

# Pedagogy in context: international experts' insights into the teaching of advanced research methods

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# The Pedagogy of Methodological Learning Project

How are advanced social science research methods taught and learned?

## Research Aims:

- Develop the pedagogical culture & pedagogical content knowledge for social science research methods teaching
- Create a typology of pedagogical approaches for social science research methods teaching
- Generate a coherent theoretical framework for social science research methods teaching

## Teachers' knowledge (Shulman)

- Knowledge of curricula, learners, educational needs and ends
- Knowledge of content to be taught & learned
- General pedagogical knowledge
- **Pedagogical Content Knowledge (PCK) - pedagogical knowledge specific to the subject matter**

So...

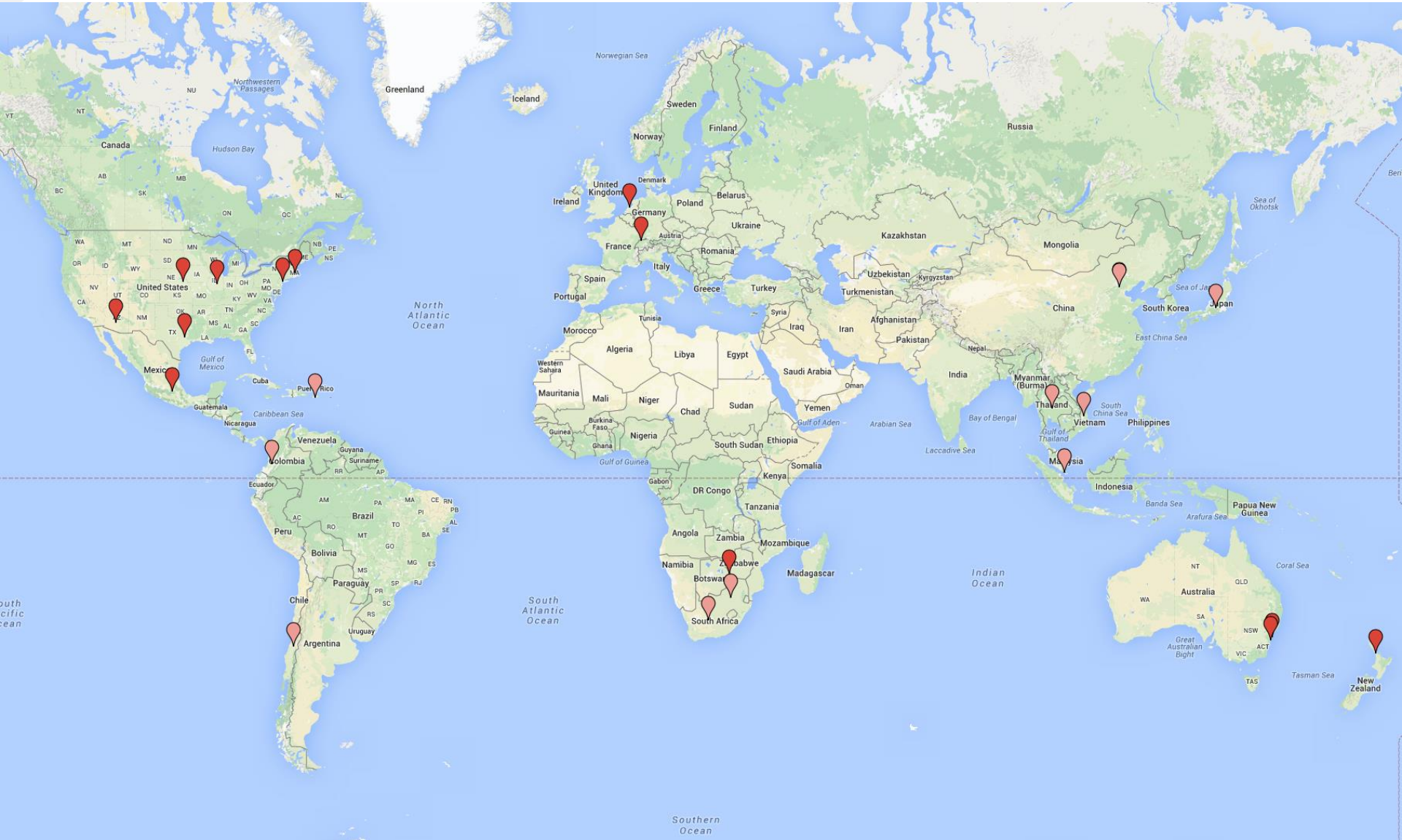
What PCK do social science research methods teacher 'experts' have that we can bring together and learn from?

Does this PCK resonate across national and international borders?

## Expert panel interviews

- John Creswell
- Sharlene Hesse-Biber
- Richard Rogers
- Max Bergman
- W. Paul Vogt
- Andrew Gelman
- Yvonna Lincoln
- Cesar Cisneros-Puebla
- Johnny Saldana
- Anne Porter
- Bagele Chilisa
- Pat Bazeley
- Chris Wild

# Locations of expert panelists



## Themes for discussion

- The roots of our pedagogic approaches
- Our pedagogic starting points
- Pedagogic resources and the associated PCK
- Pedagogic challenges
- The teacher as learner
- Pedagogic culture

## Socio-cultural factors

- Engaging with methodological traditions
- Recognising pedagogical inheritance
- Reflecting on geo-politics
- International classrooms
- Student-centred learning



## Engaging with methodological traditions

...I'm trying to work from their [students'] cultural understanding as much as possible [...] it's hard to generalise about an entire country, but you can look at the courses that people might be taking in research; who are the leading scholars in the Social Sciences? And glean from that what their methodological orientation would be. It's not a perfect system, but at least I am trying to get into that cultural space.

**John Creswell**

## Engaging with methodological traditions

in South Africa ...when I spoke about mixed methods, people were looking around the room for a quantitative researcher. In Thailand they were looking around the room for the qualitative researcher.

in Thailand... or in Vietnam,...or even to a certain extent Japan,...I try to bring in a little bit more about qualitative research [in] at the beginning to get them up speed in qualitative, because in order to do mixed methods they need a foundation

**John Creswell**

## **Pedagogical inheritance**

‘because of the influence of the Cuban teachers, because they were very connected because of the Cold War, to the Union of Soviet Republics, they translate to Spanish the contribution of Vygotsky. So we [in Mexico] were very, very connected to the Vygotsky... So activity theory, for instance, was in our discussion in the 70s’.

**Cesar Cisneros-Puebla**

## Pedagogical inheritance

‘..that contribution is behind me when I’m teaching. We know how to involve the students in creating useful knowledge, based on working on the data, working on the question ...participatory action research has been with us for a long time... but we are not saying ‘okay guys, you have to go to the field’ and even though we are not saying ‘you are using participatory action research paradigm’, it’s always there, this legacy around participatory action research, activity theory, this kind of stuff... it’s *always* in our connection to the students’

**Cesar Cisneros-Puebla**

## Geo-politics

‘the first thing that we want to satisfy is the international expectation of what a graduate student who has done research should be able to do. Because you see there is also movement, some of them ... will go to places in the UK or US. You want them to be able to fit neatly with other students who have also been exposed to research, so the international aspect of ensuring that you also achieve the international standards, also it’s a feature in how we teach research and what we teach and the books that we use ...

**Bagele Chilisa**

## Geo-politics

but they [students] have to take a research course and in the end they should be able to critique research reports, because we, in Africa, we always have so many of government research reports, so people who graduate from the University of Botswana that I am likely to have taught, it's always my desire that they go back, one of the things they need to do is being able to critique research reports, being able to critique government research reports'

**Bagele Chilisa**

## International classrooms

‘because of the particular composition of our student body, my classes are now anywhere from a third to half international students’.

‘...my whole emphasis has changed, and I try to look for examples for instance of fieldwork that has occurred in India or that has occurred in Morocco or that has occurred in Japan ... I very much am aware of the influences that are going back to places all over the world, so I try to help students think about: how does this fit with your culture? how can you work inside your own culture? and it’s not always easy.’

**Yvonna Lincoln**

## Student Centred Learning

...teaching, in Asia and Africa. It's quite an interesting, very different way of needing to interact, and actually needing to listen more...it's not just to help them [students] design a project within the limits of resources... but also help them juggle the politics of research... in the end the technical stuff of the method is actually surprisingly minor compared to the research environment within which these techniques are supposed to happen. And that becomes interesting...it's a cultural context, it's also the cultural context of the university, the assumptions of what a supervisor is and how to juggle different power structures, and where do you weave an interesting research design, and then the techniques, into this really interesting complex system?... I'm actually really learning a lot while I'm listening more to the context within in which the research is supposed to take place.

**Max Bergman**



## Implications:

### Reflexivity on standpoints

‘knowing not only your own standpoint as a researcher but where your students can understand their own standpoint, where are they coming from, and how does their thinking evolve over time’

**Sharlene Hesse-Biber**

## Reflections:

- Do the socio-cultural themes described here resonate?
- Student centred: how implicit or explicit is the student centred-ness of these pedagogic approaches?
- Where does the advanced methods classroom fit within broader questions around global trends and international tensions in HE *and* social research?

## References

- Nind, M., Curtin, A. & Hall, K. (in press) *Research Methods for Pedagogy*. London: Bloomsbury.
- Shulman, L. (1987). 'Knowledge and teaching: Foundations of the new reform'. *Harvard Educational Review*, 57(1), 1–23.
- van Driel, J. H., Verloop, N., & de Vos, W. (1998). 'Developing science teachers' pedagogical content knowledge'. *Journal of Research in Science Teaching*, 35, 673–695.

## Resources

<http://pedagogy.ncrm.ac.uk>

Lewthwaite, S. & Nind, M. Let's talk about pedagogy,  
*MethodsNews* Spring 2015, p.1

<http://eprints.ncrm.ac.uk/3754/>

Teaching advanced research methods - NCRM quick start  
guide <http://eprints.ncrm.ac.uk/3746/>

IJSRM special issue:

<http://www.tandfonline.com/toc/tsrm20/18/5>

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