

Concluding remarks

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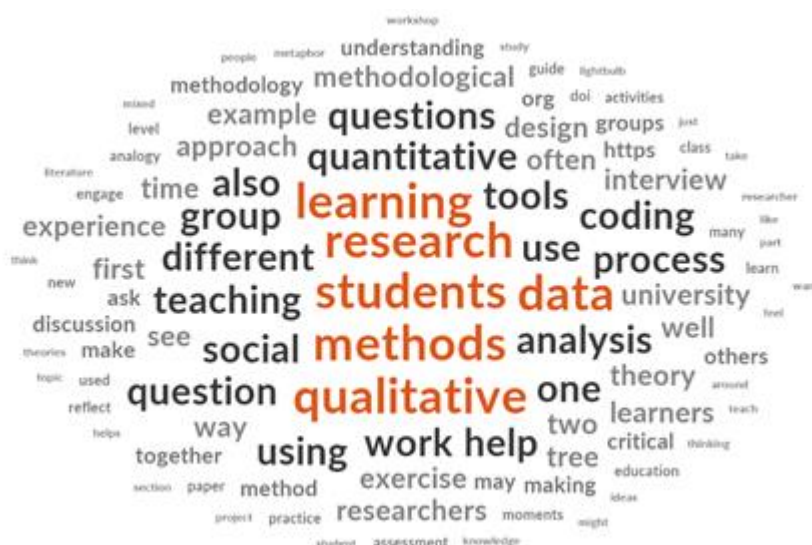
This publication came about as the NCRM Pedagogy Network, led by Melanie Nind, wanted to create a lasting resource that would help current and future research methods educators and their students. We were curious to find out what colleagues did to help their students 'get' research methods, whether that was in an undergraduate or postgraduate class or beyond, and whether related to qualitative, quantitative or mixed methods. We specifically asked about the metaphors that people used with students to help untangle the complex language and jargon that can accompany methods. However, this led us to question our own use of metaphors of sparking lightbulb and 'aha' moments. To use another metaphor, we are following in the footsteps of the fantastic publication '[How many qualitative interviews is enough?](#)' and while we have not used the term 'expert voice' for our contributors I hope that you have read and understood their passion for helping students, so instead of 'expert voices' I would call them 'passionate and generous colleagues' as they answered our call for abstracts in spring 2025 and submitted their final drafts in early July. Thus, they were generous with their time in the busy end of the academic year in the northern hemisphere and they are generous with sharing their thoughts, ideas and activities for others to use with their students. Their passion shines through as they have sought new ways to help their students and have honed exercises over years of teaching, reflection and adaptation.

We are not saying do everything in this publication and your students will understand research methods, of course not. What we're proposing is that having read these contributions you may wish to try out one or two, maybe adapt another so that it fits as best it can in your course, your context and with your students. Maybe trying out something from here will lead you to create a new resource or set of activities, if so, please do share it with the rest of us!

Through ethnography, through weaving movie titles, analysing photographs, finding themes in interview transcripts we have brought together different techniques, approaches and ideas to help learners come to a clearer and more useful understanding of research methods in the widest sense of the term. From paradigms to emotions, from observation to AI, these shared

reflections offer other educators' different ways to enthuse the next generation of students and researchers with their tried and tested activities.

From the word cloud below created in NVivo you can see that the words 'students', 'research', 'methods', 'learning', 'data' and 'qualitative' were the most commonly used.



Word cloud created in NVivo of the text in the contributions

As well as Christina Silver, Yenn Lee in her Weaving chapter and Rosalind Edwards, address the issue of AI in literature reviews. Yenn makes the important point that it is students' responsibility as researchers 'to make sense of complexity, not merely to catalogue it' and so not to create 'a laundry list' in the literature review. Whether it is finding threads between photographs, shoes or movie titles, embracing and working with complexity is something that these contributions aim to support students with. We hope you find something useful here to help you and your students come to your own lightbulb or 'aha' moments.

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