

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*)

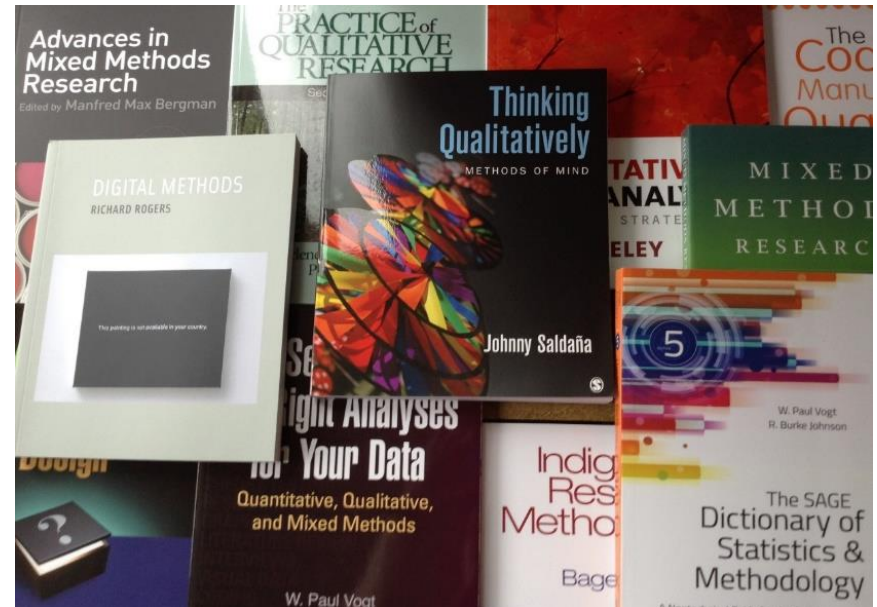
Methods/components

- 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.

