way for autoethnography (and autobiography) to be considered as necessary forms of inquiry. We will also examine intersections with related forms of interpretive research (e.g., poetic inquiry, performative non-fiction), and the relationships between teacher inquiry, narrative inquiry, living inquiry, Arts Based Educational Research (ABER; Barone & Eisner, 1997; 2012), Creative Analytical Practices (CAP; Richardson, 1990; 2002; Gouzouasis, 2019), and creative non-fiction (Bochner & Ellis, 2006; 2016). The expansive reconceptualization of the Greek prefix ‘auto’ (‘afto’) enables us to consider not only the ‘self’ in research, but the relational, coactive nature of the ‘self’ with ‘others,’ ‘culture,’ and environment (i.e., storying our ‘selves’ in the world in which ‘we’ live). It also changes the way we move beyond notions of ‘reflection in action’ (Schön, 1983) and ‘autoethnography as pedagogy (Banks & Banks, 2000), and into reflexivity when storying adult teaching and learning contexts—enilikogy. The course is designed for graduate students across disciplines, and will involve a
healthy immersion in reading and writing in an interactive learning environment. This course qualifies as a research methodology course for masters’ and doctoral students.

EDCP 523 951 Seminar in Art Education: Aesthetic Orientations, Dispositions and Approaches to Research in Art and Education

Instructor: Dónal O’Donoghue
Term: 2A (July 2, 2024 to July 19, 2024)
Day & Time: Monday to Friday 14:00 to 16:30

To orientate oneself to the world aesthetically is to invite the world to show up in ways that it might not otherwise.

This seminar will engage with the above claim. It will consider aesthetic practice as a distinctive mode of attending to and perceiving the world and study its promise for the conduct and dissemination of research in art and education. The seminar will explore the concept of aesthetics as one that can both orientate us to phenomena of interest and frame those phenomena as potentially interesting in character by engaging with the writings of Arnold Berleant, Peter deBolla, Maxine Greene, Jacques Rancière, Joan Didion, Leanne Shapton among others and considering the art practices of Sophie Calle, Leo Saul Berk, Li Binyuan, Mark Dion, Song Dong, Lee Mingwei, Amie Siegel, Simon Starling, and others. During the seminar, you will study how some scholars understand the concept of aesthetics — a concept that is understood differently across time and place and by intellectual traditions and histories and a concept that has the capacity to call aspects of the world into appearance and to give particular form to these aspects, many of which might otherwise remain formless.

EDUC 500 951: Research Methodology

Instructor: Dónal O’Donoghue
Term: 2A (July 2, 2024 to July 19, 2024)
Day & Time: Monday to Friday 10:30 to 13:00

This seminar offers an introduction to educational research methodologies, orientations, and dispositions. During the seminar, you will be introduced to a variety of research practices and
orientations within educational contexts to familiarize you with a cross-section of research methodologies and approaches to conceptualizing and conducting educational research.

DEPARTMENT OF EDUCATIONAL STUDIES (EDST)

EDUC 500 Research Methodology in Education

Instructor: Handel Wright

Term: 1

Day & Time: Monday and Wednesday, 16:30-19:30

This course is designed as a broad introduction to the world of research in general and educational research more specifically. The emphasis is on empirical research, which is usually conceptualized as quantitative, qualitative and mixed methods research. In that sense students will be introduced to various approaches, research traditions and sub-traditions. Students will also be introduced to research that do not necessarily involve the empirical such as philosophical research. It bears stressing that while the course might touch on methods in passing (i.e. the how-to, the nuts and bolts of conducting research), this is not a course on methods but rather one that addresses the breadth of approaches, the conceptualization and the politics of research. Thus for example quantitative and qualitative research are sometimes conceptualized as binary opposites and yet can sometimes be combined in the form of mixed methods research. The course will help students orient themselves as researchers- not only in terms of the broad preference for say quantitative or qualitative research but in terms of locating themselves initially within a research paradigm (worldview about research). The course takes the position and helps students understand that research is neither simply practice nor the application of a neutral set of methods to neutrally identified issues. Rather research is engaged as theoretically informed praxis and inherently political both in terms of its inclusion and/or exclusion of sociocultural difference (race, class, gender, sexual orientation, ability) and paradigmatic positioning. Students are encouraged to take the notion of research as praxis (theory and practice combined) as well as the politics of research into account beyond this introductory course in their conception, design, conduct and evaluation of educational research.
LANGUAGE & LITERACY EDUCATION (LLED)

LLED 503 Qualitative Research Interviewing in Education: Theories and Methods

Instructor: George Whitehead

Term: 1

Interviews are one of the most commonly used methods to collect data in the social sciences with Holstein and Gubrium (1995) estimating that 90 percent of social science investigations use interviews. Thus, it is critical for educational researchers in the social sciences to understand the value and importance of different types of qualitative interviews and to gain experience in utilizing this data collection strategy. This course aims to 1) introduce the theoretical background and rationale behind qualitative research interviewing and 2) build up one's ability to plan, conduct, and analyze qualitative interviews. During this course, learners will engage with a range of interviewing theories and approaches, question types, and transcription and data analysis procedures. The course includes a mixture of lectures, workshops, and applications tasks which are strategically integrated to scaffold learners understanding of and ability to conduct qualitative interviews.

LLED 565H Case Study Research Methods

Instructor: Patricia Duff

Term: 2

Case study research methods are commonly used in the health sciences, political science, psychology, sociology, and business, among other fields. The focus in this course is case studies in language and literacy education. We will discuss what constitutes a case and the theoretical framing of studies, epistemological and ethical issues, research designs and methods for carrying out, analyzing, and writing up case studies, and criteria for evaluating case studies. Course members will be encouraged to investigate and discuss case studies in their own areas of interest.
OKANAGAN SCHOOL OF EDUCATION

EDUC 562M (3) Teacher as Researcher

Instructor: Jennifer Kelly

Term: 2A (July 2 to July 19, 2024)

Day & Time: 9:00-12:00 (synchronous sessions every Tues, Wed, Thurs, Fri)

Mode of Delivery: Online (synchronous/asynchronous)

This course - intended for coursework-only students, aims to broaden and enhance educators’ research literacy skills and ability to read a range of empirical peer-reviewed findings that hold potential to shape their engagement in their coursework and their applied practice.