

**Doctor in Educational Leadership and Management Development
National Chung Cheng University**

3958004

**Seminar on the Methodology in Education Research
教育研究方法論專題研討**

Semester I 2026 Wed/Time: 0910-1200 Venue: R335, Education Building 2

Instructor:

Prof. KOH Aaron

Office: R535

Phone: 05-2720411 ext.36323

Course Description

This course is designed to strengthen students' research capacity in preparation for their doctoral dissertation and future academic careers. It introduces a range of qualitative research paradigms and methodological approaches, with attention to their philosophical underpinnings and practical applications in educational research. Students will examine how these paradigms inform research design and explore strategies for collecting, analyzing, and interpreting qualitative data. Emphasis will be placed on developing the conceptual and technical skills necessary to design and conduct rigorous, high-quality studies that make original scholarly contributions.

Learning Outcomes

By the end of this course, students will be able to:

1. Critically evaluate the philosophical and theoretical foundations of major qualitative research paradigms.
2. Design research studies that are conceptually sound and methodologically rigorous.
3. Apply a range of qualitative data collection techniques (e.g., interviews, observations, document analysis) appropriately to educational contexts.
4. Employ analytic strategies for coding, interpreting, and presenting qualitative data.
5. Demonstrate reflexivity and ethical sensitivity in conducting qualitative research.
6. Articulate how qualitative inquiry contributes to advancing knowledge in education and to their own doctoral dissertation projects.

Course Schedule and Topics:

Week	Date	Topic
1	9 Sep	Designing a qualitative study
2	16 Sep	Literature Review I
3	23 Sep	Literature Review II
4	30 Sep	Narrative Inquiry
5	7 Oct	Self-directed Learning
6	14 Oct	Life Histories/Oral Narratives/Story-telling
7	21 Oct	Autobiography, Auto-, DuoAutoethnography
8	28 Oct	Interview I: Epistemology, Design, Methods and Ethics
9	4 Nov	Interview II: Ways of Analyzing Interview Data
10	11 Nov	Self-directed Learning
11	18 Nov	Case Study
12	25 Nov	Ethnography: Epistemology and modalities of ethnography
13	2 Dec	Educational Ethnography
14	9 Dec	Individual Oral Presentation of Literature Review
15	16 Dec	Critical Discourse Analysis I: Epistemological Issues
16	23 Dec	Critical Discourse Analysis II: Methods & Approaches
17	30 Dec	Course Revision, Consolidation and Consultation
18	6 Jan	Final Term Paper Writing Week

Course Schedule, Topics and Readings

(9 Sep) - Week 1: Designing a qualitative study

- a. Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass. [To read Chapter 1: What is Qualitative Research?]
- b. Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspectives in the Research Process*. SAGE. [To read Chapter 1, Introduction: The Research Process].
- c. Bright, D., & Prosser, H. (2026). Choose Your Own Methodology: An Adventure in Sanctioned Freedom. *Qualitative Inquiry*, 0(0). <https://doi.org/10.1177/10778004261477137>

(16 Sep) - Week 2: Literature Review I

- a. Thomas, G. (2025). *How To Do Your Literature Review*. Sage. [To read entire book]

(23 Sep) - Week 3: Literature Review II

- a. Arksey, H., & O'Malley, L. (2005) Scoping studies: towards a methodological framework, *International Journal of Social Research Methodology*, 8:1, 19-32, DOI:10.1080/1364557032000119616
- b. Gore, J., et al., (2017). The participation of Australian Indigenous students in higher education: a scoping review of empirical research, 2000–2016. *The Australian Education Researcher*, 44(323-355).
- c. Sperduti, V. R., Yemini, M., & Khavenson, T. (2025): Collective voices making change: a literature review of black youth activism in the United States, *Educational Review*, DOI: 10.1080/00131911.2025.2520246

(30 Sep) - Week 4: Narrative Inquiry

- a. Clandinin, D. J. & Connelly, F. M. (2004). *Narrative Inquiry: Experience & Story in Qualitative Research*. Jossey-Boss. [To read the entire book].

(7 Oct) – Week 5: Self-directed Learning

(14 Oct) – Week 6: Life History/Story-telling/Oral Narratives

- a. Goodson, I. (2016). The story of Life History. In *The Routledge International Handbook on Narrative and Life History* (pp.23-33). London: Routledge
- b. Raven, N. (2016) A consideration of the case for using life story interviews in The evaluation of widening access interventions, *Research in Post-Compulsory Education*, 21:3,278-290, DOI: 10.1080/13596748.2016.1196979

(21 Oct) – Week 7: Autobiography & Auto-/Duo- Ethnography

- a. Ellis, C., & Bochner, A. P. (2000). Authoethnography, personal narrative, reflexivity: Researcher as subject. In N. K. Denzin and Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*, 2nd Edn (pp.733-768). SAGE.
- b. Bochner, A. P., & Ellis, C. (2016). *Evocative Autoethnography: Writing Lives and Telling Stories*. Routledge.
- c. Koh, A. (2012): 'In-between' Asia and Australia: on the politics of teaching English as the 'Other', *Discourse: Studies in the Cultural Politics of Education*, 33:2, 167-178 [Example of using autobiography].
- d. Xu, W., & Poole, A. (2023). 'Academics without publications are just like imperial concubines without sons': the 'new times' of Chinese higher education. *Journal of Education Policy*, 1–18. <https://doi.org/10.1080/02680939.2023.2288339> [Example of

using duoethnography]

(28 Oct) – Week 8: Interview I: Epistemology, Design, Methods and Ethics

- a. Forsey, M. (2012). Interviewing individuals. In S. Delamont (Ed.), *Handbook of Qualitative Research in Education* (pp.364-376). Cheltenham, U.K.: Edward Elgar.
- b. Roulston, K. (2010). Considering quality in qualitative interviewing. *Qualitative Research*, 10(2):199-228.
- c. Lamont, A., & Swidler, A. (2014). Methodological pluralism and the possibilities and limits of interviewing. *Qualitative Sociology*, 37(2):153-171.
- d. Roulston, K. (2026). What's the use of qualitative interview. *Qualitative Inquiry*, 1-9, <https://doi.org/10.1177/10778004261459684>

(4 Nov) – Week 9: Interview II: Ways of analyzing interview data

- a. Creswell, J. W., & Baez, J. C. (2021). Coding text data. In *30 Essential Skills for the Qualitative Researcher*. 2nd Edn (pp.158-171). SAGE
- b. Brinkmann, S. & Kvale, S. (2015). *InterViews: Learning the Craft of Qualitative Research Interviewing*. SAGE (Chapters 12-14).
- c. Charmaz, K. & Thornberg, R. (2020). The pursuit of quality in grounded Theory. *Qualitative Research in Psychology*, DOI: 10.1080/14780887.2020.1780357
- d. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3:2, 77-101, DOI: 10.1191/1478088706qp063oa

(11 Nov) – Week 10 (Self-directed learning)

(18 Nov) - Week 11: Case Study

- a. Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods: Design and Methods*. 6th edn. Sage (*To read the entire book*)
- b. Thomas, G. (2016). *How to do a Case Study*. 2nd edn. Sage (*To read the entire book*).

(25 Nov) - Week 12: Ethnography: Epistemology and modalities of ethnography

- a. Clifford, J. (1973) Thick description: Toward an interpretive theory of culture. In *The Interpretation of Cultures: Selected Essays* (pp.3-30). New York: Basic Books.

- b. Willis, P. (2000). The ethnographic imagination and 'whole ways of life'. In *The Ethnographic Imagination* (pp.106-126). Malden, MA: Blackwell
- c. Clifford, J. (1997). Spatial practices: Fieldwork, travel, and the disciplining of anthropology. In *Routes: Travel and Translation in the Late Twentieth Century* (pp.52-91). Cambridge, Massachusetts: Harvard University Press.
- d. Marcus, G. (1998). Ethnography in/of the World System: The emergence of multi-sited ethnography. In *Ethnography Through Thick and Thin* (pp.79-104). Princeton, New Jersey: Princeton University Press.
- e. Burawoy, M. (2000). Introduction: Reaching for the Global. In M. Burawoy, J. A. Blum, S. George, Z. Gille, T. Gowan, L. Haney, M. Klawitter, S. H. Lopez, S. O. Riain, M. Thayer (Eds.).(2000). *Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World* (pp.1-40). Berkeley, LA: University of California Press.
- f. Kenway, J. (2015). Ethnography "is not what it used to be": Rethinking space, time, mobility, and multiplicity. In S. Bollig, M.-S. Honig, S. Neumann and C. Seele (Eds.), *MultiPluriTrans in Educational ethnography: Approaching the Multimodality, Plurality and Translocality of Educational Realities* (pp.37-55). Verlag, Bielefeld: Transcript.
- g. Hine, C. (2015). *Ethnography for the Internet*. London: Bloomsbury (pp1-54).
- h. Przybylski, L. (2021). Introduction to Hybrid Ethnography. In *Hybrid Ethnography: Online, Offline & In-Between* (pp.1-15). London: SAGE.

(2 Dec) – Week 13: Educational Ethnography

- a. Delamont, S. (2017). Ethnography. In Wyse et al. (Eds.), *The BERA/SAGE Handbook of Educational Research*. London: Sage.
- b. Delamont, S. (2012). 'Traditional' ethnography: peopled ethnography for luminous description. In S. Delamont (Ed.)(2012), *Handbook of Qualitative Research in Education* (pp.342-353). Cheltenham, U.K.: Edward Elgar.
- c. Corwin, Z. B., & Clemens, R. F. (2012). Analysing fieldnotes: a practical guide. In S. Delamont (Ed.)(2012), *Handbook of Qualitative Research in Education* (pp.489-502). Cheltenham, U.K.: Edward Elgar.
- d. Walford, G. (Ed.)(2007). *How To Do Educational Ethnography*. Tufnell Press.

Examples of articles that use ethnography in educational research:

- e. Koh, A. (2019). Multi-sited global ethnography of elite schools. In *Oxford Research Encyclopedia of Education*. Oxford University Press. doi: <http://dx.doi.org/10.1093/acrefore/9780190264093.013.322>

- f. Forsey, M., Breidenstein, G., Roch, A., & Krueger, O. (2015). Ethnography at a distance: Globally mobile parents choosing international schools in Berlin. *International Journal of Qualitative Research in Education*, 28:112-1128.

(9 Nov) – Week 14: Individual Oral Presentation of Literature Review

(16 Dec) - Week 15: Critical Discourse Analysis I: Epistemological Issues

- a. Fairclough, N. (1992). A social theory of discourse. In *Discourse and Social Change* (pp.62-99). Polity Press.
- b. Luke, A. (1995). Text and discourse in education: An introduction to Critical Discourse Analysis. *Review of Research in Education*, 21(1):3-48.
- c. Hammersley, F. (1997). On the foundations of Critical Discourse Analysis. *Language & Communication*, 17(3):237-248.
- d. Taylor, S. (2001). Locating and conducting discourse analytic research. In M. Wetherell, S. Taylor and S. J. Yates (Eds.), *Discourse as Data: A Guide for Analysis* (pp.5-48). London: SAGE and The Open University.
- e. Fairclough, N. (2015). Introduction. In *Language and Power*, 3rd edn. (pp.1-50). Abingdon, Oxon: Routledge.
- f. Breeze, R. (2011). Critical Discourse Analysis and its Critics. *Pragmatics*, 21(4): 493-525.

(23 Dec) – Week 16: Critical Discourse Analysis II: Methods & Approaches

- a. Goatly, A. & Hiradhar, P. (2016). Critical Reading and Writing in the Digital Age: An Introductory Coursebook. Routledge (read the first three chapters pp.1-113)
- b. Fairclough, N. (2015). Critical discourse analysis in practice: description. In *Language and Power* (pp.128-153). 3rd Edn. Routledge.
- c. Meyer, M. (2001). Between theory, method, and politics: positioning of the approaches to CDA. In R. Wodak and M. Meyer (Eds.), *Methods of Critical Discourse Analysis* (pp.14-31). SAGE.

(30 Dec) – Course Revision, Consolidation and Consultation

(6 Jan) – Final Term Paper Writing Week

Learning Activities & Feedback

Students are expected to participate in seminar discussions, and give an individual presentation in class. Following is an overview of learning activities and percentage.

	Activities	Percentage
1	Individual Class Preparation and Participation	20%
2	Individual Literature Review Oral Presentation	30%
3	Final Term Paper	50%

Assessment & Evaluation

Evaluation will be based on students' individual performance in the following three areas:

Assessment 1: Individual Class Preparation and Participation (20%)

You will be assigned individual readings for each week and required to share your thoughts and reflections on the readings assigned. A maximum of 20 marks (20% of your course grade) will be given for this individual contribution. Thoughtful responses and evidence of having read prescribed readings for each week will be generously rewarded with a good participation mark. Furthermore, students are expected to contribute to seminar discussions and learning activities (absence will affect the assessment of student individual learning performance).

Assessment 2: Individual Literature Review Oral Presentation (30%)

Each student is to give an individual literature review oral presentation on a topic of your choice. You are given 30 minutes to present followed by a 10-minute QnA.

Assessment 3: Term Paper (50%)

This final term paper requires you to write up the methodology chapter of your dissertation. You are advised to refer to a few good dissertations as reference. Follow the structure of a methodology chapter found in PhD/EdD dissertations. Deadline for submission of the paper is **(11 Jan 2027)**. Word limit is between 4000 to 4500 words including references. **Your term paper must be written in good, clear English.**

Format of final paper: MS Word Format in the APA (American Psychological Association) Manual Style, A4-size (Margin: 2.54cm on all sides), Times New Roman (Font size: 12 point), double spaced.

Please state clearly on the cover of your paper:

- (1) the course code & title of this course
- (2) the title of your paper and
- (3) your name and student number.

Please upload your assignment on e-Course, but before uploading ensure that you have done a

plagiarism check. *It is advisable to keep a copy of your final paper for your own record. You are to declare whether you have used ChatGPT or any AI tools on the declaration sheet and explain how you have utilized these tools.

*****Grades for late submission will be deducted: one sub-grade per three days, one grade per week; lateness of submission up to TWO weeks will NOT be marked.***

Assessment criteria of the term paper:

- Showing your understanding of the course materials, including appropriate and substantive use of required readings (30%);
- Level of mastery of methodology and design (30%);
- Appropriate use of supplemental readings and other materials (e.g., other journal articles, and book chapters) (20%);
- Accuracy of English, Organization, flow, clarity of writing and appropriate citations (20%)

Grading rubric:

Grade	Mark	Description
A+	100-90	Outstanding: The level of research, thinking, and communication are outstanding.
A	89-85	Very good: The level of research, thinking, and communication are superior. Well done!
A-	84-80	Good: The level of research, thinking, and communication are very good.
B+	79-77	Satisfactory: The level of research, thinking, and communication are satisfactory.
B	76-73	Acceptable but average at best: The level of research, thinking, and communication are acceptable.
B-	72-70	Acceptable but definitely below average: The level of research, thinking, and communication are barely acceptable.
C or below	69 or below	Not acceptable: The work is not appropriate for this class.

Academic honesty and plagiarism

Attention is drawn to the University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations.

Every assignment handed in should be accompanied by a signed declaration as below.

I declare that the assignment here submitted is original except for source material explicitly acknowledged, and that the same or related material has not been previously submitted for another course.

I declare that I have/have not used AI tools such as ChatGPT for (state how you have used AI tools).

I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website.

Signature

Date

Name

Student ID

Course code

Course title

Useful e- journals:

Ethnography & Education

Qualitative Inquiry

International Journal of Qualitative Studies in Education

Qualitative Research

Educational Action Research

Educational Research

International Journal of Research and Method in Education

Critical Discourse Studies

Discourse&Society

Discourse Processes

Ethnography

Qualitative Research Journal (Emerald)

Recommended Readings

Atkinson, P. (2015). *For Ethnography*. SAGE.

Alvesson, M. (2011). *Interpreting Interviews*. SAGE.

Ballesterio, A., & Winthereik, B. R. (Eds.)(2021). *Experimenting with Ethnography: A companion to analysis*. Duke University Press.

Barkhuizen, G. (Ed.)(2019). *Qualitative Research Topics in Language Teacher Education*. Routledge.

Bartlett, L., & Vavrus, F. (2017). *Rethinking Case Study Research: A Comparative Approach*. Routledge.

Beach, D., Bagley, C., Silva, S. M. Da Siva (Eds.)(2018). *The Wiley Handbook of Ethnography of Education*. Wiley Blackwell.

Berg, B. (2007). *Qualitative Research Methods for the Social Sciences*. Pearson

Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods*. Pearson.

Brinkmann, S., & Kvale, S. (2015). *InterViews: Learning the Craft of Qualitative Research Interviewing*. 3rd edn. SAGE.

Busher, H., & Fox, A. (Eds.)(2019). *Implementing Ethics in Educational Ethnography: Regulation and Practice*. Routledge.

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage.

Clifford, J. (1997). *Routes: Travel and Translation in the Late Twentieth Century*. Harvard University Press.

Clandinin, D. J. (2019). *Journeys in Narrative Inquiry: The Selected Works of D. Jean Clandinin*. Routledge.

Cohen, L., Manion, L. & Morrison, K. (2001). *Research Methods in Education*. RoutledgeFamler.

Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. SAGE.

Delamont, S. (Ed.)(2012). *Handbook of Qualitative Research in Education*. Edward Elgar.

Delamont, S. (2014). *Key Themes in Ethnography of Education: Achievements and Agenda*. SAGE.

Delamont, S. (2016). *Fieldwork in Educational Settings: Methods, Pitfalls and Perspectives*. Routledge.

Deniz, N. K. & Lincoln, Y. S. (Eds.)(2005). *The SAGE Handbook of Qualitative Research*. SAGE.

Denzin, N., & Lincoln, Y. S. (Eds.)(2018). *The SAGE Handbook of Qualitative Research*. 5th edn. SAGE.

Emerson, R. M., Fretz, R. I. & Shaw, L. L. (1995). *Writing Ethnographic Fieldnotes*. The University of Chicago.

Fairclough, N. (1992). *Discourse and Social Change*. Polity.

Fairclough, N. (2003). *Analysing Discourse: Textual Analysis for Social Research*. Routledge.

Fairclough, N. (2015). *Language and Power*. 3rd edn. Routledge.

Fetterman, D. M. (1998). *Ethnography: Step by Step*. SAGE.

Freebody, P. (2003). *Qualitative Research in Education: Interaction and Practice*. SAGE.

Gee, J. (2005). *An Introduction to Discourse Analysis: Theory and Method*. 2nd edn. Routledge.

Goatly, A., & Hiradhar, P. (2016). *Critical Reading and Writing in the Digital Age: An Introductory Coursebook*. Routledge.

Goghlan, D., & Brannick, T. (Eds.)(2010). *Doing Action Research in Your Own Organization*. SAGE.

Hammersley, M. & Atkinson, P. (1997). *Ethnography: Principles in Practice*. Routledge.

Hammond, M., & Wellington, J. (2013). *Research Methods: The Key Concepts*. Routledge.

Hine, C. (2015). *Ethnography for the Internet: Embedded, Embodied and Everyday*. Bloomsbury.

Jackson, A. Y., & Mazzei, L. A. (Eds.)(2009). *Voice in Qualitative Inquiry: Challenging Conventional, Interpretative, and Critical Conceptions in Qualitative Research*. Routledge.

Jarvinen, M., & Mil-Meyer, N. (Eds.)(2020). *Qualitative Analysis: Eight Approaches for the Social Sciences*. SAGE.

- Jerolmack, C., & Khan, S. (Eds.)(2018). *Approaches to Ethnography: Analysis and Representation in Participant Observation*. Oxford University Press.
- Jones, R. H. (2012). *Discourse Analysis: A Resource Book for Students*. Routledge.
- Kozinets, R. (2010). *Netnography: Doing Ethnographic Research Online*. SAGE.
- Lambert, M. (Ed.)(2019). *Practical Research Methods in Education: An Early Researcher's Critical Guide*. Routledge.
- Machin, D., & Mayr, A. (2012). *How to do Critical Discourse Analysis*. London: SAGE.
- Marcus, G. E. (1998). *Ethnography through Thick & Thin*. Princeton University Press.
- Matthews, C. R. (2025). *Doing Good Social Science: Lessons from Immersion, Understanding Social Life and Exploring the In-between*. Routledge.
- Mertova, P., & Webster, L. (2019). *Using Narrative Inquiry as a Research Method: An Introduction to Critical Event Narrative Analysis in Research, Teaching and Professional Practice*. 2nd Ed. Routledge.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A guide to design and implementation*. 4th edition. Jossey-Bass.
- Mulligan, D. L., Fobes, M., Anteliz, E. A., Danaher, P. A. (Eds.)(2025). *The Palgrave Handbook of Autoethnography and Self-Study Education Research Methods*. Palgrave Macmillan.
- O'Reilly, K. (2009). *Key Concepts in Ethnography*. SAGE.
- O'Reilly, K. (2012). *Ethnographic Methods*. 2nd Edn. Routledge.
- Pole, C., & Morrison, M. (2003). *Ethnography for Education*. Open University Press.
- Przybylski, L. (2021). *Hybrid Ethnography: Online, Offline, and In Between*. SAGE.
- Roulston, K. (2022). *Interviewing: A Guide to Theory and Practice*. Sage.
- Silverman, D. (2000). *Doing Qualitative Research: A Practical Handbook*. SAGE.
- Silverman, D. (2020). *Interpreting Qualitative Data*. SAGE.
- Somekh, B., & Lewin, C. (Eds.)(2005). *Research Methods in the Social Sciences*. SAGE.
- Vavrus, F., & Bartlett, L. (Eds.)(2023). *Doing Comparative Case Studies: New Designs and Directions*. Routledge.
- Wellington, J. (2000). *Educational Research: Contemporary Issues and Practical Approaches*.

Continuum.

Willis, P. (2000). *The Ethnographic Imagination*. Polity.

Wetherell, M., Taylor, S., & Yates, S. J. (Eds.)(2001). *Discourse as Data: A Guide for Analysis*. SAGE and Open University Press.

Wodak, R., & Meyer, M. (Eds.)(2001). *Methods of Critical Discourse Analysis*. SAGE.

Wyse, D., Selwyn, N., Smith, E., & Suter, L. E. (Eds.)(2017). *The BERA/SAGE Handbook of Educational Research*. SAGE.

Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*. 6th Edn. SAGE.