



Course Information

Prefix & number	Title
EDST 571	Educational Research: Relating Questions, Theory, and Methodology
Instructor	Prerequisites or restrictions (if any)
Dr. Amy S. Metcalfe	None
Term	Day/Time
Winter 2, 2023	

Focus or Content
<p>Purpose of the Course This course is a core course for MA students in the EDST Master of Arts in Educational Studies, with concentrations in ALE, EDAL, HIED, SCPE, and the general concentration. There are no prerequisites for this course. Students who are not in the EDST MA program may take the course, upon consultation with their graduate supervisor or advisor. For some EDST MEd programs, EDST 571 satisfies the research methods course requirement. <u>However, please be advised that this course is designed as an intensive introduction to research methods for students who intend to conduct research for a thesis or dissertation, and that EDUC 500 may be a more suitable course for many MEd students.</u> Doctoral students in EDST and other programs are welcome to take the course for credit, ideally prior to achieving candidacy.</p> <p>Course Overview EDST 571 introduces students to the practice of educational research, where “education” is understood in a broad sense, including discourses and representations of education, schooling, and learning; practices and policies in educational settings; and in relation to adult education, higher education, K-12 schooling, educational leadership, workplace learning, and informal education. Rather than considering theory separate from research methods, the course considers educational research as a coherent combination of research questions, theoretical perspectives and research methods, as understood from various paradigmatic perspectives.</p>

Goals, Objectives or Learning Outcomes
<p>By the end of the term, students should be able to:</p> <ol style="list-style-type: none"> 1. <i>understand and discuss</i> the various decisions involved in creating a comprehensive educational research design, such as locating oneself as a researcher, approaching the literature review, selecting a theoretical framework, writing answerable research question/s, selecting topically-relevant and ethically-informed research methods and approaches to analysis; 2. <i>locate</i> themselves as reflective/reflexive and relational researchers, and position their educational inquiry within one or more research paradigms, identifying the benefits and limitations of doing so; <ul style="list-style-type: none"> • Related to Assignment 1: Researcher Reflexivity and Relationality 3. <i>complete</i> the TCPS2 “Course on Research Ethics” (CORE) tutorial and become familiar with the UBC BREB process; <ul style="list-style-type: none"> • Related to Assignment 2: TCPS2 “Course on Research Ethics” (CORE) 4. <i>prepare and present</i> a short research proposal that includes one or more theoretical perspectives, research question/s, and research methods pertinent to the students’ own research interests. <ul style="list-style-type: none"> • Related to Assignment 3: Short Research Proposal and Poster Presentation

Assignments or Assessment Process
Course in design for 2023. Please contact the instructor for more information.

Notes/Other