



Date: 2021-02-01

Course Description

Introduction to Educational Research Methods (15 ECTS)

Course Code: PEA 464

Spring 2021

Course Leader:

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1. General Introduction

1.1 General Information

1.1.1 Contact Information

Teachers (according to the alphabetical order of the last name):

Shu-Nu Chang Rundgren (course leader) shu-nu.chang-rundgren@edu.su.se

Ulf Fredriksson (course leader) ulf.fredriksson@edu.su.se

Meeri Hellsten meeri.hellsten@edu.su.se

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Rebecca Ye rebecca.ye@edu.su.se

Administrator:

Emma West emma.west@edu.su.se

1.1.2 University Account and Athena

The course contains compulsory instruction, which includes lectures, workshops, seminar discussions structured around main themes, to achieve the learning outcomes. Included in the course is compulsory presentation of students own examination as well as critical review of another student's examination task.

For information on how to activate your university student account, please visit:

<https://www.su.se/english/education/a-smooth-start/get-access-to-it-services-your-university-account-and-order-a-university-card>

Athena is a web-based learning and collaboration platform for courses at Stockholm University. You must have activated your student account and be registered for the course to have access to the Athena course page. The Athena page for this course will be made available to students registered for the course, no later than one week before the course begins. If you have difficulty accessing the Athena page for this course, please check first that you are registered for the course. Then contact the course administrator. The link to Athena is <https://athena.su.se/>

1.2 Course Structure and 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.

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.

1.3 Learning objectives/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.

2. Examination and Grading

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. Examination tasks, which are not submitted by the deadline stated in the course description under section **2.5 Examination Dates** will not be assessed.

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 at Athena site.

2.1 Course paper

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
- 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

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**

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

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 **‘Forum’ sessions** and the **closing session of the course**.

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.

2.1.1 Structuring the course paper (“Formalia”)

The title of the paper must align with the exam paper contents. The headings and subheadings align across sections. There is a logical sequence between different sections of the work and an alignment of synchronised ideas. Quotations, citations and references to original source literature are correctly articulated in the paper with a complete ‘list of references’ placed at the end of the exam paper. Tables and figures are correctly titled and presented in the paper. The language of the paper is clear, concise and coherent.

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](#)

2.1.2 Presentation, Discussion and Evaluation of the Assignment

2.2 Attendance

Normally, students must attend at least 80% of all compulsory course sessions and students who have been absent more than 40% of the compulsory course sessions have to re-take the course. This will not be followed during this course during the COVID-19 pandemic period. As lectures, group work and seminars will be organised in other ways than usually we will not keep record of attendance in the same way as we normally do. Instead it will be compulsory to hand in papers related to the group works and seminars in Athena.

2.3 Plagiarism

It is permissible to cite other sources, but both direct quotes and indirect references to a text must always be provided with correct and complete referencing to the original source. Copying or writing a shorter or longer paragraph and stating yourself as the author of the text is prohibited. This is considered plagiarism. You may also not copy your own texts that have been used in other examinations, as this is considered self-plagiarism. An example of plagiarism is copying text verbatim or almost verbatim (this includes parts of a text and/or individual sentences) and not indicating where the text originates from. Plagiarism is also when you use another person's text and make it appear that it is your own. For example, text found in the course literature and /or texts that you have found online, or another student's course paper. Plagiarism is regarded as a crime, not only against the established research ethics code, but also against upholding general regard towards one's own and others' texts. Plagiarism is unauthorized cheating and is always subject to disciplinary reporting, which can lead to suspension. At Stockholm University, texts are checked against a database.

2.4 Cheating

As a student at Stockholm University, you are responsible for your own education. Part of your responsibility includes knowing the rules that exist for study, examination and being on the university premises, and utilizing resources. According to the rules that apply to the university, disciplinary measures may be taken against students for:

- using unauthorized means, or otherwise attempt to, mislead an exam or when student performance is assessed otherwise;
- interfering with or obstruction teaching, tests or other activities within the framework of education.

Disciplinary matters are dealt with by the Stockholm University Disciplinary Board. The penalty may be a warning or suspension for a period of 1-6 months. Information on Stockholm University rules for examination and disciplinary cases can be found on Stockholm University's website www.su.se/regulations. Teachers are required to report a suspected suspicion of cheating to the director of studies.

2.5 Examination Dates

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

The course paper submission date is **Sunday May 23 (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**.

Presentation and discussion of the course paper will take place on **Thursday, June 03 (9.00 – 17.00) and Friday, June 04 (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 3 and June 4**.

Second Examination

Students who do not submit a course paper on Sunday May 23, 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 16, 2020**. The submission date is **Sunday August 29 (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**. The presentation and discussion of the course paper will be **Friday September 03 (9:00-15:00)**.

Third Examination

Students who have not submitted a course paper on May 23 or August 29, 2021, 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 27**. The submission date is **Sunday October 10 (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**. The presentation and discussion of the course paper will be **Friday October 15, 09:00-15:00**.

2.6 Grading Criteria

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.

3. Course Evaluation

The course is evaluated through an online survey which will be made available at the end of the course.

4. Course Programme

The lectures, group work and seminars listed below are compulsory. For both **seminars, group works 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, group works and workshops before the activities start via Athena course site, which will be organized by each seminar and workshop teacher.

Due to the on-going COVID-19 pandemic, there are three times of forum organized by the course leader, Shu-Nu Chang Rundgren, to support students' learning in the course and students' course assignments. The forum is optional for students to join.

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

<https://cloud.timeedit.net/su/web/stud1/ri167545X96Z06Q6Z86g3Y50y0046Y37Q03gQY6Q57727.html> (also available from Athena course site)

The ZOOM links for all the activities will be presented at Athena course site under each teaching unit and activity by the related teachers.

Teachers (according to the alphabetical order of the last name):

SNCR - Shu-Nu Chang Rundgren

UF - Ulf Fredriksson

MH - Meeri Hellsten

SKL -Susanne Kreitz-Sandberg

MMR - Malgosia Malec-Rawinski

RY - Rebecca Ye

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 and politics in social research Introduction to Group Work 1	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
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 Hammerslev, 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 Hammerslev, 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)	RY
Seminar A2: Quantitative research	Bryman, A. Part 2 (Chapters 7 - 15)	RY
Seminar A3: Quantitative research	Bryman, A. Part 2 (Chapters 7 - 15)	RY
Workshop on quantitative survey and the application of SPSS Group 1	Pallant, J. (2005) <i>SPSS Survival manual: Astep by step guide to data analysis using SPSS for Windows (Version 12)</i> . Sydney: Allen&Unwin	SNCR
Workshop on quantitative survey and the application of SPSS Group 2	Pallant, J. (2005) <i>SPSS Survival manual: Astep by step guide to data analysis using SPSS for Windows (Version 12)</i> . Sydney: Allen&Unwin	SNCR
Forum (1)	ZOOM live for students to get support from the teacher(s) regarding methodological issues and course assignment	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 Narrative inquiry Social cartographies Vignettes as data Participant observation Open ended interviews Focus group research Qualitative surveys Document /Archival method Ethics and consent	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. Part 3 (Chapters 17,18-20) Coe R. at all Part II (Chapters 4-7) Magnusson E. & Marecek J. (2015). <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> . (Chapters 4,5,6)	MMR
Seminar B2: Qualitative research Stepwise progression from design to analysis Interview Guide Method and analysis	Bryman, A. Part 3 (Chapters 17,18-20) Coe R. at all Part II (Chapters 4-7) Magnusson E. & Marecek J. (2015). <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> . (Chapters 4,5,6)	MMR
Seminar B3: Qualitative research Stepwise progression from design to analysis Interview Guide Method and analysis	Bryman, A. Part 3 (Chapters 17,18-20) Coe R. at all Part II (Chapters 4-7) Magnusson E. & Marecek J. (2015). <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> . (Chapters 4,5,6)	MMR
Workshop: project-research- narrative and semi-structured interview Group 1	Magnusson E. & Marecek J. (2015). <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> (Chapters 3) Robert Atkinson, 1998, <i>The life story interview</i> (Chapters 1-3)	MMR
Workshop: project-research-narrative and semi-structured interview Group 2	Magnusson E. & Marecek J. (2015). <i>Doing Interview-Based Qualitative Research A Learner's Guide</i> (Chapters 3) Robert Atkinson, 1998, <i>The life story interview</i> (Chapters 1-3)	MMR
Forum (2)	ZOOM live for students to get support from the teacher(s) regarding methodological issues and course assignment	SNCR

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
Seminar C1: Network analysis in international and comparative education research	Vera, E. R., & Schupp, T. (2006). Network analysis in comparative social sciences. <i>Comparative Education</i> , 42(3), 405–429. https://doi.org/10.1080/03050060600876723 Optional reading: Macrander, A. (2017). Fractal inequality: A social network analysis of global and regional international student mobility. <i>Research in Comparative and International Education</i> , 12(2), 243–268. https://doi.org/10.1177/1745499917712616	RY
Seminar C2: Network analysis in international and comparative education research	Vera, E. R., & Schupp, T. (2006). Network analysis in comparative social sciences. <i>Comparative Education</i> , 42(3), 405–429. https://doi.org/10.1080/03050060600876723 Optional reading: Macrander, A. (2017). Fractal inequality: A social network analysis of global and regional international student mobility. <i>Research in Comparative and International Education</i> , 12(2), 243–268. https://doi.org/10.1177/1745499917712616	RY

Seminar C3: Network analysis in international and comparative education research	Vera, E. R., & Schupp, T. (2006). Network analysis in comparative social sciences. <i>Comparative Education</i> , 42(3), 405–429. https://doi.org/10.1080/03050060600876723 Optional reading: Macrander, A. (2017). Fractal inequality: A social network analysis of global and regional international student mobility. <i>Research in Comparative and International Education</i> , 12(2), 243–268.	RY
Closing session		UF/ SNCR
Forum (3)	ZOOM live for students to get support from the teacher(s) regarding methodological issues and course assignment	SNCR
Course paper submission	May 23, 23:59	
Student prepare for oral opposition	May 24 – June 02	
Course Paper Examination Seminar	June 03, 9-17	UF MH SKL SNCR MM RY
Course Paper Examination Seminar	June 04, 9-12	MH SKL SNCR MM RY
The 2 nd examination Seminar	September 03	SNCR RY
The 3 rd examination Seminar	October 15	SNCR RY

4.1 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

4.2 Optional Workshop: project – research - narrative and semi-structured interview

The workshop is optional and offered in small group twice.

The workshop is planned to design a common research project and conduct narrative or semi-structured interviews by the participants.

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.

Malgosia Malec Rawinski malgosia.malec-rawinski@edu.su.se will be the instructor for the workshop.

5.Course Literature

Main Reading (Compulsory reading)

Textbook

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

Literature

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Further Readings (Optional readings)

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- 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 Athena)
- 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 Athena)
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- 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>

6.Support during your studies

At Stockholm University, it is possible to receive extra support in addition to regular teaching.

Academic Writing Service

The Academic Writing Service provides English-language support for writing and study skills. They give talks and seminars and offer individual guidance. Their services are available free of charge to all students at Stockholm University. For more information visit:

<https://www.su.se/english/education/student-support/academic-writing-service>

Studying with a disability

If you have a documented disability, e.g. dyslexia, you have the opportunity to receive special pedagogical support. Examples of support initiatives may be note-taking, audio books, extended exam time or sign language interpretation. You must apply for special pedagogical support from Student Support Office at Stockholm University

<https://www.su.se/english/education/student-support/studying-with-a-disability>

Once the application has been received, a coordinator will contact you to arrange a personal meeting. After speaking to the coordinator, you will receive a certificate describing types of support to be offered to you.

It is the responsibility of the student to contact the student counselors at the Department of Education before a course begins in order to arrange for support. Their email address is studievagledare@edu.su.se. The student counselors will then contact the course leaders with regards to the type of support the student will need.