

Case Studies in Research Methods Pedagogy



Introduction to the series

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The National Centre for Research Methods is pleased to bring you the NCRM Case Studies in Research Methods Pedagogy. The intention with these resources is to shine a light on practice in research methods teaching and learning. By illustrating *what* it is that methods teachers and trainers do, together with *why* they do those things, we hope the case studies will stimulate pedagogic reflection. Ultimately, they could be a catalyst for pedagogic action – doing things differently or with a stronger foundation.

The first case studies in the series are the outcomes of the NCRM 2014-2019 study, *The Pedagogy of Methodological Learning*. They were generated from one component of the multi-method study designed to elucidate the pedagogical challenges, demands and processes involved in this field. The case studies are the product of immersion in research methods and training. Data include observation, field-notes, teacher and student interviews, and focus groups using video stimulated recall, reflection and dialogue.

These NCRM case studies in particular, employ the concepts of approach, strategy, tactics and tasks as a vehicle to take you inside the pedagogic practice. These conceptual tools were a critical part of the analytic framework and have been developed for methods teachers and researchers as a tool to think with [1]. The case studies describe what is going on from the perspective of the case study researcher, and simultaneously pull out the linked layers that connect the teachers' philosophical foundations of the teaching to the action:

Approach	The teacher's guiding theory, values, principles, identity
Strategy	The plan for achieving the pedagogic goals
Tactics	What the teacher does in-situ to implement the strategy
Tasks	Actions that learners & teacher have to do

Our aim is for the series to grow as we invite others in the NCRM pedagogy network to produce illustrative case studies. These will often be the product of close-to-practice research [2] and of deep reflection of what is important in the pedagogy. Together and individually, the case studies expose the theory being the teachers' logic, the logic behind the decisions and the decisions behind the action. They show the distinctive pedagogical content knowledge of research methods educators who teach with through and about data, and who identify pedagogic hooks such as research stories and examples, in their process of translating their methods knowledge for methods learners [3].

References

1. Nind, M. & Lewthwaite, S. (2020) A conceptual-empirical typology of social science research methods pedagogy, *Research Papers in Education* 35(4), 467-487 <https://doi.org/10.1080/02671522.2019.1601756>
2. Wyse, D, Brown, C., Oliver, S. & Poblete, X. (2018) The BERA close to practice research project, *Research Intelligence* 37, 14-15.
3. Nind, M. (2020) A new application for the concept of pedagogical content knowledge: teaching advanced social science research methods, *Oxford Review of Education* 46(2), 185-201.

This introduction is to a series produced from the Pedagogy of Methodological Learning study. For details and other outcomes of this study see <http://pedagogy.ncrm.ac.uk/about-us/>

Look out for further case studies on the NCRM website and updates on NCRM's pedagogic research <https://www.ncrm.ac.uk/research/pedagogy.php> . We also appreciate feedback to inform future work

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