

## 2019S Research Methods Courses

### Term 1

#### **EDST 508A 941 Review of Research in Educational Studies: Post-Qualitative Research Methods (3)**

*Instructor:* Dr. P. Taylor Webb

*Term:* 1

*Day and Time:* Mon and Wed, 4:30 p.m. to 7:30 p.m.

The seminar supports graduate students interested in learning about or conducting research in nonrepresentational theory, including research conceived within performative, relational, queered, and vitalist ontologies. The impetus for the course begins with Elizabeth St. Pierre's (2011)<sup>1</sup> critique of "conventional humanist qualitative inquiry", and then details several methodological considerations involved in designing, performing, and reporting inquires in relation to ontological expressions that resist or subvert traditional forms of representation - signifying practices more commonly practiced in research paradigms of the 'social sciences' and 'the ethnographic' (and emanating from historical articulations of anthropology and sociology). The course provides students with opportunities to develop understandings of various approaches to 'post-qualitative research', including nonrepresentationalist epistemologies that re-consider emphases and understandings of 'human' (i.e., 'post-human') and in relation to assorted critiques of the 'subject' (e.g., Cartesian) raised by poststructuralism, indigenous epistemologies, and new feminist materialisms. The course includes sessions / topics dedicated to: (a) performative, relational, queered and vitalist ontologies; (b) refusing anthropocentric data; (c) non-representation, non-coherent representation, and more-thanrepresentational; (d) affect and embodiment; (e) indigenous expressivism; and, (f) vitalist studies and post-humanism. The course provides an extensive bibliography to tailor individual research projects within these emerging research trajectories. There are no prerequisites. The course will focus on issues in education but welcomes students from all fields and disciplines. The course will also have strong appeal to those interested in the philosophy and sociology of science, including science and technology studies (STS).

#### **EDUC 500 921 Research Methodology in Education (3)**

*Instructor:* Dr. Leslie Roman

*Term:* 1

*Day and Time:* Tue and Thu, 4:30 p.m. to 7:30 p.m.

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<sup>1</sup> St. Pierre, E. A. (2011). Post qualitative research: The critique and the coming after. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed.) (pp. 611-625). Los Angeles, CA: SAGE.



### **EDUC 500 96B Research Methodology in Education (3)**

*Instructor:* TBA

*Term:* 1

*Day and Time:* Sat, 9:00 a.m. to 12:00 p.m.

**This course is offered specifically for EfS2 cohort students ONLY.**

### **EPSE 483 951 Reading and Interpreting Research in Education (3)**

*Instructor:* TBD

*Term:* 1

*Day and Time:* online

This course is an introductory research methods course for MEd students who are being trained as consumers rather than producers of educational research. Therefore, the course focuses on developing skills for locating, understanding, interpreting and critiquing education research. The course provides an overview of research design and process, introduces the concepts and skills involved in understanding and analyzing research in education, and provides an overview of basic, general knowledge of various research methodologies. Objectives of the course include the following:

- develop library search skills and knowledge about resources for locating research articles and reports
- understand the relationship between research questions, designs and methodologies
- understand different research designs and methods such as correlational, experimental, ethnographic
- understand and interpret statistical data and findings
- understand and critique research methodologies and analyses
- develop skills to analyze and critique articles
- understand and apply concepts of validity and validity evidence in understanding and critiquing research reports

**Prerequisites:** No prerequisites. This course may not be used as a prerequisite to EPSE 592 or EPSE 596.

### **EPSE 581C 941 Special Topics in Measurement, Evaluation, and Research Methodology: Causal Inference for Applied Researchers (3)**

*Instructor:* Dr. Edward Kroc

*Term:* 1

*Day and Time:* Mon and Wed, 9:30 a.m. to 12:30 p.m.

The need to make causal claims is common to all social, health, and natural sciences. However, without the ability to perform tightly controlled experiments in a laboratory, the ability to justify causal claims, and to quantify corresponding causal effects, is a massive challenge. In this course, students will learn a variety of modern techniques for tackling this challenge. We will discuss different causal models, from the Fisherian ideal of controlled experiments to the modern ideas of Rubin and Pearl. We will explore

when and how these models apply to real-world problems, their limitations, and what can be done (or cannot be done) when the theory fails. The course will focus heavily on practical implementation and critical analysis of causal claims, and we will discuss many analytical methods to help accomplish this. Methods that will be touched on include restricted randomization, discontinuity designs, wedge designs, structural equation models, mediation analysis, effective matching and propensity score techniques, and instrumental variables. We will motivate and explore the applications and limitations of these techniques through a variety of case studies from the social, health, and ecological sciences literature. Proper communication of causal claims and caveats to audiences of varying technical levels, from academic colleagues to private and public stakeholders in industry and government, will be emphasized throughout.

**Prerequisite:** Successful completion of EPSE 592 or EPSE 596 or equivalent; having both would be an asset.

### **LLED 565K 921 Poetic Inquiry (3)**

*Instructor:* Dr. Kedrick James

*Term:* 1

*Day and Time:* Tue and Thu, 4:30 p.m. to 7:30 p.m.

Narrative and poetic inquiry will be explored within a broad, interdisciplinary, arts-based context, supporting research and teaching inquiries and orientations that concern the creative methods by which language and other semiotic resources can be used to illuminate deeper connections between related phenomena in their area of study. Students are expected to undertake or continue to refine their own arts-based research and inquiry projects within the framework of academic scholarship. This course will provide students with grounding in the theory and application of narrative and poetic inquiry to a variety of real-world problems. In light of recent changes in the British Columbia Ministry of Education curriculum to a more open and inquiry-based model of pedagogy, this course will also consider how researcher and teacher inquiry can serve as a model for how inquiry into big ideas, understandings, and creative actions can be promoted and sustained in school-based and community learning environments.

## Term 2

### **EDCP 508D 951 Review of Research in Curriculum and Pedagogy: Researching in Cross-Cultural and Global Contexts (3)**

*Instructor:* Dr. Peter Cole

*Term:* 2

*Day and Time:* Mon to Fri (July 22 to Aug 2), 12:00 p.m. to 3:30 p.m.

The focus of this research methodology course is to guide students in the design and enactment of cross-cultural research with Indigenous and other marginalized peoples in local and global contexts. This course offers students an opportunity to examine the challenges of conducting research across different

worldviews, knowledge systems, languages, and geographies. Students will critically reflect on how their own worldviews and life narratives influence the shaping of their research projects as they work to articulate research method(ologie)s and research projects that promote equity, social and environmental justice, and living in a good way with all our relations. It is recommended that students come to this course having already completed EDUC 500: Introduction to Research Methodologies.

**EDCP 585E 951 Special Course in Curriculum and Pedagogy: Teacher Inquiry: Living the Research in Everyday Practice (3)**

*Instructor:* Dr. Tony Clarke

*Term:* 2

*Day and Time:* Mon to Fri, 8:00 a.m. to 10:30 a.m.

Shifting the focus from research on teachers to research by teachers, this research genre unites schools and universities in research efforts that genuinely address issues of teacher knowing/knowledge. Given that knowledge is personally constructed, socially mediated, and inherently situated, Teacher Inquiry, as a way of researching one's practice, is uniquely placed to honour each of these characteristics in important ways. This course will examine the various names/approaches by which teacher inquiry is known (and practiced), the differences between each, and appropriateness of each as they pertain to thinking about one's practice. Further, it will provide students with the opportunity to develop proposals that draw on Teacher Inquiry as the central research method.

**EDST 508B 941 Review of Research in Educational Studies (3)**

*Instructor:* Dr. Jude Walker

*Term:* 2

*Day and Time:* Mon to Thu, 9:30 a.m. to 12:30 p.m.

**This course is offered specifically for 2018 EdD cohort students ONLY.**

**EDUC 500 951 Research Methodology (3)**

*Instructor:* Dr. David Anderson

*Term:* 2

*Day and Time:* Mon to Fri, 1:30 p.m. to 4:30 p.m.

This course is designed for graduate students in the first year of their programs. It acknowledges the importance of excellence in research design, but is predicated on the assumption that the paradigm view of the researcher, the research problem, and the research question should determine research design - consistent with the diversity of researchable problems, which can be identified in educational structures and processes. The course will survey rationalized, standard, and empirically-based research issues and approaches in a manner intended to assist the students in selecting research methods and strategies for more intensive studies. More specifically, the course will help student to develop their own research question(s) together with appropriate research designs, and analytical techniques. The course will also enable participants to be able to read research reports critically.

**EPSE 482 921 Introduction to Statistics for Research in Education (3)**



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*Instructor:* TBD

*Term:* 2

*Day and Time:* Tue and Thu, 4:30 p.m. to 7:30 p.m.

Statistics is the science of collecting, organizing, and interpreting data. An important aspect of many professions, training in this science is valuable preparation for a variety of careers. This course provides an overview of descriptive and inferential statistics commonly used in educational and psychological research. Students successfully completing this course should be able to comprehend the assumptions, limitations, and uses of statistical methods; compute and interpret descriptive and selected inferential statistics; comprehend research that reports frequencies, means, t-tests, F-tests, and nonparametric tests; engage in statistical thinking; and develop a positive attitude towards the use of statistical methods. The key concepts include data displays, descriptive statistics, variance, standardized distributions, sampling, probability distributions, sampling error, hypothesis testing, t and F-tests for comparing independent and dependent means, comparing proportions, correlation, and simple linear regression.

***Prerequisites:*** Grade 12 algebra/math. A college level course in mathematics or statistics will be a definite advantage.

### **EPSE 528 951 Basic Principles of Measurement (3)**

*Instructor:* Dr. Anita Hubley

*Term:* 2

*Day and Time:* Tue and Thu, 9:30 a.m. to 12:30 p.m.

This course provides an introduction to educational and psychological measurement. This is not a statistics course and it provides more in-depth coverage of measurement, reliability, validity, and theory than what is covered by typical 'tests and measures' courses. Four areas will be emphasized: (a) principles of measurement theory (e.g., reliability, validity); (b) applications of classical test theory to real world measurement problems; (c) historical and social context of testing and measurement; and (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.

***Prerequisites:*** Successful completion of EPSE 482 or an equivalent undergraduate statistics course.