

Course Description

MEDD8901 Conducting mixed methods research and action research in your schools

Course description			
<p>Though both mixed methods research (e.g. conduct pre-/post-test/survey then interviews) and action research can be important to improve learning, teaching and schools, teachers, who are usually the practitioners and investigators at the same time, are commonly unfamiliar with conducting these two research designs. By discussing various practical knowledge and skills of the related data collection and analysis methods, the course aims to develop an understanding of the principles and strategies in order to conduct more valid and reliable mixed methods research and action research in schools the teacher participants are working in. The course is suitable for K-12 teachers, school leaders, or educators who have an interest to conduct these two research designs to bring an improvement to professional practice in schools. Prospective education researchers can find this course useful to enhance their knowledge and skills of the related research methodologies, especially through the various opportunities of appreciating and criticising journal papers using these two research designs.</p> <p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>			
Course objectives			
<p>By the end of this course, students should:</p> <ul style="list-style-type: none"> • have a general understanding of the importance and main steps of conducting mixed methods research and action research; • understand the principles and strategies to conduct data collection and analysis when conducting mixed methods research and action research; and • create a workable study plan, using either mixed methods research or action research, for improving learning, teaching and schools. 			
Course learning outcomes			Aligned programme learning outcomes (PLOs)
1. Explain the key theories and methods of mixed methods research and action research			PLOs 1, 2
2. Select, revise and design suitable data collection methods for formulating a plan of mixed methods research and action research			PLOs 1, 2, 3
3. Select proper data analysis methods for developing a plan of mixed methods research and action research			PLOs 1, 2, 3
4. Design a workable plan of mixed methods research or action research using appropriate methodologies and aligned action plan leading to improving learning, teaching and schools			PLOs 1-5
Course assessment methods			
Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Presentation	Group	30	CLOs 1, 2
Presentation	Individual	40	CLOS 1, 2, 3, 4
In-class and out-of-class participation	Individual	30	CLOs 1, 2, 3
Course content and topics			
<p>Introduction to the course, mixed methods research and action research Literature review guiding mixed methods research and action research Related quantitative data collection and analysis methods Related qualitative data collection and analysis methods Discussion on sample research papers and final preparation for group presentations Group presentations and peer reviews</p>			

Triangulation, reliability, validity, individual presentations and peer reviews (I)

Course conclusion, individual presentations and peer reviews (II)

Required / recommended readings and online materials

1. Firth, J. (2020). The teacher's guide to research: engaging with, applying and conducting research in the classroom. London: Routledge.
2. Ravitch, S. M. (2019). Applied research for sustainable change: a guide for education leaders. Cambridge, MA: Harvard Education.
3. Sagor, R. (2011). The action research guidebook: a four-stage process for educators and school teams. Thousand Oaks, CA: Corwin.
4. Wood, L. (2020). Participatory action learning and action research: theory, practice and process. Abingdon, Oxon; New York: Routledge.

Other additional course information

Advanced Research Method course