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Planning for meeting the challenges: Making practical use of a typology from the Pedagogy of Methodological Learning study

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A typology as a tool for thinking with, to…

i. help describe what is going on & understand the social realities
ii. reduce complexity to make it manageable
iii. make pedagogy visible
iv. generate conceptual language
v. provide teachers with a resource
vi. build the pedagogic culture in a field where this is very sparse.

Approach	Anything that describes how the teacher goes about their pedagogic task which coheres around a theory, set of values, principles, aspiration or identity as a particular kind of teacher. Unifying level.	**Fluidity** **Getting closer to the action** ↓ ↓ ↓ ↓
Strategy	Identification of goal directed planning for implementing an approach. More than a collection of tactics in that they cohere around a purpose. Goal directed level.	
Tactic	Identification of procedural planning as part of the strategy. More immediate and responsive to feedback in situ than strategy. Procedural level.	
Task	What learners (or teachers) are required to do or actually do. Learner or activity level.	

Process in action! Which are these?

a) ‘I use film clips frequently in my teaching’ (Saldaña)
b) ‘We show that clip because it is exactly parallel to what qualitative data analysts try to do with their own data corpus’ (Saldaña)
c) ‘I ask them to envision and talk about ....’ (Hesse-Biber)
d) ‘Story-telling is woven into my pedagogy’ (Hesse-Biber)
e) ‘growing the visualisation first’ (Wild)
f) Making ‘little glossaries of terms that would occur in the articles they would read’ (Vogt)

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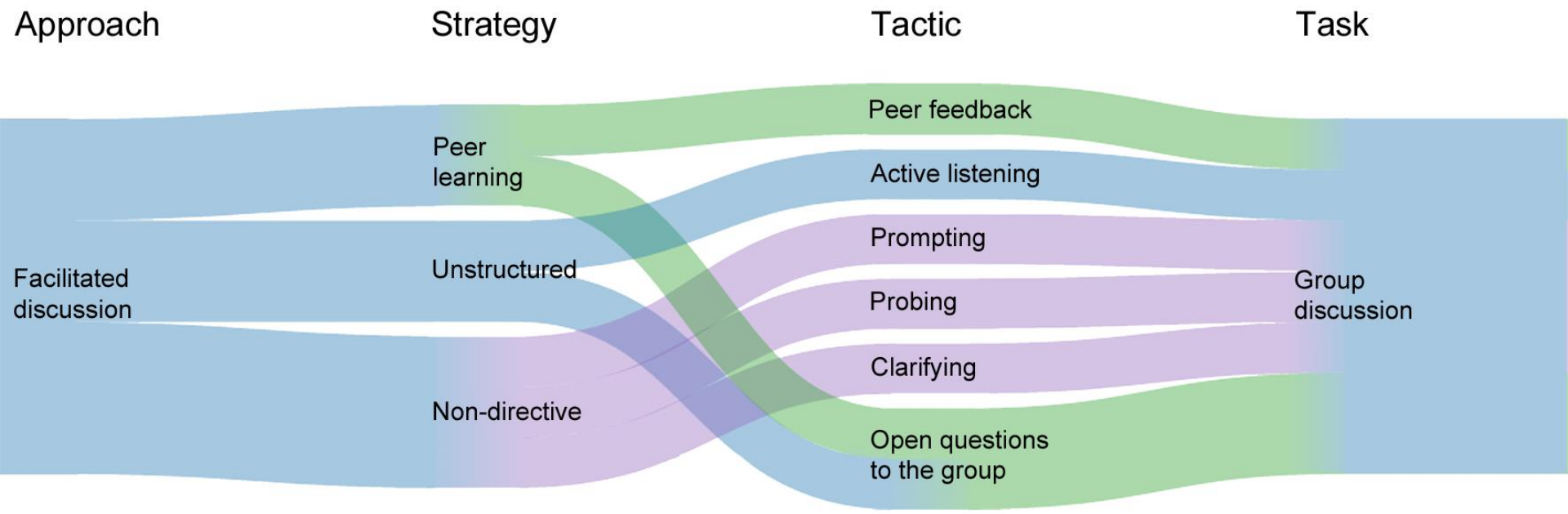
Case study 1: Teaching ethnographic technique, one approach and one task



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Cross case analysis: Teaching with data

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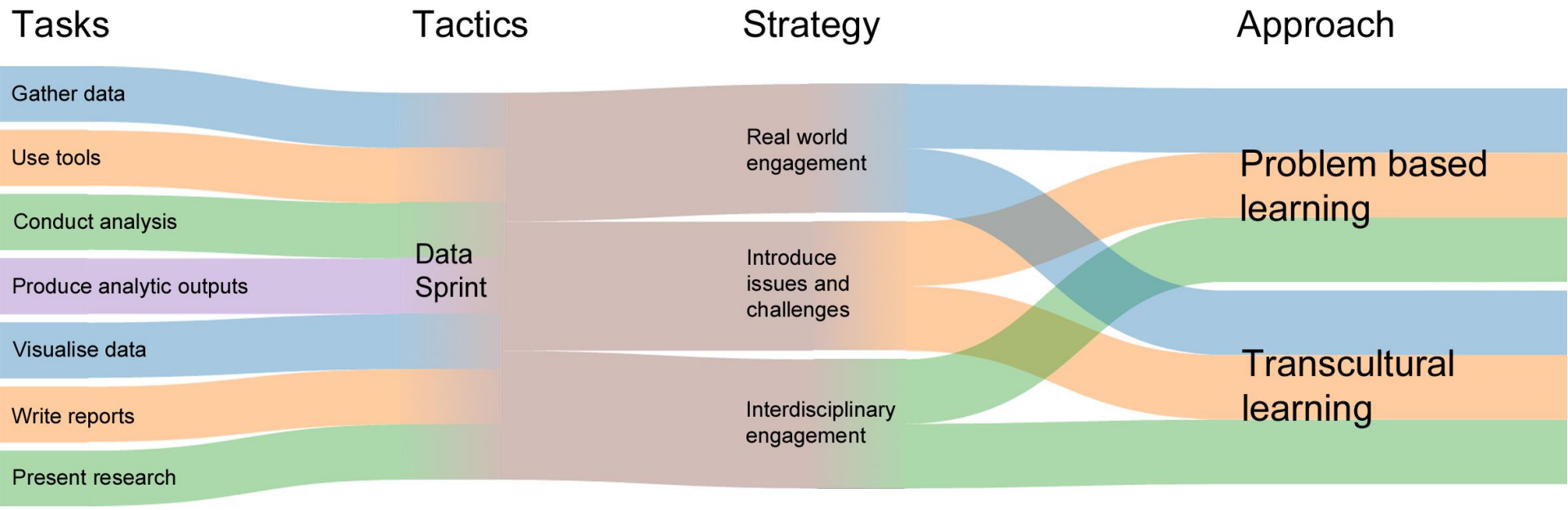
An example from digital methods: Moving from task to approach in dialogue



Challenges with the typology

- Categories aren't mutually exclusive
- Typology isn't complete
- 'No one classification organizes reality for everyone'
  Bowker & Star (1999) *Sorting Things Out*, MIT Press
- Perhaps belabouring the obvious
- Perhaps shaping rather than describing the world, reifying or ossifying
- 'Each standard and each category valorizes some point of view and silences another' (Bowker & Star 1999, 5)
- 'Any classification system embodies a dynamic compromise.' (Bowker & Star 1999, 55)

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To discuss or take away…

- To what extent can you name your approach, strategy, tactics and tasks?
- Do these parts cohere for you?
- Which is easiest to know and to discuss?
- Does it matter?
- At which of these levels do we tend to innovate/ make changes?
- Could this typology support us as methods teachers in reflecting and developing our practice?

Resources

Project website:
http://pedagogy.ncrm.ac.uk

International Journal of Social Research Methodology special issue: http://www.tandfonline.com/toc/tsrm20/18/5

Lewthwaite, S. & M. Nind (2016) Teaching Research Methods: Expert Perspectives on Pedagogy and Practice. *British Journal of Educational Studies* 64(4): 413-430. http://dx.doi.org/10.1080/00071005.2016.1197882

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By the way

- https://vimeo.com/274632619