



Department of Education

Introduction to Educational Research Methods (PEA464) Master's Course Spring Semester 2020 (15 ECTS)

Course Requirements and Grading

I. General

1.1 Course content

The course presents a number of themes and topics, such as research strategies and designs, the nature of quantitative/qualitative research, data collection and quantitative/qualitative analyses. More specifically, (1) the up-to-date research strategies – research theories, designs and literature for the social sciences, and for education in particular; (2) the nature of quantitative research – types, components, and stages; (3) the nature of qualitative research – types, components, and stages; and (4) complementary advantage and use of both quantitative and qualitative approaches in educational research.

1.2 Learning outcomes

The course participant shall be acquainted with the most important educational *cum* social science research designs and methodologies that are used in the field of international and comparative education. To pass the course the student should be able to:

- demonstrate knowledge about educational research from an international and comparative perspective,
- demonstrate an understanding of the basic principles of both qualitative, quantitative and mixed research methodologies,
- demonstrate knowledge of how quantitative, qualitative and mixed methods research is conducted from the social sciences perspective, in general, and in particular, from an educational perspective,
- demonstrate ability and skills related to research ethics and data collection, analysis and interpretation.

1.3 Activity

The course combines lectures, seminars, workshops, and group work to achieve the learning outcomes.

Lectures are structured around the main textbooks and grouped into sub-areas which are complimented by further readings and lecture materials. After each sub-area, a Group Work session will be organized with the purpose to offer opportunities for the students to deepen their understanding by demonstrating critical analysis skills on the issues in question. Topics and/or questions for each Group Work session as well as information regarding the composition of the groups will be distributed in advance of the Group Work sessions. During the Group Work, the first session will be devoted to group discussions. During the second session, each group will present orally (sometimes with the support of a PowerPoint presentation) what they have discussed by synthesizing and analysing the classes and literature and elaborating this with own experiences where possible. After the Group Work session, each group will electronically submit and distribute their presentation to all students following the course and to the teachers in the course.

In addition to the lectures and group work, seminars will be organised. The seminars will provide an opportunity for the students to discuss relevant subjects related to the course in a smaller group.

In order to support research data collection and analyses the course participants will also be offered the opportunity to take part in an optional workshop presenting how the quantitative survey can be conducted and analysed via statistical computer program SPSS, and an optional seminar/workshop presenting what narrative interview is about and how the computer program NVivo can be used to analyse narrative interview data. The programs need to be downloaded by the participants themselves prior to the workshops.

The course participant shall:

- actively participate in the course, discussions and seminars,
- present and defend of a course paper,
- conduct a critical examination of a course paper written by another student and actively participate in the course examination sessions.

The ICT collaboration and learning platform Athena is used for communication, messages, information about the course and dissemination of course material.

II. The Course Examination

The course is examined through an individual written assignment. Course participant shall present a course paper that shows her/his abilities and capacities in critically use research strategies and designs to present a research proposal.

Assessment is based on:

- active participation in the course, discussions and seminars,
- presentation and defense of a course paper,
- completion of a critical examination of a course paper written by another student and active participation in the course examination sessions.

Students who fail the examination, do not submit a course paper or do not submit their course paper on time have to do a second examination at a later date. These course participants will be asked to complete a new assignment with a new deadline which will be given by the course leader after that the first examination has been completed.

A student could be given permission to submit a course paper after the deadline for submission if a request with a legitimate reason has been communicated in writing to the course leader before the deadline. The course leader will respond to such requests in writing and accept them when the reasons given for the delay are reasonable.

Course paper instructions will be provided during the first lecture. Detailed instructions of the course paper assignment will also be provided on Mondo.

Course paper deadline

The course paper submission date is **Sunday May 24 (before 23:59)**. The paper needs to be submitted in two versions to the folders on Athena course site under 'Plans → Course assignment'. One version is **word file** for the examiner to do examination. Another version is in **PDF file** for the opponent to do opposition work. Please save the files as your Surname, First Name. For example: **Smith_John_Course Assignment**.

Second Examination

Students who do not submit a course paper on Sunday May 24, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course examination can submit an assignment during the second examination. The second examination will contain a new topic and new task.

Second Examination Dates

Assignment task will be posted on Athena on **August 17, 2020**. The submission date is **August 30, 2020 (before 23:59)**. The paper is submitted in the folder on Athena course site under 'Plans' with the name of "Second Examination". Please save the document as your Surname, First Name. For example: **Smith_John_2nd examination**.

Third Examination

Students who have not submitted a course paper on May 24 or August 30, 2020, who fail to submit their course paper by the due dates, or have received an unsatisfactory mark in the course and/or second examination can submit an assignment during the third examination. The third examination will contain a new topic and new task.

Third Examination Dates:

Assignment task will be posted on Athena on **September 28, 2020**. The submission date is **October 11, 2020 (before 23:59)**. The paper is submitted in the folder on Athena course site under 'Plans' with the name of "Third Examination". Please save the document as your Surname, First Name. For example: **Smith_John_3rd examination**.

2.1 Course paper

In the course paper, the course participant should be able to demonstrate the following:

Theoretical understanding

The course participant is able to describe and compare some problem areas/phenomena using

different theoretical research approaches for the paper. She/he is then able to apply a given theory to the empirical data or material (literature, policy documents, own field work, etc.) and to evaluate or to judge the type of approach which is used, namely: explorative, descriptive, empirical, explanatory and analytical.

Methodological understanding

The course participant is able to describe and to compare different methodological research approaches using both qualitative and quantitative approaches and to deliberately choose the relevant methodology and research design for collecting data according to the conceptual or theoretical framework chosen and the aims and objectives stated in the paper. She/he should analyze data/information that is relevant for attaining the aims and objectives of the paper and is able to evaluate or judge the scope for generalization of the findings presented in the paper.

The essence of the contents

The paper covers and makes a relevant description of the research methodology that can be chosen to examine the problem area/phenomenon under investigation which is then supported by analyses. The scope and analysis of the paper has an important introductory educational research base for an understanding of international and comparative education. It searches for comparisons within or across society(ies) of given educational research themes, issues and problems using either cross-sectional and/or longitudinal research designs of both quantitative and qualitative nature.

Conclusion

Conclusion, generalization and interpretation have support in the description and analysis made in the paper. There should be appropriate and relevant discussion of questions and issues regarding the validity and reliability of the paper for educational research. The scope for generalization of the findings presented in the paper is well discussed.

Formalia

The content of the paper corresponds to its title. The chapter titles cover the contents of the respective chapters. The same applies to sub-titles. There is a logical order between different levels of titles. Citations and references are correctly used in the paper with valid list of references. Tables and figures are correctly presented in the paper. The language of the paper is clear, concise and coherent.

2.2 Student Course Assignment

The main assignment for this course is to formulate a **research proposal** (see p.85)¹ in an area of your educational research interests within the field of International and Comparative Education. Formulating the research proposal can be understood as a process to plan and to construct all aspects and stages of your investigation with due respect to **reliability, validity and feasibility** issues. In the course paper, the **research design** (Chapter 3) should be structured logically, along with the relevant and appropriate **methods** and **strategies** (see Chapters 1-4).

More specifically, a typical research proposal should include the following:

- The Title of the Research Paper

¹ All the page numbers refers to page numbers of the course textbook: Bryman (2016) “*Social Research Methods*”, Fifth Edition, and Oxford University Press.

- Background/Introduction (Chapter 28: pp 661-687 – Writing up Social Research)
- Aim(s) and Objective(s) of the Research
- Research questions (pp. 78 - 79)
- Limitations of the Research
- Significance of the Research
- Research topic relevance to the field of International and Comparative Education
- Ethical consideration (chapter 6 and “*Good Research Practice*”, Swedish Research Council)
- Review of relevant concepts and/or theories for the Research (chapter 5)
- Methodology of the Research, including method, research design, participants and data resources (Part 2 to Part 4)
- Reliability, validity and feasibility (p. 41)
- Data collection and analysis
- Expected outcomes
- A time schedule/calendar planning the research process (pp.75 - 76)
- A list of proposed sources for the literature review, based on the research made to prepare the proposal

(Note. The suggested reference style is APA, or any style in the other research fields, as needed. For your reference, the APA reference guide can be found via the links below.

<https://tools.kib.ki.se/referensguide/apa-en/>

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

The course paper should be **no less than 4000 words and not more than 7000 words**. Course papers that are shorter or longer than the prescribed range will be affected in their grading. **All text in the paper, with the exception of appendices/annexes and the reference list, are included in the word count.** It is highly recommended that you use the word count system available in your word processor, however, keep in mind that not all word count systems include or exclude the prescribed text count indicated above. Type the number of words under your name on the cover page.

On Athena, six course papers from previous cohorts will be provided as examples, as well as the course paper title page format. In addition, students may ask questions about the course assignment during the **closing session of Wednesday, May 13**.

2.2.1 Presentation, Discussion and Evaluation of the Assignment

Presentation and discussion of the course paper will take place on **Thursday, June 4th (9.00 – 17.00) and Friday, June 5th (9.00-12.00)**. A student will serve as an “Opponent” for the assignment written by another student. The presentation and discussion of the assignment should be carried out in the following main steps:

- A brief summary of the assignment by the opponent;
- Question-and-answer session led by the opponent;
- General assessment of the assignment, highlighting the main strong and weak points by the opponent;
- Questions or comments from faculty staff members and students at the session.
- Final evaluation by Course Examiners

The student assignment will be read, commented and graded by the assigned examiner(s).

Course grades will be entered into LADOK (the university's central computerized database) within 15 working days after the course examination date of **June 4 or June 5**.

2.3 Attendance

In order for a student to be examined, they must have attended at least 80% of all compulsory course sessions, such as lectures, group work, group work presentations, and seminars. Student absences of more than 20% of the course sessions must be compensated via additional course assignments. If a student has attended less than 60% of the course sessions they have to re-take the course. **When absent, students have to contact the Course Leader, Ulf Fredriksson (ulf.fredriksson@edu.su.se)**. Students who are absent 20% - 40% of the course sessions will receive additional course assignments to compensate for the absence. Students will not receive the grade until all the required assignments are handed in and approved.

2.4 Ethical issues

Academic honesty and integrity must be respected. A reference list and proper citation of literature- including page numbers, and other sources, is a requirement for all assignments. The course examination is based on the quality of the course paper, including the references and citations.

At Stockholm University, plagiarism is taken seriously and is reported to the University Disciplinary Board with a possible consequence that the student will be suspended from their studies. **Any act of plagiarism is taken seriously.**

Plagiarism is an act of fraud that involves stealing someone else's work, for example:

- 1) copying texts from other sources without giving proper citation;
- 2) failing to put quotation marks in for direct quotations;
- 3) incorrect information about the source; and
- 4) paraphrasing without proper citation.

Self-plagiarism is also seen as an act of fraud. It is not allowed to use texts that you have written yourself and that have been examined as part of other university courses and present them as assignments for examination in a new course. This is referred to as self-plagiarism and is in the same way as other types of plagiarism taken seriously by Stockholm University.

It is important that you understand the seriousness of the offence. At Stockholm University, plagiarism is taken seriously and if the intention and degree of plagiarism is found inappropriate, it will be reported to the University Disciplinary Board with a possible consequence that the student will be suspended from their studies for up to 6 months. Please read the following webpage to learn more about Regulations for Disciplinary Matters at Stockholm University:

<https://www.su.se/english/education/2.211/guidelines-for-disciplinary-matters-at-stockholm-university-1.181>

You can also read 'Conducting Ethical Research' which is presented at Swedish Research council. <https://www.vr.se/english/applying-for-funding/requirements-terms-and-conditions/conducting-ethical-research.html>

III. The Grading System

Grading Scale	
A.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in an excellent way. The student shows an excellent ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without any formal mistakes and with a language that signifies clarity and an effort to elaborate the text. The text should not be shorter or longer than the range prescribed in the course assignment. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
B.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a very good way. The student shows a very good ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without formal mistakes and with a language use that signifies clarity and an effort to elaborate the text. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
C.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a good way. The student shows good ability to describe, analyse and discuss the content of the course without major shortcomings. The text refers in a relevant way to the course literature and to other appropriate texts. The text is well structured, without any major formal mistakes and with a good language use. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
D.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a satisfactory way. The student shows that he/she has achieved knowledge and understanding of the course content and ability to discuss this in an independent way. The text refers to the course literature. The text is structured in a satisfactory way, without any major formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
E.	The course paper demonstrates that the learning outcomes of the course have been fulfilled in a sufficient way. The student shows that he/she has achieved an acceptable knowledge and understanding of the course content, but with a limited ability to discuss this in an independent way. The text connects to the course literature. The text is structured in an acceptable way, without any serious formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
Fx.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be: that the course literature is not covered in a sufficient way, analyses and discussions in the text are not convincing, the text is too close to the course literature, there is no link between own observations and the course literature / the content of the course, the text is difficult to understand due to inadequate language use, the disposition of the text makes it difficult to follow the text, references are incorrect or missing and/or the paper is much shorter or much longer than the prescribed length. A revision of the paper is needed.
F.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be those mentioned under F(x), but are so serious that they cannot be amended in a revision of the text. The course participant has to do a new course assignment that will be given by the course leader.

IV. Course Programme: Introduction to Educational Research Methods

4.1 Compulsory lectures, group work and seminars

The lectures, group work and seminars listed below are compulsory. When absent, students have to contact the course leader, Ulf Fredriksson (ulf.fredriksson@edu.su.se), for additional course assignments.

For both **seminars and workshops**, there are small groups arranged for in-depth discussions among the participants. Students need to sign up to join in advance. Students will be asked to sign-up for which small group of seminars and workshops before **March 26th** via Athena course site under 'Plans'. Further information will be given during the course.

For the **group work 1, 2, 3 and 4**, each course teacher will group the students before each group work starts and give information about the rooms for further group work and discussion.

To obtain the latest information about the course schedule use the following link:

<https://cloud.timeedit.net/su/web/stud1/ri167045X17Z06Q6Z86g3Ye0yZ046Y37Q03gQY6Q57121070oQ.html>

(also available from Athena course site)

4.1.1 Lecture, group work, and seminar plan

Teachers

UF - Ulf Fredriksson (Course leader) ulf.fredriksson@edu.su.se

SNCR – Shu-Nu Chang Rundgren (Course co-leader) shu-nu.chang-rundgren@edu.su.se

MH – Meeri Hellsten meeri.hellsten@edu.su.se

SKL -Susanne Kreitz-Sandberg susanne.kreitz-sandberg@edu.su.se

MM - Malgosia Malec malgosia.malec@edu.su.se

Course administrator:

Emma West emma.west@edu.su.se

Unit	Readings and Write-Ups	Teacher
Unit 1: Introduction to the course. Educational research methodology - An overview.	Bryman, A. Part 1 (Chapters 1-6) Coe, R. The Nature of Educational Research. Chapter 2 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education	UF
Unit 2: Research designs; Planning a research project and formulating research questions; Ethics, consent and politics (GDPR) in social research	Bryman, A. Part 1 (Chapters 1-6) Day Ashley, L: Planning your research. Chapter 5 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education Hammersley, M. Research Ethics. Chapter 7 Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education	UF
Introduction to Group Work 1		

Unit 3: The nature of quantitative research and its applications	Bryman, A. Part 2 (Chapters 7 - 15)	SNCR
Unit 4: The nature of quantitative research and its applications (continued)	Bryman, A. Part 2 (Chapters 7 - 15)	SNCR
Units 1-2: Research questions and ethics Group Work 1	Bryman, A. Part 1 (Chapters 1-6) Chapter 2 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education Day Ashley, L: Planning your research. Chapter 5 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education Hammersley, M. Research Ethics. Chapter 7. Coe, Waring	UF
Units 1-2: Research questions and ethics Group Work 1: Presentations	Bryman, A. Part 1 (Chapters 1-6) Chapter 2 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education Day Ashley, L: Planning your research. Chapter 5 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education Hammersley, M. Research Ethics. Chapter 7. Coe, Waring	UF
Unit 5: Developing Tests and Questionnaires for Assessment of Educational Achievement. Introduction to Group Work 2	Tymms, P.: Questionnaires. Chapter 26 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education	UF
Units 3 – 5 Group work 2	Bryman, A. Part 2 (Chapters 7 - 15)	UF
Units 3 – 5 Group work 2 presentation	Bryman, A. Part 2 (Chapters 7 - 15)	UF
Seminar A1: Quantitative research	Bryman, A. Part 2 (Chapters 7 - 15)	SNCR
Seminar A2: Quantitative research	Bryman, A. Part 2 (Chapters 7 - 15)	SNCR
Seminar A3: Quantitative research	Bryman, A. Part 2 (Chapters 7 - 15)	SNCR
Optional: Workshop on quantitative survey method and the application of SPSS Group 1	Bryman, A. (Chapter 16) Using IBM SPSS statistics Pallant, J. (2005) <i>SPSS Survival manual: A step by step guide to data analysis using SPSS for Windows (Version 12)</i> . Sydney: Allen&Unwin (PDF can be found on Athena)	SNCR
Optional: Workshop on quantitative survey method and the application of SPSS Group 2	Bryman, A. (Chapter 16). Using IBM SPSS statistics Pallant, J. (2005) <i>SPSS Survival manual: A step by step guide to data analysis using SPSS for Windows (Version 12)</i> . Sydney: Allen&Unwin (PDF can be found on Athena)	SNCR
Unit 6: The nature of qualitative research Methodology of qualitative research Types of research design	Bryman, A. Part 3 Chapter (17) Bray et al. Chapter 3 & 4	MH
Unit 7: Qualitative analysis (Part I) Paulston's heritage to ICE	Bryman, A. Part 3 (Chapters 18 -24) Paulston (on Athena)	MH

Unit 8: Qualitative analysis (Part II) Introduction to group work 3	Selected articles as specified on Athena	MH
Units 6 – 8 Qualitative research Group work 3 Text based/ discursive methods Ethnographic method Social cartographies Vignettes as data Participant observation Open ended interviews Focus group research' Qualitative surveys Document /Archival method	Bryman, A. Part 3 Chapters (18-24) Selected articles as specified on Athena	MH
Units 6 – 8 Qualitative research Group work 3 Presentation	Bryman, A. Part 3 Chapters (18-24) Selected articles as specified on Athena	MH
Seminar B1: Qualitative research Stepwise progression from design to analysis (Interview Guide, Method and analysis)	Bryman, A. 5 th Edition Part 3 Chapters (17,18-20) Coe R. et al (2017) 2 nd Edition Part II chapters (4-7) Magnusson E. & Marecek J. 2015 <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> , Chapters 3,4,5	MM
Seminar B2: Qualitative research Stepwise progression from design to analysis (Interview Guide, Method and analysis)	Bryman, A. 5 th Edition Part 3 Chapters (17,18-20) Coe R. et al (2017) 2 nd Edition Part II chapters (4-7) Magnusson E. & Marecek J. 2015 <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> , Chapters 3,4,5	MM
Seminar B3: Qualitative research Stepwise progression from design to analysis (Interview Guide, Method and analysis)	Bryman, A. 5 th Edition Part 3 Chapters (17,18-20) Coe R. et al (2017) 2 nd Edition Part II chapters (4-7) Magnusson E. & Marecek J. 2015 <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> , Chapters 3,4,5	MM
Optional: Seminar/Workshop on Biographical method, narrative and semi-structure interview and NVivo Group 1	Coe R. et al (2017) chapter 32 Bryman, A. 5 th Edition chapter 25 Magnusson E. & Marecek J. 2015 <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> , Chapter 6 Optional: Robert Atkinson, 1998, <i>The life story interview</i> , chapters 1-3	MM
Optional: Seminar/Workshop on Biographical method, narrative and semi-structure interview and NVivo Group 2	Coe R. et al (2017) chapter 32 Bryman, A. 5 th Edition chapter 25 Magnusson E. & Marecek J. 2015 <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> , Chapter 6 Optional: Robert Atkinson, 1998, <i>The life story interview</i> , chapters 1-3	MM

Unit 9: Breaking down the quantitative/qualitative divide	Bryman, A. Part 4 (Chapters 26-28) Biesta, G. Mixing methods in educational research. Chapter 19 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education Day Ashley, L: Planning your research. Chapter 5 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education Hammersley, M. Research Ethics. Chapter 7 Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education	SKL
Unit 10: Breaking down the quantitative/qualitative divide Introduction Group Work 4	Bryman, A. Part 4 (Chapters 26-28) Biesta, G. Mixing methods in educational research. Chapter 19 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education Day Ashley, L: Planning your research. Chapter 5 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education Hammersley, M. Research Ethics. Chapter 7 Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education	SKL
Unit 9-10 Breaking down the quantitative/qualitative divide Group work 4	Bryman, A. Part 4 (Chapters 26-28) Biesta, G. Mixing methods in educational research. Chapter 19 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education	SKL
Unit 9-10 Breaking down the quantitative/qualitative divide Group work 4 Presentation	Bryman, A. Part 4 (Chapters 26-28) Biesta, G. Mixing methods in educational research. Chapter 19 in Coe, Waring, Hedges & Arthur: Research Methods & Methodology in Education	SKL
Closing session		UF/SNCR

4.2 Optional Workshop on quantitative survey method and the application of SPSS

The workshop is an optional workshop, offered in small group twice.

The workshop will provide an opportunity for the participants to experience the process of conducting a questionnaire survey and code the responses collected from a survey. Further, the workshop instructor will demonstrate statistical analyses/methods via SPSS in relation to different research questions.

If you like to download SPSS, you can find information via the link below.
<https://www.su.se/english/education/during-your-studies/software-for-students/spss-1.447934>

If you have any trouble downloading SPSS onto your computer, you will need to contact the IT department for support. They can be reached at 08-16 1999, Monday-Friday 8.00-16.00 or via email at helpdesk@su.se

Students interested in attending one of the workshop sessions must register for a session (with their choice between the two sessions), no later than **March 26th**, on the Athena course page.

Professor Shu-Nu Chang Rundgren (shu-nu.chang-rundgren@edu.su.se) will be the instructor for the workshop

4.3 Optional Seminar/Workshop on Biographical method, Narrative and semi-structure interview and NVivo

The seminar/workshop is optional and offered in small group twice.

The seminar part is to introduce biographical method and the related narrative/life interview as well as the application of NVivo programme for data analyses. The workshop part is to let the participants conduct narrative interview.

For student information, there is an option for student licenses for NVivo through a company called Alfasoft. It is not free, but is at a reduced price.

550 SEK for NVivo Starter for 1 year (687.50 SEK with tax)

890 SEK for NVivo Pro for 1 year (1062.50 SEK with tax)

Students who are interested in attending the seminar/workshop session must register for a group (with their choice between the two time slots), no later than **March 26th**, on the Athena course page.

Dr. Malgosia Malec malgosia.malec@edu.su.se will be the instructor for the seminar/workshop.

V. Course Literature

Main Textbook (Compulsory reading)

Bryman, A. (2016). *Social Research Methods*. Oxford University Press, 5th Edition.
Coe, R., Waring, M., Hedges, L. & Arthur, J. (eds.) (2017) *Research Methods and Methodologies in Education*. SAGE Publications Ltd, 2nd Edition

Further Readings (Optional readings)

American Educational Research Association (2011) *Code of Ethics*. American Educational Research Association.

- Anderson, P. and Morgan, G. (2008). *Developing Tests and Questionnaires for a National Assessment of Educational Achievement*. Washington DC: The World Bank. Chapter 1, 2, 8, 9, 10.
- Bartlett, L., and Vavrus, F. (2017). *Re-thinking case study research. A Comparative Approach*. London: Routledge.
- Bhola, H.S. (1990). *Evaluating "Literacy for Development" Projects, Programs and Campaigns*. Hamburg: UNESCO Institute for Education.
- Bray, M., Adamson, B. and Mason, M. (eds.) (2007). *Comparative Education Research: Approaches and Methods*. Hong Kong: The University of Hong Kong.
- Clandinin, D. J. (2013). *Engaging in narrative inquiry*. San Francisco: West Coast Press. (selected sections, available on Mondo)
- Denzin, K. & Lincoln, Y.S. (2000) (eds.) *Handbook of Qualitative Research*. 2nd eds. London: S
- Gee, J. P. (2014a). *An introduction to discourse analysis: Theory and method* (4th ed.). New York: Routledge. (selected sections, available on Mondo)
- Gee, J. P. (2014b). *How to do discourse analysis: A toolkit* (2nd ed.). New York: Routledge. (selected sections, available on Mondo)
- Gee, J. P. (2014c). *Unified discourse analysis: Language, reality, virtual worlds and video games*. New York: Routledge. (selected sections, available on Mondo).
- Goetz, J.P. and LeCompte, M. D. (1984). *Ethnography and Qualitative Design in Educational Research*. London: Academic press, Inc.
- Gray, D. E. (2014). *Doing Research in the Real World*. 3rd eds. London: Sage.
- Hammersley, M. and Traianou, A. (2012) *Ethics and Educational Research, British Educational Research Association on-line resource*. Available on-line at <https://www.bera.ac.uk/wp-content/uploads/2014/03/Ethics-and-Educational-Research.pdf?noredirect=1>
- Suter, Larry, Stone, Emma & Denman, Brian D. eds. (2019). *The SAGE Handbook of Comparative Studies in Education*. Sage Publications Ltd, London. (selected excerpts)
- Wenger-Tayner, B., Wenger-Trayner, E., Cameron, J., Eryigit-Madzwamuse, A. (2017). Bouandries and Boundary Objects: An Evaluation Framework for Mixed Methods. *Journal of Mixed Methods research*. <http://journals.sagepub.com/eprint/Vk9qR9Kct66yfA5SMpdV/full>

Literature for workshop

- Pallant, J. (2005) *SPSS Survival manual: A step by step guide to data analysis using SPSS for Windows (Version 12)*. Sydney: Allen&Unwin (It can be found on Athena)