Teaching research methods

Learning from the ESRC NCRM study: The Pedagogy of Methodological Learning

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Researching methods pedagogy

Pedagogy is ‘what people do in teaching and learning situations … what they perceive to be meaningful, important and relevant’ (Nind, Kilburn & Luff 2015)

This reflects the view that ‘Pedagogy is never innocent’ (Bruner 1996)

We can think of pedagogy as specified, enacted and experienced; we need to recognise that it is ‘hard to know’ (Nind, Curtin & Hall 2016)
Practical videos

1. The context: How we have explored the teaching of advanced social research methods - the methodological issues of doing that

2. The pedagogic hooks that methods teachers use; some ways in which methods teachers work inclusively to reach diverse learners

... More videos to follow

... Not tips but practical resources

... Quick Start Guides
Pedagogy of Methodological Learning study

‘a space where I can talk more about my own pedagogical challenges, I want to reflect on them with a group of people that share this with me, and I want to share resources, I want to share new ideas, to continue to foster a kind of interdisciplinary pedagogical culture’

(Sharlene Hesse-Biber, expert panel forum)
We need to consider pedagogy because ...

Otherwise:

- We rely on trial-and-error without an evidence or theory-base (Earley 2014)
- People teach as they were taught: ‘I’m constricting myself, because that’s what quantitative teaching has looked like, both as a student or a teacher’ (focus group teacher)
- The focus can be drawn to mundane, instrumental matters (focus group teacher)
- We miss out on what we can know together
Priorities in this study

• Methods that value the knowledge held
• Methods in which we as researchers could be ‘alongsiders’
• Methods that tease out implicit PCK – pedagogical content knowledge
• Methods that teach (*International Journal of Research & Method in Education*)
Methods/components

- Expert panel - interviews & online discussion
- Focus groups
- Video stimulated recall, reflection & dialogue
- Methods learning diary circle
- Case studies

Knowledge about action; PCK evident in narratives
- Deepening & broadening the conversation
- Knowledge in action
- Knowing from a different perspective
- Knowing in-depth in context
Expert panel

*Teasing out PCK*

- Semi-structured interviews
- 2 phases
- Pedagogic leaders
- Forum for dialogue
Focus groups

Deepening & broadening the conversation

• Teachers in universities & social research organizations
• Teaching face-to-face and online
• Exploring whether approaches and themes from the experts resonate, pedagogic culture and resources, pedagogic strategies and tactics
Video stimulated dialogue

Knowledge in action

• Close up component – ‘I did’ - ‘because’
• Teachers and learners together
• Recall, reflection and dialogue
• Surfacing values, beliefs, tactics
• Using video and dialogue to generate pedagogic knowledge, in *International Journal of Social Research Methodology*
Methods learning diary circle

Knowing from a different perspective

• An enriched conversation engaging 10 learners
• A longitudinal lens, blogging diary entries & discussing together
Case studies

Knowing in-depth in context

• Following vertical and horizontal analysis of the data, exploring narrative and themes
• Generating a typology of the approaches, strategies, tactics and tasks
• Testing out in two holistic in-depth case – one qual, one quants
Recap

• Rationale and methods used in the Pedagogy of Methodological Learning study
• To generate a substantial dataset about research methods pedagogy
Recap

• More than 70 methods teachers and 80 methods learners contributed their insights.
• Papers, Quick Start Guides and videos on the findings so that methods teachers have more than trial and error to go on, we have research evidence and a basis for dialogue and reflection.