



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.**

## STUDENT LEARNING OUTCOMES

Outc

#### **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

## 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., &amp; Galey-Horn, S. (2021). How the Political Economy of Knowledge Production Shapes Education Policy: The Case of Teacher Evaluation. <i>Educational Researcher</i>, 48(1), 1-12.</p>

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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>

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## **RESOURCES**

See list of required readings in the schedule above

## **7. ASSESSMENT**

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>
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## Assessment Details



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**

<b>SPECIFIC CRITERIA</b>	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>understanding of the relevant concepts and principles of methodological arguments</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>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</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>appropriate and critical use of relevant qualitative research and/or social science literature</li> </ul>					

**Structure and organisation of response**

- appropriateness of overall structure of the response to the task

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 FEEDBACK SHEET  
 EDST5120 QUALITATIVE RESEARCH METHODOLOGY/ EDST5033 RESEARCH METHOD 2

Student Name:

Student No.:

Assessment Task 1 : **Draft Methodology Chapter Parts**

<b>SPECIFIC CRITERIA</b>	(-) <span style="font-size: 2em;">→</span> (+)					
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>understanding of the relevant concepts and principles of methodological arguments</li> </ul>	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					

**Depth of analysis and/or critique in response to the task**

- depth of analysis