



Course Information

Prefix & number	Title: EDST 501 Research Methods
Instructor	Prerequisites or restrictions (if any)
Dr Fei Wang	Students in the EDAL program are eligible to enrol.

Focus or Content
<p>The Educational Administration and Leadership (EDAL) Graduate Program in the Department of Educational Studies offers a set of two consecutive research courses that allow participants to deepen their understanding of and experience with educational research. These courses lead their participants to fulfill a core requirement of their M.Ed. program by undertaking a research project and submitting a final Group Inquiry report. The two courses are offered in the fall and winter consecutively, for a total of six credits.</p> <ul style="list-style-type: none"> • The first course – EDST 501: Research Methods – introduces participants to the foundational aspects of research methods in education. The course focuses on how to study institutional and organisational dynamics of schools, schooling, and educational leadership in diverse and pluralistic societies. This course ends with the planning and design of a theoretically driven group research proposal. • The second (follow-up) course – EDST 553: Group Inquiry – offers participants with an opportunity to implement the research proposal developed as part of EDST 501. EDST 553 is meant to support participants carry out their study as part of a group by focusing on different contexts of educational practice. At the end of EDST 553, each research group presents their work publicly in April in a conference format.

Goals, Objectives or Learning Outcomes
<p>The two consecutive courses provide participants with an opportunity to experience what it means to conduct research, what it means to think of one’s self as a researcher, and what it means to generate ‘knowledge’ about a particular phenomenon. This is also an exciting opportunity for participants to learn about the conduct of collaborative educational research and experience it in a supportive, engaging, and safe environment.</p> <p>By the end of EDST 501 participants should know:</p>

1. how one's social location, dispositions, judgments, ethical considerations, and social-political awareness shape and inform one's research questions and approach to a research topic;
2. how traditions of research in education articulate their epistemic and ontological assumptions and how these assumptions shape research questions and research methods;
3. how one selects appropriate research traditions, methods and designs for specific topics of inquiry
4. how to thoughtfully explore and critique the research of others
5. how to plan and conduct high quality, rigorous, and systematic inquiry into aspects of teaching and educational leadership.
6. how researchers – as social actors – construct and engage social, cultural, economic, and political problematics, within different contexts of educational practice;
7. how researchers study the lived experiences of educators, administrators, communities, and students, and on which appropriate methods, tools, techniques and approaches they draw in practical ways.

Assignments or Assessment Process

Assignments build on one another and include:
A statement of research problem, a literature review, a conceptual/theoretical framework, research methodology, BREB application, and a final full research proposal.

Notes/Other

The course will be delivered in person (tentative) on five Saturdays and is open to students who are interested in research methods and group inquiry.