# Timetable for Courses for Research Higher Degrees Students in Semester 1, 2018-19
(as at September 28, 2018)

<table>
<thead>
<tr>
<th>No.</th>
<th>Div.</th>
<th>Course code &amp; title</th>
<th>Teacher(s)</th>
<th>Minimum requirement for attendance</th>
<th>Eligibility (for enrolment in Primary Discipline Courses by students in other Divisions)</th>
<th>Cross-institutional course enrolment (i.e. Open to MPhil/PhD from other institutions in Hong Kong)</th>
<th>Primary discipline (24 hrs)/Research methods (12 hrs)</th>
<th>Tentative schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Primary Discipline Courses:</strong></td>
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<tr>
<td>1</td>
<td>ITS</td>
<td>EDUR8030 Technology-enhanced Learning from Learning Design and Organizational Change Perspectives (Re-offering with modifications)</td>
<td>M Wang, A H K Yuen, N W Y Law</td>
<td>100%</td>
<td><a href="#">Yes</a> (Vetting of the student’s background and relevance to the field of technology-enhanced learning)</td>
<td>3 hrs X 8 sessions</td>
<td>Date: Sep 12, 19, 26; Oct 3, 10, 24, 31; Nov 14, 2018 (Wed) Time: 6:30 – 9:30p.m. Venue: T3, Meng Wah Complex (MWT3)</td>
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</tr>
<tr>
<td>2</td>
<td>PASSE</td>
<td>EDUR8051 Sociology of Education: East and West (Former title: Comparative Sociology of Education: East and West) (Re-offering without modifications)</td>
<td>G A Postiglione, D Wang</td>
<td>100%</td>
<td><a href="#">Yes</a></td>
<td>3 hrs X 8 sessions</td>
<td>Date: Sep 12, 19, 26; Oct 3, 10, 24, 31; Nov 7, 2018 (Wed) Time: 6:30 – 9:30p.m. Venue: Room 403, Runme Shaw Building (RM403)</td>
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<td></td>
<td></td>
<td><strong>Research Methods Courses:</strong></td>
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<tr>
<td>3</td>
<td>NA</td>
<td>EDUR7056 Regression (Part A) (Re-offering without modifications)</td>
<td>J de la Torre</td>
<td>Nil</td>
<td>NA</td>
<td>3 hrs X 4 sessions</td>
<td>Date: Sep 18; Oct 9, 16, 23; and Nov 6, 2018 (Tue) Time: 6:30 – 9:30p.m. Venue: Room 549 Meng Wah Complex (MW549) [for the session on October 16]; Room 3.41, The Jockey Club Tower, Centennial Campus (CPD3.41) [for the remaining sessions]</td>
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<td>4</td>
<td>NA</td>
<td>EDUR7057 Experimental Design (Part A) (Re-offering without modifications)</td>
<td>J de la Torre</td>
<td>Nil</td>
<td>NA</td>
<td>Yes</td>
<td>3 hrs X 4 sessions</td>
<td>Date: Nov 13, 20, 27; and Dec 4, 2018 (Tue) Time: 6:30 – 9:30p.m. Venue: Room 3.41, The Jockey Club Tower, Centennial Campus (CPD3.41)</td>
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<tr>
<td>5</td>
<td>NA</td>
<td>EDUR7069 Interactional Ethnography (Re-offering with modifications)</td>
<td>S Bridges, M Chian</td>
<td>3 out of 4 sessions</td>
<td>NA</td>
<td>Yes (Quota: up to 5 places for non-HKU students)</td>
<td>3 hrs X 4 sessions</td>
<td>Date: Sep 10, 17; Oct 8, 15 and 29, 2018 (Mon) Time: 6:30 – 9:30p.m. Venue: Room 403, Runme Shaw Building (RM403) (for the session on Sep 10) and Room 3.41, The Jockey Club Tower, Centennial Campus (CPD3.41) (for the remaining sessions)</td>
</tr>
<tr>
<td>6</td>
<td>NA</td>
<td>EDUR7072 Text Analytics in Education (New offering)</td>
<td>X Hu</td>
<td>Nil</td>
<td>NA</td>
<td>Yes</td>
<td>2 hrs X 6 sessions</td>
<td>Date: Sep 15, 22; Oct 6, 13, 27; and Nov 3, 2018 (Sat) Time: 10:00a.m. – 12:00nn Venue: Room 549, Meng Wah Complex (MW549)</td>
</tr>
</tbody>
</table>

**Research Methods Courses:**

Tentative and Subject to Change
## Timetable for Courses for Research Higher Degrees Students in Semester 1, 2018-19 (Con’t)
(as at September 28, 2018)

<table>
<thead>
<tr>
<th>No.</th>
<th>Div.</th>
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<th>Cross-institutional course enrolment (i.e. Open to MPhil/PhD from other institutions in Hong Kong)</th>
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</table>
| 7   | NA   | EDUR7073 Designing and Theorizing Qualitative Research (Adapted from “EDUR 7066 Working with Qualitative Data” and “EDUR 7068 Developing Conceptual Frameworks and Theorizing in Educational”) (New offering) | D Carless | Nil | NA | Yes | 3 hrs X 4 sessions | Date: Sep 15; Oct 13, 27; and Nov 10, 2018 (Sat)  
Time: 1:30 – 4:30pm.  
Venue: T3, Meng Wah Complex (MWT3) |
EDUR8030 Technology-Enhanced Learning from Learning Design and Organizational Change Perspectives (Semester 1, 2018-19)

Teacher(s):
N W Y Law, M Wang, A H K Yuen

Course objectives:
This module provides an introduction to the key areas of literature that contribute to the interdisciplinary field of Technology-Enhanced Learning (TEL), and to help novice researchers in this field to develop a comprehensive understanding of where their research area, conceptual and applied, is situated in the literature. The main themes to be addressed in this module are:

- Digital technology, learning and the learner—a review (Nancy)
- Schooling for 21st century skills, or creating a multilevel learning ecology for collaborative inquiry and knowledge building? (Nancy)
- Technology-supported learning design and learning analytics—reimagining education professionals as evidence-based learning designers in the age of big and small data (Nancy)
- Design of TEL environments to foster deeper learning (Maggie)
- Technology-enhanced learning and organizational change (Maggie)
- Leadership for technology-supported education innovation (Allan)
- Leadership for organizational learning (Allan)
- Critical peer review of the literature in TEL and identifying questions based on the literature that impacts/informs individual student work/theoretical framework (Allan)

Minimum requirement for attendance:
100% (Students should attend all the sessions unless there are exceptional circumstances or if prior approval is received from the respective teacher. The participation requirement includes the completion of the e-portfolio tasks and online discussions.)

Pre-requisite:
Nil

Course structure:
Students will be introduced to the key literature related to each of the topic areas. Students will undertake a critique of research in their area of TEL interest and conduct discussions on these through class and online interactions, complete a literature review on a topic relevant to their own research agenda, and to demonstrate their understanding of information and media literacies through the development of an e-portfolio. Students would then be assigned as reviewers to undertake review of their peers’ work according to set review criteria. There are 8 face-to-face scheduled sessions. It is expected that there will be a lot of online interactions, during and in-between the scheduled class sessions, and that students will need to spend at least one hour online each week out-of-class working on module activities, particularly on their e-portfolios. Each scheduled class session is three hours in duration.

Key readings:


Outcome:
1) Identify key areas of the literature in TEL and demonstrate understanding of how these relate to an identified area of research interest.
2) Demonstrate understanding of TEL as underpinned by learning theories and pedagogical principles in its design and use, as well as the need for appropriate teacher learning and leadership support for its implementation through the e-portfolio and the literature review (as appropriate to the focus of the review).
3) Demonstrate understanding of multiple literacies through the development of an effective e-portfolio
4) Evidence evaluation skills through critiquing peer e-portfolios
5) Evidence ability to revise writing, taking into account peer critical reviews given to the e-portfolio
Assessment:

<table>
<thead>
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<tbody>
<tr>
<td>Digital Portfolio (40%):</td>
<td>O1 – O4</td>
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<tr>
<td>Students will develop an e-portfolio which comprises the artifacts they reviewed as well as reflections on each of the topics covered in the module, providing samples of TEL design and/or practice, as relevant. Peers will review and provide formal comments on the quality of student e-portfolios.</td>
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<tr>
<td>Literature review (60%):</td>
<td>O1 – O2</td>
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<tr>
<td>A paper of not more than 4,000 words. This is the revised version of the draft submitted to the online conference system.</td>
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</table>

In general, the quality criteria for academic writing are:
- Formulation and originality
- Relevance and depth of understanding of literature
- Demonstration of the ability to apply, analyze, argue and critique
- Structure, presentation, language use and referencing

Note: Students need to pass both assessments in order to pass the course.

(Version as at July 11, 2018)
Teacher(s):
G A Postiglione, D Wang

Course objectives:
Specific objectives
The main objective is to employ the concepts, theories and methods of the sociology of education to strengthen research and development in education.

Course description
What is sociology of education and how can it be used to inform advanced research about improving education with conceptual approaches and methods derives from both East and West? This course examines the relevance of the classical and contemporary theories, concepts and methods in the sociology of education for doing advanced level policy research in education. The course includes the study of sociological concepts such as social and cultural capital, processes such as modernization, globalization, and institutionalization, social issues such as cultural identity, social equality, educational reform and social change. The course will be comparative and contrast Eastern and Western perspectives in the sociology of education, as they apply to educational institutions. The main objective is to employ the concepts, theories and methods of the sociology of education to strengthen research and development in education.

Minimum requirement for attendance:
100% (Must attend all sessions, or provide evidence of completing session requirements that are approved by one of the course instructors.)

Pre-requisite:
Nil

Course structure:
Flipped lecture/discussion, highly interactive, advanced level class

Key readings:


Education and Social Change in China, Gerard Postiglione, New York: M.E. Sharpe 2006

East Asia at School, Gerard Postiglione and Jason Tan, New York: Greenwood Press 2007

Outcome:
Students who fulfill the requirements of this course will be able to:
1) Identify Western sociology of education and assess its relationship to China’s development;
2) Employ sociological theories to analyze why education works the way it does;
3) Examine different methodological approaches in the sociology of education;
4) Analyze the roles and responsibilities of teachers in school organizations;
5) Explore explanations of what kind of knowledge is selected and reconstructed for transmission;
6) Explain the basic relationship between education and social stratification;
7) State why particular policies have been unsuccessful in reducing educational inequality;
8) Examine whether education systems in the world are converging or diverging;

Assessment:

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<tr>
<td>Class presentation consists of preliminary conceptual discussion that formulated a refined and feasible research issue and relates to one course topic approved by one of the instructors that is worth a maximum of 50% of the course grade, presented between sessions five and eight. Length of the presentation to be decided based on the achievement of the aim of the activity.</td>
<td>1. Identify selected Western theories of sociology of education and assess their relevance to Asia in general and China in particular; 2. Compare different methodological approaches in the sociology of education; 3. Explain how social forces influences education in schools and universities; Depending on focus of CP: 4. Compare the roles and responsibilities of teachers in formal and informal school organizations; or 5. Explore explanations of what kind of knowledge is selected for transmission in schools; or Approved aligned proposal by instructor</td>
</tr>
<tr>
<td>A comprehensive and critical review of 3000 words on the research literature on an approved topic that is worth 50% of the grade and approved by one of the course instructors, and good enough to be a basis for a journal article.</td>
<td>6. Based on literature, explain the key relationship between education and society, with the option of social stratification; 7. Based on the literature review, state why particular policies have been unsuccessful, for example in reducing educational inequality; 8. Based on the literature view, state whether and why education systems in the world are converging or diverging.</td>
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</table>

Note: Students have to pass both assessments in order to pass the course.

(Version as at July 11, 2018)
Course objectives:
This is a two-part course that focuses on techniques for analyzing non-experimental data, primarily multiple regression analysis. The goals of the course are to help students 1) gain an understanding of how data are analyzed and interpreted in non-experimental research; 2) recognize the different situations under which the use of multiple regression analysis is appropriate; 3) learn various ways of formulating regression models, and 4) implement standard and nonstandard regression analyses in SPSS.

Minimum requirement for attendance:
Nil

Pre-requisite:
EEDD6701 Research Methods I; or
EDUR6020 Quantitative Research Methods I & EDUR6021 Quantitative Research Methods II; or
A graduate course that covers inferential statistics is required.

Course structure:
The course will introduce student to various models and procedures that can be used in regression analysis. In each meeting, the theoretical foundation of these procedures will be discussed; in addition to worked out examples, students will also have the opportunity to implement these procedures in SPSS when applicable.

Meeting 1 will introduce the simple linear regression model (i.e., model with a single predictor). In addition to its assumptions, formulation and interpretation, its estimation and the inferences it supports will be discussed. The relationship between the simple linear regression model and the correlation coefficient will be examined.

Meeting 2 will focus on ascertaining the appropriateness of the fitted regression model. Different diagnostics will be examined to determine the extent to which the model assumptions can be considered appropriate. A number of remedial measures will be introduced to address different potential model violations.

Meeting 3 will introduce the simplest multiple regression model (i.e., model with two predictors). To understand how the model works in general, the matrix approach to linear regression model will be briefly discussed and illustrated. Similarities and differences between the simple and multiple regression models in terms of assumptions, interpretation, and estimation will be discussed.

Meeting 4 will give an in-depth discussion of the multiple regression model. Due to its more complex nature, different interpretations that can be derived from a multiple regression model will be emphasized. In addition, extensions of the model to cover nonlinear relationships will be discussed.
**Key readings:**

**Outcome:**
1) To provide students with the knowledge that will allow them to recognize the use of appropriate models and procedures for regression analysis; and
2) To provide students with the skills that will allow them to implement a software package that performs multiple regression analysis

**Assessment:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students will have to complete four homework assignments for the materials covered in the four meetings. An assignment will be given after each meeting, and will be due the week after. The homework assignments will consist of problems pertaining to computation, computer implementation, and interpretation of results. Each homework assignment will be worth 25% of the final score. A final score of at least 80% is needed to pass the course.</td>
<td>O1 – O2</td>
</tr>
</tbody>
</table>

*Version as at July 11, 2018*
**Teacher(s):**
J de la Torre

**Course objectives:**
This is a two-part course that focuses on techniques for analyzing experimental data. The goals of the course are to help students 1) gain the conceptual and statistical knowledge needed to properly design and analyze data from experiments; 2) understand the assumptions, requirements, and limitations of analysis of variance (ANOVA); 3) develop the language and concepts necessary for interpreting and reporting results from experiments; and 4) gain facility to implement ANOVA in SPSS.

**Minimum requirement for attendance:**
Nil

**Pre-requisite:**
EEDD6701 Research Methods I; or
EDUR6020 Quantitative Research Methods I & EDUR6021 Quantitative Research Methods II; or
A graduate course that covers inferential statistics is required.

**Course structure:**
The course will introduce student to various models and procedures that can be used in experimental design. In each of the four meetings, the theoretical foundation of these procedures will be discussed; in addition to worked out examples, students will also have the opportunity to implement these procedures in SPSS.

For Part A, below are the topics that will be covered in each meeting.

Meeting 1 will introduce the single-factor design (i.e., design with a single independent variable). Specifically, its assumptions, formulation, interpretation, as well as estimation and the inferences it supports will be discussed.

Meeting 2 will discuss specific hypotheses in the form of orthogonal contrasts to analyze data from a single-factor design. Analysis of trend for some type of dependent variables will also be covered in this meeting.

Meeting 3 will discuss the difference between planned and post hoc contrasts. Various procedures and their appropriate use will be presented. The meeting will also discuss power and effect size.

Meeting 4 will introduce the two-way factorial design (i.e., design with two independent variables). It will discuss the concept of and definition of an interaction, the statistical model and computation for two way analysis, as well as blocking, effect size, sample size, and power.

**Key reading:**
**Outcome:**
1) To provide students with the knowledge that will allow them to properly design experimental studies and analyze experimental data
2) To provide students with the skills that will allow them to implement a software package that performs ANOVA and related methods

**Assessment:**

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<td>O1 – O2</td>
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*(Version as at July 11, 2018)*
THE UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION

EDUR7069 Interactional Ethnography
(Semester 1, 2018-19)

Teacher(s):
S Bridges, M Chian

Course objectives:
By the end of this course researchers will be able to:
- Examine the theoretical underpinnings of Interactional Ethnography;
- Apply the principles of video recording in undertaking ethnographic research;
- Manage videos transcription software;
- Analyse classroom video data;
- Construct and analyse a data map to account for classroom practices.

Minimum requirement for attendance:
75% - 3 out of 4 sessions (Students who fail to attend 3 sessions will fail the course.)

Pre-requisite:
Nil

Course structure:
Workshop 1:
- Do you see what I see? Through the eyes of the classroom ethnographer.
- Introduction to Interactional Ethnography (IE) - the IE framework; orienting theories
Workshop 2:
- Basics of classroom video recording
- Introduction to use of transana software
Workshop 3:
- Data analysis using Interactional Ethnography
- Designing an event map
Workshop 4:
- Designing accounts – the role of explanatory theories
- Peer review of event maps

Key readings:


Bridges S.M, Green, J. Botelho, MG & Tsang, PCS (2014). Blended learning and PBL: An interactional ethnographic approach to understanding knowledge construction in-situ. In Andrew Walker, Heather Leary, Cindy Hmelo-Silver, Peggy A. Ertmer (Eds.), Essential Readings in Problem-Based Learning. Purdue:
Purdue Press.


In S Bridges, C McGrath & T Whitehill (Eds). Researching problem-based learning in clinical education: The next generation. Netherlands: Springer. (pp. 99-120)


Outcome:
By the end of this course, researchers will be able to:
1) Examine the theoretical underpinnings of interactional ethnography;
2) Apply the principles of video recording and transcription in ethnographic research;
3) Analyse classroom artefacts (documents, observations, recordings);
4) Construct and analyse a data map to account for learning in situ.

Assessment:

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<tbody>
<tr>
<td>Sample of a transcribed segment of a video recording (formative: Pass/Fail)</td>
<td>O2</td>
</tr>
<tr>
<td>Assignment: Construct an event map and analyse using one explanatory theory (3,000 words) (Summative – 100%; Pass/ Fail)</td>
<td>O1, O3, O4</td>
</tr>
</tbody>
</table>

Note: All students are required to submit both assessment tasks.

(Version as at July 11, 2018)
Teacher(s):
X Hu

Course objectives:
There are rich texts in educational contexts, such as student writings, forum posts, peer comments, etc. With the amount of the texts grows larger, especially in today’s various digital and online platforms, researchers in education have recognized the power of text analytics and started adopting it as a main or complementary method. The main goal of this course is to increase student awareness of the power of analytical and computational methods in finding patterns in text collections, and to equip them with these methods in analyzing various texts related to their research interests. This course is designed as a general introductory level course for all students who are interested in analyzing text using automated means. Programming skill is NOT required in this class.

The course will introduce the concepts and methods of text analytic technologies which lie in the intersection of multiple research areas, including machine learning, natural language processing, information retrieval, and statistics. Existing tools for text analytics and visualization will be introduced in the context of educational applications such as topic modeling, sentiment analysis, automated assessment, etc. With both conceptual discussions and hands-on exercises, this course will facilitate students learning how to apply text analytics to their research.

Minimum requirement for attendance:
Nil

Pre-requisite:
Nil

Course structure:
The course consists of lectures, in-class discussions, tutorials, take-home exercises, and a final project. There will be 12 contact hours in 6 meetings, which will cover the following topics:

- Text representation (how to convert raw text into numbers)
- Text categorization and applications (e.g., sentiment analysis)
- Feature ranking and evaluation (finding discriminant words)
- Text clustering and topic modeling (finding topics in large amount of text)
- Visualization and tools for text-based research
- Conducting text analytic projects

Key readings:


Outcome:
Upon completing this course, students shall be able to

1) Describe basic concepts and methods in text analytics, such as text representation, text categorization and clustering, and topic modeling;
2) Articulate the mechanisms in text analytical applications in educational contexts, such as sentiment analysis, automated writing assessment, and topic identification;
3) Use text analysis and visualization tools to explore interesting patterns in a collection of texts;
4) Select appropriate technologies for specific text analysis tasks and evaluate the benefits and challenges in the selected solutions.

Assessment:

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<tr>
<td>Homework (45%)</td>
<td>O1 – O3</td>
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<tr>
<td>Project (55%)</td>
<td>O1 – O4</td>
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</table>

Homework: in the earlier half of the course, there will be three homework assignments each with 15 points. The homework will include problems related to the understanding of basic concepts, as well as small scale applications of text analytic technologies and tools. Homework will be graded based on 1) correctness (if applicable), 2) reasonableness of arguments, and 3) clear and logical presentation. Formative feedback will be provided shortly after submission of each homework.

Project: in the latter half of the course, each student will choose a text mining problem to solve for the final project. The problem could be related to his/her thesis or a side project. Student will submit a final report upon completing the project. The report will include 1) descriptions of the problem and the text collection(s), 2) the technologies used to analyze the text, 3) the results of analysis, and 4) implications of the results. The report will be no more than 4,000 words. Project will be graded based on 1) proper framing of the problem into text analytical tasks, 2) the selection of appropriate technologies, 3) reasonable interpretations of results, and 4) clear and logical presentation. Ideally the projects can be developed into conference papers or journal publications.

Pass mark is 60% of the grade. Students do NOT have to pass both assessments to pass the course, they need to pass the project and the total grade to pass the course.

(Version as at July 11, 2018)
Teacher(s): D Carless

Course objectives:
The course aims to develop amongst participants a critical appreciation of the following:

- The roles of literature review and conceptual frameworks in framing educational research, and capacities in analyzing existing literature reviews and conceptual frameworks perceptively;

- Different qualitative research designs, and their strengths and weaknesses, and capacities in analyzing existing qualitative research perceptively;

- The role of theory in different qualitative research designs, and capacities in analyzing existing theories perceptively;

- Effective ways of expressing verbally and in writing concepts, designs and theories in relation to qualitative educational research

Minimum requirement for attendance:
Nil

Pre-requisite:
Nil

Course structure:
4 sessions of 3 hours.

Session 1: What is educational research? The role of the literature review and the characteristics of good literature reviews. What is a conceptual framework and how is it developed? Analyzing literature reviews and conceptual frameworks.

Session 2: What are the key rationales for qualitative research? What are the common types of qualitative research design, and what are their strengths and limitations? Analyzing qualitative research designs.

Session 3: What is the role of theories? What does it mean to theorize? How do qualitative researchers theorize? What is the relationship between theorizations and conceptual frameworks? Student oral presentations.

Session 4: What writing strategies are commonly used to articulate theorizations of qualitative research? Critical analysis of examples of theorizing qualitative research. Student oral presentations.

Key readings:

Outcomes:
The intended outcomes of the course are for students to be able to develop:

1) A critical appreciation of the role of literature reviews and conceptual frameworks, and capacities in analyzing existing literature reviews and conceptual frameworks perceptively;
2) An understanding of the strengths and limitations of different qualitative research designs, and capacities in analyzing existing qualitative research perceptively;
3) A critical appreciation of the role of theory in qualitative research and capacities in analyzing existing theories perceptively;
4) Enhanced capacities in expressing concepts, designs and theories in relation to qualitative educational research.

Assessment:

<table>
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<tbody>
<tr>
<td>1. Oral presentation (5 minutes) Weighting 25%</td>
<td>O1 – O4</td>
</tr>
<tr>
<td>2. Written work (2,500-3,000 words) Weighting 75%</td>
<td>O1 – O4</td>
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1. The oral presentation assessment (equivalent 1000 words of effort) provides an opportunity for students to introduce their own research topic and the provisional theories informing it. The 5 minute time-limit (enforced with a stopwatch) promotes concise communication and is line with parallel developments, such as 3 Minute Thesis competitions and 5 minute thesis introduction in the viva.

2. A written essay of about 2,500-3,000 words. The written work involves two options focused on the two key themes of the course, namely theory and qualitative research.

a) A critical review of a chosen theory or theoretical position (e.g. cognitivism, social cultural theory etc)

OR

b) A critical review of a specific qualitative research design (e.g. grounded theory, narrative inquiry etc).

In order to pass the course, students should Pass both Assessment elements.

(Version as at July 11, 2018)