NCRM National Centre for Research Methods

Pedagogic language and pedagogic competence: Does it make sense to talk about research methods pedagogy in the social sciences?

European Conference on Educational Research, Copenhagen, 22 August 2017

Sarah Lewthwaite & Melanie Nind

s.e.lewthwaite@soton.ac.uk @slewth

ESRC Economic & Social Research Council

University of Southampton

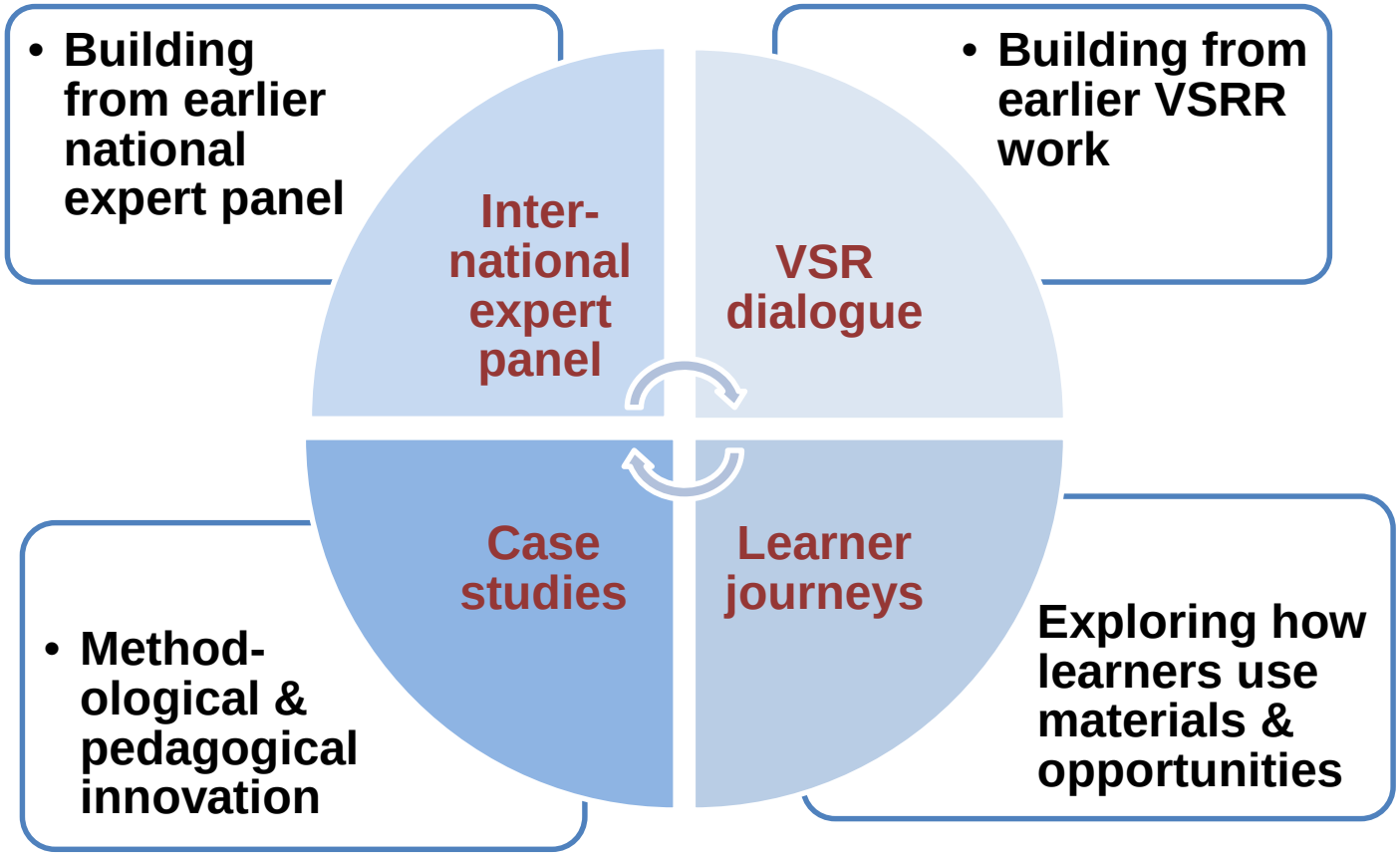
Manchester 1824 The University of Manchester

The University of Edinburgh

Outline

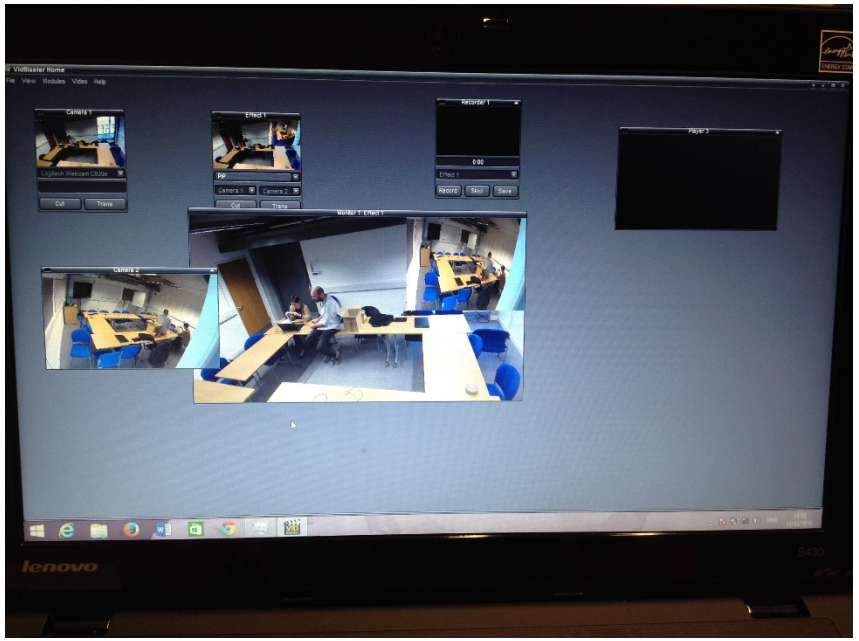
1. METHODS:
   Dialogic methods for pedagogic research
2. DATA:
   Engaging implicit and explicit pedagogy
3. FINDINGS:
   Emergent pedagogy, language and competence

Research design 2015-2017



NCRM National Centre for Research Methods

Video Stimulated Recall, Reflection and Dialogue



NCRM National Centre for Research Methods

Participants in dialogue expressed:

- A need for ‘pedagogical space’, ‘dialogue, shared resources ideas’,
- ‘to continue to foster a kind of interdisciplinary pedagogical culture’.
- A lack of ‘occasion to engage’
- ‘a lot of duplicated effort’ and ‘dispersed knowledge’
- A need to look at ‘various perspectives and exercises’

Methods that teach

‘it has been interesting for me to think through my own views’

‘I’m sure it’ll be even more interesting to learn about what others have to say, and then for all of us [experts] to learn about what we’ve all had to say about it [emergent data]’

The idea of getting the interviewees involved in thinking about the results of the interview, and commenting on it. That would be wonderful work’.

W Paul Vogt

Methods that teach

- ‘[this] could be important for us, as qualitative research methods teachers, to get the opportunity to see what is going on around the world […] otherwise it seems like its very obscure […] It’s important, not just for you, but also for us, to recognise what we are doing, why we are doing [it] and the way that we are going it. How can we change? Or even how we can produce another way of teaching advanced methods […]I have not specific view on that, and I will wait for your feedback to see what else is possible.

Cesar Cisneros-Puebla

Methods that teach

‘It’s worth thinking about it a bit more with the help that you’re providing because it is a [culturally dependent] different way of teaching research methods’

Teacher Case Study 2

Methods that teach

“At the beginning I didn’t realise, that yes, I didn’t do much reflection beforehand on pedagogies and, you know, the way how I’m conveying training to students, […] it’s taking it from peers, taking it from my own training, looking at what I liked and what I didn’t like, and then simply, you know, going ahead as somebody who was doing research.”

Teacher, Case Study 2.

Pedagogic Language and Pedagogic Competence go hand in hand

- Methods teachers with educational backgrounds and pedagogical interests have a developed pedagogical vocabulary

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.	

Typologies of talk

- Named/explicit pedagogies
  - Active Learning
  - Learning by Doing
  - Experiential Learning
- Unnamed/implicit pedagogies

Pedagogy of Methodological Learning Codebook

Approach	How the teacher goes about their pedagogic task which is
Named known	**named** by them and recognisable (**known**) to others
Named personal	**named** by them but **personal** to them rather than being generally known
Unnamed known	generally **known** as a named approach, but for which **the teacher has not used that name**
Unnamed personal	**unnamed** by them and **personal** to them rather than being generally known

Codebook: Approach / Named Known

Description	Inclusion criteria and level 3 codes*
L2 subtheme **a) named known** An approach in how the teacher goes about their pedagogic task which is named by them and recognisable to others	i. Student-centred ii. Active learning/ Learning by doing iii. Problem-based learning/ Project-based iv. Experiential learning/ Immersion v. Spiral curriculum vi. Didactic vii. Scaffolding + 'teachable moment' viii. Modelling ix. Independent learning = empowerment x. Reflexive xi. Community learning xii. Knowledge transfer xiii. Collaborative learning xiv. Peer-learning

The challenge of articulating implicit pedagogy

‘It’s likely to be a short conversation. I was reading these questions this morning and I thought “I don’t know the answer to most of these” ’

Yvonna Lincoln

‘Yeah […] when I scanned the questions, I said “Oh, I need to think about this one”

Richard Rogers

Codebook: Approach / Unnamed known

Description	Inclusion criteria and level 3 codes
L2 subtheme **c) Unnamed known** An approach in how the teacher goes about their pedagogic task which is generally known as a named approach but for which the teacher has not used that name	i. Peer teaching/learning + ii. Active learning + (hands on) (doing) + get stuck in iii. Experiential learning + (getting hands dirty) + (as if) iv. Student-centred + v. Independent learning + vi. Scaffolding + (hold their hands for a bit) vii. Didactic + lecturer centred viii. problem based learning

Pedagogic Language: In the data

Named Known: Active Learning

- '..my approach is active learning, and reflexivity within that..' **Amanda Coffey**
- 'I have a book on teaching statistics, A Bag of Tricks, […] it's full of active learning examples' **Andrew Gelman**

Unnamed Known: Active Learning

- 'I consider all my methods classes a "research studio" where we are actively DOING things with data, with analysis, and so on' **Johnny Saldana**
- 'I teach research methods in a very hands-on, technical way' **Nadia, CAQDAS teacher**

Codebook: Approach / Named Personal

Description	Inclusion criteria and level 3 codes
L2 subtheme **b) named personal** An approach in how the teacher goes about their pedagogic task which is named by them but personal to them rather than being generally known	i. Non-technical ii. Behind the scenes iii. Embodiment iv. Experience sampling v. Reverse engineering vi. Stimulating the statistical imagination vii. Flexible viii. Communicative ix. Translation x. Visual xi. back and forth xii. pluralist – multi-perspective xiii. Standpoint xiv. Dialogical xv. Intuition

Codebook: Approach / Unnamed Personal

Description	Inclusion criteria and level 3 codes
L2 subtheme **d) Unnamed personal** An approach in how the teacher goes about their pedagogic task which is unnamed by them and personal to them rather than being generally known	i. Cultural adaptation/ translation ii. Produce something iii. Visual approach to quants iv. Verbal approach to quants v. Theory first vi. Facilitated discussion

NCRM National Centre for Research Methods

Articulating a pedagogic approach and repertoire

what I would like to do is contrast […] the computational turn and the rise in big data with what one could call the *digital turn*, and that is more of in the spirit of hacking, as opposed to the spirit of the […] the massive; working with massive datasets.

Richard Rogers

Bringing implicit pedagogy to the surface

Interviewer:

I'm really interested in what you mentioned about *hacking culture* informing digital methods […] Because I wonder, reading into some of your previous answers in terms of creating *sprints* and [using] these kind of teaching methods, do you see yourself as re-purposing teaching methods from other disciplines in a sense, as well as re-purposing technologies?

Richard Rogers:

Yeah. Nice one.

NCRM National Centre for Research Methods

Pedagogic Language and Pedagogic Competence

- Methods teachers with educational backgrounds and pedagogical interests have a developed pedagogical vocabulary

- Where pedagogy is developed, language become pedagogically invested.

NCRM National Centre for Research Methods

Questions

How can we better access pedagogies that are not articulated in pedagogic language?

Is explicitly pedagogic vocabulary necessary for rich pedagogic culture?

What is the role of sensorial and embodied aspects of teaching practice here?
What other ways of knowing could be engaged?

THE PEDAGOGY OF METHODOLOGICAL LEARNING

How are advanced social science research methods taught and learned?

Search this site...

http://pedagogy.ncrm.ac.uk

news / about us / people / research / publications / training and events / resources

SUBSCRIBE

Enter your email address to receive the latest updates straight to your inbox.

Your email:

Enter email address..

Subscribe

META

- Log in
- Entries RSS
- Comments RSS
- WordPress.org
- [Un]Subscribe to Posts

SPECIAL ISSUE: TEACHING AND LEARNING SOCIAL RESEARCH METHODS

21st September 2015

Browse: Home

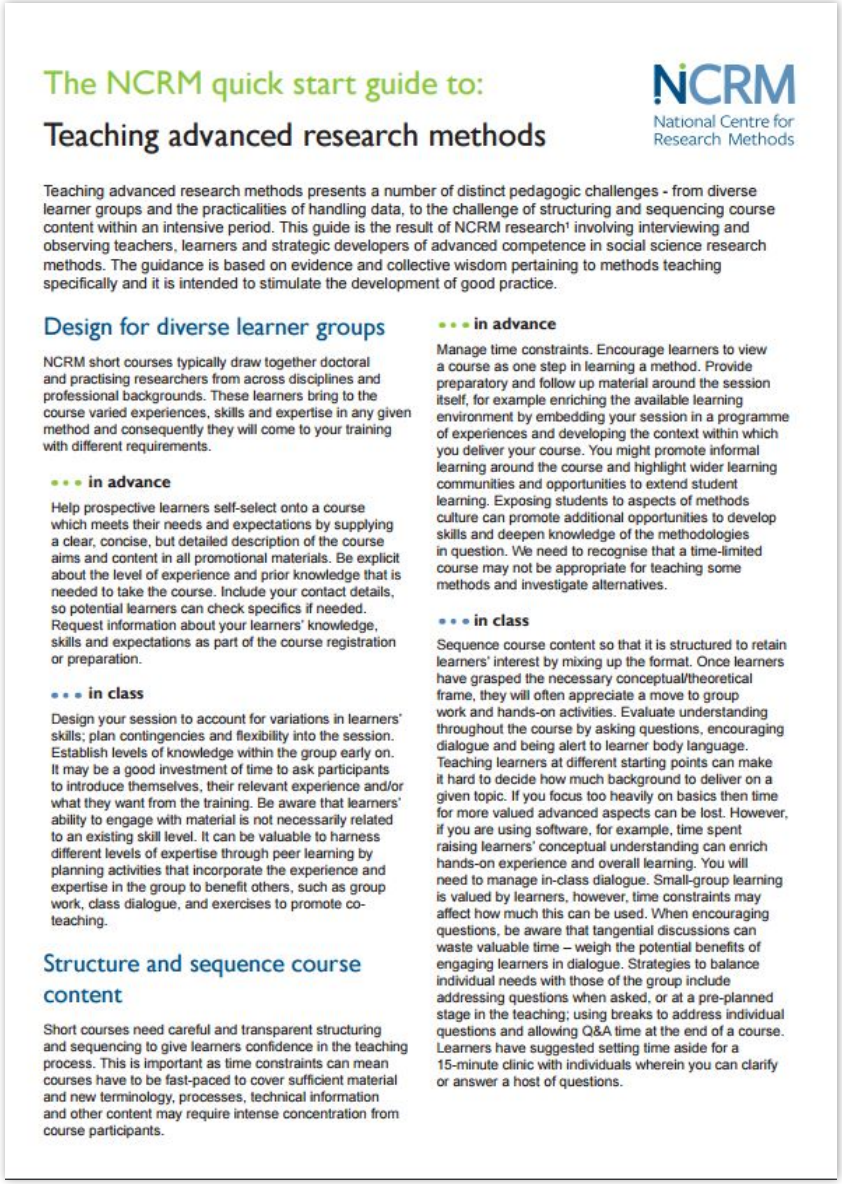
NCRM National Centre for Research Methods

NCRM National Centre for Research Methods

Quick Start Guides:

http://pedagogy.ncrm.ac.uk/resources/

1. Teaching advanced research methods
2. Principles for effective pedagogy
3. Three approaches used to teach research methods



The NCRM quick start guide to:

NCRM National Centre for Research Methods

Teaching advanced research methods

Teaching advanced research methods presents a number of distinct pedagogic challenges - from diverse learner groups and the practicalities of handling data, to the challenge of structuring and sequencing course content within an intensive period. This guide is the result of NCRM research[1] involving interviewing and observing teachers, learners and strategic developers of advanced competence in social science research methods. The guidance is based on evidence and collective wisdom pertaining to methods teaching specifically and it is intended to stimulate the development of good practice.

Design for diverse learner groups

NCRM short courses typically draw together doctoral and practising researchers from across disciplines and professional backgrounds. These learners bring to the course varied experiences, skills and expertise in any given method and consequently they will come to your training with different requirements.

in advance

Help prospective learners self-select onto a course which meets their needs and expectations by supplying a clear, concise, but detailed description of the course aims and content in all promotional materials. Be explicit about the level of experience and prior knowledge that is needed to take the course. Include your contact details, so potential learners can check specifics if needed. Request information about your learners' knowledge, skills and expectations as part of the course registration or preparation.

in class

Design your session to account for variations in learners' skills; plan contingencies and flexibility into the session. Establish levels of knowledge within the group early on. It may be a good investment of time to ask participants to introduce themselves, their relevant experience and/or what they want from the training. Be aware that learners' ability to engage with material is not necessarily related to an existing skill level. It can be valuable to harness different levels of expertise through peer learning by planning activities that incorporate the experience and expertise in the group to benefit others, such as group work, class dialogue, and exercises to promote co-teaching.

Structure and sequence course content

Short courses need careful and transparent structuring and sequencing to give learners confidence in the teaching process. This is important as time constraints can mean courses have to be fast-paced to cover sufficient material and new terminology, processes, technical information and other content may require intense concentration from course participants.

in advance

Manage time constraints. Encourage learners to view a course as one step in learning a method. Provide preparatory and follow up material around the session itself, for example enriching the available learning environment by embedding your session in a programme of experiences and developing the context within which you deliver your course. You might promote informal learning around the course and highlight wider learning communities and opportunities to extend student learning. Exposing students to aspects of methods culture can promote additional opportunities to develop skills and deepen knowledge of the methodologies in question. We need to recognise that a time-limited course may not be appropriate for teaching some methods and investigate alternatives.

in class

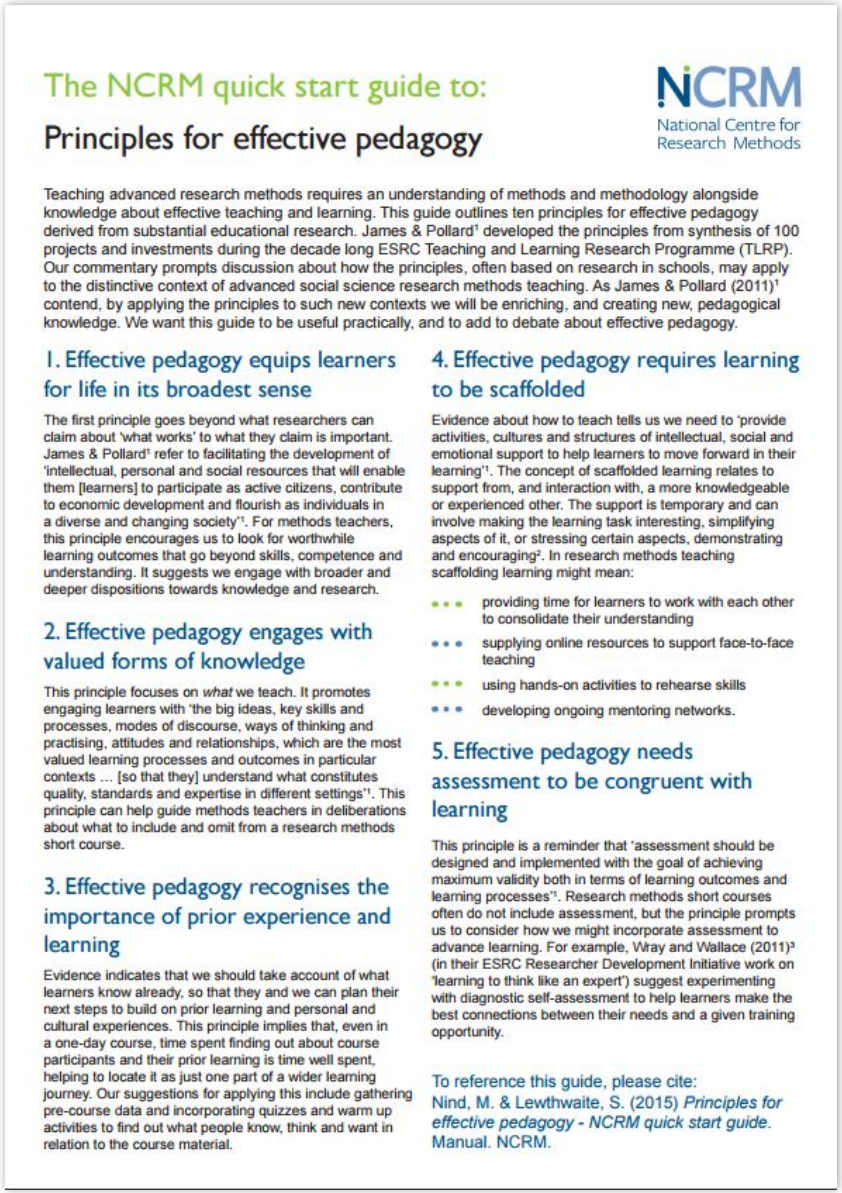
Sequence course content so that it is structured to retain learners' interest by mixing up the format. Once learners have grasped the necessary conceptual/theoretical frame, they will often appreciate a move to group work and hands-on activities. Evaluate understanding throughout the course by asking questions, encouraging dialogue and being alert to learner body language. Teaching learners at different starting points can make it hard to decide how much background to deliver on a given topic. If you focus too heavily on basics then time for more valued advanced aspects can be lost. However, if you are using software, for example, time spent raising learners' conceptual understanding can enrich hands-on experience and overall learning. You will need to manage in-class dialogue. Small-group learning is valued by learners, however, time constraints may affect how much this can be used. When encouraging questions, be aware that tangential discussions can waste valuable time – weigh the potential benefits of engaging learners in dialogue. Strategies to balance individual needs with those of the group include addressing questions when asked, or at a pre-planned stage in the teaching; using breaks to address individual questions and allowing Q&A time at the end of a course. Learners have suggested setting time aside for a 15-minute clinic with individuals wherein you can clarify or answer a host of questions.

NCRM National Centre for Research Methods

Quick Start Guides:

http://pedagogy.ncrm.ac.uk/resources/

1. Teaching advanced research methods
2. Principles for effective pedagogy
3. Three approaches used to teach research methods



The NCRM quick start guide to:

NCRM National Centre for Research Methods

Principles for effective pedagogy

Teaching advanced research methods requires an understanding of methods and methodology alongside knowledge about effective teaching and learning. This guide outlines ten principles for effective pedagogy derived from substantial educational research. James & Pollard[1] developed the principles from synthesis of 100 projects and investments during the decade long ESRC Teaching and Learning Research Programme (TLRP). Our commentary prompts discussion about how the principles, often based on research in schools, may apply to the distinctive context of advanced social science research methods teaching. As James & Pollard (2011)[1] contend, by applying the principles to such new contexts we will be enriching, and creating new, pedagogical knowledge. We want this guide to be useful practically, and to add to debate about effective pedagogy.

1. Effective pedagogy equips learners for life in its broadest sense

The first principle goes beyond what researchers can claim about 'what works' to what they claim is important. James & Pollard[1] refer to facilitating the development of 'intellectual, personal and social resources that will enable them [learners] to participate as active citizens, contribute to economic development and flourish as individuals in a diverse and changing society'[1]. For methods teachers, this principle encourages us to look for worthwhile learning outcomes that go beyond skills, competence and understanding. It suggests we engage with broader and deeper dispositions towards knowledge and research.

2. Effective pedagogy engages with valued forms of knowledge

This principle focuses on *what* we teach. It promotes engaging learners with 'the big ideas, key skills and processes, modes of discourse, ways of thinking and practising, attitudes and relationships, which are the most valued learning processes and outcomes in particular contexts … [so that they] understand what constitutes quality, standards and expertise in different settings'[1]. This principle can help guide methods teachers in deliberations about what to include and omit from a research methods short course.

3. Effective pedagogy recognises the importance of prior experience and learning

Evidence indicates that we should take account of what learners know already, so that they and we can plan their next steps to build on prior learning and personal and cultural experiences. This principle implies that, even in a one-day course, time spent finding out about course participants and their prior learning is time well spent, helping to locate it as just one part of a wider learning journey. Our suggestions for applying this include gathering pre-course data and incorporating quizzes and warm up activities to find out what people know, think and want in relation to the course material.

4. Effective pedagogy requires learning to be scaffolded

Evidence about how to teach tells us we need to 'provide activities, cultures and structures of intellectual, social and emotional support to help learners to move forward in their learning'[1]. The concept of scaffolded learning relates to support from, and interaction with, a more knowledgeable or experienced other. The support is temporary and can involve making the learning task interesting, simplifying aspects of it, or stressing certain aspects, demonstrating and encouraging[2]. In research methods teaching scaffolding learning might mean:

- providing time for learners to work with each other to consolidate their understanding
- supplying online resources to support face-to-face teaching
- using hands-on activities to rehearse skills
- developing ongoing mentoring networks.

5. Effective pedagogy needs assessment to be congruent with learning

This principle is a reminder that 'assessment should be designed and implemented with the goal of achieving maximum validity both in terms of learning outcomes and learning processes'[1]. Research methods short courses often do not include assessment, but the principle prompts us to consider how we might incorporate assessment to advance learning. For example, Wray and Wallace (2011)[3] (in their ESRC Researcher Development Initiative work on 'learning to think like an expert') suggest experimenting with diagnostic self-assessment to help learners make the best connections between their needs and a given training opportunity.

To reference this guide, please cite:
Nind, M. & Lewthwaite, S. (2015) *Principles for effective pedagogy - NCRM quick start guide.* Manual. NCRM.

Additional Resources

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

Lewthwaite & 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

Nind & Lewthwaite (2017) Hard to Teach: inclusive pedagogy in social science research methods education. *International Journal of Inclusive Education*. http://dx.doi.org/10.1080/13603116.2017.1355413

Contact:
Sarah Lewthwaite:
s.e.lewthwaite@Southampton.ac.uk
Melanie Nind:
m.a.nind@Southampton.ac.uk