

Course Description

MEDD8900 Analysing Textual and Documentary Data in Qualitative Research

Course description	
<p>Learning how to utilise pre-existing and newly gathered textual and documentary data to conduct high-quality research is an essential skill that MEd students should master. This course will introduce a range of qualitative methods and approaches that can be employed in handling textual/documentary data in a typically qualitative research project in Education. The analytical strategies will be useful when textual/documentary materials are either the dominant form of data or among several types of data in a project. One can select from the introduced methods and combine them with other methods of data analysis in a project. The topics to be covered in the course will include thematic coding, qualitative content analysis, corpus and discourse methods, historical perspectives, and ethnographic approaches to text analysis. Learning from sample studies and applying the discussed methods to designing a research project to address educational issues in varied contexts will be emphasised in the course.</p>	
Course objectives	
<ol style="list-style-type: none">1. To introduce to the students a broad range of methods and approaches that can be employed in analysing textual/documentary data in qualitative research in the discipline of education2. To widen the students' scope of vision for the potential of the textual/documentary data through learning from multiple strands of methodological and empirical literature3. To develop the students' critical insights into relevant published research and to nurture their interest in research4. To facilitate the students' connection of theory with practice through their application of the introduced methods to researching issues in their own educational and professional contexts or for their future academic studies	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Demonstrate and communicate about up-to-date knowledge concerning using and analysing textual/documentary data in the broader context of research in education	PLOs 1-3
2. Apply knowledge and skills to understand, critically evaluate and/or conduct educational research that taps into the potential of textual/documentary data	PLOs 1-3
3. Engage in inquiry-based and evidence informed practice in response to challenges and novel situations, as a result of learning how to use and analyse textual/documentary data	PLOs 1-3
4. Reflect on and advocate important educational values such as social justice, equity and fairness in their own cultural and educational contexts, in particular as a result of taking on a 'critical' perspective upon discourses in social contexts as facilitated in the course	PLOs 1-3
5. Strengthen personal and professional ethics by engaging with a range of high-quality published research and collaborating with one's peers in the learning community of the class	PLOs 1-3
Course assessment methods	
<ul style="list-style-type: none">• Participation in class (incl. group presentation) and in the Moodle Forums• Analysing a published study (individual)• Analysing a modest set of data	
Course content and topics	

- Course introduction
- Texts & documents as data
- Qualitative content analysis
- An introduction to NVivo
- Definitional content analysis
- An introduction to corpus methods
- Researching textual trajectories
- Textography
- Historical research of texts and document
- A discourse approach
- Integrating analytical approaches

Required / recommended readings and online materials

Bazerman, C. (2006). Analyzing the multidimensionality of texts in education. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Handbook of complementary methods in education research* (pp. 77-94). Lawrence Erlbaum Associates.

Gibson, W. J., & Brown, A. (2009). *Working with qualitative data*. Sage.

Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. Maidenhead: Open University Press.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Other additional course information

Advanced Research Method (ARM) course