

## **EDST 601B: DOCTORAL SEMINAR IN ADVANCED METHODOLOGIES IN EDUCATION**

### **COURSE OUTLINE**

This course is designed to engage the complex world of educational and social scientific research. All too often, research is conceptualized in instrumentalist terms; as a practice involving the neutral application of a set of methods to neutrally identified issues. This course eschews this conception of research as purely instrumental and instead represents research as an articulation; a complex, theoretically informed praxis based on the foundation of research paradigms and imbricated in philosophical, socio-cultural and political human activity. Thus conceived, research is revealed to be inherently political in terms of its history, its diversity (e.g. the multiplicity of genres and sub-genres of research traditions) and in its practices of inclusion and exclusion of categories of sociocultural difference. Participants are strongly encouraged to take the notion of research as praxis as well as the politics of research into account in their development as researchers and in their conception, design, conducting, analysis, write up and evaluation of research. The course also has as one of its primary goals helping participants to situate themselves as researchers- to identify, elaborate and utilize a paradigmatic stance (from various possible options). The course has four sections- the first addresses paradigms and their importance for understanding diversity in research. The second section addresses research in relation to the disciplines and anti/multi/post-disciplinarity. The third section addresses the imbrication of research with issues of sociocultural identity, identification, representation and the politics of difference. The final section examines a selection of research traditions that are particularly characterized as inherently simultaneously theoretical and empirical.

### **AIMS**

Students who take this course will:

1. Conceptualize research methodology as complex historical and political articulation and praxis
2. Understand the notion and operation of research paradigms and the components of a paradigm (ontology, epistemology and axiology)
3. Develop researcher identity by articulating and operationalizing a paradigmatic stance
4. Understand and critique research theory and exercises from a variety of paradigmatic stances, including one's own.
5. Understand the links between the social foundations and education and the evolution of research.
6. Explore the imbrication of issues of sociocultural identity, representation and the politics of difference within and through research.