



Leading education
and social research
Institute of Education
University of London

M P h i l / P h D

Research Training Programme
2011-2012

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TERM PLANNER

Autumn Term 2011: Monday 3 October – Friday 16 December 2011

Induction/Beginning Research: Saturday 1 October (10.00 am – 4.00 pm) in the Nunn Hall, level 4

Induction Week sessions: Tuesday 4 October – Friday 7 October (various times and rooms to confirm)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1 (beg 3 Oct)	TERM BEGINS		10.30-12.30 Induction Session GAP Rm 828		11.30-12.30 Induction Session Nunn Hall	
		3-4 Induction session Rm 731				
	5.30-7.30 Critical Realism Reading seminar Cttee Rm 1			4.30-6.30 Induction session Rm 728		
Week 2 (beg 10 Oct)	10-1 CDR Drama Studio	10.30-12.30 CAD Rm 642	10.30-12.30 Info & Lit Library Teaching Rm			
		2-4 CTI Rm 639	2-3.30 Alasdair MacIntyre Rm 736			
		5.30-7.30 Induction session GAP Cttee Rm 1	5.30-8.30 CDR Nunn Hall	5.30-8.30 Quantitative analysis I Elvin Hall 5.30-7.15 Foucault reading Seminar Rm 728		
Week 3 (beg 17 Oct)	10-1 CDR Drama Studio QDA an intro (online course begins)	10.30-12.30 CAD Nunn Hall	10.30-12.30 Info & Lit Library Teaching Rm/ CR 1	10- 5 SPSS (beginners) CR 1 (inside Library)		
		2-4 CTI Rm 639 2- 4 Research & theoretical Field Rm 836 2-5 Using Psychology to Maximise work time Rm 675	2-3.30 Alasdair MacIntyre Rm 777			
	5.30-7.30 Critical Realism Reading seminar Cttee Rm 1 5.30-7.30 Pragmatism reading Seminar Rm 790	5.30-7.30 Info & Lit Library Teaching Room	5.30-8.30 CDR Nunn Hall 5.30-7.30 Social Activity Method Rm 539	5.30-8.30 Quantitative analysis I Rm 642 5.30-7.15 Foucault reading Seminar Rm 541		

Autumn Term 2011 continued

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 4 (beg 24 Oct)	10-1 CDR Room to confirm	10.30-12.30 CAD Rm 739	10.30-12.30 Info & Lit CR 4 (Rm 543)			
		2-4 CTI Rm 746 2- 4 Research & theoretical Field Rm 744		2-4 Info & Lit Library Teaching Room		
	5.30-7.30 Upgrading Rm 801	5.30-7.30 Info & Lit Library Teaching Room/ CR 1 (in Library)	5.30-8.30 CDR Nunn Hall	5.30-8.30 Quantitative analysis I Elvin Hall 5.30-7.15 Foucault reading Seminar Rm 728		
Week 5 (beg 31 Oct)	10-1 CDR Drama Studio	10.30-12.30 CAD Rm 642		10.30-12.30 Advance d Endnote CR 4 (Rm 543)		
	2-4 The Viva Rm 744	2-4 CTI Rm 639 2- 4 Research & theoretical Field Rm 836	2-5 A basic intro to NVivo Online course 2-3.30 Alasdair MacIntyre Rm 736	12-1.30 Forum on emerging ethical Issues Cttee Rm 2 2-4 Developing your postdoc Career Rm 639 2-4 Info & Lit Library Teaching Room/ CR 4 (room 543)		
	5.30-7.30 Critical Realism Reading seminar Cttee Rm 1 5.30-7.30 Pragmatism reading Seminar Rm 790	5.30-7.30 Info & Lit CR 1 (in Library)	5.30-8.30 CDR Nunn Hall 5.30-7.30 Social Activity Method Rm 790	5.30-8.30 Quantitative analysis I Elvin Hall 5.30-7.15 Foucault reading Seminar Rm 728		
Week 6 (beg 7 Nov)	10-1 CDR Drama Studio	10.30-12.30 CAD Rm 642	10.30-12.30 Ethical Issues & IPR Cttee Rm 1			
		2-4 CTI Rm 639 2- 4 Research & theoretical Field Rm 836	2-3.30 Alasdair MacIntyre Cttee Rm 3	2-4 Info & Lit CR 4 (room 543)		
			5.30-8.30 CDR Nunn Hall	5.30-8 Psychosocial methodologies Rm 728 5.30-8.30 Quantitative analysis I Elvin Hall 5.30-7.15 Foucault reading Seminar Rm 539		

Autumn Term 2011 continued

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 7 (beg 14 Nov)	10-1 CDR Drama Studio	10.30-12.30 CAD Rm 642				QDA an intro (online) Ends)
	2-4 Academic writing: intro Rm 537	2-4 CTI Rm 639 2- 4 Research & Theoretical Field Rm 836	2-5 Educate~ reviewing books & papers Rm 731 2-3.30 Alasdair MacIntyre Cttee Rm 3	2-4 Managing your PhD Rm 537		
	5.30-7.30 Critical Realism Reading seminar Cttee Rm 1 5.30-7.30 Pragmatism reading Seminar Rm 790		5.30-8.30 CDR Nunn Hall 5.30-7.30 Social Activity Method Rm 790	5.30-8 Psychosocial Methodologies Rm 728 5.30-8.30 Quantitative analysis I Elvin Hall 5.30-7.15 Foucault reading Seminar Rm 537		
Week 8 (beg 21 Nov)	10-1 CDR Drama Studio	10.30-12.30 CAD Rm 642				10.30- 3.30 Gender & Educational Research Rm 537
	2-4 Academic writing: intro Rm 537	2-4 CTI Rm 639	2-5 Educate~ editing papers Rm 731	2-4 Managing your PhD Rm 828		
			5.30-8.30 CDR Elvin Hall	5.30-8 Psychosocial Methodologies Rm 728 5.30-8.30 Quantitative analysis I Elvin Hall	5.30 - 9 Graduate Seminar & Reception Nunn Hall	
Week 9 (beg 28 Nov)	10-1 CDR Drama Studio	10.30-12.30 CAD Rm 642	10.30-12.30 Info & Lit CR 4 (Rm 543)			
		2-4 CTI Rm 639	2-5 Educate~ writing papers Rm 731	2-4 Managing your PhD Rm 828		
	5.30-7.30 Critical Realism Reading seminar Cttee Rm 1 5.30-7.30 Pragmatism reading Seminar Rm 790		5.30-8.30 CDR Nunn Hall 5.30-7.30 Social Activity Method Rm 790	5.30-8 Psychosocial Methodologies Rm to confirm 5.30-8.30 Quantitative analysis I Elvin Hall		

Autumn Term 2011 continued

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 10 (beg 5 Dec)	10-1 CDR Drama Studio	10.30-12.30 CAD Rm 642				
		2-4 CTI Rm 639		2-5 NVivo (advanced) CR4 (543)		
	5.30-7.30 Critical Realism Reading seminar Cttee Rm 1	5.30-7.30 Info & Lit CR 1 (in Library)	5.30-8.30 CDR Nunn Hall	5.30-8 Psychosocial methodologies Rm 728 5.30-8.30 Quantitative analysis I Elvin Hall		
Week 11 (beg 12 Dec)	10-1 CDR Drama Studio	10.30-12.30 CAD Rm 642 9.30-5 Data Reduction Room to confirm	9.30-5 Data Reduction Room to confirm		TERM ENDS	
		2-4 CTI Rm 639		2-4 Info & Lit CR 1 (in Library)		
	5.30-7.30 Pragmatism Reading Seminar Rm 790		5.30-8.30 CDR Nunn Hall 5.30-7.30 Social Activity Method Rm 790	5.30-8.30 Quantitative analysis I Rm 728		

Spring Term 2012: Monday 9 January – Friday 16 March

Induction/Beginning Research: Saturday 7 January 10am – 12pm & GAP 12- 1pm (Room 731)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1 (beg 9 Jan)	TERM BEGINS					
	5.30-7.30 Critical Realism Reading seminar Cttee Rm 1	5.30-7.30 RAH Rm 537	5.30-7.30 CAD Nunn Hall	2-4 Framing a thesis Comparatively Rm 801 5.30-7.30 Mixed Method Research Rm 537 5.30-8.30 Quantitative analysis II Elvin Hall		
Week 2 (beg 16 Jan)	2-4 Presenting at Conferences Cttee Rm 2			2-4 Framing a thesis Comparatively Cttee Rm 2		
	5.30-7.30 CDR (online) Rm 739/ CR 1	5.30-7.30 RAH Rm 537	5.30-7.30 CAD Nunn Hall 5.30-7.30 Critical Thinking Reading seminar Rm 736	5.30-7.30 Info & Lit Library Teaching Room 5.30-7.30 Mixed Method Research Rm 537 5.30-8.30 Quantitative analysis II Elvin Hall 5.30-7.15 The Century of Self Reading seminar Rm 790		
Week 3 (beg 23 Jan)	2-4 Presenting at Conferences Cttee Rm 2	2-4 Martin Heidegger reading seminar Rm 826	2-4 Successful applications Rm 537	2-4 Framing a thesis Comparatively Rm 944		
	5.30-7.30 Critical Realism Reading seminar Cttee Rm 1	5.30-7.30 RAH Rm 537	5.30-7.30 CAD Nunn Hall	5.30-7.30 Info & Lit Library Teaching Room/ CR 1 (in Library) 5.30-7.30 Mixed Method Research Rm 537 5.30-8.30 Quantitative analysis II Elvin Hall 5.30-7.15 The Century of Self Reading seminar Rm 790		

Spring Term 2012 continued

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 4 (beg 30 Jan)	2-5 Basic intro to SPSS Online course 2-4 Presenting at Conferences Rm 777	2- 4 Upgrading Drama Studio 2-4 Martin Heidegger reading Seminar Rm 744	2- 5 Thesis Writing early Stages Rm 639	2-4 Framing a thesis Comparatively Rm 537		
		5.30-7.30 RAH Rm 537	5.30-7.30 CAD Nunn Hall 5.30-7.30 Critical Thinking Reading seminar Rm 736	5.30-7.30 Info & Lit CR 1 (in Library) 5.30-7.30 Mixed Method Research Rm 731 5.30-8.30 Quantitative analysis II Elvin Hall 5.30-7.15 The Century of Self Reading seminar Rm 790		
Week 5 (beg 6 Feb)						10- 4 Reflexivity Rm 537
	2-4 Presenting at Conferences Cttee Rm 2	2-4 Funding for your Doctorate Rm 675 2-4 QA Workshop Rm 744 2-4 Martin Heidegger reading Seminar Rm 746		1.30- 4.30 Survey Workshop CR 4 (Rm 543)		
	5.30-7.30 QDA an intro Rm 675 5.30-7.30 Critical Realism Reading seminar Cttee Rm 1	5.30-8.30 Ethnography Workshop Cttee room 2 5.30-7.30 RAH Rm 537 5.30-7.30 The Viva Cttee Rm 1	5.30-7.30 CAD Nunn Hall	5.30-7.30 Bernstein Rm 675 5.30-8.30 Quantitative analysis II Elvin Hall 5.30-7.15 The Century of Self Reading seminar Rm 790		
Week 6 (beg 13 Feb)	10.30-12.30 Academic writing: intro Rm 646					
		2-4 QA Workshop Rm 744 2-4 Martin Heidegger reading Seminar Rm 826	1.30-4 Personality Profiling Rm 675	1.30- 4.30 Survey Workshop Rm 728		
	5.30-7.30 Advanced Endnote CR 4 (Rm543) 5.30-7.30 QDA an intro Rm 675	5.30-7.30 RAH Rm 537	5.30-7.30 CAD Nunn Hall 5.30-7.30 Critical Thinking Reading seminar Rm 736	5.30-7.30 Bernstein Rm 675 5.30-8.30 Quantitative analysis II Elvin Hall 5.30-7.15 The Century of Self Reading seminar Rm 790		

Spring Term 2012 continued

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 7 (beg 20 Feb)	10.30-12.30 Academic writing: intro Rm 646	10-1 Educate~ reviewing Books Room to confirm	10-12.30 Educate~ editing Room to confirm	10-12.30 Educate~ writing Room to confirm		
		2-4 QA Workshop Rm 744		12- 9pm DOCTORAL SCHOOL POSTER CONFERENCE 1.30- 4.30 Survey Workshop CR 4 (Rm 543)		
	5.30-7.30 QDA an intro Rm 675 5.30-7.30 Critical Realism Reading seminar Cttee Rm 1	5.30-8.30 Ethnography Workshop Cttee room 2 5.30-7.30 RAH Rm 537	5.30-7.30 CAD Nunn Hall 5.30- 8.30 Thesis Writing Later Stages Rm 826	5.30-7.30 Bernstein Rm 675 5.30-8.30 Quantitative analysis II Elvin Hall 5.30-7.15 The Century of Self Reading seminar Rm 790		
Week 8 (beg 27 Feb)						
		2-4 QA Workshop Rm 744 1.30-4.30 Case Studies Rm 731				
	5.30-8.30 Experiment Workshop Rm 639 5.30-7.30 QDA an intro Rm 675	5.30-7.30 RAH Rm 739	5.30-7.30 CAD Nunn Hall 5.30-7.30 Critical Thinking Reading seminar Rm 736	5.30-7.30 Bernstein Rm 675 5.30-8.30 Quantitative analysis II Elvin Hall 5.30-7.15 The Century of Self Reading seminar Rm 790		
Week 9 (beg 5 Mar)			10- 5 Nvivo (beginners) CR 4 (543)			
	2-4 Becoming a creative Researcher Rm 642	2-4 QA Workshop Rm 744 1.30-4.30 Case Studies Rm 731	2-3.30 How to perform at Interviews Rm 675	2-4.30 Networking Rm 537		
	5.30-8.30 Experiment Workshop Rm 639 5.30-7.30 QDA an intro Rm 675 5.30-7.30 Critical Realism Reading seminar Cttee Rm 1	5.30-8.30 Ethnography Workshop Cttee Rm 2 5.30-7.30 RAH Rm 537	5.30-7.30 CAD Nunn Hall	5.30-7.30 Bernstein Rm 675 5.30-7.30 Info & Lit CR 1 (in Library) 5.30-8.30 Quantitative analysis II Elvin Hall 5.30-7.15 The Century of Self Reading seminar Rm 790		
Week 10 (beg 12 Mar)					TERM ENDS	
		1.30-4.30 Case Studies Rm 731				
	5.30-8.30 Experiment Workshop Rm 639 & CR4 5.30-7.30 Critical Realism Reading seminar Cttee Rm 1	5.30-7.30 RAH Rm 537 5.30-7 Forum on emerging Ethical issues Cttee Rm 2	5.30-7.30 CAD Nunn Hall 5.30-7.30 Managing Research Projects Rm 744 5.30-7.30 Critical Thinking Reading seminar Rm 736	5.30-8.30 Quantitative analysis II Rm 537		

Summer Term 2012: Monday 23 April – Friday 29 June

Induction/Beginning Research: Monday 23 April 10 am– 12 pm & GAP 12 - 1pm in room 675

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1 (beg 23 Apr)	TERM BEGINS 10- 12 Beginning Research/Induction Rm 675					
	12-1 Induction session GAP Rm 675	3-5 Analysing Multimodal Texts Rm 675				
	5.30-7.30 Critical Realism Reading seminar Cttee Rm 1			5.30-8.30 Quantitative Analysis III Rm 801 5.30-7.30 Writing, subjectivity & doctoral research Rm 736		
Week 2 (beg 30 Apr)			9.30- 5 Evaluation Methods & Economic Appraisal Room to confirm	9.30- 5 Evaluation Methods & Economic Appraisal Room to confirm		
	2-4 Info & Lit Library Teaching Room	3-5 Analysing Multimodal Texts Rm 675	2-4 Info & Lit Library Teaching Room/ CR 4 2-4 QDA an intro Rm 646	2-4 Publishing from your Thesis Rm 642	2-4 Info & Lit CR 4	
		5-7.30 Deciphering Quantitative analyses Rm 537 5-7 Philosophical Research Rm 646 5.30-7.30 Research & the Theoretical Field Rm 675	5.30-7.30 Discourse Analysis Clarke Hall 5.30-7.30 Narrative Research Rm 675 5.30-7.30 Researching Museums & Art Galleries Art & Design Studios	5.30-8.30 Quantitative Analysis III Rm 801 5.30-7.30 Writing, subjectivity & doctoral research Rm 736		
Week 3 (beg 7 May)				10- 5 NVivo (beginners) CR 2		
		3-5 Analysing Multimodal Texts Rm 675	2-4 QDA an into Rm 646	2-4 Publishing from your Thesis Rm 728		
	BANK HOLIDAY	5-7.30 Deciphering Quantitative analyses Rm 537 5-7 Philosophical Research Rm 646 5.30-7.30 Postdoc Funding Rm 731 5.30-7.30 Presenting at Conferences Cttee Rm 2 5.30-7.30 Research & Theoretical Field Rm 675	5.30-7.30 Discourse Analysis Clarke Hall 5.30-7.30 Narrative Research Rm 675 5.30-7.30 Researching Museums & Art Galleries Art & Design Studios 5.30-7.30 The Viva Rm 801 5.30-7 Vygotsky reading Seminar Rm 736	5.30- 7.30 Academic writing: intro Rm 731 5.30-8.30 Quantitative Analysis III Rm 801 5.30-7.30 Writing, subjectivity & doctoral research Rm 736		

Summer Term 2012 continued

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 4 (beg 14 May)	10-5 CDR Rm 728	10-5 CDR Rm 728	10-5 CDR Nunn Hall 9.30- 5 Evaluation Methods & Economic Appraisal Room to confirm	10-5 CDR Rm 728 9.30- 5 Evaluation Methods & Economic Appraisal Room to confirm 10.30-12.30 QA Workshop Rm 646	10-5 CDR Rm 728	10- 5.30 Research In Music Education Room 944
		3-5 Analysing Multimodal Texts Rm 675	2-5 Educate~ reviewing (Online) 2-4 QDA an intro Rm 646			
	5.30-8 Using Surveys & Questionnaires Rm 537/ CR 4 5.30-7.30 Critical Realism Reading seminar Cttee Rm 1	5-7.30 Deciphering Quantitative analyses Rm 537 5-7 Philosophical Research Rm 646 5.30-7.30 Presenting at Conferences Cttee Rm 2 5.30-7.30 Research & Theoretical Field Rm 675	5.30-7.30 Discourse Analysis Clarke Hall 5.30-7.30 Narrative Research Rm 675 5.30-7.30 Researching Museums & Art Galleries Art & Design Studios 5.30- 7.00 Researching Online Communities KLab 5.30-7.30 Upgrading Rm 537 5.30-7 Vygotsky reading Seminar Rm 736	5.30- 7.30 Academic writing: intro Rm 731 5.30-8.30 Quantitative Analysis III Rm 801 5.30-7.30 Writing, Subjectivity & doctoral research Rm 736		
Week 5 (beg 21 May)	10.30-3.30 CAD Rm 642	10.30-3.30 CAD Rm 728	10.30-3.30 CAD Rm 642	10.30-3.30 CAD Rm 642 10.30-12.30 QA Workshop Rm 646	10.30-3.30 CAD Rm 642	
		3-5 Analysing Multimodal Texts Rm 675	2-5 Educate~ editing (online) 2-4 QDA an intro Rm 646			
	5.30-8 Using Surveys & Questionnaires Rm 537 /CR 1	5-7.30 Deciphering Quantitative analyses Rm 537 5-7 Philosophical Research Rm 646 5.30-7.30 Presenting at Conferences Cttee Rm 2 5.30-7.30 Research & Theoretical Field Rm 675	5.30-7.30 Discourse Analysis Clarke Hall 5.30-7.30 Narrative Research Rm 675 5.30-7.30 Researching Museums & Art Galleries Art & Design Studios 5.30- 7.00 Researching Online Communities (Virtual session) 5.30-7 Vygotsky reading Seminar Rm 736	5.30-8.30 Quantitative Analysis III Rm 801 5.30-7.30 Writing, Subjectivity & doctoral research Rm 736		

Summer Term 2012 continued

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 6 (beg 28 May)				10- 4 Academic writing: Reviewing books Cttee Rm 2 10.30-12.30 QA Workshop Rm 646		
		2-4 Developing Skills in Public engagement Rm 736	2-5 Educate~ writing (online) 2-4 QDA an intro Rm 646			
	5.30-7.30 Critical Realism reading Seminar Cttee Rm 1	5-7.30 Deciphering Quantitative analyses Rm 537 5-7 Philosophical Research Rm 646 5.30-7.30 Presenting at Conferences Cttee Rm 2 5.30-7.30 Research & Theoretical Field Rm 675	5.30-7.30 Discourse Analysis Clarke Hall 5.30-7.30 Researching Museums & Art Galleries Art & Design Studios 5.30- 7.00 Researching Online Communities KLab 5.30-7 Vygotsky reading Seminar Rm 736	5.30-8.30 Quantitative Analysis III Rm 801		
Week 7 (beg 4 Jun)	BANK HOLIDAY	BANK HOLIDAY		10.30-12.30 QA Workshop Rm 646		
			5.30-7 Vygotsky reading Seminar Rm 736	5.30-7.30 Advanced Endnote CR 4 (Rm543) 5.30-8.30 Quantitative Analysis III Rm 801		
Week 8 (beg 11 Jun)				9.30- 9pm DOCTORAL SCHOOL SUMMER CONFERENCE 10.30-12.30 QA Workshop Rm 646	10- 4 Academic writing: Reviewing books Drama Studio	
			5.30-7.30 Developing your Postdoc Career Rm 537 5.30-7 Vygotsky reading Seminar Rm 736	5.30-8.30 Quantitative Analysis III Rm 801		

Summer Term 2012 continued

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 9 (beg 18 Jun)						
	5.30-7.30 Critical Realism reading Seminar Cttee Rm 1			5.30-8.30 Quantitative Analysis III Rm 801		
Week 10 (beg 25 Jun)						
				5.30-8.30 Quantitative Analysis III Rm 801	TERM ENDS	

1.

Introduction to the MPhil/PhD Research Training Programme

1. Introduction to the MPhil/PhD Research Training Programme

1.1 Research Training at the Institute of Education

Welcome to the Institute of Education Research Training programme and the handbook that provides a guide to the programme for 2011-2012. The Institute's programme has been designed to provide a comprehensive and broadly based research training and to meet the requirements of the Economic and Social Research Council (ESRC) and the Arts and Humanities Research Council (AHRC). The programme serves a number of purposes:

- to equip you with the understanding, skills and techniques to enable you to carry out your doctoral research project
- to support you in completing your doctorate in a timely way. Full-time students are expected to complete their PhD in three years, possibly extending into a fourth year for writing up. Part-time students are expected to complete their PhD in five years, possibly extending into a sixth year for writing up
- to give you a broad understanding of research approaches and methods which will enable you to read and understand a wide range of research papers and articles in order to enhance your research competence and to enable you to pursue future research activities
- to give you the opportunity to develop a range of generic and transferable skills relevant to your wider professional and academic development
- to provide opportunities for you to discuss ideas and methods and to network with fellow students

There are various ways to complete the research training. Students may take the MRes in Education and Social Research as their initial training and move on to more advanced training during the three year MPhil/PhD programme. However, the majority of students complete both initial and advanced training through the comprehensive MPhil/PhD programme presented here. Students who have already completed an ESRC recognised MRes will pursue their advanced training through this programme.

You will see that the Doctoral School's MPhil/PhD programme is organised in six main sections:

- Core courses – early stage, which comprises Information and Literature Searching (Info & Lit), Getting a PhD (GAP), Conceptualising and Designing Research (CDR) and either Collecting and Analysing Data (CAD) or Research in the Arts and Humanities (RAH), to be completed in the first year of full-time study, or five terms of part-time study
- Core courses – later stage, which are taken after the completion of the early stage courses

- Specialist/Advanced courses, which can be taken at any time, but normally after the first year of study
- Academic Competencies, which are a range of courses to promote your development as an academic, which can be taken at any time
- Facilitating Learning in Higher Education, which is an optional programme of courses
- Reading Seminars, which are co-ordinated by the Doctoral School staff and provided in response to research student interest and request. These may be led by staff or students and can be taken at any time

By the end of your period of doctoral study we hope that you will have acquired the following skills and be able to apply them:

- comprehension of basic principles of research design and strategy, including an understanding of how to formulate researchable problems and an appreciation of alternative approaches to research
- competence in applying a range of research methods and tools
- capability for managing research, including managing data, and conducting and disseminating research in a way that is consistent with both professional practice and the normal principles of research ethics
- an understanding of the significance of alternative epistemological positions that provide the context for theory construction, research design and the selection of appropriate analytical techniques

It is important that you gain the skills to:

- define and formulate research problems and questions, and, where appropriate, formulate hypotheses that can be tested
- understand the relationships between and the rationale for using particular qualitative and/or quantitative research methods
- understand the relationship between empirical research and theory testing (theory-evidence links)
- understand different forms of sampling, sampling error, and potential biases in the interpretation of research findings
- understand and apply the concepts of generalisability, validity, reliability and replicability (recognising that there are different perspectives on how these may be defined)
- develop a basic understanding of the potential and pitfalls of a range of methods of data collection.

1.2 Planning your Training

At the start of your period of study you should review the research and generic skills you have brought with you to the Institute and, on the basis of this review, make a provisional plan for your research training. This is one of the first tasks you should undertake with your supervisor. Your plan should take account of:

- the skills and knowledge you already possess
- the particular requirements of your proposed research
- the need to be aware of a wide range of ideas, methods and approaches
- the requirements of your funding body (if appropriate)

An important part of your training plan will be the selection you make from the Doctoral School's programme of research training courses. **You are strongly advised to take all the early stage core courses in your first year.** You can also plan the later stage core courses, optional courses and seminar groups you would like to attend in subsequent years.

In June of each year you and your supervisor will be asked to complete a review of your progress over the preceding year and your plans for the coming year. As part of this Annual Progress Review, you are expected to provide a reflective statement which includes your thoughts on the training you have undertaken so far, how it has fitted with your needs, and what further training it might be useful for you to undergo.

In order to assist you in doing this, we have made available the Researcher Development Framework (RDF) developed by Vitae (www.vitae.ac.uk). Vitae is the UK organisation championing the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes. You may find the RDF helpful in both planning a programme of training and development suited to your particular needs, and in generating a record of the skills you acquire during your period of registration for the MPhil/PhD. An outline of the RDF domains and sub-domains is given in Appendix A. For guidance on completing the RDF see the documents available on the DS NETWORK under "Doctoral School Forms". In addition, you can use your personal profile on the DS NETWORK to record your progress within the Domains and sub-domains. Please note that these fields are not visible to anyone else viewing your profile.

NB the Doctoral School courses are only one aspect of your research training. As part of your training plan you should also think about other training opportunities available to you in your Faculty, including relevant MA modules, research seminars and study groups. You should also think about training opportunities outside the Institute, such as academic conferences and the courses offered within the Bloomsbury Doctoral Training Centre, by the Bloomsbury Postgraduate Skills Network (see Section 1.5) and opportunities provided by the ESRC, such as the Essex Summer School, the National Centres for Research Methods or other advanced or specialist training.

Your training plan should aim to expand and extend the knowledge and skills you already have and to develop the new skills you will need. Your plan should map a route towards making you a successful PhD student and a widely informed member of the research community, capable of evaluating and conducting different kinds of research. You are likely to find it of value to gain experience of ideas and methods not directly relevant to your thesis, as these will offer you alternative perspectives and open up new avenues of research in the future. If you are sponsored by a government or other agency, your sponsoring body may have expectations about your training which need to be fulfilled.

1.3 Overview of the Doctoral School Programme

You are required to attend the core courses as outlined below, unless you are exempt (2.6). All other courses are optional.

Core Courses – early stage

The Early Stage Core Courses aim to provide you with an understanding of the nature of educational and social science research, a grasp of a range of research techniques, and a foundation to enable you to design your own research. They also provide an induction into the research community. Normally, the Early Stage Core Courses are taken in the **first year of full-time study or first five terms of part-time study**. The Early Stage Core Courses consist of the following:

Information and Literature Searching (Info & Lit)

Getting a PhD (GAP)

Conceptualising and Designing Research (CDR)

and either

Collecting and Analysing Data (CAD)

(Compulsory for students studying an **empirical** doctorate).

or

Research in the Arts and Humanities (RAH)

(Compulsory for students studying a **theoretical** doctorate).

Details of each of these core courses are given in Section 3.2

Everyone must take Info and Lit, GAP and CDR. The choice of CAD or RAH depends on whether your research approach is empirical or theoretical. The majority of students will take CAD. RAH is designed for those doing theoretical doctorates in the disciplines of history, philosophy or the arts. Please look at the content of these courses, and discuss the matter with your supervisor if you are unsure. Normally, you should take CDR before taking CAD or RAH.

Core Courses – later stage

If you are undertaking an empirical doctorate you should attend at least **one** course in either Qualitative Analysis or Quantitative Analysis, depending on which is most appropriate for you. These courses, which should preferably be taken after the early stage courses, are as follows:

Qualitative Analysis

Qualitative Data Analysis: an introduction

Qualitative Analysis Workshop

Quantitative Analysis

Quantitative Analysis I

Quantitative Analysis II
Quantitative Analysis III

If you are undertaking a theoretical doctorate in the Arts or Humanities you should take

Conceptual and Theoretical Inquiry

For details please see Section 3.3

Specialist/Advanced Courses

The more advanced and/or specialist courses are designed to offer you as much breadth and choice as possible and to enable you to complete your doctoral thesis as well as enhancing your professional development. They should normally be taken after the core courses. We encourage you to seek guidance from your supervisor, or a member of the Research Training team, regarding the most appropriate courses to meet your needs.

There are four workshops that are primarily for MRes students, but they are also open to MPhil/PhD students, providing there are spaces available. These are shown in capital letters in the list below.

Analysing Multimodal Texts
Bernstein and Beyond: developments in the sociology of pedagogic sites,
texts and technologies
CASE STUDIES WORKSHOPS
Data Reduction and Latent Variable Models
Deciphering Quantitative Analyses
Discourse Analysis: multimodal perspectives and methodological issues
ETHNOGRAPHY WORKSHOPS
Evaluation Methods and Economic Appraisal
EXPERIMENTAL DESIGN WORKSHOPS
Framing a Thesis Comparatively: the use of comparative methods
Gender and Educational Research
Mixed Method Research in Education
Narrative Research in Educational Settings: an introduction
Philosophical Research
Psychosocial Methodologies
Reflexivity: conceptualising knowledge of the self within research
Research Methods in Music Education
Research and the Theoretical Field
Researching in Museums and Art Galleries
Researching Online Communities, Virtual Worlds and Education
SURVEY DESIGN WORKSHOPS
Using Surveys and Using Questionnaires

AND you may choose to attend up to two Master's degree modules appropriate to your research. Details of Master's degree modules can be found in the ***Taught Master's Module Handbook***, which is available electronically via the IOE website.

For details of these courses, please see Sections 4.1 and 4.2

Academic Competencies

In addition to the main research training programme described above, you are encouraged to undertake further training in generic skills to help you complete your doctorate and for your own personal development. The following courses, the opportunity to participate in two Conferences and to write for a research journal, are offered in 2011-2012.

The courses, conferences and workshops highlighted in bold are those which the Doctoral School regards as an essential, rather than a desirable, component of your training portfolio.

Communication of Academic Research:

Academic Writing: an introduction to literature reviews
Academic Writing: reviewing and writing the literature
Developing Skills in Public Engagement
Educate~ Reviewing Books and Papers
Educate~ Editing Papers
Educate~ Writing Papers
Presenting at Conferences
Publishing from your Thesis
Thesis Writing: early stages
Thesis Writing: later stages

Conferences and Events:

Graduate Seminar and Reception
Doctoral School Poster Conference
Doctoral School Summer Conference

Preparation for Upgrade and Viva:

Upgrading The Viva

The Academic Career:

Becoming a Creative Researcher
Ethical Issues and Intellectual Property Rights
Forum on Emerging Ethical Issues when Undertaking Doctoral Research

Funding for Your Doctorate
Managing Your PhD
Managing Research Projects
Using Psychology to Maximise Work Time

Post-Doctoral Careers

Career Development: developing your post-doctoral research career
How to Perform Well at Academic Interviews
Networking
Personality Profiling Workshop
Post-doctoral Funding Opportunities
Successful Applications: CV and application forms

Using Technologies:

A basic introduction to NVivo
A basic introduction to SPSS
Advanced EndNote Workshop
NVivo Workshop (beginners)
NVivo Workshop (advanced)
SPSS (beginners)

Facilitating Learning in Higher Education (TLHPE) Programme:

This programme is part of the Teaching and Learning in Higher and Professional Education. Doctoral students may audit up to 2 of these modules free of charge, or they can apply to register for the above Programme whereby they may choose two modules: one they will audit and one is assessed. There is a fee to register for this programme.

Improving Lecturing
Learning in Small Groups
Assessing Learning
Designing Courses and Curricula
Incorporating ICT into Teaching/Training Practice in Higher and Professional Education

Reading Seminars

You may attend any of the following reading seminars which are offered in addition to the main research training programme (For details, please see Section 7):

Alasdair MacIntyre
Critical Realism
Critical Thinking, the Modern Scientific Method and Philosophy of Science

Jacques Rancière
Lacan
Learning to Grow Up in the Century of Self: what psychology,
psychoanalysis and psychotherapy have said about education
Martin Heidegger's *Being and Time*: its significance for education
Pragmatism and Education
Social Activity Method
The Politics of Ourselves: an exploration of Foucault's challenge to
education
Vygotsky
Writing, Subjectivity and Doctoral Research Practice

1.4 Training in your Faculty

In addition to the comprehensive research training programme organised through the Institute's Doctoral School, you will also receive training within your Faculty, and through interaction with your supervisor. You will find it helpful to engage with all these aspects of research training throughout your period of doctoral study.

1.5 Bloomsbury Postgraduate Skills Network (BPSN)

The Institute is a member of the Bloomsbury Postgraduate Skills Network (BPSN), which is a collaboration between eight colleges of the University of London (the Institute, University College, Birkbeck College, the School of Oriental and African Studies, the London School of Hygiene and Tropical Medicine, the Royal Veterinary College, the School of Pharmacy, and the School of Advanced Study). This Network enables students of the eight colleges to attend generic skills courses provided at any of the colleges. Information about the Network and the courses is available on the University College (UCL) Graduate School website, and students are asked to register for courses online. The URL for the BPSN Web-form is: <http://www.grad.ucl.ac.uk/bloomsbury/>

1.6 The Research Student Community

The MPhil/PhD programme enables students to get to know each other and to share knowledge and expertise amongst themselves; this is particularly important in the early stages. You will form part of a cohort of students who join the programme at the same time and undertake the core courses together and you should regard your fellow research students as a significant resource. You should be able to learn from and support each other, and gain other social and academic benefits from your fellow students within a supportive, friendly and productive research environment.

2.

Registration for the Courses

2. Registration for the Courses

2.1 Management of the Research Training Programme

Professor Andy Tolmie is the Dean of the Doctoral School, Dr Michael Hand is the Director of Postgraduate Research Programmes and Dr Jon Swain is the MPhil/PhD Programme Leader. Supported by a team of colleagues, they have responsibility for overseeing all aspects of the programme. Other key academic members of the team are Dr Sue Taylor, Dr Richard Freeman and Dr Will Gibson. As well as Co-ordinating and teaching on the programme, their role is to provide support, guidance and encouragement to you in your research, especially with research methods. If you need their advice, please contact any team member directly:

Dr Richard Freeman. Email: r.freeman@ioe.ac.uk

Dr Will Gibson. Email: w.gibson@ioe.ac.uk

Dr Michael Hand. Email: m.hand@ioe.ac.uk

Dr Jon Swain. Email: j.swain@ioe.ac.uk

Dr Sue Taylor. Email: s.taylor@ioe.ac.uk

Professor Andy Tolmie. Email: a.tolmie@ioe.ac.uk

2.2 How to Register for Research Training Courses

The administration of the MPhil/PhD Research Training Programme is undertaken by the Doctoral School and any queries which you may have about the administration of the programme are handled by the MPhil/PhD Administrator, Catherine Haberfield, who can be found in Room 522 on Level 5. Catherine can be reached by telephone on 020 7612 6102, or by email at c.haberfield@ioe.ac.uk.

The **Research Training Courses Autumn term 2011 Booking Form** should be completed by new and continuing students. The link to this online booking form will be sent to all students by email prior to the start of term. It will be available via the Doctoral School NETwork website at <http://tinyurl.com/doctoral-school-forms>.

2.3 Core courses – early stage

New students:

Students commencing in October will be automatically registered for the Induction session on Saturday 1 October and the session Getting a PhD (GAP). Full-time students starting in October will also be automatically registered for the Induction week sessions. Students commencing in January will be automatically registered for the Induction on Saturday 7 January, which includes the GAP session and students starting in April will be automatically registered for the Induction session on Monday 23 April which includes the GAP session.

For all other courses, you will need to complete the **Research Training Courses Autumn term 2011 Booking Form** as soon as possible before term begins, to ensure the MPhil/PhD Administrator can enrol you onto the Autumn term training courses in time. Once you have been enrolled on these courses, you will receive a confirmation email from the MPhil/PhD Administrator to confirm your place on each course. **Suggested times for early stage and later stage core courses are given on pages 23-24.**

If the suggested time is not convenient for you to attend a course, you may choose an alternative time as indicated on the online booking form. For instance, the CDR course runs in different modes throughout the year: face to face for 10 consecutive weeks in the Autumn (October – December); online in the Spring (January – March) and a one week intensive course in the Summer (May).

Please note that if you have an irregular pattern of registration, for example, an approved combination of full-time and part-time study, you should discuss your attendance on the Research Training Programme with your supervisor(s) at the earliest opportunity.

If your supervisor and Faculty have agreed that you do not need to remain in residence for the whole of your first year you will need to concentrate on your research training for the period that you are at the Institute, **i.e. this may mean attending the Early and Later Stage core courses in your first term.**

Attendance Requirements

A register of attendance will be kept for each session, and you are expected to attend all the sessions of the course or seminar for which you are enrolled. If there are special reasons why you are unable attend, you should inform the individual tutor as a matter of courtesy as soon as possible. There is a minimum requirement to attend 80% of the sessions; for example, 8 out of 10 sessions of the CDR course, or 2 out of 3 sessions for a course such as Info & Lit. (See section 2.7)

OUTLINE OF CORE COURSES (EARLY STAGE) SUGGESTED ATTENDANCE BY TERM

Oct 2011 Cohort	Suggested term of Early Stage core course attendance	
	Autumn 2011 *	Spring 2012
Full-time	<p>Info & Lit, 10.30-12.30 Wednesdays 12, 19, 26 Oct & 30 Nov. OR</p> <p>Info & Lit, 2.00-4.00 Thursdays 27 Oct, 3, 10 Nov & 15 Dec</p> <p>GAP, 10.30-12.30 Wednesday 5 Oct.</p> <p>CDR, 10am-1pm, Mondays 10 Oct – 12 Dec incl.</p> <p>CAD, 10.30-12.30 Tuesdays 11 Oct – 13 Dec incl.</p>	<p>*Students undertaking a theoretical or philosophical doctorate should attend RAH, <u>instead of CAD</u>.</p> <p>RAH: 5.30-7.30pm (10 weeks), Tuesdays 10 Jan-13 Mar.</p>
Part-time	<p>Info & Lit, 5.30-7.30, Tuesdays 18, 25 Oct, 1 Nov & 6 Dec.</p> <p>GAP, 5.30-7.30 Tuesday 11 Oct.</p> <p>CDR, 5.30- 8.30pm, Wednesdays 12 Oct – 14 Dec incl.</p>	<p>CAD, 5.30- 7.30 Wednesdays 11 Jan - 14 Mar incl.</p> <p>* Students undertaking a theoretical or philosophical doctorate should attend RAH, <u>instead of CAD</u>.</p> <p>RAH: 5.30-7.30pm (10 weeks), Tuesdays 10 Jan - 13Mar.</p>

* Autumn 2011: This is our busiest term for Info & Lit and each course has a maximum capacity of 25 students. If one group is over-subscribed, you may be asked if you can swap to a different group, running on another day of the week. If this is not convenient, you could attend the course in the Spring or Summer term. See main section of the Handbook for details.

CDR runs 10am-1pm, Mondays (10 weeks, Autumn term); 5.30 - 8.30pm, Wednesdays (10 weeks, Autumn term, primarily for part-time students); online (10 weeks, Spring term) and 10am - 5pm (a 1 week course, in May). See Term Planner pp1-11. If you prefer to attend an alternative mode to that suggested in the outline, please advise the MPhil/PhD Administrator.

January 2012 Cohort	Suggested term of Early Stage core course attendance	
	Spring 2012	Summer 2012
Full and Part-time	<p>Info & Lit, 5.30-7.30, Thursdays 19, 26 Jan, 2 Feb & 8 Mar.</p> <p>GAP, (after Induction, Sat 7 Jan, 12-1pm.)</p> <p>CDR (online course), 16 Jan - 18 Mar (1st session only is face-to-face)</p> <p>*Students undertaking a theoretical or philosophical doctorate should attend RAH, instead of CAD. RAH: 5.30-7.30pm (10 weeks), Tuesdays 10 Jan – 13 Mar.</p>	
Full-time	<p>CAD, 5.30- 7.30 Wednesdays 11 Jan - 14 Mar incl.</p>	
Part-time		<p>CAD, 10.30 - 4.00pm (1 week course) Mon 21 – Fri 25 May.</p>

April 2012 Cohort	Suggested term of Early Stage core course attendance	
	Summer 2012	Academic year 2012/13
Full and part-time	<p>Info & Lit, 2-4pm Mon 30 Apr, Wed 2, Fri 4 May</p> <p>GAP, (after Induction, Mon 23 Apr, 12-1pm)</p> <p>CDR, 10am-5pm (1 week course) Mon 14 – Fri 18 May</p> <p>CAD, 10.30 - 4.00 pm (1 week course) Mon 21 – Fri 25 May</p>	<p>*Students undertaking a theoretical or philosophical doctorate should attend RAH, instead of CAD.</p> <p><u>Provisional details for 2013</u> RAH: 5.30-7.30pm (10 weeks), Tuesdays</p>

2.4 Core courses - later stage

Continuing students:

You should register for the Later Stage core courses on analysis as soon as you know which course is most appropriate for you. For all Later Stage core courses and specialist courses, you should indicate which you would like to attend at the beginning of term, by completing the **Research Training Courses Autumn term 2011 Booking Form** available at <http://tinyurl.com/doctoral-school-forms>.

Course enrolment for the research training courses is carried out on a term by term basis. You will be emailed before each term with a link to a separate online enrolment form for the Spring term courses and another online form (prior to the Summer term) for the Summer term courses.

You should study this handbook, to identify suitable times/modes of attendance, prior to using the online booking form.

The courses vary in the maximum number of students, but we try to ensure that popular core courses are repeated throughout the year to cater for all schedules. Wherever possible, you will be offered a place on the course(s), which you have selected and at your preferred time. However, demand is very high for the core courses and in some cases there are a maximum number of places available.

Please see Section 3.3 for advice on courses to be taken.

2.5 Specialist/Advanced Courses

The specialist and advanced courses are optional and should be selected to ensure that you are informed about key areas of your work. However, be careful that you do not register for more courses than you can manage in any one term. Please consider your selections carefully as you will be expected to attend every session of the courses of which you are enrolled.

2.6 Exemption from core courses

If you have successfully completed an equivalent research training programme recognised by the ESRC you are not required to attend the Institute core MPhil/PhD Training Programme. For other students, exemption from the Early and/or Later stage core courses may be negotiated and agreed with your supervisor(s). You must demonstrate that you have previously completed a course of a similar nature, or provide evidence of relevant recent experience, for example, if you are working as a research officer.

Approval for the exemption from any of the core courses must be sought from the MPhil/PhD Programme Leader, Dr Jon Swain, via the MPhil/PhD Administrator, Catherine Haberfield using the **Core Courses Exemption Form** available at <http://tinyurl.com/doctoral-school-forms>.

If there are exceptional practical reasons why you are unable to attend certain courses, you should seek advice from the MPhil/PhD Administrator, who will consult with the MPhil/PhD Programme Leader.

2.7 Attendance on research training courses

Please remember to be considerate to your fellow students on the Research Training Programme, especially remembering the following points:

- Please register with the MPhil/PhD Administrator before attending any of the courses. Course tutors are provided with an attendance list prior to the start of the course and may not allow you to join if you have not registered.
- As the teaching is progressive, if you register for a course, you are expected to attend all the sessions taught on that course. It is especially important not to miss the first session of a course. If you are unable to attend the first session, you must ask the course tutor for his or her agreement to join the course once it has started.
- Please arrive promptly for the beginning of each session to avoid causing disturbance to others by entering late.
- Ensure your presence is recorded on the attendance list for all sessions you attend.
- If you wish to withdraw from a course for which you have registered, it is essential that you notify the MPhil/PhD Administrator as there may be other students wishing to take your place.

2.8 Keeping in Touch

Your Institute email address

We often contact students via email to inform them of new events, new seminars and lectures, changes to course schedules and general correspondence regarding the Research Degree Programme.

All students have access to an IOE email address upon initial registration on the doctoral degree. We are therefore requiring all doctoral students to use their IOE email address for Institute correspondence.

You can also access the Institute's network and check your e-mail remotely via the IOE portal available at <http://portal.ioe.ac.uk/>.

Doctoral School website

The NETwork website is the Doctoral School's means of communicating with doctoral students. Job or scholarship advertisements, seminar, conference details etc. are uploaded onto this site for students to view at any time. Students should regularly check this website for updated information. See URL: <http://doctoralschool.ioe.ac.uk/>. This website links to the IOE main website, where you can find other information useful to you as a research student.

The IOE main website address is <http://www.ioe.ac.uk/>

Virtual Learning Environment (VLE)

Students are entitled to a standard, consistent provision of course materials, information and services via a Virtual Learning Environment (VLE). *Blackboard* is the current means of intranet communication for a number of our research training courses. See URL: <https://www.ble.ac.uk>.

Students are encouraged to regularly log-in to check for new course information, course handouts and lecture notes and to participate in the online discussions where applicable. Students may also use the Discussion boards within Blackboard to set up their own networks.

The IOE and other Bloomsbury Colleges will be switching to *Moodle* in the academic year 2012/2013.

3.

Induction and Core Courses

3. Induction and Core Courses

3.1 Induction sessions for new doctoral students

The Induction forms an important part of the introduction to your research degree. All research students starting in the Autumn term, attend an Induction day at the beginning of October, which is followed by an Induction week for new full-time students. The Induction provides the opportunity for you to meet your fellow students and Doctoral School staff, to be introduced to some of the facilities in the Institute, and to begin to plan your own research and how this will be supported. The Induction will provide information about the research training programme, the Library and computing resources and language support.

Beginning Research/Induction

Dr Jon Swain, Dr Michael Hand

One session (repeated each term)

The extended Autumn term Induction day (Saturday 1 October) also includes presentations by past and present doctoral students and discussion of their experience. Lunch will also be provided at the Autumn term session.

Autumn: 10.00 am – 4.00 pm Saturday 1 October

Spring: 10.00 am – 12.00 pm Saturday 7 January

Summer: 10.00 am – 12.00 pm Monday 23 April

Information Services/Library also offers an online tutorial for students. See the link: <http://ioe.ac.uk/services/341.html>

Induction Week (Autumn term)

Autumn: Tuesday 4 - Friday 7 October (see Term Planner)

The complete schedule of sessions will be issued at the Induction day on Saturday 1 October.

3.2 Core Courses – early stage

All new doctoral students are expected to attend the core courses Information and Literature Searching (Info & Lit), Getting a PhD (GAP), Conceptualising and Designing Research (CDR) and **either** Collecting and Analysing Data (CAD) **or** Research in the Arts and Humanities (RAH).

Information and Literature Searching (Info & Lit)

Stephen Pickles, Gwyneth Price, Nazlin Bhimani and Rozz Evans

Four two-hour sessions (repeated each term)

Maximum 25 students

Autumn: 10.30 - 12.30 pm Wednesday 12, 19, 26 Oct and 30 Nov*

Or: 2.00 - 4.00 pm Thursday 27 Oct, 3, 10 Nov and 15 Dec*

Or: 5.30 - 7.30 pm Tuesday 18, 25 Oct, 1 Nov and 6 Dec*

Spring: 5.30 - 7.30 pm Thursday 19, 26 Jan, 2 Feb and 8 Mar*

(* The fourth session is optional)

Session 1 and the first hour of session 2 will take place in the Teaching Room (inside the Library). The remaining sessions will take place in a Computer Room (see timetable pages 1-11).

Summer: 2.00- 4.00 pm Mon 30 Apr, Wed 2 May and Fri 4 May

The course consists of four sessions and focuses on the place of literature and information searching in the overall research process. During these sessions a range of printed and online sources will be demonstrated and tested with a variety of questions and strategies. These will include library and archive catalogues, indexing and abstracting services, registers of research in progress, repositories, web portals and general internet search engines. Appropriate use of social media in the literature search process will also be discussed and there will be a demonstration of EndNote, the bibliography management software which we recommend.

As well as highlighting the rich range of resources available directly through the IOE library, these sessions will also provide details of access to resources held in other libraries

Throughout the sessions there will be opportunities for you to discuss the suitability of all these resources for your own area of research and to work in groups on the formulation of appropriate search strategies. You will be expected to work on some examples between sessions so that the third session, which is a practical workshop, can be used to explore gaps in knowledge and understanding.

The fourth, follow up session is an open session, which allows opportunities for refresher demonstrations and further practical support for those who require it.

Learning outcomes

The course should develop your capacity to:

- adopt effective information/literature searching strategies
- discover and evaluate critically a wide range of literature and other resources relevant to your research
- use a range of search interfaces to find resources through library catalogues, indexing and abstracting services, web portals and general internet search engines
- evaluate opportunities to use social software in the literature search process
- organise and manage a wide range of resources using reference management software

Getting a PhD (GAP)

Dr Michael Hand

One session

Autumn (F-T students) 10.30 am - 12.30 pm Wednesday 5 October

Autumn (P-T students): 5.30 pm - 7.30 pm Tuesday 11 October

Spring: 12.00 pm - 1.00 pm Saturday 7 January

Summer: 12.00 pm - 1.00 pm Monday 23 April

This introductory session for new MPhil/PhD students explores the practical aspects of getting a PhD at the Institute of Education. The following topics will be discussed:

- mechanisms for reviewing and monitoring progress (annual progress review and upgrade)
- research training and skills audit
- the supervisory relationship
- peer support networks

There will also be opportunities to ask any questions you may have about the practicalities of doctoral study.

Conceptualising and Designing Research (CDR)

Dr Jon Swain

*Ten three-hour sessions (Autumn) **or**
An online course (Spring) **or**
A one-week course (Summer)*

CDR is a core course, which should be taken in the first year.

Autumn (FT students): 10.00 - 1.00 pm Monday 10 October – 12 December

Autumn (PT students): 5.30 - 8.30 pm Wednesday 12 October – 14 December

Spring (online course*): Monday 16 January – 18 March

* Students will be required to attend one face-to-face session on 16 Jan (first hour in teaching room, **and the second hour in CR 1 (inside the Library)**), otherwise participate online in between the dates above. The first session will be used to give students a chance to meet each other, to go through the general features of the course and have an introduction to **Blackboard**.

Summer: 10.00- 5.00 pm Monday 14 - Friday 18 May

CDR focuses on the internal dynamics of the research process, but it also concentrates on positioning research in its wider historical, political and social contexts. You will be introduced to different types of research and evaluation in terms of purposes, conduct and dissemination, and how such programmes are judged by various audiences. The meaning of 'data' in the context of educational research and the relationship of these meanings to theory and practice in education forms the basis for this course. The following issues are examined: the relationship between data, methods and theory in different approaches to research; the relationship between qualitative and quantitative research methods and methodologies; case-study research; survey design; experimental design; ethnography; historical and philosophical approaches to research; notions of reflexivity in research; and political and ethical aspects of research. These issues will be explored both in the context of published educational research and in the context of research students' own developing research focus. Through articulating the broader issues within their own work, primarily through small group discussions, students will develop competence in formulating researchable problems and translating them into practicable and appropriate structures and designs.

Course objectives

- to develop students' expertise in formulating researchable questions;
- to raise awareness about the nature of knowledge in educational research;
- to critically examine the major research designs;
- to view educational research in its social, political and historical contexts;
- to examine different types of research questions;
- to give students an opportunity to discuss these broader issues in the context of their own work in a public forum;
- to foster a sense of belonging to a research community.

Learning Outcomes

The completion of this course enables you to demonstrate your capacity to:

- formulate researchable problems;
- understand and apply a range of research methods and tools;
- articulate links between theory, research, policy and practice;
- critically and selectively apply knowledge of research designs and methods to their research questions;
- critically articulate considered views on methodological, theoretical and philosophical aspects of educational research;
- demonstrate an awareness of ethical and political concerns implicit in different methodological approaches.

Sessions will normally include a lecturing element where key issues will be outlined by practising researchers from different research traditions, with opportunities for questions and discussions. This will be followed by small group discussions amongst students on their own research proposals. There will be a break for refreshments and informal discussion in the middle of each session.

Suggested reading:

Alasuutari, P., Bickman, L. & Brannem, J (2008). *The SAGE Handbook of Social Research Methods*. London: Sage.

Alderson, P. & Morrow, V. (2004). *Ethics, Social Research, and Consulting with Children and Young People*. Ilford: Barnardo's.

Becker, H.S. (1998). *Tricks of the Trade: How to think about your research while you're doing it*. Chicago: Chicago University Press.

Burgess, R.G. (1989). *The Ethics of Educational Research*. London: Falmer.

Brown, A. and Dowling, P. (1998). *Doing research/reading research: a mode of interrogation for education*. London: Falmer Press.

Cohen, L. Manion, L. and Morrison, K. (2000). *Research Methods in Education* (5th edn.) London: Routledge.

- Crotty, M. (1998). *The Foundations of Social Research: meaning and perspective in the research process*. London: Sage.
- Denzin, N.K. and Lincoln, Y.S. (eds.) (2003). *The Landscape of Qualitative Research* (2nd edn.). London: Sage.
- Mason, J. (2002). *Qualitative Researching* (2nd Edition). London: Sage.
- Phillips, E.M. and Pugh, D.S. (2005). *How to get a Ph.D.* Buckingham: Open University Press.
- Potter, S. (Ed) (2002). *Doing Postgraduate Research*. London: Sage.
- Robson, C. (2002). *Real World Research* (2nd edn.) Oxford: Blackwells.
- Somekh, B. and Lewin, C. (2005). *Research Methods in the Social Sciences*. London: Sage Publications.

Collecting and Analysing Data (CAD)

Dr Sue Taylor

Ten two-hour sessions (Autumn or Spring term) or one-week course (Summer term)

CAD is a core course for those undertaking an empirical doctorate.

Autumn: 10.30 - 12.30 pm Tuesday 11 Oct – 13 December

Spring: 5.30 - 7.30 pm Wednesday 11 Jan – 14 Mar

Summer: 10.30 - 3.30 pm Monday 21 – Friday 25 May

Collecting and Analysing Data builds on the theme that decisions in research, at both the data collection and analysis stage, are shaped by the research questions/focus. It provides an introduction to a range of approaches to the collection of both qualitative and quantitative data. In addition to gaining experience of and a facility with these approaches, students consider issues common to these modes of data collection and evaluate the relative strengths and limitations of the various approaches. MPhil/PhD students should use this as an opportunity to clarify their research plans and specifically to design pilot studies.

CAD covers the following knowledge, skills and competencies:

- sampling participants, times and places in finalising a research design;
- systematic literature searching and reviewing
- questionnaire construction and use;
- interviewing methods;
- participant and non-participant observation;
- using and analysing video data
- techniques for recording, managing and presenting qualitative data;
- the development of grounded theory
- an introduction to quantitative data collection and analysis
- the use of triangulation in making meaning from data

Learning Outcomes

This course should develop your capacity to:

- understand and apply a range of research methods and tools;
- carry out data collection, both quantitative and qualitative, foregrounding the importance of the research question or model in this process;
- understand the basic principles of qualitative and quantitative analysis;
- evaluate critically published research.

Suggested reading:

- De Vaus, D.A. (2002). *Surveys in Social Research* (5th edn.) London: UCL Press.
- Denzin, N.K. & Lincoln, Y.S. (1998). *Collecting and Interpreting Qualitative Materials*. London: Sage.
- Dowling, P. & Brown, A. (2010). *Doing Research/Reading Research: re-interrogating education*. London: Routledge.
- Punch, K. (2009). *Introduction to Research Methods in Education*. London: Sage.
- Robson, C. (2011). *Real World Research: a resource for users of social research methods in applied settings* (3rd edn.) Oxford: Blackwell.
- Sarantakos, S. (2005). *Social Research*. (3rd edn.). London: Macmillan.
- Silverman, D. (ed). (2011). *Qualitative Research: issues of theory, method and practice* (3rd edition). London: Sage.

Further readings will be supplied during the course

Research in the Arts and Humanities (RAH)

Dr Michael Hand

Ten two-hour sessions

This is a core course for those undertaking research in an arts or humanities subject area or research that is primarily theoretical in character.

Maximum 25 students

Spring: 5.30-7.30pm Tuesday 10 Jan – 13 March

Research in the Arts and Humanities offers a general introduction to research traditions, methodologies and designs in arts and humanities disciplines. While these overlap and intersect at various points with research traditions in the social sciences, there are also some striking differences. Philosophers, for example, often conduct research that makes no reference to empirical data, while artists increasingly pursue forms of practice-based research that yield knowledge embodied in artefacts rather than texts. This course aims to provide an overview of research designs in arts and humanities disciplines, and to explore the kinds of research questions these designs are intended to answer.

The course comprises the following sessions:

Sessions 1 and 2: Research in Philosophy
Dr Michael Hand

Sessions 3 and 4: Research in History
Professor Gary McCulloch

Sessions 5 and 6: Research in Art, Design and Museology
Dr Pam Meecham and Dr Claire Robins

Sessions 7 and 8: Research in Media and Cultural Studies
Professor Andrew Burn

Sessions 9 and 10: Research in Social Semiotics
Professor Gunther Kress

Learning outcomes

The course will develop your capacity to:

- understand a range of research designs and methodologies in arts and humanities disciplines
- understand the kinds of questions such designs are intended to answer
- relate these understandings to your own research
- critically reflect on the nature of arts and humanities disciplines and the kinds of knowledge they generate
- critically evaluate published research in these areas

Suggested reading:

Philosophy

Bailey, R. (2009) *The Philosophy of Education: An Introduction*. London: Continuum.

Barrow, R. & Woods, R. (2006). *An Introduction to Philosophy of Education*. (Fourth Edition). London: Routledge.

Blake, N., Smeyers, P., Smith, R. & Standish, P. (2003). *The Blackwell Guide to the Philosophy of Education*. Oxford: Blackwell.

Curren, R. (ed.) (2003). *A Companion to the Philosophy of Education*. Oxford: Blackwell.

History

Crook, D. and Aldrich, R. (eds) (2000), *History of Education for the Twenty-First Century*. London: Institute of Education.

Crook, D. and McCulloch, G. (eds) (2007), *History, Politics and Policy-Making in Education: A Festschrift for Richard Aldrich*. London: Institute of Education.

McCulloch, G. (2010) *The Struggle for the History of Education*. London: Routledge.

McCulloch, G. (2004). *Documentary Research in Education, History and the Social Sciences*. London: RoutledgeFalmer.

Art, Design and Museology

Corsane, G. (ed.) (2005). *Heritage, Museums and Galleries: An Introductory Reader*. Abingdon: Routledge.

Rose, G. (2006). *Visual Methodologies* (2nd edition). London: Sage.

Hein, G.E. (1998). *Learning in the Museum*. London: Routledge.

Hooper-Greenhill, E. (2002). *Museums and the Interpretation of Visual Culture*. London: Routledge.

Xanthoudaki, M., Tickle, L. and Sekules, V. (2003). *Researching Visual Arts Education in Museums and Galleries*. Dordrecht: Kluwer.

Media and Cultural Studies

Burn, A. & Parker, D. (2003). *Analysing Media Texts*. London: Continuum.

Deacon, D. et al. (1999). *Researching Communications*. London: Arnold.

du Gay, P. et al. (1997). *Doing Cultural Studies: The Story of the Sony Walkman*. London: Sage.

McGuigan, J. (ed.) (1997). *Cultural Methodologies*. London: Sage.

Social Semiotics

Hodge, R.I.V. and Kress, G.R. (1988). *Social Semiotics*. Cambridge: Polity Press.

Kress, G.R. (1996). *Before Writing: Rethinking the Paths to Literacy*. London: Routledge.

Cobley, P. (2002). *The Routledge Reader in Linguistics and Semiotics*. London: Routledge.

3.3 Core Courses – later stage

This section lists the core courses which should normally be taken after the early stage core courses. All students undertaking an empirical doctorate are expected to attend a minimum of 1 course in:

either Qualitative Analysis

The courses from which you can choose are:

Or Qualitative Data Analysis: an introduction

Or

Qualitative Analysis Workshop

or Quantitative Analysis

The courses from which you can choose are:

Or Quantitative Analysis I

Or

Quantitative Analysis II

Or

Quantitative Analysis III

The choice between a course in Qualitative or Quantitative Analysis will depend upon which type of training is most appropriate for your research. You may take both courses, if that suits your training requirements.

Students undertaking a doctorate in the *Arts and Humanities* are expected to take the following later stage core course:

Conceptual and Theoretical Inquiry

Qualitative Analysis

Course objectives:

The Qualitative Analysis courses address the following knowledge, skills and competencies:

- the importance of modelling and theory testing in qualitative analysis;
- the preparation and management of qualitative data;
- the strengths and limitations of a range of approaches to qualitative analysis;
- the use of a variety of exploratory techniques in the practical analysis of qualitative data;
- the use of appropriate computer software for qualitative data management (NVivo, Ethnography);
- the use of manual techniques of data analysis;
- facility with modes of visual representation of the outcomes of analysis.

Learning outcomes:

The completion of any of these courses enables you to demonstrate your capacity to:

- carry out data collection and qualitative analysis, fore-grounding the importance of the research question(s) or model in this process;
- develop a deeper strategic awareness of the processual nature of much qualitative research and analysis;
- understand and apply a range of research methods and tools;
- work collaboratively with other researchers and practitioners;
- evaluate critically published research

Qualitative Data Analysis: an introduction

Tutor to confirm

On-line (Autumn), Five two-hour sessions (Spring and Summer)

Maximum 25 students

Autumn: (online course) Monday 17 October – 20 November

Spring: 5.30 - 7.30 pm Monday 6 February – 5 March

Summer: 2.00 - 4.00 pm Wednesday 2 May – 30 May

This course is designed for students with little or no knowledge of qualitative research methods, as well as those who are planning a research strategy and who may be considering using qualitative analysis. It aims to provide a general introduction to the analysis of qualitative data and to the consideration of underlying assumptions. It is informative, both for scholarship and for assessing the possibilities of employing qualitative research strategies and techniques, alone or in combination with other approaches. It will involve the use of practical activities and workshops on data analysis.

In the autumn term it will run as an online course with the main mode of participation being through asynchronous bulletin-boards. Students will log into the Blackboard Virtual Learning Environment (VLE) to post contributions to the discussion forum. Optional synchronous audio-visual communication tools will also be made available to students through video-conferencing facilities. To make use of these, students may require access to a web cam, microphone and headphones. The course will make use of a variety of resources, including audio recordings of lecture material and video recordings of presentations by subject experts, all of which will be accessible through the VLE.

Essential reading:

Dowling, P.C. (2009). *Sociology as Method: departures from the forensics of culture, text and knowledge*. Rotterdam: Sense.

Dowling, P.C. & Brown, A.J. (2010). *Doing Research/Reading Research: re-interrogating education*. London: Routledge. c. 7, 'Quality in Analysis'.

Suggested reading:

Bryman, A. and Burgess, R.G. (1994). *Analysing Qualitative Data*. London: Routledge.

Coffey, A. and Atkinson, P. (1996). *Making Sense of Qualitative Data: Complementary Research Strategies*. London: Sage.

- Cresswell, J. (1998). *Qualitative Inquiry and Research Design: choosing Among Five Traditions*. London: Sage.
- Glaser, B. G. (1992). *Basics of Grounded Theory Analysis: Emergence versus forcing*. Mill Valley, Sociology Press.
- Strauss, A. and J. Corbin (1998). *Basics of Qualitative Research: Second Edition: Techniques for Developing Grounded Theory*. London, Sage.
- Burgess, R.G. (1990). *In the Field*. London: Routledge.
- Denzin, N. and Lincoln, Y. (eds) (1998). *Collecting and Interpreting Qualitative Materials*. London: Sage.
- Denzin, N. & Lincoln, Y. (eds) (1998). *Strategies of Qualitative Inquiry*. London: Sage.
- Dey, I. (1993). *Qualitative Data Analysis*. London: Routledge.
- Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings*. Albany: State University of New York Press.
- Mason, J. (1996). *Qualitative Researching*. London: Sage.
- May, T. (ed.) (2002). *Qualitative Research In Action*. London: Sage.
- Richie, J. & Lewis, J. (eds) (2003). *Qualitative Research practice: A Guide for Social Science Students and Researchers*. London: Sage.

Qualitative Analysis Workshop

Tutor to confirm

Five two-hour sessions (repeated)

Maximum 15 students

Spring: 2.00 - 4.00 pm Tuesday 7 Feb – 6 March

Summer: 10.30 - 12.30 pm Thursday 17 May – 14 June

This series of workshops will provide participants with the opportunity to work with a range of forms of qualitative data in a variety of ways. By working with data from your own research, we will explore key issues and techniques in the management and analysis of qualitative data, thus directly confronting in a practical manner the challenges faced by researchers at this stage in their work.

Please Note: this workshop is only for students who are at a relatively advanced stage of their data collection and can bring examples of their own data to the sessions. A condition for participation is attendance at all five sessions.

Suggested reading:

Brown, A.J. and Dowling, P.C. (1998). *Doing Research/Reading Research: a mode of interrogation for education*. London: Falmer.

Coffey, A. and Atkinson, P. (1996). *Making Sense of Qualitative Data*. London: Sage.

Creswell, J. (1999). *Qualitative Inquiry and Research Design: choosing among five traditions*. London: Sage.

Layder, D. (1998). *Sociological Practice: linking theory and social research*. London: Sage.

May, T. (ed.) (2002). *Qualitative Research in Action*. London: Sage.

Miles, B.M. and Huberman, A.M. (1984). *Qualitative Data Analysis*. Beverley Hills, California: Sage.

Scott, D. and Usher, R. (1998). *Researching Education: data, methods and theory in educational enquiry*. London: Cassell.

Strauss, A. and Corbin, J. (1990). *Basics of Qualitative Research: grounded theory, procedures and techniques*. London: Sage.

Quantitative Analysis

Quantitative Analysis covers a wide range of methods of quantitative data analysis and deals with both abstract and practical aspects. All students gain familiarity with and hands-on experience of the use, interpretation and presentation of descriptive statistics; measures of central tendency and dispersion; exploratory data analysis; statistical inference; measures of association; regression modelling; models for discrete data such as binary, multinomial and ordinal logistic models, as well as log-linear models and more advanced modelling tools such as multilevel and quantile models. Typically this will be managed by having both lectures and practical workshops in each session. A range of prepared data sets will be used, including large-scale surveys, longitudinal studies and experiments. Students will achieve, as a minimum, a level of competence that enables them to use, model and interpret multivariate statistical data.

The following knowledge, skills and competencies will be addressed in all three courses:

- the importance of modelling and theory testing in quantitative analysis;
- the use of data sets, including data from large scale surveys;
- the preparation and management of quantitative data;
- the use of a range of exploratory techniques;
- the use, interpretation and presentation of data;
- modelling and interpretation of multivariate statistical techniques.

Learning Outcomes

The completion of each course enables students to demonstrate their capacity to carry out quantitative analysis, fore-grounding the importance of the research question or model in this process.

Quantitative Analysis I

Professor John Micklewright

Ten three-hour sessions (plus additional weekly tutorials)

Autumn: 5.30 - 8.30 pm Thursday 13 Oct – 15 Dec

The first half of each three hour session will be held in a lecture room (see Term Planner), where techniques and methods will be introduced to the students. This will be followed by a computer session* where students will learn how to apply the methods using the computer package SPSS. There will be additional exercises for students to attempt during each week and from week two these will be reviewed during ***a tutorial run between 4.30pm and 5.30pm each Thursday.***

*(The computer sessions will be held in CR 1 and CR 2, inside the Library)

This course is for beginners in statistics. It provides a thorough grounding in the basics of both descriptive statistics and inferential statistics, together with an introduction to the modelling of continuous data by regression methods. It also provides an introduction to the use of a computer package commonly used in social science research. The following topics will be covered:

- data presentation (using tables and charts);
- summarising data (using statistics such as frequency, mean, variance etc);
- random sampling and sampling error;
- confidence intervals and hypothesis tests for continuous and categorical data;
- modelling continuous data using simple linear regression;
- an introduction to multiple linear regression including categorical covariates.

The package SPSS for Windows will be used, but no prior familiarity with this will be assumed.

Suggested reading:

There are many textbooks on introductory statistics for social scientists to choose from, and judging which are the most useful is often a matter of personal preference. The course does not follow any text closely, but the following are particularly recommended:

Connolly, P. (2007). *Quantitative Data Analysis in Education: A critical introduction using SPSS*. London: Routledge. [Library classmark: Butt Buts (SPS) CON] – referred to as Connolly.

No formulae – concepts are motivated by intuition, all examples used are from education, and the book is closely linked to SPSS. Does not cover regression. The Library also has an e-book version of this.

Diamond, I. and Jefferies, J. (2001). *Beginning Statistics: An Introduction for Social Scientists*. Sage. [Library classmark: Butt DIA] – referred to as Diamond & Jefferies. *Has a bit more of the ‘theory’ but is very readable and does not assume you have met any of the material before. Not linked directly to any computer package and in that sense gives a more general grounding. No focus on education. Examples mainly from demography.*

Field, A. (2005). *Discovering Statistics Using SPSS (2nd Edition)*. Sage. [Library classmark: Butt Buts (SPS) FIE] *More than just a guide to SPSS this develops the statistical methods in a friendly way and links them to SPSS (although it is far from unique in doing this – lots of other textbooks have this feature). Written for psychologists, it does have quite an emphasis on ANOVA techniques but is a good companion if you want something to cover both QAI and QAI.*

Kinnear, P.R. and Gray, C.D. (2009). *SPSS 16 Made Simple*. Hove: Psychology Press. [Library classmark: Butt Buts (SPS) KIN] *There are lots of these types of books in the Library. We are now using a later version of SPSS but it makes little difference if you use a guide for an older version.*

Plewis, I. (1997). *Statistics in Education*. London: Edward Arnold.

Quantitative Analysis II

Dr Andrew Jenkins

Ten three-hour sessions

*The first half of each session will be held in a lecture room (see Term Planner), followed by a computer session. *The computer sessions will be as follows: 12 and 19 Jan: CR1, 26 Jan, 2 Feb: CR3, 9 Feb-15 Mar: CR4.*

Maximum 22 students

Spring: 5.30 - 8.30 pm Thursday 12 Jan – 15 March

You should have previously attended an introductory statistics course to the level implied by the Quantitative Analysis I course. **You should also have a basic familiarity with SPSS for Windows – students who wish to do QAll without previous experience of the package should attend the workshops run by Richard Freeman covering SPSS in the first term.**

This course covers models for both continuous and categorical response variables – multiple linear regression moving to binary logistic regression. The focus is on the application of these methods in practice and therefore has a strong practical element with an emphasis on model interpretation.

Learning Outcomes

The completion of the course enables you to demonstrate your capacity to:

- recognise when there is a need for more advanced modelling techniques
- interpret in non-technical language the results from multiple and logistic regression models

Prerequisites - You should be familiar with the following topics:

- basic statistical inference including confidence intervals and hypothesis testing
- SPSS for Windows

Suggested reading:

Agresti, A. (1996). *An Introduction to Categorical Data Analysis*. Wiley [In library Butt AGR]

Draper, N. and Smith, H. (1998). *Applied Regression Analysis*. Wiley [In library Butt DRA]

Field, A. (2009). *Discovering Statistics Using SPSS (3rd Edition)*. Sage [In library Butt Buts (SPS) FIE]

Hosmer, D.W. and Lemeshow, S. (2000). *Applied Logistic Regression (2nd Edition)*. Wiley

Kinnear, P.R. and Gray, C.D. (2010). *SPSS 18 Made Simple*. Hove: Psychology Press. [In library Butt Buts (SPS) KIN]

Kleinbaum, D.G. (1994). *Logistic Regression: A Self-Learning Text*. Springer

Plewis, I. (1997). *Statistics in Education*. London: Edward Arnold

Quantitative Analysis III

Dr Alfonso Miranda

Ten three-hour sessions

*The first hour of each session will be held in a lecture room (see Term Planner), followed by a 2-hour computer session. *The computer session will be in CR 1 (inside the Library).*

Maximum 15 students

Summer: 5.30 - 8.30 pm Thursday 26 April – 28 June

This course covers a range of advanced statistical methods. Having introduced the basic statistical concepts in Quantitative Analysis I and modelling tools in Quantitative Analysis II, in this module you will be introduced to more advanced modelling techniques. The main part of the course will cover multilevel models. The course also includes introductory sessions on event history analysis, factor analysis, as well as extending logistic regression to outcomes with multiple categories. All sessions will give you hands-on experience. Typically this will be managed by having both lectures and practical workshops in each session. Statistical software SPSS and MLwiN will be used. A range of prepared data sets will be used, including large-scale surveys and longitudinal studies. You will achieve, as a minimum, a level of competence that enables you to use more advanced modelling techniques.

Learning Outcomes

The completion of the course enables you to demonstrate your capacity to:

- recognise when there is a need for more advanced modelling techniques
- discuss the basic underlying theory of multilevel models
- apply multilevel techniques to normal response data and repeated measures data
- interpret in non-technical language the results from a multilevel analysis of a large dataset
- perform basic event history analysis
- be able to use MLwiN

Prerequisites - You should be familiar with the following topics:

- basic statistical inference including confidence intervals and hypothesis testing
- multiple linear regression including categorical variables and interaction effects
- binary logistic models
- model selection
- SPSS for Windows

Suggested reading:

REFERENCES FOR PREPARTORY WORK

Agresti, A. (2002). *Categorical Data Analysis*, Wiley [In library Butt AGR]

Agresti, A. (1996). *An Introduction to Categorical Data Analysis*, Wiley [In library Butt AGR]

Draper, N. and Smith H. (1998). *Applied Regression Analysis*. Wiley [In library Butt DRA]

REFERENCES FOR MULTILEVEL MODELS

Bryk, A.S. and Raudenbush, S.W. (2002). *Hierarchical Linear Models: Applications and Data Analysis Methods*. Newbury Park, CA: Sage. [In library Butt RAU]

Goldstein, H. (1995). *Multilevel Statistical Models*. London: Edward Arnold. [In library Butt Butt GOL]

Snijders, T.A.B. and Bosker, R.J. (1999). *Multilevel Analysis*. London: Sage.
(A very good introductory book to multilevel models) [In library Butt SNI]

REFERENCES FOR EVENT HISTORY

Plewis, I. (1997). *Statistics in Education*. London: Arnold [In library Butt PLE]

Hosmer, D.W., Lemeshow, S. (1999). *Applied Survival Analysis*. New York: Wiley. Butt [In library Muf HOS]

Hosmer, D.W., Lemeshow, S. (2000). *Applied Logistic Regression*. New York: Wiley. [In library Butt HOS]

REFERENCES FOR FACTOR ANALYSIS

Bryman, A. and Cramer, D. (1994). *Quantitative Analysis for Social Scientists*, London: Routledge.

This book has a Chapter on Factor Analysis and is a reasonably simple. [In library Butt Buts (SPS) BRY]

Everitt, B.S. and Dunn, G. (1991). *Applied Multivariate Data Analysis*, London: Arnold.

This book has a Chapter on Factor Analysis under its section on Latent Variable Models. This is a more advanced approach to Factor Analysis [In library Butt Eve]

Conceptual and Theoretical Inquiry

Dr Judith Suissa and Dr Tom Woodin

Ten two-hour sessions

Maximum 25 students

Autumn: 2.00 - 4.00 pm Tuesday 11 October – 13 December

Conceptual and Theoretical Inquiry engages with conceptual, historical and theoretical work on education in the arts and humanities. It takes a number of key concepts and examines the ways in which they have been analysed, interpreted and theorised from a range of disciplinary perspectives. You will also be encouraged to explore the historical, conceptual and theoretical dimensions of your own research.

It asks such questions as:

- how have key educational concepts evolved, been analysed, and been contested?
- how might we assess the validity of educational and social theories?
- what is involved in the decision to ‘use’ a theory as a framework for empirical research?
- what is the role of argument in theoretical enquiry, and what is the difference between good arguments and bad ones?
- what is the role and significance of disciplines in educational research?

Learning outcomes

The course will develop your capacity to:

- critically engage with conceptual and theoretical work
- assess the validity of arguments, theories and analyses
- explore different disciplinary perspectives on educational and social issues
- analyse concepts and construct theories in your own research
- critically examine the use of theoretical frameworks in empirical research

Suggested reading:

Bridges, D. (2003). *Fiction Written Under Oath? Essays in Philosophy and Educational Research*. London: Kluwer.

Flyvbjerg, B. (2001). *Making Social Science Matter: Why Social Inquiry Fails and How it can Succeed Again*. Cambridge: Cambridge University Press.

McCulloch, G. (2002). ‘Disciplines contributing to education? Educational studies and the Disciplines’. *British Journal of Educational Studies*, 50 (1).

McCulloch, G. (2006). *The RoutledgeFalmer Reader in the History of Education*. London: Routledge.

Midgley, M. (2005). "Philosophizing out in the World" and "Reason and Imagination", in D. Midgley (ed.) *The Essential Mary Midgley*. London: Routledge.

Turner, G. (2002). *British Cultural Studies: An Introduction*. (3rd edition). London: Routledge.

Williams, R. (1983). (2nd edition). *Keywords*. London: Fontana.

4.

Specialist/ Advanced Courses

4. Specialist/Advanced Courses

There is a large number of specialist and advanced courses from which to choose, depending upon your research focus and your professional development needs. These courses are designed to build on the core research methods courses and to support you in your own research and in your developing research competences. They are normally taken after the first year of study.

We suggest you seek guidance from your supervisor, as to which courses would be most suitable for your research.

The specialist courses from which you may choose are grouped as follows:

- 4.1 Doctoral School Specialist or Advanced Courses
- 4.2 Master's Degree Modules in Specialist Subjects

4.1 Doctoral School Specialist or Advanced Courses

Analysing Multimodal Texts

Dr Diane Mavers and Sophia Diamantopoulou

Five two-hour sessions

Summer: 3.00 - 5.00 pm Tuesday 24 Apr, 1, 8, 15 and 22 May

Course Aim

The aim of this course is to explore methods of analysing multimodal texts, i.e. those that comprise ensembles of various modes of communication, such as writing, image, speech and movement. It will introduce a social semiotic multimodal approach to the analysis of a range of materials and will provide opportunities to try out, reflect on and critique methods through discussions, presentations and other group activities. Each session will foreground particular modes and how they operate within multimodal ensembles. We will examine the resources made available and how people make meaning with them within particular frames. Examples will span a range of educational research data gathered for different purposes and in different sites. Participants will be encouraged to reflect on their own research data and share how the issues raised during the course relate to their research. The course is designed for those who are at the beginning of their data analysis stage.

The specific objectives of this course are to:

- introduce, apply and critique methods of multimodal analysis;
- engage in the analysis of a variety of texts using multimodal methods;
- explore how multimodal methods relate to theoretical frames and can be used to respond to particular research questions;
- reflect on how a multimodal methodology might inform participants' own research, as well as educational research more broadly.

Suggested reading:

Bezemer, J. (2008). 'Displaying orientation in the classroom: Students' Multimodal Responses to Teacher Instructions', *Linguistics and Education*, 19(2): 166-178.

Bezemer, J., Diamantopoulou, S., Jewitt, C., Kress G. and Mavers, D. (2009). 'Multimodality and Learning'. Paper presented at the Teaching and Learning Conference of the Institute of Education, London.

Diamantopoulou, S. (2008). 'Learning on Archaeological Sites: A Multimodal Social Semiotic Approach', *Hermes: Journal of Language and Communication Studies, Aarhus School of Business, Denmark*, 41: 81-105.

- Jewitt, C. (ed.) (2009). *Handbook of Multimodal Analysis*. London: Routledge.
- Kress, G. and van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design* (2nd ed.). London: Routledge.
- Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. London: Routledge.
- Kress, G. and Mavers, D. (2010). 'Social Semiotics and Multimodal Texts'. In B. Somekh and C. Lewin (eds), *Research Methods in the Social Sciences* (2nd ed.) pp.172-179). London: Sage.
- Martinec, R. and Salway, A. (2005). 'A System for Image-text Relations in New (and Old) Media', *Visual Communication*, 4(3): 337-371.
- Mavers, D. (2009). 'Student Text-Making as Semiotic Work', *Journal of Early Childhood Literacy*, 9(2): 145-160.
- Mavers, D. (2011). *Children's Drawing and Writing: The Remarkable in the Unremarkable*. New York: Routledge
- Norris, S. (2004). *Analyzing Multimodal Interaction: A Methodological Framework*. London: Routledge.
- Unsworth, L. (2006). 'Towards a Metalanguage for Multiliteracies Education: Describing the Meaning-Making Resources of Language-Image Interaction', *English Teaching: Practice and Critique*, 5(1): 55-76.

Bernstein and Beyond: developments in the sociology of pedagogic sites, texts and technologies

Professor Paul Dowling

Maximum 25 students

Five two-hour sessions

Spring: 5.30 - 7.30 pm Thursday 9, 16, 23 Feb, 1 and 8 March

Basil Bernstein was Karl Mannheim Professor of Sociology of Education at the Institute of Education and one of the most important educational theorists of the last century. During his forty year academic career at the Institute his work involved an exploration of the social basis of language, pedagogy and knowledge and the development of a powerful and influential theory. This course will be organised on the basis of key themes in Bernstein's work, including sociolinguistics, curriculum, pedagogy and society, and the sociology of knowledge. As well as exploring Bernstein's own conceptual apparatus and its association with the work of other authors, such as Mary Douglas, we will consider the contributions of his work to research and its implications for schooling. The course will also include productive critique of Bernstein's theory and it is in this sense that the aim is to go 'beyond' Bernstein.

This is not a lecture series; sessions will comprise discussion around key readings, so it is essential that participants be prepared to put in preparatory time amounting to reading a minimum of one article per week.

A schedule and reading list will be circulated by the end of the Autumn term.

Case Studies Workshops

Mano Candappa

Three three-hour sessions

Maximum 18 students

Spring: 1.30 - 4.30 pm Tuesday 28 Feb, 6 and 13 March

Case studies concern a topic rather than a method. They are a research approach, which can involve a variety of methods. Although there are many different definitions of case study research, it is commonly agreed that it is an empirical enquiry of phenomena within a bounded context (single institutions, groups or events, or of a few of these). The strength of a case study approach is in its attention to detail, complexities and relations between the parts that make up the whole case. Case studies do not aim to make the broad sweep of a survey, or to manipulate variables as in an experiment. Case studies describe, analyse and explain rather than measure.

These sessions will give you the opportunity to explore both the strengths and potential weaknesses of a case study approach by undertaking a small-scale case study exercise during the sessions. You will work in groups and will, with guidance from the tutor, examine existing case study data and studies, and design a small case study project, design data collection tools and plan an analytic framework. Through this exercise we will collectively explore such issues as: sampling, the status of different kinds of 'evidence', ways of analysing data, the generalisability of 'cases', and writing up case study research. The sessions will be 'hands-on', practical sessions in which you will be able to discuss issues as they arise and present ideas to each other.

Suggested reading:

Gillham, B. (2000). *Case Study Research Methods*. London: Continuum.

Bassey, M. (1999). *Case study research in educational settings*. Buckingham: OUP.

Miles, M. and Huberman, A. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage.

Reinharz, S. (1992). *Feminist methods in social research*. London: Oxford University Press.

Stake, R. (1994). 'Case studies', in Denzin, N. and Lincoln, Y. (eds.) *Handbook of Qualitative Research*. London: Sage.

Yin, R. (1994). *Case Study Research: design and methods*. London: Sage.

Burawoy, M. (1998). "The Extended Case Method", in *Sociological Theory* 16 (1), 4-33. Available at: <http://burawoy.berkeley.edu/Methodology/ECM.ST.pdf>

Data Reduction and Latent Variable Models

Professor Dick Wiggins

Two all day sessions

Maximum 20 students

Autumn: 9.30am - 5.00pm Tuesday 13 and Wednesday 14 December

Aims

- To understand and practise the use of data reduction techniques and non-regression based analysis methods such as Principal Component Analysis and Factor Analysis
- To develop a practical understanding of the methods of modelling relationships between latent variables and introduce the basics of structural equation modelling using AMOS.

Learning outcomes

On completion of the module participants will be able to:

- Select methods of data analysis appropriate to their data and research questions.
- Carry out a range of data reduction analyses using SPSS:
- Carry out a range of latent variable analyses using the SPSS AMOS module
- Diagnose whether the assumptions have been adhered to in the analyses covered, and discuss the potential impact on the results and propose solutions to any problems that may have arisen.
- Critically evaluate the data analysis methods proposed or undertaken in a given study.
- Ensure interpretation of data analysis findings is done correctly and be able to defend the interpretation.

Day one

The first day will be divided into four sessions. The first three will be in lecture format with demonstrations of the SPSS software followed by a final 'hands on' session to allow students to complete practice analyses of data collected in the National Child Development Study (NCDS).

The **first session** will include an exposition of the goals of principal components analysis (PCA) as a data reduction technique, the types of research question that can be addressed as a preliminary test of hypotheses regarding the number and nature of components.

Students will be able to:

Describe the underlying mathematical model and convey the key elements of the terminology including the meaning of communalities, eigenvalues and eigen vectors, scree plots, rotation techniques and component scores.

The **second session** will cover the fundamentals of factor analysis (FA), the principal differences between exploratory and confirmatory factor analytic models and a comparison of PCA and FA. The techniques will be illustrated using SPSS.

Students will be able to:

Specify a generic statistical model for FA, explain the difference between exploratory and confirmatory analysis understand how to interpret a factor analysis and use factor scores in subsequent analysis.

The **third session** will introduce the concept of goodness of fit for factor analytic models, the internal consistency of factor scores and the relationship between scale or index construction with factor scoring.

Students will be able to:

Explain the meaning of a residual correlation matrix, the limitations of maximum likelihood methods of factor extraction and how to develop scale scores or indices.

The **fourth session** will cover the practical application of both PCA and FA in order to explore the properties of a well-known measure of subjective well-being.

Students will be able to:

Technically apply SPSS software to evaluate the CASP measure used in NCDS to measure quality of life in early old age and identify the inherent limitations of SPSS to conduct confirmatory factor analysis.

Day two

The second day will consist of four morning sessions including an afternoon session to apply AMOS software to a practical problem and a concluding session to discuss theoretical and practical issues.

The **first session** will cover an introduction to the basic concepts involved in structural equation (or latent variable) models and the symbolic notation and path analytic framework to describe a general structural equation model (SEM).

Students will be able to:

Describe the key features of latent variable modelling to model causal processes by means of a combination of symbolic and graphical display. They will be able to distinguish between the measurement and structural components of a general SEM.

The **second session** will introduce students to the AMOS programme and illustrate the application of AMOS Graphics to test for the factorial validity of a theoretical construct (a first-order confirmatory factor model) and then an application to assess the factorial validity of a second-order model.

Students will be able to:

Specify first and second-order factor analytic models in graphical form to prepare for a practical session in the use of AMOS graphics.

The **third session** will involve a hands-on practical to evaluate a self-enumerated report of quality of life in NCDS applying first and second-order factor analytic models in AMOS.

Students will be able to:

Conduct their own AMOS analyses to test confirmatory factor analytic models.

The **fourth and final session** will cover two important topics namely, how AMOS handles incomplete data and the application of multigroup analyses. Advanced software applications of latent variable modelling with alternative software will also be discussed.

Students will be able to:

To appreciate the wider application of latent variable modelling to take account of missingness and model testing across a number of sub-groups.

Reading list

Byrne, B. (2009). *Structural Equation Modeling With Amos: Basic Concepts, Applications, and Programming*. Taylor & Francis

Blunch, N. (2008). *An introduction to Structural Equation Modelling using SPSS and AMOS*. SAGE Ltd.

Field, A. (2009). *Discovering Statistics using SPSS (an introduction to statistical methods)*; 3rd edition, SAGE Ltd.

Kline, P. (1994). *An Easy Guide to Factor Analysis*. Routledge.

Tabachnik, B.G. & Fidell, L.S. (2007). *Using Multivariate Statistics*. Pearson, Allyn & Bacon. 5th Edition.

Deciphering Quantitative Analyses

Professor Dick Wiggins

Five two and a half-hour sessions

Maximum 20 students

Summer: 5.00 - 7.30 pm Tuesday 1, 8, 15, 22 and 29 May

Deciphering quantitative analyses offers an introduction in understanding the application of statistics in educational and social research. Each session will begin with a resume of the logic and vocabulary of statistical method followed by discussion

of a recent journal article which uses quantitative analysis to interpret the social world. The module aims to make research students aware of key concepts like reliability and validity as well as the strength of study design and inference (internal validity) and the generalization of the results beyond the sample data (external validity). The basics of statistical analysis will include an introduction to ways of describing the common features of sample data and continue with hypothesis testing and exploratory analysis. There will be a discussion about what quantitative analysis has to offer non-statisticians, recent developments in statistical methodology, the limitations of statistical explanation and the appeal of an integrated framework to combine qualitative and quantitative methods.

Suggested reading:

Alasutaari, P., Bickman, L., Brannen J. (eds). (2008). *The SAGE Handbook of Social Research Methods*. London: Sage.

Bryman, A. (1988). *Quantity and Quality*. London: Routledge.

Bryman, A. (2008). *Social Research Methods*. 3rd Edition. Oxford: Oxford University Press.

Byrne, D. (2002). *Interpreting Quantitative Data*. London: SAGE Publications Ltd.

Miller, R. and Brewer, J.D. (eds.) (2003). *The A-Z of social research*. London: SAGE Publications Ltd.

Rose, G. (1991). *Deciphering Sociological Research*. London: Macmillan.

Discourse Analysis: Multimodal perspectives and methodological issues

Professor Richard Andrews, Professor Andrew Burn and Sophia Diamantopoulou

Course co-ordinator: Sophia Diamantopoulou

Five two-hour sessions

Maximum 15 students

Summer: 5.30 - 7.30pm Wednesday 2 May – 30 May

The course is designed for researchers at the beginning stages of their data analysis who would like to find out what discourse analysis is, how it can inform their approaches to their data and how it can resource their research design. Participants will be encouraged to bring in data from their research, in order to analyse them collectively in the class. The overall aim is to show participants some ways to explore the different accounts of “what the world is and how it should be”, as well as the different sets of interpretations and evaluative judgements that feature within discourses.

There will be particular emphasis on analysing textual and multimodal data, i.e. data comprising a variety of modes and media, ranging from writing and drawing on a page to films, computer games and video recordings of children at play.

We will look at how discourses emerge and shape not only language (transcribed speech of teachers and students, textbooks), but also image (magazines, newspapers, maps, drawings), and moving image (advertisements, video).

Starting from the understanding that discourses are “socially constructed knowledges” of reality, we will look at a variety of examples from a range of research projects to explore how various discourses are realized in different social contexts and how they are materialized through a multiplicity of modes and media.

Suggested reading:

Andrews, R. (2010). *Re-framing Literacy*. New York: Routledge.

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

Burn, A. and Parker, D. (2003). *Analysing Media Texts*. London: Continuum.

Diamantopoulou, S. (2008). Engaging with children’s graphic ensembles of an archaeological site: A multimodal, social semiotic approach to learning. *Hermes: Journal of Language and Communication Studies*, 41, 81-105.

Kress, G. and Van Leeuwen, T. (2001). *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London: Edward Arnold.

Kress, G. (2010). *Multimodality: a social semiotic approach to contemporary communication*. Abingdon: Routledge

Kress, G. (2011). *Discourse Analysis and Education: A multimodal social semiotic approach*. In R. Rogers (Ed.), *An Introduction to Critical Discourse Analysis in Education*. New York: Routledge

Tannen, D. (ed.) (1993). *Framing in Discourse*. New York: Oxford University Press.

Wetherell, M., Taylor, S. and Yates, S.J. (eds.) (2001). *Discourse Theory and Practice: A Reader*. London: Sage Publications.

Ethnography Workshops

Professor Stephen J Ball

Three three-hour sessions

Spring: 5.30 - 8.30 pm Tuesday 7, 21 Feb and 6 March

The workshops will not teach 'how to do ethnography', that is by definition impossible but they will explore how ethnography 'gets done' by looking at examples of practice, at roles and techniques involved in fieldwork, and data analysis and writing. I will draw in part on my own work as an ethnographer.

The objective of the course is to familiarise students with the practice, writing and ethics of ethnographic research in the Chicago School tradition.

Many of the readings are available from Amazon at much reduced prices. All workshops run from 5.30-8.30pm approximately.

Workshop 1: Forms of ethnography

This session will focus on the 'history' of ethnography and some of the different theoretical and epistemological positions that ethnographers take up. Some classic studies will be looked at.

Suggested reading:

Ball, S.J. (1981). *Beachside Comprehensive: A case study of secondary schooling*, Cambridge University Press. Or

Ball, S. J. (1984). "Beachside Reconsidered: Reflections on a methodological apprenticeship" in Burgess, R. (ed) *The Research Process in Educational Settings: Ten Case Studies*, Lewes, Falmer Press.

And: [Symbolic Interactionism in the Twentieth Century](http://kenplummerandeverardlongland.info/Texts/SI99FIN.DOC) by Ken Plummer. A web document to be found @ **kenplummerandeverardlongland.info/Texts/SI99FIN.DOC**

And one of:

Howard Becker, Blanche Geer, Everett Hughes, and Anselm L. Strauss. (1961). *Boys in White: Student Culture in Medical School*. Chicago: University of Chicago Press.

Anselm Strauss., et al. (1964). *Psychiatric Ideologies and Institutions*, The Free Press, New York.

Barney Glaser and Anselm Strauss. (1965). *Awareness of Dying*. Chicago: Aldine; London: Weidenfeld and Nicolson.

William Foote White (1943/1993). *Street Corner Society: the social structure of an Italian slum*, Chicago University Press.

Mary Pattillo-McCoy (1999). *Black Picket Fences: Privilege and Peril among the Black Middle Class*, University of Chicago Press.

Workshop 2: Ethnographic methods

This session will focus on what ethnographers 'do'. That is, the conduct of fieldwork, and the use of ethnographic methods in qualitative research.

Amanda Coffey (1999). *The Ethnographic Self, Fieldwork and the Representation of Identity* Sage Publications: London £14.99 (pb) 192 pp.

Burgess, R. (ed) (1984). *The Research Process in Educational Settings: Ten Case Studies*, Lewes, Falmer Press.

Burgess, R. G. (ed) (1985). *Strategies of Educational Research*, Lewes, Falmer Press

Martyn Hammersley and Paul Atkinson (1995). *Ethnography: Principles in Practice* (2nd edition), Routledge, 323 pages, £12.99 paperback

Workshop 3: Analysing and Writing data

This session will draw in particular on the data analysis techniques of Anselm Strauss, with a focus on 'coding', and the genres of ethnographic writing.

Strauss (1987). *Qualitative Analysis for Social Scientists*, New York, Cambridge University Press.

Juliet Corbin (2008). *Basics of Qualitative Research*, New York, Sage.

Peter Woods (1999) *Successful Writing for Qualitative Researchers*, London, Routledge.

Evaluation Methods and Economic Appraisal

Professor John Micklewright, Professor Lorraine Dearden

Four all day sessions

Maximum 25 students

Summer: 9.30 am – 5.00 pm Wednesday and Thursday 2, 3, 16 and 17 May

Measuring the success or otherwise of government policies is central to successful policy-making. This course uses statistical and econometric tools to evaluate different interventions and directly addresses a range of key policy issues.

Specific methodological topics that are covered include:

- research design
- data sources

- estimating the counterfactual
- considerations of causality
- quasi-experiments
- observational studies
- dealing with heterogeneity
- difference in difference methods
- matching methods
- regression discontinuity
- instrumental variables

This course aims to equip you with the statistical and econometric knowledge and skills needed to understand how to conduct an effective evaluation. It will also enable you to understand and critique evaluation studies that use quantitative methods.

If you have studied economics in your first degree and are working in educational policy, this course will give you a better understanding of the economics behind education evaluations and rate of return calculations. Knowledge of intermediate statistics is required, although this can be provided (see the course Quantitative Analysis II).

Note: Students should have some knowledge of multivariate linear regression.

Course objectives

- to introduce a range of advanced evaluation methods used to analyse the impact of policy interventions
- to demonstrate the application of these techniques using appropriate statistical software

Learning outcomes

At the end of this course students should be able to:

- design an evaluation using experimental or observational data
- apply the evaluation methodologies covered in the course
- critically evaluate others' use of these methods

Suggested reading:

Baker, J. L. (ed.) (2000). *Evaluating the impact of development projects on poverty: a handbook for practitioners*. Washington DC: World Bank.

Burtless, G. (ed.) (1996). *Does money matter? The effect of school resources on student achievement and adult success*, Washington DC: The Brookings Institution Press.

Currie, J. and Thomas, D. (1995). 'Does head start make a difference?' *American*

Economic Review, 85 (3), 341-364.

Dearden, L., Ferri, J. and Meghir, C. (2002). 'The effect of school quality on educational attainment and wages', *The Review of Economics and Statistics*, 84 (1).

Goldstein, H. and Blatchford, P. (1998). 'Class size and educational achievement: a review of methodology with particular reference to study design', *British Educational Research Journal*, 24 (3), 255-267.

Hanushek, E. (2001). 'Black-white achievement differences and governmental interventions', *American Economic Review*, 91(2).

Hanushek, E. and Rivkin, S. (2003). 'Does public school competition affect teacher quality?' In C.M. Hoxby (ed.) *The economics of school choice*, Chicago: University of Chicago Press, 23-47.

Heckman, J.J. (2000). 'Causal parameters and policy analysis in economics: a twentieth century retrospective', *The Quarterly Journal of Economics*, February, 45-97.

Krueger, A. and Ashenfelter, O. (1994). 'Estimates of the economic return to schooling from a new sample of twins', *American Economic Review*, 84 (5), 1,157-1,173.

Krueger, A. and Whitmore, D.M. (2001). 'The effect of attending a small class in the early grades on college-test taking and middle school test results: evidence from Project STAR', *Economic Journal*, 11, 1-28.

Levačić, R. (2004). *The resourcing puzzle: the difficulties of establishing causal links between resourcing and student outcomes*. London: Institute of Education, University of London.

Experimental Design Workshops

Tutor to confirm

Three three-hour workshops

Maximum 15 students

Spring: 5.30 - 8.30 pm Monday 27 Feb, 5 and 12 March*
* Session 3 will be in CR 4 (Room 543), level 5 main building

In this three-session workshop you will plan, run and interpret an experiment. The objectives for the three sessions are:

- to give you experience in carrying out an experiment
- to identify and formulate research questions suited to experimental design
- to consider the implications of different sampling strategies
- to extend your understanding of how to operationalise factors/variables into measurable constructs
- to prepare an analysis and interpret the findings
- to present the results to consider the ethical issues

- to identify the strengths and limitations of this type of design

Workshop 1:

- formulating questions
- selecting appropriate control or comparison groups
- identifying factors to be measured and considering appropriate techniques of measurement

Workshop 2:

In this session we will run an experiment. We will discuss issues of standardisation and procedures.

Workshop 3:

- organisation of data
- preparing an outline of necessary analyses
- consideration of appropriate interpretations of a set of data, including issues of generalisability and the strengths and weaknesses of the selected design
- examination of the framework for writing up an experiment

Suggested reading:

Cook, T. and Campbell, D. (1979). *Quasi-Experimentation Design and Analysis Issues for Field Settings*. Chicago: Rand McNally.

Robson, C. (2002). *Real World Research* (2nd edn.) Oxford: Blackwells.

Framing a Thesis Comparatively: the use of comparative methods

Dr Germ Janmaat, Dr Susanne Wiborg, and Dr Christine Han

Four two-hour sessions

Maximum 25 students

Spring: 2.00 - 4.00 pm Thursday 12, 19, 26 Jan, and 2 Feb

This course will introduce participants to key aspects of the theory and practice of comparative education, with a view to helping them 'frame a thesis comparatively'. It will review the historical development of the field and with other areas of comparative study; explore key concepts and theoretical frameworks used by comparativists; and develop understanding of the main methodological approaches to systematic

comparative research. All approaches and concepts will be illustrated with examples and studies from the field of education and other social sciences.

Essential Readings:

Green, A. (2002). *Education, Globalisation and the Role of Comparative Research Professorial Lecture*. London: Institute of Education, University of London.

Ragin, C. (1981). 'Comparative Sociology and the Comparative Method', *International Journal of Comparative Sociology*, 25, (1-2), 102-117.

Mill, J. S. (1970). Two Methods of Comparison (excerpt from 'A System of Logic', 1888) in A. Etzioni and F. Du Bow (eds) *Comparative Perspectives: Theories and Methods*. Boston Mass: Little, Brown, pp. 205 - 213.

Ragin, C. (1987). *The Comparative Method*. Berkeley: University of California Press. (Essential: Chapter 6: 'A Boolean Approach to Qualitative Comparison: Basic Concepts').

Skocpol, T. and Somers, M. (1980). 'The Uses of Comparative History in Macrosocial Inquiry'. *Comparative Studies in Sociology and History*, 22 (2), pp.174-197.

Mahoney, J. (1999). 'Nominal, Ordinal and Narrative Appraisal in Macrocausal Analysis'. *The American Journal of Sociology*, 104, (4), 1154-1196.

Gender and Educational Research

Dr Jessica Ringrose

One day session

Maximum 25 students

Autumn: 10.30 am - 3.30 pm Saturday 26 November

Please note: students must attend both the morning and afternoon sessions

This course is aimed at students wanting to learn more about the theoretical and methodological groundings of gender and feminist based educational research. The course will provide an overview of contemporary themes, concepts and debates in gender and education research and is particularly suited for those students exploring gender themes in their research projects. Some experience with social science research frameworks would be helpful.

The session will provide:

- a theoretical overview of feminist and gender oriented educational research
- a methodological overview of some pertinent issues in conducting feminist educational research and investigating gender issues, with particular focus on qualitative and interviewing research strategies

Required Reading

The following should be read prior to the session:

Morning Session: Contemporary theoretical debates in gender and education research
Rasmussen, M. L. (2009). 'Beyond Gender Identity?' *Gender and Education*, 21 (4), 431-447.

Paechter, C. (2009). "Response to Mary Lou Rasmussen's 'Beyond Gender Identity'". *Gender and Education*, 21 (4), 449-453.

Dillabough, J. (2009). 'To be or not to be (a gendered subject): was that the question?'. *Gender and Education*, 21 (4), 455-466.

Afternoon Session: Methodological debates in gender and education research

Marshall, C. & Young, M. (2006). 'Gender and Methodology', in C. Skelton, B. Francis & L. Smulyan (eds.) *The Sage Handbook of Gender and Education*. London: Sage

Ringrose, J. (2008). 'Just be friends': Exposing the limits of educational bully discourses for understanding teen girls' heterosexualized friendships and conflicts', *British Journal of Sociology of Education*, 29 (5), 509-522.

Suggested Further Reading:

Francis, B. and Skelton, C. (2001). *Investigating Gender: contemporary perspectives in education*. Buckingham: Open University Press.

Hughes, C. (2002). *Key Concepts in Feminist Theory and Research*. London: Sage.

Reinharz, S. (1992). *Feminist Methods in Social Research*. Oxford: OUP.

Skelton, C., Francis, B. and Smulyan, L. (2006). *The SAGE Handbook of Gender and Education*. London: SAGE.

St Pierre, E. and Pillow, W. S. (2000). *Working the ruins: feminist post-structural theory and methods in education*. London: Routledge.

Mixed Method Research in Education

Olga Cara

Four two-hour sessions

Spring: 5.30 - 7.30pm Thursday 12 January – 2 February

Mixed method (or mixed methods) is/are increasingly popular in the field of social sciences and a growing number of studies make use of these methods, that is, both quantitative and qualitative methods within a single study. In 2007, the *Journal of Mixed Method Research* started to serve as a platform for wider discussion about this methodological approach. At the same time, surprisingly little is known about how exactly to combine and/or integrate methods in practice. The overall aim in this module is to provide students with information, tools and guidance on combining research methods in an informed way.

The course is designed for researchers at the beginning stages of their research design who would like to find out what mixed methods are and how this approach can be used in educational research. Researchers who are already using mixed methods and would like some further training and guidance are also invited to contribute with ideas and participate in discussions.

Every session will be split into an hour lecture and an hour for practical exercises in groups or pairs. I will use two major research studies that I have worked on as examples.

Aims of the module

- Explain what mixed method research is and consider its challenges and advantages.
- Examine issues involved in used mixed methods: design, data collection, analysis, write-up and presentation.
- Show how different research methods can be used and provide examples.

Module objectives.

By the end of this module you should be able to:

- Present arguments for and against the use of mixed methods
- Plan the use of mixed methods and utilise them in an informed way in your own research
- Critically assess the use of mixed methods in studies that you read or in your own research.

Suggested reading:

- Greene, J. (2002). Mixed-method evaluation: a way of democratically engaging with difference, *Evaluation Journal of Australasia* 2, 2: 23-29.
- Johnson, R. and Onwuegbuzie, A. (2004). Mixed methods research: a research paradigm whose time has come' *Educational Researcher* 33, 7: 14-26.

- Elliott, J. (2004). Multimethod approaches in educational research' *International Journal of Disability, Development and Education* 51, 2: 135-149.
- Creswell, J. W. and Plano Clark, V. L. (2006). *Designing and Conducting Mixed Methods Research*. SAGE.
- Creswell, J. W. (2002). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.

Narrative Research in Educational Settings: an introduction

Dr Barbara Cole

Four two hour sessions

Maximum 25 students

Summer: 5.30 - 7.30 pm Wednesday 2, 9, 16 and 23 May

The aim of the four sessions is to introduce researchers to the use of narrative research (e.g. life story, life history, auto/biography, auto ethnography) in educational research. Narrative and life history are ancient approaches to understanding human affairs and have a long intellectual history and they are found in history, folklore, psychiatry, medicine, economics, music, sociology and anthropology. The study of narrative is described as the 'study of the ways humans experience the world' and narratives, life histories, and other 'documents of life' (Plummer, 1993) are increasingly being recognised as important methods of analysis in the social sciences. It is argued that they reflect the often 'silenced' voices of 'experience' and acknowledge the 'personal as political', recognizing different 'ways of knowing'. Narrative approaches offer 'storied' accounts through which the phenomenon of human experience can be characterized and, as such, they are increasingly being used in educational research. However, narrative approaches have their critics as well as adherents, and this short course considers not only the use of narrative and its possible strengths as a qualitative approach to educational research, but considers some of the more controversial aspects of it as a methodology; the possible risks, dangers and abuses. The course examines methods of data collection, analysis and writing forms and explores criteria by which narrative approaches might be judged, along with the question, 'Will any story do?' (Phillips, 1994).

References:

Phillips, D.C. (1994). 'Telling it straight: issues in assessing narrative research' *Educational Psychologist*, 29 (1), 13-21.

Plummer, K. (1993). *Documents of life: An introduction to the problems and literature of the humanistic method*. London: Routledge.

Suggested reading:

- Andrews, M., Squire, C. and Tamboukou, M. (2008). *Doing Narrative Research*, London: Sage.
- Clandinin, D.J. and Connelly. F.M. (1994). 'Personal experience methods' in Denzin, N.K. and Lincoln, Y.S. (eds.) *Handbook of Qualitative Research*. Thousand Oaks, C.A: Sage.
- Denzin, N. (1989). *Interpretive Biography*. London: Sage.
- Ellis, C. and Bochner, A. (2000). 'Autoethnography, Personal Narrative, Reflexivity: Researcher as Subject' in Denzin, N. and Lincoln, Y. (eds.) *Handbook of Qualitative Research: Second Edition*. Thousand Oaks: Sage pp. 733-768.
- Erben, M. (ed.) (1998). *Biography and Education: A Reader*. London: The Falmer Press.
- Goodson, I. and Sikes, P. (2001). *Life Histories in Educational Settings: learning from lives*. Buckingham: Open University Press.
- Hatch, J. A. and Wisniewski, R. (eds.) (1995). *Life History and Narrative*. London: The Falmer Press.
- Mitchell, W.J.T. (ed.) (1981). *On Narrative*. The University of Chicago Press.
- Plummer, K. (2001). *Documents of Life 2: an invitation to critical humanism*. London: Sage.
- Stanley, L. (1992). *The Auto/biographical I: Theory and Practice of Feminist Auto/biography*. Manchester University Press.

Philosophical Research

Dr Judith Suissa

Five two hour sessions

Maximum 25 students

Summer: 5.00 - 7.00 pm Tuesday 1 May – 29 May

This course will look at some contemporary and historical examples of philosophical work on education issues in order to familiarise students with different traditions and approaches in philosophy of education. We will discuss such issues as the distinctive features and limits of philosophical enquiry; the significance of questions of methodology and style in philosophical writing; the relationship between the philosophical "canon" and contemporary work; the role of normative (political or ethical) positions; the use of data from empirical research, and engagement with work from other disciplines.

Some of the philosophical traditions, tools and approaches addressed may include:

- Conceptual analysis
- Reflective equilibrium
- Applied philosophy
- The use of metaphor
- Thought experiments
- The use of literature

The last session of the module will offer students an opportunity to discuss their own research and to raise issues of concern about the process of writing a philosophical PhD thesis.

Suggested background reading:

Blake et al (2003). *The Blackwell Guide to the Philosophy of Education*. London: Blackwell.

Carr, W. (ed.) (2005). *The RoutledgeFalmer Reader in Philosophy of Education* London: Routledge.

Curren, R. (Ed) (2003). *A Companion to the Philosophy of Education*, Blackwell

Heyting, F. et al (eds.) (2001). *Methods in Philosophy of Education*. London: Routledge.

Psychosocial Methodologies

Coordinating Tutor: Claudia Lapping

Contributing tutors: Tamara Bibby, Jenny Parkes, Jessica Ringrose

Five two hour sessions

Maximum 25 students

Autumn: 5.30 - 8.00 pm Thursday 10, 17, 24 November, 1 and 8 December

Psychosocial studies is an emerging, interdisciplinary field that shifts the object of investigation away from traditionally opposed notions of 'the individual' and 'the social' to focus on the mutually constitutive nature of 'internal' and 'external' processes. The field offers rich resources for looking at both policy and practice; and for exploring the fragile yet abiding nature of national, ethnic, classed, gendered and sexual identities. These resources have been developed through engagement with a wide range of psychoanalytic, post-structural and post-psychoanalytic theory, which

has given rise to a similar range of empirical methodologies. Some notable instances include: the integration of psychoanalytic notions of projection, transference and counter-transference into our understanding of the research relationship; ethnographic work extending psychoanalytic notions of the defended subject to incorporate institutional practices; studies of learning that foreground the psychical interplay between knowledge, the group and the individual; discourse analytical approaches that incorporate Lacanian ideas of the unconscious; and Deleuzian imperatives to disrupt notions of 'method' as standing outside the objects that we construct in the process of research, and to find new ways of investigating the more ineffable, affective aspects of social relations. In different ways, each of these approaches helps us to examine the way the subject is formed within the social fabric, foregrounding the co-construction of the research environment and the complexity of distinguishing the research setting from the embodied imagination of the researcher.

This course will introduce the different methodological approaches associated with psychosocial research, drawing on recent empirical projects in the field of education to illustrate these ideas and approaches. Sessions will explore the relation between psychosocial theories and methodologies and will provide opportunities to discuss the use of these ideas in the production and analysis of empirical data.

Suggested Background Reading

Bibby, T. (2010). *An Impossible Profession: psychoanalytic explorations of learning and classrooms*, London: Routledge.

Frosh, S. (2010). *Psychoanalysis Outside the Clinic: Interventions in Psychosocial Studies*, Palgrave Macmillan.

Lapping, C. (2011). *Psychoanalysis in Social Research: shifting theories and reframing concepts*, London: Routledge.

Ringrose, J. (2010). 'Beyond Discourse? Using Deleuze and Guattari's schizoanalysis to explore affective assemblages, heterosexually striated space, and lines of flight online and at school', *Educational Philosophy & Theory* (advanced access).

Reflexivity: conceptualising knowledge of the self within research

Dr Claudia Lapping

One day workshop

Maximum 25 students

Spring: 10.00 - 4.00 pm Saturday 11 February

The idea of reflexivity originates in the social sciences, but is closely related to conceptions of knowledge of the self within psychoanalytic practice. There is significant overlap between sociological theories of reflexivity and psychoanalytic conceptions of projective processes, transference and counter-transference.

Both explore the unsettling yet potentially productive circularity of processes of interpretation imposed within frameworks of professional expertise. In both psychotherapy and social research, practitioners are encouraged to use knowledge of the self as a tool to regulate their interactions/interpretation of patients/participants. Yet meanings of 'knowledge of the self' vary from generalized accounts of class/gender/ethnicity/personal experience to more precise accounts of cultural capital or psychical processes.

This one day workshop will be divided into two sections. In the morning we will look at a range of sociological and psychoanalytic conceptualizations of knowledge of the self, and consider how these might be relevant within the research process. The afternoon session will be based on Claudia Lapping's recent interview based research project exploring subjective relations to research practice. We will use case studies from the project to explore the productivity of using psychoanalytic frameworks to develop a reflexive understanding of our own position and our attachments to particular ideas and practices within our research.

Suggested Background Reading

Bourdieu, P. (2004). *Science of Science and Reflexivity*. Polity Press.

Delanty, G. (2005). chapter 6, 'Return of the Actor: The Reflexive Turn and Feminist Standpoint Epistemology' in *Social Science: Philosophical and Methodological Foundations*. Second edition. Maidenhead: Open University Press.

Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective, in *Feminist Studies*, 14 (3), pp. 575-599.

https://faculty.washington.edu/pembina/all_articles/Haraway1988.pdf

Koch, T. and Harrington, A. (1998). Reconceptualizing rigour: the case for reflexivity. *Journal of Advanced Nursing*, 28: 882–890.

<http://onlinelibrary.wiley.com/doi/10.1046/j.1365-2648.1998.00725.x/abstract>

Lapping, C. (2011). *Psychoanalysis in Social Research: shifting theories and reframing concepts*, London: Routledge (See esp Introduction and Chapter 4).

Lapping, C. (2008). 'The ethics of interpretation: the signifying chain from field to analysis', *Discourse: Studies in the Cultural Politics of Education*, 29:69-83.

Law, J. (2004). *After Method: Mess in Social Science Research*. Routledge.

Skeggs, B. (2004). *Class, Self, Culture*. London: Routledge.

Walkerdine, V., Lucey, H. and Melody, J. (2001). *Growing Up Girl: Psychosocial Explorations of Gender and Class*. Basingstoke: Palgrave.

Research Methods in Music Education

Professor Lucy Green

One all day session

All students with research interests in or relating to music education are welcome

Summer: 10.00 am - 5.30 pm Saturday 19 May

This one-day course is relevant for any students whose research relates to music education, whether their perspectives are from psychology, philosophy, sociology, pedagogy, curriculum development or any other related fields.

The course assumes that students already have a general knowledge of a range of qualitative and quantitative research methods, not necessarily related to music. These include for example experimental methods, interview, questionnaire, observation, grounded theory, historical methods, ethnography, action-research, and others.

The aim of the course is to reflect upon the specific issues that relate to research concerning music, music education and related fields. We consider questions such as:

- To what extent are our research methods affected by the nature of music, musical experience and musical practice themselves?
- Does it matter that somewhere in my research there is the object 'music'?
- Would my research be designed in exactly the same way if the object was, say, 'literature', 'geography' or 'sport'?
- Is there anything special about music, and are there special skills related to music, which require me to think differently or to approach my research differently?

In examining such questions, we also consider how different music-related disciplines and sub-disciplines are constructed in relation to each other, what kinds of research frameworks and methods they involve, and where our own work fits in. This includes examining, comparing and questioning the main characteristics of the psychology, philosophy and sociology of music, musicology, ethnomusicology, critical musicology, historical studies in music and music education, performance studies, music pedagogy/curriculum development, music therapy, and others.

The course builds on students' interests in order to develop a broad understanding of where their own work sits within the overall field.

Course objectives are:

- to increase students' understanding of the nature of research and knowledge-creation in relation to music and musical experience.

- to broaden students' knowledge of the diversity of disciplinary and methodological approaches to research in music education.
- to increase students' confidence in situating their own research within the overall field.

Suggested reading (non-compulsory):

Cox, G. and Pitts, S. (2003). 'Special Issue: Perspectives on Music Education'. *British Journal of Music Education* 20, (2), 119-120.

Cook, N. and Clarke, E. (Eds.) (2006). *Empirical Musicology*. Oxford: Oxford University Press.

Crawford, T. and Gibson, L. (Eds.) (2009). *Modern Methods for Musicology: Prospects, Proposals, and Realities*. Ashgate

Dogantan-Dack, M. (2006). 'Can musical performance be research?'. In *Media Res* (online journal). (Online publication details to follow).

Green, L. (1999). 'Research in the sociology of music education: some fundamental concepts'. *Music Education Research*, 1, (2), 159-169.

Merriam, A. (1964). 'Ethnomusicology'. Part I of *The Anthropology of Music*. Northwestern University Press. pp. 3-62.

Psychology of Music, Special Issue: Mapping Music Education Research – International Perspectives, 32, (3), (2004)

Swanwick, K. (1994). 'Researching musical experience'. Part II of *Musical Knowledge: Intuition, Analysis and Music Education*. London: Routledge.

Welch, Graham (2005). *The misunderstanding of music*, London University Institute of Education Professorial Lecture.

Research and the Theoretical Field

Professor Paul Dowling

Five two-hour sessions (repeated)

Maximum 25 students

Autumn: 2.00 - 4.00 pm Tuesday 18 October – 15 November

Summer: 5.30 - 7.30 pm Tuesday 1 May – 29 May

In Brown & Dowling (1998) we describe the process of research as involving an analytic division between theoretical and empirical fields. The theoretical field comprises general claims and debates relating to the researcher's area of interest and their specific research question. The empirical field comprises relevant, local practices and experiences from which the researcher will establish their empirical setting in

operationalising their question. This seminar is predicated upon the claim that this way of thinking about research can be productive (perhaps, sometimes dialogically) in all traditions of academic research: mathematics, the natural sciences, the social sciences, and the humanities. The focus, in the seminar, will be on the theoretical field, although there will be necessary forays into the empirical. These sessions will be driven by what you bring to them, but will include a consideration of key terms and traditions in theory and, in particular, the opportunity to explore the theoretical spaces that are opened up by your own research projects about which you must be prepared to speak.

A commitment to full attendance (excluding emergencies) and active participation is a requirement for registration on this course. You may visit the website for the 2006 versions of this course at <http://homepage.mac.com/paulcdowling/ioe/TUR/index.html>

Please also take a look at the MRes (online) module, 'Research and the Theoretical Field', by Paul Dowling at: <http://homepage.mac.com/paulcdowling/ioe/rtf/rtf.pdf> (You do not have to do the activities, just read the introductions).

The following readings may be of interest (but they will not in and of themselves, tell you what to do).

Bloom, H. (1979). 'The Breaking of Form', in H. Bloom, P. Man and J. Derrida, *Deconstruction and Criticism*. London: Continuum.

Bourdieu, P. (1977). *Outline of a Theory of Practice*. Cambridge: CUP.

Brown, A. J. and Dowling, P.C. (1998). *Doing Research/Reading Research: A Mode of Interrogation for Education*. London: Falmer Press.

Crotty, M. (1998). *The Foundations of Social Research: Meaning and perspective in the research process*. London: Sage.

Douglas, M. (2002). *Purity and Danger*. London: Routledge.

Dowling, P.C. (2004). Mythologising and Organising. <http://homepage.mac.com/paulcdowling/ioe/publications/mo/index.htm>

Dowling, P.C. (2004). Mustard, Monuments and Media: A pastiche. <http://homepage.mac.com/paulcdowling/ioe/publications/mmm/index.htm>

Foucault, M. (1970). *The Order of Things: an archaeology of the human sciences*. London: Tavistock.

Haraway, D. J. (1991). 'A Cyborg Manifesto: science, technology, and socialist-feminism in the late twentieth century', in D. J. Haraway *Simians, Cyborgs and Women: the reinvention of nature*. London: Free Association Books.

Hayles, N. K. (1999). *How We Became Posthuman: Virtual bodies in cybernetics, literature and informatics*. Chicago: University of Chicago Press.

Rorty, R. (1989). *Contingency, Irony and Solidarity*. Cambridge: C.U.P.

Researching in Museums and Art Galleries

Dr Pam Meecham and Dr Claire Robins

Five two-hour sessions

Maximum 25 students

Summer: 5.30 - 7.30pm Wednesday 2 May – 30 May
Art and Design Studios (Level 8, main building)

This course provides a foundational framework with which to research education in the museum, gallery and heritage sector. It looks specifically at issues for learning and research that arise from the collection and display of art, material and intangible culture. It aims to create a forum for debate by engaging with a series of case studies and recent research in the field.

The specific objectives of the course are to draw attention to and explore theoretical and methodological issues raised by the historical legacy of museums, galleries and heritage sites in an increasingly global context. Looking at:

- theorising museum, gallery and heritage education
- understanding globalisation within these contexts
- the significance of technology, new media and learning
- interpretation across the three sectors

Suggested reading:

Dodd, J. and Sandell, R. (2001). *Including Museums: perspectives on museums, galleries and social inclusion*. Leicester: RCMG.

Hems, A. and Blockley, M. (eds.) (2006). *Heritage Interpretation*. London: Routledge English Heritage.

Knell, S., MacLeod, S. and Watson, S. (2009). *Museum Revolutions: how museums change and are changed*, Routledge.

Macdonald, S. and Fife, G. (eds.) (2004). *Theorising Museums*. Oxford: Blackwell.

Preziosi, D. (ed.) (1998). *The Art of Art History: A Critical Anthology*, Oxford: Oxford University Press.

Raney, K. (ed.) (2002). 'Inclusion under Pressure'. *Engage*, 11. London: Engage.

Rose, G. (2006). *Visual Methodologies*. London: Sage Publications.

Sandell, R. (2002). *Museums, Society, Inequality*. London: Routledge.

[In particular Chapter 11: 'Developing a community of practice: museums and reconciliation in Australia', Lynda Kelly and Phil Gordon pp. 153-174 and Chapter 12 'The National Museums of Kenya and social responsibility', Fredrick Karanja Mirara pp. 175-181].

Xanthoudaki, M., Tickle, L. and Sekules, V. (eds.) (2004). *Researching Visual Arts Education in Museums and Galleries: An international reader*. London: Kluwer Academic Publishers.

De Jong, F. (2003). 'Globalising the self, localising the other', in K. Raney (ed.) *Globalisation: Engage*, 13. London: Engage.

Prosser, M. (2004). 'Museums and Globalisation', in S. Macdonald and G. Fife (eds.) *Theorising Museums*. Oxford: Blackwell.

Ravelli, L. J. (2006). *Museum Texts: Communication Frameworks*. London: Routledge.

Schirator, T. and Webb, J. (2003). *Understanding Globalisation*. London: Sage Publications. [In particular Chapter 6, 'The Global Subject and Culture'. pp 131-160].

Additional reading:

Greenblatt, S. (2004). 'Resonance and Wonder', in B. Carbonell (ed.) *Museum Studies: An Anthology of Contexts*. Oxford: Blackwell.

Higonnet, A. (2004). 'A New Center: The National Museum of Women and the Arts', in Sherman and Rogoff (eds.) *Museum Culture: Histories, Discourses, Spectacles* London: Routledge.

Jones, A. (ed.) (2003). *The Feminism and Visual Culture Reader*. London: Routledge.

Kavanagh, G. (2000). *Dream Spaces: Memory and the Museum*. Leicester: Leicester University Press. [In particular Chapter 10 'Working with Testimony' pp 79-86].

Stewart, S. (1994). 'Objects of Desire', in S. Pearce *Interpreting Objects and Collections*. London: Routledge.

Hooper-Greenhill, E. (2000). *Museums and the Interpretation of Visual Culture*. London: Routledge. [In particular Chapter 6 'Exhibitions and Interpretation: Museum pedagogy and cultural change'. pp 124-150].

Jenkins, H. (2002). 'Interactive Audiences?' in D. Harries (ed.) *The New Media Book*. London: British Film Institute.

Thomas, S. and Mintz, A. (eds.) (1998). *The Virtual and the Real: Media in the Museum*. Washington: American Association of Museums.

Researching Online Communities, Virtual Worlds and Education

Dr Diane Carr

Face-to-face sessions (16 May and 30 May), 1 session in 'Second Life' (23 May)

Summer: 5.30 - 7.00 pm Wednesday 16 May, 23 May and 30 May

Face-to-face sessions to be held in the small seminar room, London Knowledge Lab, 23-29 Emerald Street, London WC1N 3QS

During this course participants will explore online worlds, investigate informal learning in online communities, and consider the pedagogic potentials of virtual worlds and online multiplayer games. We will meet in the virtual world *Second Life*, reflect on the experience, and consider relevant issues including:

Research ethics: What does it mean to research a virtual community or observe an avatar? How do issues of privacy and consent and cultural sensitivity apply in online contexts?

Methodology: What approaches have researchers adopted, and what are the ramifications in terms of 'the object of study'? How are virtual research subjects and their various practices conceptualised?

Identity, learning and community: What informal learning practices are present in online worlds and virtual communities? What might these practices teach us about online education? What does virtual pedagogy look like? How might roles and power dynamics alter in the virtual classroom? What of gender, nationality, sexuality or disability in this context?

The course is structured around a 90 minute meeting in the virtual world *Second Life*. Efforts will be made to incorporate the research interests of participants.

Indicative Reading:

Boellstorff, T. (2008). *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*. Princeton University Press.

Carr, D., Oliver, M and Burn, A. (2007 -). *Learning from Social Worlds* blog. <http://learningfromsocialworlds.wordpress.com/>

Ess, C. and the AoIR ethics working committee (2002). 'Ethical decision-making and Internet Research. Recommendations from the AoIR ethics working committee' Approved by AoIR, Nov. 27, 2002. Available online: www.aoir.org/reports/ethics.pdf

Goodfellow, R. (2008). 'New Directions in Research into Learning Cultures in Online Education' Proceedings of the 6th International Conference on Networked Learning. Halkidiki, Greece.
<http://www.networkedlearningconference.org.uk/past/nlc2008/abstracts/Goodfellow.htm>

Taylor, T.L. (2006). *Play Between Worlds*. MIT Press.

Wittel, A. (2000). 'Ethnography on the Move: From Field to Net to Internet', *Forum: Qualitative Social Research*. 1 (1), Article 21 January 2000. Bonn: Deutsche Forschungsgemeinschaft.

<http://www.qualitative-research.net/index.php/fqs/article/view/1131/2517>

For information about previous iterations of this course, see
<http://learningfromsocialworlds.wordpress.com/2009/02/18/reading-list-roc-seminar/>

Survey Design Workshops

Peter Shepherd

Three three-hour sessions

Maximum 15 students

Spring: 1.30 - 4.30 pm Thursday 9, 16 and 23 February
Sessions 1 & 3: in CR 4 (room 543)

Workshop 1: Survey design, population definition and sampling

- The type of questions that surveys address: descriptive vs. explanatory
- How these questions influence survey design.
- Discussion of cross-sectional, repeated cross-sections, panel and cohort designs, with examples from the UK.
- Population definition and sampling frames
- Sampling methods
- Non response

Exercise: Practical exercises in sampling using the SAMP software available from the University of Surrey website.

Workshop 2: Fieldwork procedures

- Data collection methods
- Wording questions; question types; and questionnaire layout
- Sources of survey error
- Pre-tests and pilot surveys

- Encouraging response
- Ethics
- Informed consent

Exercises: Group work to (1) design a survey; (2) design survey questions

Workshop 3: Post-fieldwork procedures

- Coding
- Data entry
- Data checking
- Derived variables
- Documentation

Exercises: (1) Group work designing coding frames (2) Individual work coding real survey data.

Suggested reading:

Bryman, A. (2001). *Social Research Methods*. Oxford University Press.

Fowler, F. (2009) *Survey Research Methods (Applied Social Research Methods Series, Volume 1)*. Thousand Oaks: Sage

Hoinville, G. and Jowell, R. (1978). *Survey Research Practice*. London: Heinemann Educational.

Moser, C. and Kalton, G. (1971). *Survey Methods in Social Investigation*. London: Heinemann Educational.

Using Surveys and Using Questionnaires

Dr Alice Sullivan

Maximum 25 students

Two two-and a half-hour sessions

Summer: 5.30 - 8.00 pm Monday 14 and 21 May

This course will address the needs of students who have limited knowledge of survey methods, and would like to be able to engage with survey research at various levels:

1. understanding the uses of survey research;
2. critically interpreting claims produced by survey research and
3. doing their own survey research

The workshops will particularly address the needs of students who may wish to collect their own, small-scale survey data, perhaps as part of a mixed-methods project, as well as those students who wish to understand why and how survey evidence is used.

Workshop 1: Using Surveys

This session will cover the following:

- What is the survey method, and what are its uses?
- Criticisms of surveys
- Sources of survey data
- Population and sample
- How might you combine quantitative and qualitative evidence?
- Examples of uses of surveys in work on class, gender and race
- Introduction to reading statistical information critically

Exercises: (1) Group work reading statistical data and media representations of statistics critically.

Readings:

Marsh, C. (1982). *The Survey Method*. London: Allen and Unwin.

Heath, A.F. (2000). 'The Political Arithmetic Tradition in the Sociology of Education'. *Oxford Review of Education*, 26(3/4):313--331. Also reproduced in Gorard, S. (ed.) (2008). *Quantitative Research in Education*. London: Sage.

(Other papers in this collection are also very useful to get an idea of the range of quantitative research in education).

Gorard, S. (2004). 'Sceptical or clerical? Theory as a barrier to the combination of research methods. *Journal of Educational Enquiry*, 5 (1), 1-21.

Rothon, C. (2008). 'Women, men and social class revisited: an assessment of the utility of a "combined" schema in the context of minority ethnic educational achievement in Britain'. *Sociology*, 42 (4), 695-712.

Workshop 2: Using Questionnaires

This session will cover the following:

- The concepts of measurement, operationalisation, reliability and validity. How do we go from a concept to a survey instrument?

- The particular difficulties that arise in trying to develop indicators for theoretical constructs such as 'cultural capital'

Exercises: Group work: (1) to critically discuss a questionnaire, (2) to design a questionnaire including indicators of cultural capital.

Readings:

Bourdieu, P. and Passeron, J-C. (1977). *Reproduction in Education, Society and Culture*. London: Sage.

Czaja, R. and Blair, J. (2005). *Designing Surveys: A guide to decisions and procedures*. (2nd Edition). Thousand Oaks, CA: Pine Forge Press. (Especially chapter 2. This is a good general introduction).

Sullivan, A. (2001). 'Cultural Capital and Educational Attainment'. *Sociology*, 35 (4), 893-912. Also reproduced in Gorard, S. (ed.) (2008). *Quantitative Research in Education*. London: Sage.

Robson, K., Sanders, C. (Eds.) (2009). *Quantifying Theory: Pierre Bourdieu*. Berlin: Springer.

4.2 Master's Degree Modules in Specialist Subjects

In addition to the courses offered by the Institute-wide MPhil/PhD Research Training Programme which tend to deal with methodological issues, you may also select courses which are taught within your own or other academic Faculties as part of your research training. These courses are normally modules from one of the Master's degrees offered by the Institute and cover a wide range of topics, which may be useful to you. For example, many of the significant educational theorists are studied on Master's Programmes.

As a Doctoral student, you may audit **up to two** Master's degree modules during your period of registration. If you or your supervisor considers this helpful in relation to your research, your supervisor will make the necessary arrangements in consultation with you. For advice about procedures, your supervisor should contact the MPhil/PhD Administrator in the Doctoral School Office (Room 522; Tel: 020 7612 6102). Details of Master's degree modules can be found in the ***Taught Master's Module Handbook***, which is available online at <http://www.ioe.ac.uk/studentInformation/39370.html>

It is normally expected that arrangements for module auditing will be made and agreed no later than two weeks before the end of the term prior to the term in which the module will be audited.

There is no additional charge if you wish to audit Master's degree modules.

5.

Academic Competencies

5. Academic Competencies

The Doctoral School will support you to become an academic in a number of ways: by the provision of taught sessions; an annual Graduate Seminar, an annual Poster Conference; an annual oral presentation Conference and a Doctoral School journal for research student publications.

The sessions listed here build on the early stage core courses. They are clustered under six sub-headings:

5.1 Communication of Academic Research, which covers the process of achieving a doctorate as well as communicating within the wider academic community

5.2 Conferences and Events, which are organised by the Doctoral School and run each term, provide a means for students to present their research and to come together as a research community

5.3 Preparation for Upgrade and Viva, which are two sessions to prepare you for the upgrading interview/ final examination

5.4 The Academic Career, which covers a range of competencies, such as research management, intellectual property rights and finding funding

5.5 Post-doctoral Careers, which are various sessions run by specialist facilitators from the Careers Service, UCL

5.6 Using Technologies, which covers a range of software

5.1 Communication of Academic Research

Academic Writing: an introduction to literature reviews

Ruth Risiott

Two two-hour sessions

Autumn: 2.00 - 4.00 pm Monday 14 and 21 November

Spring: 10.30 am – 12.30 pm Monday 13 and 20 February

Summer: 5.30 – 7.30 pm Thursday 10 and 17 May

This course provides an Introduction to the skills, techniques and conventions of academic writing, including a focus on language and a critical exploration of models of good practice. We shall be looking particularly at the organisation of a literature review in the first session and the analysis of critique writing in the second session. These sessions will run as interactive workshops; students will take part in class discussions and group activities, and will be given a pre-reading exercise before the second session.

Suggested reading:

Bell, J. (2005). *Doing Your Research Project*. 4th Edition. OUP.

Boote, D. N. and Beile, P. (2005). 'Scholars before researchers: on the centrality of the dissertation literature review in research preparation' *Educational Researcher*, 34 (6), 3-15.

Dunleavy, P. (2003). *Authoring a PhD*. Basingstoke: Palgrave Macmillan.

Fisher, A. (2001). *Critical Thinking*. Cambridge: CUP.

Goatly, A. (2000). *Critical Reading and Writing*. London: Routledge.

Hart, C. (1998). *Doing a Literature Review*. London: SAGE.

Luke, A. (1995). 'Text and Discourse in education: an introduction to critical discourse analysis'. *Review of Research in Education*, 21. (1995-1996)

Matisation, M. A. and Spivey, N. N. (1993). 'Literature reviews of, and for, educational research: a commentary on Boote and Beile's "Scholars before research"'. *Educational Researcher*, 35 (9), 28-31.

Poulson, L. and Wallace, M. (2004). *Teaching and Learning*. London: SAGE.

Swales, J. M. and Feake, C. B. (2004). *Academic Writing for Graduate Students* (2nd Edition). University of Michigan Press.

Swales, J. M. and Feake C. B. (2000). *English in Today's Research World*. University of Michigan Press.

Van Aertselaer, J. A. (2006). A Rhetorical Analysis Approach to English for Academic Purposes, *Revista de Linguística y Lenguas Aplicadas*, 1. Universidad Politecnica de Valencia.

Wallace, M. (2006). *Critical Reading and Writing for Postgraduates*. London: SAGE.

Wandel, T. (2001). 'The power of discourse: Michel Foucault and critical theory'. *Cultural values*, 5 (3).

Useful online sites:

<http://www.ioe.ac.uk/caplits/writingcentre/>

<http://owl.english.purdue.edu/>

<http://www.monash.edu.au/lis/lonline/writing/education/perspectives-learning/1.xml>

Academic Writing: reviewing and writing the literature

Ruth Risiott and Mark Newman

Two all day sessions

Summer: 10.00am - 4.00 pm Thursday 31 May and Friday 15 June*

*EdD Students will also attend this session

This course will extend the Academic writing: an introduction to literature reviews course specifically by:

- Critical of discussion and practical application of different traditions of organizing a literature review to the student's own emerging area of work.
- Providing instruction on relevant principals for the critical appraisal of empirical research
- Facilitating dialogue about the issues relating to student's own literature reviews

These sessions will comprise of a mixture of instructional input, class discussions, individual and group activities, and will be accompanied by between session reading and exercises.

Suggested reading:

Bell, J. (2005). *Doing Your Research Project*. 4th Edition. Maidenhead: OUP.

- Boote, D. N. and Beile, P. (2005). 'Scholars before researchers: on the centrality of the dissertation literature review in research preparation'. *Educational Researcher*, 34 (6), 3-15.
- Dunleavy, P. (2003). *Authoring a PhD*. Basingstoke: Palgrave Macmillan.
- Fisher, A. (2001). *Critical Thinking*. Cambridge: CUP.
- Goatly, A. (2000). *Critical Reading and Writing*. London: Routledge.
- Hart, C. (1998). *Doing a Literature Review*. London: SAGE.
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- Van Aertselaer, J. A. (2006). 'A Rhetorical Analysis Approach to English for Academic Purposes'. *Revista de Linguística y Lenguas Aplicadas*, 1. Universidad Politecnica de Valencia.
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Assessing study quality

Spencer, L. et al (2003). *Quality in Qualitative Evaluation: A framework for assessing research evidence*. London Cabinet Office.

http://www.gsr.gov.uk/downloads/evaluating_policy/qqe_rep.pdf

Newman, M. & Roberts, T. (2002). 'Critical appraisal 1: Is the quality of the study good enough for me to use the results?' In J. Craig & R. Smyth (eds) *The Evidence-Based Practice Manual for Nurses*. Churchill Livingstone pp. 86-112.

Newman, M. & Roberts, T. (2002). 'Critical appraisal 2: Can the evidence be applied in your context?' In J. Craig & R. Smyth (eds.) *The Evidence-Based Practice Manual for Nurses*. Churchill Livingstone. pp.114 –135.

Roberts, H. & Pettigrew, M. (2006). *Systematic reviews in the social sciences*. London Blackwell Publishing. Chapter 5: 'How to appraise the studies: An introduction to assessing study quality'. pp125-163

Useful online sites:

<http://www.ioe.ac.uk/caplits/writingcentre/>

<http://owl.english.purdue.edu/>

<http://www.monash.edu.au/lls/llonline/writing/education/perspectives-learning/1.xml>

EPPI-Centre systematic review methods pages

<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=89>

Developing Skills in Public Engagement

Dr Richard Freeman

One two-hour session

Summer: 2.00 - 4.00 pm Tuesday 29 May

Public engagement is an increasing part of being a researcher. However, what is meant by public engagement and why should you engage with it? It refers here to academics engaging with non-academic audiences to communicate various aspects of their research. For example, you might wish to explain your research to school teachers and/or their students.

How can you make sure your public engagement is effective and what are the 'top tips' for improving your practice? These questions will be addressed in this two-hour session.

Educate~ The Journal of Doctoral Research in Education

The Doctoral School journal Educate~ www.educatejournal.org was founded in 2001. It is now published online twice a year as well as occasional Special Issues. The international readership for 2009 was over 50,000. The Editorial Board is made up of postgraduate researchers with reviewing performed by postgraduate researchers and academic staff. It provides an opportunity for you to write for a publication in a very popular peer-reviewed journal, and to begin to develop skills of dissemination and academic publication. Educate~ also enables you to participate in training for the review and editorial process and to develop team working through participation in the Editorial Board. **Students will use Elluminate to take part in the online sessions.**

Educate~ Reviewing books and papers

Dr Richard Freeman

One two-hour workshop (repeated)

Autumn: 2.00 - 5.00 pm Wednesday 16 November

Spring: 10.00 am - 1.00 pm Tuesday 21 February

Summer (online): 2.00 - 5.00pm Wednesday 16 May

In this session, academic reviewing will be discussed beginning with reviewing books (and other media). Issues covered will include the different types of books, the audience for a review and what the review should contain. In the second part of the session, producing peer-reviews of manuscripts submitted to journals will be contrasted with book reviews, noting the different audiences and the aims of the review. Subsequent to the session, there will be opportunities to produce a book review for Educate~ The Journal of Doctoral Research in Education.

<http://www.educatejournal.org>

Educate~ Editing papers

Dr Richard Freeman

One two-hour workshop (repeated)

Autumn: 2.00 - 5.00 pm Wednesday 23 November

Spring: 10.00 am - 12.30 pm Wednesday 22 February

Summer (online): 2.00 - 5.00 pm Wednesday 23 May

In this session, there will be hands-on activities to develop the skills required to edit journal articles, with particular reference to Educate~. Note: the session will focus on editing someone else's work.

Educate~ Writing papers

Dr Richard Freeman

One two-hour workshop (repeated)

Autumn: 2.00 - 5.00 pm Wednesday 30 November

Spring: 10.00 am -12.30 pm Thursday 23 February

Summer (online): 2.00 - 5.00 pm Wednesday 30 May

In this session there will be hands-on activities to facilitate writing papers suitable for submission to Educate~ and other journals.

Presenting at Conferences

Tutor to confirm

Four two-hour workshops (repeated)

Maximum 15 students

Spring: 2.00 - 4.00 pm Monday 16, 23 and 30 Jan and 6 Feb

Summer: 5.30 - 7.30 pm Tuesday 8, 15, 22 and 29 May

These four workshops aim to help you to develop skills in giving presentations in the form of papers or posters. Presenting your work to a small, informal, audience, gives you the opportunity to sharpen your thinking, no matter what stage you have reached in your research.

The workshops have been timed to take place before the Doctoral School Poster Conference on Thursday 23 February and the Doctoral School Summer Conference on Thursday 14 June. Both Spring and Summer workshops will cover the same areas.

The four workshops will cover:

- choosing a focused topic
- writing a title and an abstract
- preparing and rehearsing
- using time efficiently
- dealing with the audience

The focus will be practical, aimed at helping you say what you want to say in a calm and effective way that will prompt useful comments and questions from your colleagues.

In Week 1, the group will look at writing an abstract, both for an academic journal, and for a conference paper. The group will critically analyse examples, and then you will begin to write your own abstract of around 150-200 words. This can be finished in your own time.

Week 2 will begin by looking at each other's abstracts and giving critical feedback to the group. The second part of the session will consider strategies to use in giving an effective presentation. You will spend time between week's 2 and 3 preparing and rehearsing a short presentation of around 10 minutes. This can be a poster presentation or an oral presentation.

Weeks 3 and 4 will be taken up with students' presentations. You will have the opportunity to receive and give feedback, and to reflect on the other participants' presentations in the light of the criteria explored in Week 2.

Please note: It is important that students attend all four sessions.

Publishing from your Thesis

Dr Neil Selwyn

Two two-hour sessions

Maximum 16 students

Summer: 2.00 - 4.00 pm Thursday 3 and 10 May

These sessions will explore the processes of publishing journal articles from a doctoral thesis. The session will be led by an experienced author and current journal editor.

The sessions will focus on:

- Key differences between writing for a thesis and writing for a journal
- Structuring and planning a journal article
- Choosing the 'right' journals for your work
- Understanding and negotiating the peer review process - from submission to publication
- Key features of developing a successful publication career

The sessions will provide examples of successful and unsuccessful articles, postgraduate research student experiences of journal publication and opportunity for discussion and questions.

Thesis Writing: early stages

Dr Lesley Jane Gourlay

One three hour session

Maximum 25 students

Spring: 2.00 - 5.00 pm Wednesday 1 February

This course will help you if you are beginning your studies (or you are a little further down the road e.g. preparing to present for your upgrade). If you have already upgraded, it will help you develop and structure your work. Some of the topics that this session will focus on are:

- developing the literature review
- adopting an appropriate tone within your writing
- presenting your thesis 'clearly'

This session will be based on short readings, discussion of student drafts, and research findings. Please feel free to bring any writing that you have to class.

Suggested reading:

Dunleavy, P. (2003). *Authoring a PhD: How to plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Basingstoke: Palgrave Macmillan.

Rugg, G. and Petrie, M. (2004). *The Unwritten Rules of PhD Research*. Maidenhead: OUP. (Especially chapters 9 – 11).

Murray, R. (2002). (2nd ed.) *How to Write a Thesis*. Maidenhead: OUP.

Thesis Writing: later stages

Dr Lesley Jane Gourlay

One three hour session

Maximum 25 students

Spring: 5.30 - 8.30 pm Wednesday 22 February

This course is more suitable if you are in the later stages of your research degree. It looks at the thesis as a whole and how the different chapters can be connected to tell the story of your research. Some of the topics that this session will focus on are:

- setting the scene in the introductory chapter

- making your mark in the concluding chapter
- organising and editing the final draft

This session will be based on short readings, discussion of student drafts, and research findings. Please feel free to bring any writing that you have to class.

Suggested reading:

Dunleavy, P. (2003). *Authoring a PhD: How to plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Basingstoke: Palgrave Macmillan.

Rugg, G. and Petrie, M. (2004). *The Unwritten Rules of PhD Research*. Maidenhead: OUP. (Especially chapters 9 – 11).

Murray, R. (2002). (2nd ed.) *How to Write a Thesis*. Maidenhead: OUP.

5.2 Conferences and Events

Graduate Seminar and Reception

Friday 25 November (5.30 - 9.00 pm)

The Graduate Seminar offers Doctoral students the opportunity to listen to recent Institute Doctoral graduates talk about their research projects.

The Reception is an opportunity to enjoy some refreshments and get to know other members of the postgraduate research community at the Institute.

Doctoral School Poster Conference

Thursday 23 February (12.00 - 9.00 pm)

The annual Doctoral School Poster Conference and Reception offers you an exciting opportunity to get together and share each other's work. The range may well surprise you and you may discover other students working in fields related to your own.

Support will be given by your Faculty and in preparation for this event, there are workshops in the Spring term on *Presenting at Conferences* (**see 5.1 above**), which have been scheduled with the Poster Conference in mind.

Doctoral School Summer Conference

Thursday 15 June (9.30 am - 9.00 pm)

The annual Doctoral School Summer Conference offers an ideal opportunity for you to present your work in a supportive environment to other postgraduate researchers and Institute staff. Support and advice on presentation is provided by the Doctoral School and there are workshops in the Summer term on *Presenting at Conferences* (**see 5.1 above**), which will enable you to practise your oral presentation at the Summer Conference.

Guidance will also be offered on how to develop the paper for publication. There is a handout on *Presenting at Conferences* available from the Doctoral School. This handout is useful if you are presenting either a paper or a poster at a Conference.

5.3 Preparation for Upgrade and Viva

Upgrading

Professor Paul Dowling

One two-hour session (repeated)

Autumn: 5.30 - 7.30 pm Monday 24 October

Spring: 2.00 - 4.00 pm Tuesday 31 January

Summer: 5.30 - 7.30 pm Wednesday 16 May

Some changes have been introduced in terms of the timing and nature of the upgrading procedure for students who first registered from October 2008. The previous procedure will generally be retained for continuing students, though, in some cases, it may be appropriate to use the new procedure or a modification of the previous procedure.

In either case, the upgrading is an important opportunity for you to receive feedback on your work from staff who have not been involved in its supervision.

The aim of these sessions is to provide clarification on the requirements and rationale for upgrading and to help you in your preparation for it.

Students first registering this academic year should attend one of these sessions in their first term. Continuing students should discuss the timing of their attendance at one of these sessions with their supervisor.

The Viva

Professor Paul Dowling

One two-hour session (repeated each term)

Autumn: 2.00 - 4.00 pm Monday 31 October

Spring: 5.30 - 7.30 pm Tuesday 7 February

Summer 5.30 - 7.30 pm Wednesday 9 May

These sessions are for continuing students who will have gone through the upgrade procedure (if they are PhD candidates) and are looking to submit their thesis very shortly - possibly within a term or two.

The aim of the sessions is to discuss the kinds of things that you need to think about in preparing for your viva voce examination. Amongst other things, this will involve paying close attention to the criteria for the PhD thesis and to the options open to the examiners.

Suggested reading:

Murray, R. (2003). *How to Survive Your Viva: Defending a Thesis in an Oral Examination*. Maidenhead: OUP.

Swales, J. M. (2004). *Research Genres: Exploration and Applications*. Cambridge: CUP.

5.4 The Academic Career

Becoming a Creative Researcher

Dr Richard Freeman

One twohour session

Spring: 2.00 - 4.00pm Monday 5 March

In this session tools and techniques to unleash your creativity will be discussed with the emphasis on providing practical information and advice for researchers about creativity in the research environment.

Ethical Issues and Intellectual Property Rights

Professor Michael Reiss, Stephen Pickles and Matthew Grigson

One two-hour session

Autumn: 10.30 am - 12.30 pm Wednesday 9 November

This session will be in two halves. In the first half Michael Reiss will look at how ethical guidelines can be used in practice and at what to do when they do not seem to provide clear answers. The aim is to ensure that you feel comfortable about dealing with ethical issues in your research.

The second half of the session will focus on intellectual property issues. The aim of the session is to ensure you know how to avoid infringing the rights of others and also what you can do to protect your own.

Essential Reading (prior to the session):

BERA ethical guidelines. These can be downloaded at: <http://www.bera.ac.uk/files/guidelines/ethica1.pdf>. (Students are requested to read these guidelines in advance and to bring a copy with them to the session).

The UK Intellectual Property Office has a very helpful website which is worth exploring at <http://www.ipo.gov.uk/>. The section on Copyright is of particular relevance. "Copyright: essential readings" can be downloaded at <http://www.ipo.gov.uk/c-essential.pdf>

The IOE's "Code of practice on intellectual property rights, research results and computer software" can be downloaded at http://www.ioe.ac.uk/about/documents/About_Policies/IntellectualProperty.pdf

Additional Reading

Burgess, R.G. (ed.) (1989). *The Ethics of Educational Research*. Lewes: Falmer Press.

Campbell, E. (2003). *The Ethical Teacher*. Maidenhead: OUP.

Carr, W. & Kemmis, S. (1986). *Becoming Critical: Education, Knowledge and Action Research*. Geelong, Victoria: Deaking University Press.

Forum on Emerging Ethical Issues when Undertaking Doctoral Research
Professor Michael Reiss

One one-and-a-half-hour session

Autumn: 12.00 - 1.30 pm Thursday 3 November

Spring: 5.30 - 7.00 pm Tuesday 13 March

The aim of this session is to allow you to bring emerging and ongoing ethical issues that have arisen while you are undertaking your doctoral research and receive feedback from others in the session and from me. The hope is that this will complement advice you have received from your supervisor(s), helping to improve the quality of your work.

It's not essential for everyone to come to the session with a specific ethical dilemma but it would be good if most participants did.

Funding for Your Doctorate

Dr Richard Freeman

One two-hour session

Spring: 2.00 - 4.00 pm Tuesday 7 February

In this session funding opportunities for doctoral study will be discussed. In addition to Research Councils, other sources of funding will be considered together with guidance on completing application forms.

Managing your PhD

Dr Richard Freeman

Three two-hour sessions

Autumn: 2.00 - 4.00pm Thursday 17 and 24 Nov, 1 December

Over three, inter-linked sessions, advice will be given on organizing your time and your relationship with your supervisor, ensuring that your PhD is completed with an appropriate work-life balance.

Managing Research Projects

Meg Wiggins

One two-hour session

Spring: 5.30 - 7.30 pm Wednesday 14 March

This session will cover the basics of managing research projects – whether they be small or large scale. It will include information on:

- creating work plans
- determining realistic timetables
- recruiting staff
- working in teams and managing staff
- risk management
- meeting ethical and data protection requirements
- creating project systems
- managing budgets

This session will provide practical tips for making research projects run more smoothly. It will offer information for you if you are carrying out individual research, as well as if you are, or would like to be, involved in larger research project teams.

Using Psychology to Maximise Work Time

Dr Richard Freeman

One three-hour session

Autumn: 2.00 - 5.00 pm Tuesday 18 October

Doing a PhD is a three year project when done full-time. Unfortunately, it is not possible to work all the time and even worse is working non-optimally. In this session, psychological research will be discussed and strategies identified to enable you to “work smart” rather than “work hard”.

TLPHE Programme (Master’s Modules)

Doctoral students are permitted to **audit** the following three MA modules.

To register for any of these modules please email c.haberfield@ioe.ac.uk as soon as possible from October 2011. Your details will be forwarded to the MA module Administrator who will provide you with further information and will confirm whether or not there is a place available for you. **Please Note: if your registration has been confirmed, please make sure you attend all sessions. If for any reason you have to withdraw from the module you must inform both Administrators as soon as possible prior to the start of the module.**

- Improving Lecturing
- Incorporating ICT into Teaching/Training Practice in Higher and Professional Education
- Learning in Small Groups

For details of the above three modules, see Section 6.

5.5 Post-Doctoral Careers

Career Development: Developing Your Post-Doctoral Research Career SICS (The Specialist Institutions' Careers Service)

One two-hour session (repeated)

Autumn: 2.00 - 4.00 pm Thursday 3 November

Summer: 5.30 - 7.30 pm Wednesday 13 June

This workshop will look at the development of your career plans once your Phd is complete. We will address the challenges of developing an academic career and strategies to maximise your success. We will also look at how your research skills could be used in other industries beyond academia.

There will be the opportunity to take this session further in a one to one follow up appointment.

Suggested reading:

Ali, L. and Graham, B. (2000). *Moving on in your Career. A guide for academic researchers and postgraduates*. London: RoutledgeFalmer.

Baxter, L., Hughes, C. and Tight, M. (1998). *The Academic Career Handbook*. OUP.

Bolles, R. N. (1998). *What Colour is Your Parachute?* Berkeley, CA: Ten Speed Press.

Delamont, S. and Atkinson, P. (2004). *Successful Research Careers*. Maidenhead: OUP.

Hopson, B. and Scally, M. (2000). *Build Your Own Rainbow*. London: Mercury.

Newhouse, M. (1993). *Outside the Ivory Tower: a guide for Academics Considering Alternative Careers*. Office of Career Services, Harvard University.

How to Perform Well at Academic Interviews SICS (The Specialist Institutions' Careers Service)

One one-and-a-half hour session

Spring: 2.00 - 3.30 pm Wednesday 7 March

This is an opportunity to gain interview preparation, practice and confidence in a completely 'safe' environment. We will use examples from real academic interviews to explore what interviewers are really looking for and how to successfully answer 'difficult' questions.

Post-Doctoral Funding Opportunities

Dr Richard Freeman

One two-hour session

Summer: 5.30 - 7.30 pm Tuesday 8 May

In this session post-doctoral funding opportunities will be discussed. In addition to Research Councils, other sources of funding will be considered together with guidance on completing application forms.

Successful Applications: CV and Application Forms

SICS (The Specialist Institutions' Careers Service)

One two-hour session

Spring: 2.00 - 4.00 pm Wednesday 25 January

This workshop is designed to help researchers make the necessary preparation before drafting their CV's and application forms. The session will focus on assessing what organisations and employers are actually looking for in the application documents; how you can tell them about your skills and abilities thereby creating an effective marketing strategy with your CV and application form.

Bolles, R.N. (1998). *What Colour is Your Parachute?* Berkeley, CA: Ten Speed Press.

The Careers Group (2006). *How to Write a Curriculum Vitae*. London: The Careers Group, University of London.

The Careers Group (2004). *How to Complete an Application Form*. London: The Careers Group, University of London.

5.6 Using Technologies

A Basic Introduction to NVivo – for Qualitative Analysis

Dr Richard Freeman

Autumn (online): 2.00 - 5.00pm Wednesday 2 November

Students will use *Illuminate* to take part in the online sessions.

NVivo is a program for computer assisted qualitative data analysis. It is relatively easy to use and is the qualitative analysis software supported by the Institute of Education. The installation files and instructions to enable you to install NVivo on your home computer were supplied to you on your USB pen drive.

In this online session, NVivo will be introduced with a focus on uploading text files into the software, preparing the text for analysis and demonstrating coding. The session will be recorded for later viewing.

A Basic Introduction to SPSS – for Quantitative Analysis

Dr Richard Freeman

Spring (online): 2.00 - 5.00pm Monday 30 January

Students will use *Illuminate* to take part in the online sessions.

SPSS is a program for computer assisted quantitative data analysis. It is relatively easy to use and is the quantitative analysis software supported by the Institute of Education. The installation files and instructions to enable you to install SPSS on your home computer were supplied to you on your USB pen drive.

The session is suitable for people with no previous knowledge of SPSS, but it requires some knowledge of quantitative analysis. In particular, participants need to be familiar with both descriptive and inferential statistics.

In this online session, SPSS will be introduced with a focus on navigating the software, entering data correctly, producing tables and figures and some basic statistical tests. The session will be recorded for later viewing.

Advanced EndNote Workshop

Andrew Welshman

One two-hour session (repeated each term)

Maximum 22 students

Autumn: 10.30 - 12.30 pm Thursday 3 November
Computer room (CR4), main building Level 5 (room 543)

Spring: 5.30 - 7.30 pm Monday 13 February
Computer room (CR4), main building Level 5 (room 543)

Summer: 5.30 - 7.30 pm Thursday 7 June
Computer room (CR1), inside the Library

This workshop covers key issues such as:

- planning and organising your EndNote library for growth;
- importing references from a variety of online sources such as bibliographic databases, journal publisher sites and library catalogues.
- adding keywords to multiple references; effective grouping and the use of automated 'smart groups'.
- customising the standard bibliographic styles to suit your individual needs; creating independent and subject bibliographies.
- footnotes or endnotes in your thesis;
- dealing with large documents (eg whole theses).

Further topics can be included on request at the time of booking your place. E-mail Andrew Welshman with your request (a.welshman@ioe.ac.uk).

This is NOT a general introduction to Endnote. The session is aimed at people who are already using EndNote on a regular basis. In preparation you will need to bring a copy of your EndNote library or make an additional copy of it on your N drive with which to experiment. If you **do not** yet have a substantial EndNote library or if you have not yet written something using EndNote, you might find this session confusing.

For students who are unfamiliar with EndNote, there are introductory courses and online guidance available through Information Services. For more information, see their website at <http://www.ioe.ac.uk/services/344.html>

NVivo Workshop (beginners)

Dr Richard Freeman

One all day session (repeated)

Maximum 20 students

Spring: 10.00 am - 5.00 pm Wednesday 7 March
Computer room: CR 4 (room 543, level 5 main building)

Summer: 10.00 am - 5.00 pm Thursday 10 May
Computer room: CR 2 (inside the Library)
*MRes students will have priority at this session

NVivo is a program for computer assisted qualitative data analysis. It is relatively easy to use and is the qualitative analysis software supported by the Institute of Education. The installation files and instructions to enable you to install NVivo on your home computer were supplied to you on your USB pen drive. The all-day session is suitable for people with no previous knowledge of NVivo, but assumes some knowledge of qualitative analysis. In particular, participants need to be familiar with the practice of coding text. The course is hands-on and participants will be expected to perform analyses on the sample datasets provided.

It is essential you attend both the morning and the afternoon of this course.

Topics covered include:

- Creating documents suitable for NVivo
- Loading documents
- Creating codes and adding codes to data
- Doing text searches
- Using codes to answer questions

Suggested reading:

Bazeley, P. (2007). *Qualitative Data Analysis with NVivo*. London: Sage.

Fielding, N.G. and Lee, R.M. (eds.) (1998). 'Why Use Computers in Qualitative Research?' in *Computer Analysis and Qualitative Research*. London: Sage.

NVivo Workshop (advanced)

Dr Richard Freeman

One three hour session

Maximum 20 students

Autumn: 2.00 - 5.00 pm Thursday 8 December
Computer room: CR 4 (room 543, level 5 main building)

This session introduces some of the more advanced tools and possibilities using NVivo. It is **essential** that attendees have already attended one of the introductory all-day NVivo workshops and to have become familiar with loading data, coding and performing searches within NVivo. Topics covered include:

- Using images, audio and video files
- Advanced queries
- Matrix searches
- Creating models

SPSS (beginners)

Dr Richard Freeman

One all day session

Autumn: 10.00 am - 5.00 pm Thursday 20 October
Computer room: CR 1 (inside the Library)

SPSS is a program for computer assisted quantitative data analysis. It is relatively easy to use and is the quantitative analysis software supported by the Institute of Education. The installation files and instructions to enable you to install SPSS on your home computer were supplied to you on your USB pen drive.

The all-day session is suitable for people with no previous knowledge of SPSS, but it requires some knowledge of quantitative analysis. In particular, participants need to be familiar with both descriptive and inferential statistics. The course is hands-on and participants will be expected to perform analyses on the sample datasets provided.

It is essential you attend both the morning and the afternoon of this course.

Topics covered include:

- Data View and Variable View
- Producing descriptive statistics
- Producing Figures and Tables
- Producing inferential statistics (χ^2 , t test, correlation, regression)

6.

Facilitating Learning in Higher
Education

6. Facilitating Learning in Higher Education

New accreditation for a route to *Associateship of Higher Education Academy (HEA)* for Doctoral students.

TLHPE Programme Leader: Dr Lynne Rogers (l.rogers@ioe.ac.uk)

Administrator: Alison Finlay (a.finlay@ioe.ac.uk)

This new programme is part of the Teaching and Learning in Higher and Professional Education (TLHPE) programme. It aims to offer doctoral students the chance to explore their practice as teachers within higher education and gain Associateship of the Higher Education Academy as a result.

The Higher Education Academy is a UK body that aims to help improve the quality of education in UK higher education institutions. It does this by supporting policy, research, supporting institutions and supporting the professional development of lecturers. It offers 2 routes by which individuals can become accredited and their development as teachers within higher education recognised: via accredited courses or by individual application to the HEA.

The IOE's Facilitating Learning in Higher Education course for doctoral students has recently been accredited by the HEA as a direct route to Associateship of HEA. Increasingly accreditation by the HEA at either Associateship or Fellowship is a feature of applications for posts within higher education in the UK. Many higher education institutions also require new staff to undertake a course that leads to accreditation as Associate or Fellow. Having already completed such a route as a doctoral student will mean that you have already met part of the requirements for taking on a position as a lecturer in higher education in the UK.

In order to complete the programme students take **two 15 credit modules** over two terms. **One module will be assessed and one will be audited.**

Students will choose one module from each of the following groups:

Group 1

- Improving Lecturing
- Learning in small groups

Group 2

- Assessing Learning
- Designing Courses and Curricula
- Incorporating ICT into Teaching/Training Practice in Higher and Professional Education

The student's supervisor and the TLHPE course leader will be available to advise students on their choices if necessary.

The modules in group 1 require them to teach as part of the modules. They are observed and receive feedback on their teaching from the tutors and peers. The combination of module choices, one from each group, will therefore cover practical aspects of teaching, with feedback, and reflection on teaching through assessment. The modules in group 2 require students to bring in examples of course design / assessment strategies / teaching activities to discuss and develop during the modules. The student will take each module in separate terms, since the course lasts a minimum of 2 terms, to allow sufficient time to reflect on learning.

Assessment:

The assessment for one module will be a 3,000 word essay (+/- 10%), linking theory and practice.

Application Process:

If you wish to apply to undertake this programme leading to Associateship of HEA, you will need to apply for the Special course **Facilitating Learning in Higher Education**. Please contact Catherine Haberfield (Doctoral School) at c.haberfield@ioe.ac.uk or in person (room 522) for the application form.

The fee for Doctoral Students is £157 and is payable in addition to your normal Doctoral tuition fee.

This provision will run alongside the doctoral programme as an optional extra, but will not replace the auditing options for those not wishing to do the assessment or take the HEA accreditation route.

GROUP 1

Improving Lecturing

Two full day workshops (times confirmed before the course begins)*

Numbers of places available dependent on level of demand

Summer: Tuesday 15 and Wednesday 16 May

This two day module is aimed at academic staff for whom lecturing comprises a critical element of their teaching load. It focuses on ways in which the lecture can be best used and in what circumstances to optimise student learning. It aims to enable participants to understand the key issues of teaching students in large groups and to enhance their lecture/communication skills to increase student learning.

Learning in Small Groups

Two full day workshops (times confirmed before the course begins)*

Numbers of places available dependent on level of demand

Autumn: Thursday 24 and Friday 25 November

Small group teaching plays a central role in the all-round education of students. Discussion allows them to negotiate meanings, to express themselves in the language of the subject and to establish a more intimate contact with academic staff than more formal methods permit. It also develops the more instrumental skills of listening, presenting ideas, persuading and teamwork. But perhaps most importantly, small group discussion can or should give students the chance to monitor their own learning and thus gain a degree of self-direction and independence of the tutors, in their studies.

This module aims to provide participants with an opportunity to explore and integrate a range of practical and theoretical issues of small group teaching in a workshop setting and to give them feedback on their own part in the processes.

GROUP 2

Assessing Learning

Two full day workshops (times confirmed before the course begins)*

Spring: Tuesday 10 and Wednesday 11 January

In the light of widespread criticism of examination-based assessment methods from both students and staff, many institutions have been rethinking their whole approach to student assessment. This module has been especially designed to address the critical issues involved. It aims to provide an opportunity for participants to consider a wide range of issues in relation to both the measurement problems and the effects on student learning and to improve skills in designing and using a range of assessment methods and systems.

Designing Courses and Curricula

Two full day workshops (times confirmed before the course begins)*

Autumn: Wednesday 9 and Thursday 10 November

This two day workshop examines the issues and overall aims of course design, integrating course objectives, teaching methods and processes, assessment and evaluation. It aims to provide an opportunity for participants to understand the institutional context of course design, improve their skills in designing courses and to appreciate the complex range of issues to be considered in course design.

Incorporating ICT into Teaching/Training Practice in Higher and Professional Education

One full day workshop (times confirmed before the course begins)*

Numbers of places available dependent on level of demand

Summer: Monday 21 May, followed by 6 weeks of online activities

This module aims to broaden participants' understanding of Information and Communication Technology (ICT) and its implementation in teaching/training practice in higher and professional education. It introduces a range of appropriate theoretical perspectives on the rationale for use and the effective application of ICT in educational settings. The module will introduce blended learning and use of a Virtual Learning Environment (VLE) and participants will evaluate their own experience as well as develop plans for using ICT to enhance their own learning and teaching practice.

7.

Reading Seminars

7. Reading Seminars

The reading seminars provide opportunities for discussion and debate about theorists, theoretical frameworks and substantive areas of research. Each year research students and academic staff are invited to identify areas of interest that could be explored in reading seminars.

The reading seminars are led by a member of staff or student at the Institute. The ethos is one of discussion and interchange of ideas between scholars. The seminars are intended for those who want to extend their knowledge and understanding of the selected theory/theorist/substantive area by interacting with the texts and with colleagues on an equal footing, rather than in the more traditional didactic and hierarchical style. Interested students and staff are asked to commit themselves to attending all sessions and to reading in advance the set texts for discussion at each seminar.

Numbers are normally limited to a maximum of 15 students per reading seminar. To register for one of the reading seminars listed you should complete the online enrolment form. (See section 2.2, **How to Register for Research Training Courses**).

The reading seminars listed on the following pages were suggested for this year. Doctoral students with suggestions for new reading groups should inform the MPhil/PhD Administrator by email at c.haberfield@ioe.ac.uk. They may then be supported to form a new reading seminar for the academic year 2012/13.

Alasdair MacIntyre
Facilitator: Sean Whittle

Five one-and-a-half hour sessions

Autumn: 2.00 - 3.30pm Wednesday 12, 19 Oct, 2, 9 and 16 November

The philosopher Alasdair MacIntyre has had a huge impact on contemporary moral philosophy since the publication of *After Virtue* (1981). Philosophers of education were quick to realise that his work could have a profound impact on their work. This reading group will focus on MacIntyre's text *Dependent Rational Animals* (1999) in which he explores the question, "Where should an account of the virtues begin?" This book on moral philosophy argues that we should begin with those facts of human vulnerability and disability, and of consequent dependence on others, to which moral philosophers have generally given insufficient attention, and with the animal nature of human beings. MacIntyre argues that it is by reference to these that we become able to understand the part played in our lives both by the virtues of independent practical reasoning and by the virtues of an acknowledged dependence on others.

Dependent Rational Animals is a text well worth being the focus of a reading group for a wide range of reasons:

- It is a rich, accessible and short text. The whole book contains just 179 pages over six relatively short chapters. It could be easily read and discussed over five weeks.
- MacIntyre is a leading contemporary philosopher and theorist. Exploring one of his shorter texts through discussion would be a valuable opportunity for researchers at the IOE to familiarize themselves with the work of this important thinker.
- This text, in its concern with virtues and how they are best developed in human beings, suggests connections between many of MacIntyre's earlier themes and central educational issues. There is a growing acknowledgement among educators that virtue formation is a central aspect of schooling and education in general.
- This text would be of particular interest to students researching within the philosophy of education but it would also be of interest to students working in other research traditions.

Reading list:

This reading group would focus on reading the whole of MacIntyre's book over five sessions. **It is recommended that students purchase the main text prior to the start of the reading group.**

MacIntyre, A. (1999). *Dependent Rational Animals: Why human beings need the virtues*. London, Duckworth.

Critical Realism

Professor Roy Bhaskar

Maximum 40 students

Autumn: 5.30 - 7.30 pm Monday 3, 17, 31 Oct, 14, 28 Nov and 5 Dec

Spring: 5.30 - 7.30 pm Monday 9, 23 Jan, 6, 20 Feb, 5 and 12 March

Summer: 5.30 - 7.30 pm Monday 23 Apr, 14 May, 28 May, 18 Jun, 2 and 9 Jul

This seminar takes a reading, which may be part of a seminal work of Critical Realism or some commentary or application of it, or alternatively, a text thematised or criticised by Critical Realism, as the focus of a discussion, initiated and led by the members of the seminar, who will be mainly postgraduate students, under the supervision and guidance of Professor Roy Bhaskar, the originator of Critical Realism.

Essential Reading (Autumn term):

Bhaskar, R. (2008). *A Realist Theory of Science*. Routledge.

Bhaskar, R. (1998). *The Possibility of Naturalism: A Philosophical Critique of the Contemporary Human Sciences*. Routledge.

Suggested Further Reading:

Archer, M. et al. (Eds.) (1998). *Critical Realism: Essential Readings*. General Introduction and Parts 1-3. Routledge.

Bhaskar, R. (2009). *Scientific Realism and Human Emancipation*. Routledge.

Bhaskar, R. (2010). *Interdisciplinarity and Climate Change*, Routledge

Bhaskar, R. (2010) *Reclaiming Reality*, Routledge

Bhaskar, R. (2010) *Philosophy and the Idea of Freedom*, Routledge

Collier, A. (1994). *Critical Realism: An Introduction to Roy Bhaskar's Philosophy*. Verso.

Danermark, B. et al. (Eds.) (2002). *Explaining Society: Critical Realism in the Social Sciences*. Routledge.

Outhwaite, W. (1987). *New Philosophies of Social Science: Realism, Hermeneutics and Critical Theory*. Macmillan.

Sayer, A. (1992). *Method in Social Science: A Realist Approach*. Second edition. Routledge.

Essential Reading (Spring term):

Bhaskar, R. (2008). *Dialectic: The Pulse of Freedom*. Routledge.

Norrie, A. (2009 forthcoming). *Dialectic and Difference*. Routledge.

Suggested Further Reading:

Archer, M.S. et al. (Eds.) (1998). *Critical Realism: Essential Readings*. General Introduction and Part 4. Routledge.

Bhaskar, R. (2009). *Plato Etc*. Routledge.

Bhaskar, R. (with Hartwig, M) (2010). *The Formation of Critical Realism: A Personal Perspective*

Bhaskar, R. & Danermark, B (2010). *Interdisciplinarity and Wellbeing*.

Hartwig, M. (2007). *Dictionary of Critical Realism*. Routledge.

Essential Reading (Summer term):

Bhaskar, R. (2010). *From Science to Emancipation: Alienation and the Actuality of Enlightenment*. Routledge.

Bhaskar, R. (2010). *Reflections on Meta-Reality: Transcendence, Emancipation, and Everyday Life*. Routledge.

Suggested Further Reading:

Archer, M.S., Collier, A. and Porpora, D.V. (Eds.) (2004). *Transcendence: Critical Realism and God*. Routledge.

Bhaskar, R. (2011). *Meta-Reality: The Philosophy of Meta-Reality*, Vol. 1 (Creativity, Love and Freedom). Routledge.

Hartwig, M. and Morgan, J. (Eds.) (2009 forthcoming). *Critical Realism and Spirituality*. Routledge.

Critical Thinking, the Modern Scientific Method and Philosophy of Science

Facilitators: Will Parry and Dr Alison O'Mara-Eves

Five two-hour sessions (fortnightly)

Spring: 5.30 - 7.30pm Wednesday 18 Jan, 1, 15, 29 Feb and 14 March

Critical thinking, the modern scientific method and philosophy of science are discrete but closely related topics. Critical thinking skills enable the detailed dissection of assertions in order to clarify where logical errors are evident in an argument; the modern scientific method is a powerful process for determining the veracity of truth-claims; the philosophy of science (although Richard Feynman famously felt that "[it] is about as useful to scientists as ornithology is to birds") links the two together with its attempts to provide a robust conceptual foundation for science, based on rational argument.

This reading group will provide a friendly, inquisitive atmosphere suitable for those interested in gaining a thorough understanding of the scientific method and associated philosophical perspectives, along with developing skills in analysing arguments to identify logical errors. Reading materials will include chapters and articles on critical thinking and the philosophy and process of science; famous scientific studies that have led to developments in the scientific method that are particularly relevant to the social sciences; and additional materials provided ad hoc. Materials will be distributed via email where possible. The group is facilitated by a current student and will be informal. Attendees are encouraged to suggest contemporary topics for discussion and materials for the group to read and analyse. Possible sources could include research articles, news stories, political documents and speeches, etc.

Suggested reading:

Giere, Ronald N. *Understanding scientific reasoning* (2006) Thomson/Wadsworth, ISBN:015506326

Gilovich, Thomas. *How We Know What Isn't So: The Fallibility of Human Reason in Everyday Life* (1993) Free Press, ISBN:9780029117064

Goldacre, Ben. *Bad Science* (2009) Harper Perennial, ISBN:9780007284870

Popper, Karl R. *Conjectures and refutations: the growth of scientific knowledge* (1972) London: Routledge & Kegan Paul, ISBN:0710065078

Vaughn, Lewis. *The power of critical thinking: effective reasoning about ordinary and extraordinary claims* (2010) Oxford University Press, ISBN:9780195377927

Jacques Rancière

Facilitators: Ian Newby and Dr Caroline Pelletier

6.00 - 7.30 pm First session: Thursday 20 October

This will group will meet for approximately five sessions on dates agreed by members of the group, to discuss the implications of Rancière's interventions in the fields of politics and aesthetics for education.

Rancière is a contemporary French philosopher who is taking forward the work of Foucault and Deleuze by developing ideas around *subjectification*, *affect*, and *pedagogy*. He is a leading theorist of equality and democracy and his work is gaining increasing influence in Education.

We will focus on chapters from the following books:

- *The Ignorant Schoolmaster: Five lessons in Intellectual Emancipation* (1991, Stanford University Press)
- *The Nights of Labour* (1989, Temple University Press)
- *The Philosopher and his Poor* (2004, Duke University Press)

This group will engage in close textual analysis and discussion.

For further details and to register for this reading seminar, please contact:
Ian Newby at i.newby@ucl.ac.uk or Caroline Pelletier at c.pelletier@ioe.ac.uk

All are welcome.

Lacan

Facilitator: Dr Caroline Pelletier

This group meets approximately once every three weeks and reads through one of Lacan's seminars systematically. The group engages in close textual analysis and discussion.

Dates for the reading group are agreed among members.

All are welcome. For further details and to register for the reading group, please contact Caroline Pelletier at c.pelletier@ioe.ac.uk.

Learning to Grow Up in the Century of Self: what psychology, psychoanalysis and psychotherapy have said about education

Facilitator: Charles Keck

Eight sessions

Spring: 5.30 - 7.15 pm Thursday 19 January – 8 March

This seminar explores the relationship between education or learning and the 'psy-sciences'. The first section looks at the way techno-rational theories of human development have been instrumental in shaping schools, pedagogy and curriculum and underlie what is familiar to us as education. The second section explores psychoanalysis' 'alternative' vision of development, and how this vision offers a critical vantage point for examining the dominant discourses of schooling. The third section looks at the 'pedagogy' and 'curriculum' of psychotherapy - what does it aim 'teach' and by what means? What, if anything, of its premises and practices has, could or should be transferable to schooling?

The readings will be available as a reading pack before the start date. Some modifications may be made to the list below.

Section 1 – Onward and Upward

Week 1: The Gaze of the Psychologist (Chapter 12) Rose, N. (1999). *Governing the Soul: the shaping of the private self*

Week 2: Models of Teaching and Learning (Chapter 1) Moore, A. (2001). *Teaching and Learning: pedagogy, curriculum and culture*

Week 3: Psychology's Next Chapter (Chapter 9) Bruner, J. (1996). *The Culture of Education*

Section 2 - The couch in the classroom

Week 4: The Preconditions and Function of Education (Chapter 2) Bernfeld, S. (1925). *Sisyphus or the Limits of Education* and Chapter III Freud, S. (1963). *Civilization and its Discontents* and "Psychoanalysis and Pedagogy" (Chapter 4) Freud, A. (1974). *Introduction to Psychoanalysis: lectures for child analysts and teachers*

Week 5: "Toward a Psychoanalytic Inquiry of Learning" (Introduction) Britzman, D. (1998). *Lost Subjects, Contested Objects* and "The Arts of Getting By" (Chapter 1) Britzman, D. (1998). *Lost Subjects, Contested Objects*

Week 6: “Accountability: Winnicott in the playless classroom” and “Tall poppies and shrinking violets: Freud, Foulkes and the nature of groups” and “Group processes: Bion and the desire not to know” (Chapters 4, 5, 6) Bibby, T. (2011). *Education – an ‘Impossible Profession’? Psychoanalytic Explorations of Learning and Classrooms*

Section 3 – Through the looking glass

Week 7: “The Goals of Psychoanalysis” (Chapter 6) Bollas, C. (1999). *The Mystery of Things*) and “The Therapists View of the Good Life: The Fully Functioning Person” and “Significant Learning: in Therapy and Education” (Chapters 9 and 14) Rogers, C. R. (1967). *On Becoming a Person: a Therapist’s view of Psychotherapy* and “The Primacy of Attitude” (Chapter 1) Naranjo, C. (1993). *Gestalt Therapy: The Attitude and Practice of an Atheoretical Experimentalism*

Week 8: “Technologies of Autonomy” and “The Therapies of Freedom” (Chapter 8 and 19) Rose, N. (1999). *Governing the Soul: the shaping of the private self* and “Explaining the Emotional State” (Chapter 7) Ecclestone, K. and Hayes, D. (2009). *The Dangerous Rise of Therapeutic Education*)

*Please note that some modification of dates may arise, so could people interested please confirm with Catherine Haberfield at the beginning of the Spring term.

Martin Heidegger’s *Being and Time*: its significance for education

Facilitator: Professor Paul Standish

Four two-hour sessions

Spring: 2.00 - 4.00 pm Tuesday 24, 31 January, 7 and 14 February

Following the success of the reading of some of Heidegger’s later essays last year, this reading group will consider extracts from his early master-work *Being and Time*. We shall examine extracts from this highly complex text in order to clarify and to deepen understanding of key aspects of Heidegger’s thought. Although difficult and demanding, this is one of the most influential philosophical works of the 20th century, and its central themes have found their way into thinking in diverse vocational fields - from engineering to therapy, from nursing to architecture - and across a range of disciplines – from theology to literature, as well, of course, as within philosophy itself.

Our approach will address the nature of Heidegger’s phenomenology as well as more existential aspects of his thought, and these will be explored in the light of their considerable significance for education.

Reading:

Heidegger, M. (1962). *Being and Time*, translated by J. Macquarrie and E. Robinson, (Oxford, Blackwell).*

* Please note that other translations are now available, but this is the most familiar in English. Because of the difficulty of Heidegger's key terms, it is essential for the purposes of this group that this translation is used.

Pragmatism and Education

Facilitator: Jeffrey Pocock

Five two-hour sessions

Autumn: 5.30 - 7.30pm Monday 17, 31 Oct, 14, 28 Nov and 12 Dec

Pragmatism as a philosophical movement began in America in the latter part of the 19th century but taking a practical approach to problems has a much longer history and can be traced back to ancient Greece. The 'classical pragmatists' are Charles Sanders Peirce, William James and John Dewey. Although their influence is said to have waned during much of the 20th century there has been something of a pragmatist revival since the 1970s with renowned thinkers, such as Richard Rorty, Hilary Putnam, Robert Brandom, and others, revisiting pragmatism and fusing it with more modern and post-modern philosophical traditions.

This reading group will examine several pragmatist texts with particular relevance to education. There will also be a number of more general, supplementary readings to be decided by the group.

Primary Readings:

Peirce, C.S. (1905). What Pragmatism Is. *The Monist*, 15 (2) pp. 161-181. Available online at: <http://www.cspeirce.com/menu/library/bycsp/whatis/whatpragis.htm>

Dewey, J. (1897). My Pedagogic Creed. *School Journal*, LIV pp. 77-80. Available online at: <http://dewey.pragmatism.org/creed.htm>

James, W. (1899). *Talks To Teachers On Psychology: And To Students On Some Of Life's Ideals*. (Preface, Ch.1) New York: Henry Holt & Co. Available online at: <http://des.emory.edu/mfp/ttpreface.html>; <http://des.emory.edu/mfp/tt1.html>; <http://www.gutenberg.org/files/16287/16287-h/16287-h.htm>

Addams, J. (1902). *Democracy and Social Ethics*. (Ch.6) Urbana, IL: University of Illinois Press. Available online at: <http://www.gutenberg.org/ebooks/15487>

Biesta, G. J. J. (1997). *George Herbert Mead's Lecture on Philosophy of Education at the University of Chicago (1910-1911)*. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Available online at: <http://www.eric.ed.gov/PDFS/ED422199.pdf>

Rorty, R. (1999). Education as Socialization and Individualization. *Philosophy and Social Hope*. (Ch.7) Harmondsworth: Penguin

Putnam, H. & Putnam, R.A. (1993). Education for Democracy. *Educational Theory*, 43 (4) pp. 361 – 76.

Derry, Jan (2008). Abstract rationality in education: from Vygotsky to Brandom. *Studies in Philosophy and Education*, 27 (1). pp. 49-62. Available online at: <http://eprints.ioe.ac.uk/1138/1/Derry2008Abstract49.pdf>

Social Activity Method

Facilitators: Russell Dudley-Smith and Jeremy Burke

Five two-hour sessions

Autumn: 5.30- 7.30pm Wednesday 19 Oct, 2, 16 and 30 Nov and 14 Dec

Social Activity Method (SAM) is a way of doing sociological research, including the pedagogic settings of educational research. It offers a way of interrogating empirical data at many levels of description. SAM is reasonably light on theoretical overhead – emphasising the dialogic nature of research. The priority is that the empirical should be allowed to speak to the theoretical and vice versa. It has been found to be immensely productive for researching settings as diverse as sport, school ritual, textbooks, events in classrooms, information technology, management theory, and fashion choices. If you have data but are unsure what to do with it then SAM offers a machine for organising it in a way that will make the principles of your research explicit. The reading group will look at the key texts of SAM, and at a few of their antecedents – no previous training in sociology required.

Reading:

Dowling, P. (2009). *Sociology as Method: Departures from the Forensics of Culture, Text and Knowledge*, Rotterdam: Sense ch1, ch6, ch9

Dowling, P. (2010). *Organising the Social*, [Online] available at: <http://homepage.mac.com/paulcdowling/ioe/publications/dowling2007.pdf>

Eco, U. (1978). *A Theory of Semiotics*, Bloomington: Indiana University Press. Brief extracts only.

Eco, U. (1984). *Semiotics and the Philosophy of Language*, Bloomington: Indiana University Press. Chapter 1 and brief extracts.

The Politics of Ourselves: an exploration of Foucault's challenge to education

Facilitator: Charles Keck

Six sessions (weekly)

Autumn: 5.30 - 7.15 pm Thursday 13 October – 17 November

The seminars will trace the development of Foucault's thinking from his critique of modernity's disciplinary and productive networks of power-knowledge through to his ethical injunction for the mastery and care of the self as a means of escaping the limits of our own histories. The implications for how we can think about research and education will be explored in the light of Foucault's far reaching challenge to subjectivity. The seminars will be broadly divided into three sections: the first dealing with Foucault's own research ethos; the second with his critique of knowledge-power; and the third with his explicitly ethical turn which places the Care of the Self as a practice of freedom within the permanent provocations of power.

Readings:

Except where otherwise indicated, all reading will be taken from *The Foucault Reader* (ed. Paul Rabinow, 1991, Penguin). **It is recommended that participants purchase this book.**

Session 1: Introduction pp. 3-27. What is Enlightenment? pp 32 – 50.

Session 2: Nietzsche, Genealogy, History pp 76 – 101.

Session 3: The Means of Correct Training pp 188 – 205.
Panopticism pp 206 – 213.

Session 4: The Subject and Power (pp 326 – 348, *Essential Works of Michel Foucault*, vol. 3, *Power*, 2000, ed. James D. Faubion, Penguin)
Right of Death and Power Over Life pp 258 – 272.

Session 5: On the Genealogy of Ethics: An Overview of Work in Progress,
pp 340 – 372.

Session 6: The Ethics of the Concern of the Self as a Practice of Freedom (pp 281 – 301, *Essential Works of Michel Foucault*, vol. 1, *Ethics*, 2000, ed. Paul Rabinow, Penguin).

Intellectuals at Work and in Power: Toward a Foucaultian Research Ethic (pp 348 – 367, David Blacker in *Foucault's Challenge: Discourse, Knowledge and Power in Education*).

Vygotsky

Facilitator: Dr John Hardcastle

Six one-and-a-half hour sessions (weekly)

Summer: 5.30 - 7.00 pm Wednesday 9, 16, 23 and 30 May, 6 and 13 June

Vygotsky is widely regarded as a major theorist of the twentieth century. The socio-cultural theory of mind that he developed still provides fundamental perspectives for education research today. This course aims to explore, by reading selected texts, some of Vygotsky's ideas, especially about the role of signs in the formation of mind, the nature of inner speech and its place in development as well as the prehistory of writing. It aims, too, to provide a rich sense of the extraordinary circumstances in which the Soviet psychologist worked as well as something of the scope of the intellectual traditions he drew on. A session will be given over to reconstructing the classic experiment he designed to show the formation of scientific concepts using a set of Vygotsky's 'blocks'. The course will also touch on recent developments in contemporary neo-Vygotskian work, especially activity theory.

Suggested reading:

Luria, A. R. and Vygotsky, L. (1992). *Ape, Primitive Man and Child*, transl. Rossiter, E., first published 1930. Hemel Hempstead: Harvester Wheatsheaf.

Vygotsky, L. (1971). *The Psychology of Art*. Cambridge, Mass: MIT Press.

Vygotsky, L. (1986). *Thought and Language*, (translated, revised and edited by A. Kozulin). First published 1934. Cambridge, Mass: MIT Press.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*, (eds.) Cole, M., John Steiner, V., Scribner, S. and Souberman, E. Cambridge, Mass: Harvard University Press.

Supplementary reading

Van der Veer, R. and Valsiner, J. (eds) (1994). *The Vygotsky Reader*. Oxford: Blackwell.

Daniels, H., Cole, M., and Wertsch, J. (2007). *The Cambridge Companion to Vygotsky*. Cambridge: Cambridge University Press

Writing, Subjectivity and Doctoral Research Practice

Facilitator: Jo Metivier

Five two-hour sessions

Summer: 5.30 - 7.30 pm Thursday 26 Apr, 3, 10, 17 and 24 May

This seminar group will provide a space for people to discuss the relationship between the writing that we produce (as doctoral researchers and more broadly) and the texts that we encounter, and the ways in which this relationship might affect the construction of an identity as an academic. Theoretical works exploring the relationship between reading, writing and subjectivity have been widely taken up across the social sciences and the humanities exerting an enormous influence on the field of research. This body of theory suggests different ways in which our relationship to knowledge and subjectivity might be expressed through language. However, the implications of this are not always followed through, or can be followed through in various different ways, in the writing of empirical research.

The initial set readings for this seminar have been selected to help us to think through issues related to writing, subjectivity and doctoral research practice. In the sessions we will attempt to make explicit some of the ideas raised in the readings, and their implications for us as (academic) writers. We will do this through a combination of close reading and informal discussion. Participants will have the opportunity to discuss and reflect upon questions such as: What is the relationship between reading, writing and subjectivity? How do we understand and construct ourselves as 'writers' of research and other texts? As researchers, how do we write ourselves into (or efface ourselves from) our texts?

After the first week, participants can also offer suggestions for alternative or secondary readings.

Readings:

Hall, S. (1996). 'Introduction: Who Needs Identity?'. In S. Hall and P. Du Gay (eds), *Questions of cultural identity* (pp. 1-17): Sage Publications Ltd.

Bourdieu, P. (1988). 'Flaubert's point of view'. *Critical Inquiry*, 14 (3), 539-562.

Barthes, R. (1977). 'From Work to Text', *Image-Music-Text* (1988 ed., pp. 155-164). New York: Noonday Press. (Chapter 9)

Foucault, M. (2001). 'What is an Author?' *The Foucault Reader* (pp. 101-120).

Jacques Lacan, Seminar on The Purloined Letter [online], Available at:

<http://www.lacan.com/purloined.htm>, Last accessed 25th July, 2011.

8.

Support Services for Doctoral
Students

8. Support Services for Doctoral Students

Specialist Institutions' Careers Service (SICS)

SICS offers specialist careers guidance and information service on career planning and development to undergraduates, postgraduates and research staff at all stages of their careers. We run various customised events and seminars as well as offering one-to-one sessions at the IOE and at our ULU premises where you will also find an up to date specialist Careers Library.

Career Library: Monday – Friday, 09.30 - 17.00 (except Wednesdays: 09.30 - 20.00).

Brief Discussions: Monday – Thursday, 14.00 - 16.30 (No appointments, just turn up and sign up). Wednesday Evenings, 17.00- 19.00 (term-time only). These must be pre-booked by 12.00 noon Wednesdays by calling 020 7863 6030 or e-mailing sics@careers.lon.ac.uk

Location: **Specialist Institutions' Careers Service (SICS)**, 1st Floor, Stewart House, 32 Russell Square, London, WC1B 5 DN. Tel: 0207 863 6030. Website: www.careers.lon.ac.uk/sics

Statistical Advisory Service

The Faculty of Policy and Society runs a Statistical Advisory Service. Appointments can be made through Wendy Robins in Room 211, 55 Gordon Square. Telephone 020 7612 6654 or e-mail w.robins@ioe.ac.uk.

Students wishing to take advantage of this facility should have previously discussed their requirements for statistical advice with their supervisor and then ask their supervisor to email Wendy Robins recommending that they seek specialist advice.

The student needs to email Wendy a one-page summary before their appointment, with a brief description of their research and the questions they would like to raise. There is a range of issues on which the statisticians can advise which include sampling, experimental design, all issues to do with statistical analysis, and the use of specialist statistical packages.

They do not, however, offer advice about the routine use of the SPSS package, for which students should seek help from the Computing Service Helpdesk.

Qualitative Research Service

Students can book 20 minute one-to-one consultation sessions with Dr Will Gibson to talk about specific aspects of their qualitative work. Whether at an early stage of research design, or at a later stage of data analysis, these sessions give students the opportunity to work through particular methodological issues, to think about qualitative data collection strategies, or to consider approaches to analysis in a friendly and relaxed one-to-one environment. Sessions can be booked through the Doctoral School Office by emailing c.haberfield@ioe.ac.uk. There will be four, twenty minute sessions available every two weeks in the Autumn term and places will be offered on a first come, first served basis. Students who are given appointments are asked to make sure they cancel in good time if they discover they cannot make them.

Academic Writing Centre

The Academic Writing Centre support and develops student writing at all levels at the IOE, with our free courses and tutorials.

Our 8 or 4-week inessional **courses** are offered throughout the academic year at various times during the week, including Saturday mornings. Each course consists of one 2-hour session per week, and participants are expected to attend all sessions.

We also offer half-hour **one-to-one writing tutorials** which can be face-to-face, on the phone or via Skype.

We provide extensive **online writing guidance**, accessed via our website.

For timetables and details of how to register for courses or tutorials, please see our website:

Website: www.ioe.ac.uk/writingcentre

Email: writingcentre@ioe.ac.uk

Outline of Researcher Development Framework (RDF) domains and sub-domains

Overview

The RDF describes the knowledge, behaviours and attitudes of researchers and encourages them to aspire to excellence through achieving higher levels of development.

The framework is designed for:

- researchers within higher education to evaluate and plan their own personal, professional and career development
- managers/supervisors of researchers in their role supporting the development of researchers
- trainers, developers, human resources specialists and careers advisors in the planning and provision of support for researchers' development.

Structure

The RDF has been created from empirical data collected through interviewing researchers to identify the characteristics of excellent researchers. It is structured in four domains, which encompass what researchers need to know to do research, how to be effective in their approach to research when working with others and in contributing to the wider environment. Within each of the domains are three sub-domains and associated descriptors categorised in up to five phases. The phases seek to capture the knowledge, behaviours, and attitudes of a typically 'good' researcher at different stages of development for each descriptor.

Domain A: Knowledge and intellectual abilities - The knowledge, intellectual abilities and techniques to do research

- *Knowledge base*: Including subject knowledge, research methods (both theoretical knowledge and practical application), academic literacy and numeracy, skills of information seeking, literacy and management as well as any necessary language skills.
- *Cognitive abilities*: Researchers need skills in analysis, synthesis, critical thinking, evaluation and problem solving.
- *Creativity*: Researchers should develop an inquiring mind together with intellectual insight and be prepared to take risks by being innovative in their approaches and argument.

Domain B: Personal effectiveness - The personal qualities and approach to be an effective researcher

- *Personal qualities*: Researchers should increase or maintain their enthusiasm, perseverance, self-confidence, self-reflection, responsibility and integrity throughout their studies.

- *Self management:* It is important that researchers are able to plan and prioritise, focusing on completing projects, managing their own time while remaining responsive to change, but always maintaining an appropriate work-life balance.
- *Professional and career development:* Researchers need to take responsibility for their own career management, engaging in continuing professional development, actively seeking out suitable development and networking opportunities as part of building up their reputation.

Domain C: Research governance and organisation - The knowledge of the standards, requirements and professionalism to do research

- *Professional conduct:* It is important that research students understand the context in which research takes place, including some of the constraints implied by the Data Protection Act, Intellectual Property Rights and other legislation as well as the general framework of ethics and research governance. Some students may need more extensive training in Research Ethics.
- *Research Management:* Researchers need an awareness of the context in which their research takes place including the institutional strategy, being able to manage a project and be aware of any risks related to their research (including dissemination).
- *Finance, funding and resources:* Researchers need to use the available infrastructure and resources to obtain funding for research and be able to manage those finances.

Domain D: Engagement, influence and impact - The knowledge and skills to work with others and ensure the wider impact of research

- *Working with others:* Research students work within a research community and should be collegial and supportive of others, which can include demonstrating leadership, mentoring or providing other peer support while sensitive to and respectful of individual differences.
- *Communication and dissemination:* Communicating with various audiences (academic and non-academic) in a variety of ways is important. In particular, students should publish in academic journals and engage with the editorial process (both reviewing and being involved with the Editorial Board). Such opportunities are available via *Educate~ The Journal of Doctoral Research in Education* (www.educatejournal.org), based here at the Institute.
- *Engagement and impact:* The contemporary researcher needs to be aware of the global context of their research and accept their responsibilities to be involved in public engagement activities, influencing government and other policy makers.

Finally, it is important to remember that there may be other relevant skills or experience (identified by you and/or your supervisor) that are important for you.