## Course Information

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<tr>
<th>Prefix &amp; Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Prerequisites</th>
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<tr>
<td>EDST 508A, Section 951</td>
<td>Review of Research in Educational Studies: Doing Research Differently in Complex Times</td>
<td>Dr. Amy Scott Metcalfe</td>
<td>This course is open to all graduate students with an interest in qualitative and/or post-qualitative research. While there are no pre-requisites for this course, it is expected that students are already familiar with research and inquiry methods.</td>
<td>Summer Term 1, 2024 (May 13, 2024 to Jun 20, 2024)</td>
<td>Tuesdays/Thursdays, 1:00-4:00</td>
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### Mode

**Hybrid:** Blend of some in-person sessions and some online sessions (synchronous Zoom classes and asynchronous discussion activities). Students must be present for the in-person sessions.

### Focus

Researchers are not isolated from the most pressing concerns of our times (ecological, economic, political, social). In addition to these concerns, researchers are confronted by technological changes (e.g., AI) and the general public’s eroding faith in research itself. Additionally, the relationship of research (of, for, or indifferent) to policy and practice remains an open question. Academia’s intellectual hegemony and complicities in various colonial projects raise doubts about the real/true purpose of research.

How can “qualitative research” be understood in this context? Should “research design” be collectively unlearned, in order to “do” research differently in these complex times? What sorts of paradigmatic, epistemological, and methodological shifts are necessary? What are the ontological implications? In this course we will approach these questions, but we will not aim for definitive answers. Rather, the content of the course is meant to provoke iterative and tentative conversations about post-/qualitative research (in preparation or in progress), toward the potential for insights that might take further shape within research proposals and theses/dissertations.

The course will be organized around in-person and online seminars, focusing on readings, student presentations, and guest lectures. Assignments will include in-class presentations, reflection papers, and asynchronous online activities. Doctoral students may audit the course with instructor approval.
Example Readings


Truman, S. E. (2023). Undisciplined: Research-creation and what it may offer (traditional) qualitative research methods. *Qualitative Inquiry*, 29(1), 95-104.