



2021W Research Methods Courses

EDCP 513 031 Case-Study Research and Cross-Case Analysis

Instructor: Lisa Loutzenheiser

Term: 1

Day & Time: Thu, 16:30 to 19:30

In this course we will explore the underpinnings, theories, methodologies, methods, and practice of case-study research. Case studies are in-depth qualitative or mixed method inquiries about contemporary phenomenon set within its everyday contexts (Yin, 2013). Case study research can be grounded in different ways of knowing and world and we will explore many with an eye toward difference, justice, and Indigenous framings. Together we will discover the positioning of case study among other social science research methods. We will look at and question the goals of case-study design, connections of methodology to theoretical frameworks, data generation, data analysis, writing and representation. For example, what kinds of research questions is a case study good at addressing? What are the strengths and weaknesses? How and why do researcher positionalities matter? We will look at the foundations of case study research and studies within education and beyond to consider these questions. All assignments are designed to be student-directed with an eye toward one's own project and interests at the Ph.D. and masters levels.

EDST 501, Research Traditions in Educational Administration

Instructor: Fei Wang

Term:1

Research: Relating, Questions, Theory, and Methodology (Metcalf)

EDST 601, Doctoral Seminar (focused on research methodology and epistemology) (Walker, PhD only)

EDST 603, Review of Research in Educational Studies (Mazawi, EdD only)

EDUC 500, Research Methodology in Education

Instructor: Ali Abdi

Term:1

Day & Time: Thu, 16:30 to 19:30

EDUC 500 (005) Research Methodology



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Faculty of Education

Office of Research in Education
Faculty of Education
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Canada V6T 1Z4

Phone 604.822.5512 Fax 604.822.8971
www.ore.educ.ubc.ca

Instructor: Sandra Scott

Term: 1

Day & Time: Tue, 16:30-19:30

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.

EDUC 500 (006) Research Methodology

Instructor: TBA

Term: 1

Day & Time: Tue, 16:30 to 19:30

ONLINE

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 505 (031) Review of Research in Music Education: Theory and Practice

Instructor: Peter Gouzouasis

Term: 1

Day & Time: Mon 16:30-19:30

This course is an overview of traditional and emerging research methods in music and arts education research (Arts Based Educational Research [ABER] and Creative Analytica Practices [CAP; autoethnography]). It will complement and extend ideas covered in EDUC 500 to music teaching and learning contexts. We will examine qualitative and quantitative approaches to music and arts education research, analyze and critique a select group of studies, and discuss techniques and research strategies for applications in a variety of music making settings.



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EDCP 504A 032 Arts Based Educational Research

Instructor: Marie-France Berard

Term: 2

Day & Time: Wed 16:30 to 19:30

In this seminar, we will study the orientations, dispositions, and stances that art educators and art scholars typically assume, adopt, and pursue in their research inquiries. During the seminar, the work of selected artists, artist-scholars, and art-researchers will be studied in an effort to understand what they turn toward (and with) when they do their scholarly and creative work; the dispositions of inquiry that they adopt; and the stances that they take toward phenomena of interest. Through the concepts of orientation, disposition, and stance, the seminar will also provide an introduction to, and an overview of five broad categories of art education research and scholarship: Historical Research; Policy Research; Art Learning and Curricular Research; Gender and Social Research; and Teaching and Teacher Education Research.

EDUC 500 (004) Research Methodology

Instructor: Jillianne Code

Term: 2

Tue 16:30-19:30

This course acknowledges the importance of excellence in research design but is predicated on the assumption that the researcher's understandings of the world determines how researchable problems are seen and what research design is possible. Given the diversity of researchable problems, this course offers insight into the range of research design. Research is contextualized in educational settings – early childhood, primary, middle, secondary, adult and vocational education and training. The focus therefore is on research for and of education.

EPSE 581B (074) Special Topics : Phenomenology

Instructor: Sandra Mathison

Term :1

Day & Time: Mon 16:30 to 19:30



This seminar will explore research methodologies rooted in phenomenology. We will begin with an introduction to phenomenology as a philosophical and theoretical perspective to ground exploration of methodologies stemming from this perspective. We will read both original texts and contemporary works on phenomenology to establish an understanding of the foundations of phenomenology including core concepts such as phenomenon, life worlds, lived experience, intentionality, bracketing, and intersubjectivity. Some methodologies we may explore include transcendental phenomenology, existential phenomenology, hermeneutic phenomenology, phenomenology of practice, phenomenography, actor-network theory, and symbolic interactionism. The specific focus and direction of the seminar will be based on the interests and experiences of those enrolled.

EPSE 595 Qualitative Research Methods

Term 1 (Section 074) & 2 (Section 075)

Instructor: Sandra Mathison

Day & Time: Wed 16:30 – 19:30

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. There are no prerequisites for this course so it is appropriate for both masters and doctoral students who are making an initial foray into 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 begins with a brief philosophical introduction to the foundational ideas in post-positivism and interpretivism that underpin alternative research methodologies and methods. Students will be encouraged to reflect on and come to new understandings about their epistemologies as they learn about interpretive research approaches. 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. While the course does not focus in depth on any specific methodology, students will be introduced to a wide range of methodological approaches. 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.



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ETEC 500: Research Methodology in Education (online)

Instructor:TBA

Term: 1

ETEC 500 64A, 64B, 65A, 65B courses are restricted to MET/TBDL/TBLS students.

ETEC 500 W4A

Term: 2

ETEC 500 65A, 65B courses are restricted to MET/TBDL/TBLS students.

ETEC 500 W5A

There is a new expectation in education that programs and practices be grounded in scientifically-based evidence. Hunches and traditions are to be replaced by data-driven decisions that follow logically from rigorous research completed in educational contexts. ETEC 500 (Research methodology in education) covers how that evidence emerges and how to evaluate its meaningfulness.

This research methods course is particularly designed for learners in the Master of Educational Technology program. While it investigates how educational research is conducted across the major traditions (quantitative, qualitative, mixed method, and action research), it is particularly focused on topics of relevance to educators and practitioners engaged in using, managing or developing educational technologies. A major course goal is to make research accessible to the MET audience, and to equip you with the skills and understandings that enable the evaluation of published research. The course is oriented toward the consumer of educational research and brings a thinking-skills approach to the coverage of major ideas. It takes the perspective that what is important in today's changing education landscape is the ability to think clearly about research methods, reason through complex problems, and evaluate published research. Topics include scientific reasoning; types of variables and hypotheses; sampling; data collection and instrumentation; control procedures; common experimental, non-experimental, qualitative, and mixed methods research designs; data analysis; and research analyses and critiques. In addition, you will consider research ethics guidelines for education research, and will practice critical literature search, citation and review skills that are an essential foundation for further study.



ETEC 500 introduces you to a range of research and analysis skills and practices that will improve your work in other ETEC courses. You will find it beneficial to take this course (ETEC 500) earlier rather than later in your program, and many previous students have stated that taking this course first in their program is extremely beneficial.

- All learning activities in this course are related to its major goals:
- Understand the scientific research process and its integrated components
- Describe the guiding principles of research ethics
- Understand how the research process applies to education and to the field of educational technology.
- Understand the relationship between research questions, designs and methodologies
- Understand different research designs and methods such as correlational, experimental, ethnographic
- Hone library search skills and knowledge about resources for locating research articles and reports
- Know how to think critically about the research process in education
- Conduct analyses of published reports

KIN 570 Research Methods in Kinesiology

Restricted

Instructor: Karim Miran-Khan

Term: 2

Day & Time: Mon 13:00 – 16:00

The focus of this course is on developing graduate students' research skills to allow them to conduct original quantitative research (if they wish). In this course, we will explore the philosophical underpinnings and applications of quantitative research. Students should develop a comprehensive understanding of (a) the strengths and limitations of quantitative research designs; (b) the role of measurement within quantitative research; (c) the connection between research design and the selection of statistical techniques; (d) how to critically evaluate scientific literature; (e) ethical considerations in kinesiology research; (f) contemporary issues within kinesiology research; (g) and how to synthesize and communicate quantitative research in written and verbal forms.



KIN 571- Qualitative Methods in Sport, Leisure, and Health Studies

Restricted

Instructor: Laura Hurd

Term: 2

Day & Time: Fri 9:30 -12:30

The goals of this course are: (1) to consider and examine what qualitative research methods are and how and when they are best utilized; (2) to consider and engage key theoretical, methodological, and ethical debates about and approaches to qualitative inquiry; (3) to use practical exercises doing qualitative research as a basis for discussion about the variety of 'field research' techniques and for considering challenges faced by those working 'in the field'; (4) to consider the various strategies and criteria for critically examining qualitative research studies; and (5) to offer relevant support and background for students in their development of a research proposal. The ultimate 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' and the 'sociology of health' fields, and the methodological debates and discussions that are featured within these fields.

KIN 572 - Research Methods in Sports Coaching

Restricted

Instructor: Carolyn McEwen

Term: 1

The course content is delivered in 2 formats:

- Synchronous online meetings via Zoom (meeting room link can be found on Canvas) to be held on Mondays from 9-10:30am (PT)
- Asynchronous self-paced readings, videos, and learning activities

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



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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

LLED 501 Analyzing Discourse and Talk: An Overview of Methods

Instructor: Meghan Corella

Term 2:

Day & Time: Tues 16:30 -19:30

What is discourse? How is it related to social structures and realities? What methods can researchers use to describe and explain these relationships? What can the close study of discourse tell researchers about language and literacy practices? As a dynamic and interdisciplinary field emerging from anthropology, education, 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 spoken and written language use in specific 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.