



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST5032

Qualitative Research - Ethnographic  
Methodology and Methods

Semester 2

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### **IMPORTANT :**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Arts and Social Sciences  
School of Education  
EDST5032 Qualitative Research-Ethnographic Methodology and Methods (6 units of credit)  
Semester 2, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Kerry Thomas  
Office Location: John Goodsell, 125  
Email: [k.thomas@unsw.edu.au](mailto:k.thomas@unsw.edu.au)  
Phone: please email  
Availability: Before/after class

## 3. COURSE DETAILS

<b>Course Name</b>	Qualitative Research – Ethnographic Methodology and Methods
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Lecture	Tuesday 4 October – Friday 7 October 2016 (9.30am-4.00pm 4 full days)
Room:	Civil Engineering 701 (K-H20-701)

### **Summary of Course**

This course provides students with an overview of the philosophical, practical, and ethical issues – that is issues of methodology and methods - involved in designing and conducting ethnographic research in education. The course will also focus on data collection and analysis, examining issues involved in each of the overarching strategies of observations, interviews and multi-modal approaches. Throughout the course, questions concerning the nature of knowledge, truth, and language, as well as issues of power, responsibility and ethics will be foregrounded.

*Student feedback (CATEI) has indicated the value of this course being offered as an intensive course with its dedicated focus on ethnographic methods and methodologies, including theoretical perspectives. Students have also appreciated the balance sought and relations between readings, lectures, class and small group discussion, guest lectures, practical activities, feedback and opportunities provided to consider applications of the content to students' own research interests. These aspects will again be highlighted in this semester's intensive course.*

### **Aims of the Course**

By the end of this course, students should be able to:

- identify characteristics of methodological knowledge relating to ethnographic research, including observations, interviews and multi-modal approaches
- undertake basic analysis and representation of ethnographic data

- identify key debates and issues relating to ethnographic research

### ***Student Learning Outcomes***

Outcome		Assessment/s
1	Demonstrate the ability to describe, explain and discuss key debates and issues in contemporary ethnography	1, 2
2	Demonstrate the ability to identify, examine and explain the relationships between research questions, theory and methodology	1, 2, 3
3	Demonstrate the ability to describe, discuss and analyse the relationship of ethnography to epistemology and the positionality of the researcher	3
4	Demonstrate the ability to undertake analysis and representation of basic ethnographic research	3

### ***Program Learning Outcomes***

Standard		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
	<b>Enquiry-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	1,2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1,2
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

## **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Understanding, critiquing and undertaking qualitative research, specifically ethnography, requires strong theoretical knowledge and conceptual tools. The teaching, learning, and assessment activities in this course are designed so as to provide affordances for students to develop the requisite theoretical knowledge and practical skills, thereby enabling them to critically evaluate published research studies, analyse and represent ethnographic data, and to design and conduct their own educational research utilising ethnographic methods, whilst convincingly articulating the rationale behind their views, choices and actions.

## 5. TEACHING STRATEGIES

In order to develop both a theoretical and a practical understanding of issues in contemporary qualitative research – specifically ethnography – the course will involve selected readings, teacher input, peer discussion, structured research activities and individual reflection, to provide students with opportunities to engage deeply, dialogically, and reflexively with ideas about ethnographic processes and practices.

## 6. COURSE CONTENT AND STRUCTURE

**REQUIRED TEXT:** O'Reilly, K (2012). *Ethnographic methods* (2<sup>nd</sup> Ed.). London: Routledge. Available from UNSW Bookshop

**Also please access:** Cohen, Manion, Lawrence and Morrison (2011). *Research methods in education* (7<sup>th</sup> edition). Taylor and Francis: New York. Available through UNSW library to download or to read on line.

All other required readings below available on the course Moodle site or through the library.

For **the required readings each day** please read the texts and bring your written answers to class (these will help with our discussions):

1. Is there a **specific passage/s** that struck you personally—as interesting, profound, incomprehensible, illuminating?
2. What would you identify as a **central idea or premise** of the chapter?
3. Is there a particular idea in the chapter where you can identify or make **connections** with your own thinking and/or research?

Day /Date	Lecture Topic
1 4 October	<p><b>Ethnography and why do we do fieldwork?</b></p> <p><b>Required Readings</b></p> <p>Atkinson, P., Coffey, A. &amp; Delamont, S. (2003). Strangeness and familiarity. In <i>Key themes in qualitative research: Continuities and changes</i>, pp. 25-47. Maryland: Rowman &amp; Littlefield.</p> <p>Savin Barden, M., &amp; Howell Major, C. (2013). Fieldwork. In <i>Qualitative research: The essential guide to theory and practice</i>, pp. 338-356. Abingdon, Oxon: Routledge.</p> <p>Savin Barden, M., &amp; Howell Major, C. (2013). Ethnography. In <i>Qualitative research: The essential guide to theory and practice</i>, pp.196-204. Abingdon, Oxon: Routledge.</p> <p>Delamont, S. (2002). Extracts from <i>Fieldwork in educational settings: Methods, pitfalls and perspectives</i> (2<sup>nd</sup> Ed.), pp. 6-30. London: Routledge.</p> <p><b>Recommended Readings</b></p> <p>Delamont, S. (2002). Beyond that last blue mountain. In <i>Fieldwork in educational settings: Methods, pitfalls and perspectives</i> (2<sup>nd</sup> Ed.), pp. 31-56. London: Routledge.</p> <p>Cohen, L., Manion, L., 7 Morrison, K. (2011). <i>Research methods in education</i> (7<sup>th</sup> Ed.), pp. 219-223. London: Routledge.</p>
	<p><b>Research design, research questions and fieldwork</b></p> <p><b>Required Readings</b></p> <p>O'Reilly, K (2012). <i>Ethnographic methods</i> (2<sup>nd</sup> Ed.). London: Routledge. Ch.2</p> <p>Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion. <i>International Journal</i></p>

	<p><i>of Qualitative Studies in Education</i>, 19(1), 35-57.  <a href="http://www.tandfonline.com.wwwproxy0.library.unsw.edu.au/doi/abs/10.1080/09518390500450144#.U-XHcFZpf4g">http://www.tandfonline.com.wwwproxy0.library.unsw.edu.au/doi/abs/10.1080/09518390500450144#.U-XHcFZpf4g</a></p> <p><b>Recommended Readings</b></p> <p>Halse, C. &amp; Honey, A. (2010). Unraveling ethics: Illuminating the moral dilemmas of research ethics. In W. Luttrell (Ed.), <i>Qualitative educational research: Readings in reflexive methodology and transformative practice</i> (pp.123-138). New York: Routledge.</p> <p>Cohen, L., Manion, L., 7 Morrison, K. (2011). <i>Research methods in education</i> (7<sup>th</sup> Ed.). London: Routledge. Ch. 2</p> <p>Cohen, L., Manion, L., 7 Morrison, K. (2011). <i>Research methods in education</i> (7<sup>th</sup> Ed.). London: Routledge. Ch. 1</p> <p>Jackson, A. Y. &amp; Mazzei, L. A. (2013). Thinking in theory with qualitative research: Viewing data across multiple perspectives. London: Routledge.</p>
	<p><b>Theory and Methodology</b></p> <p><b>Required Readings</b></p> <p>Kamberelis, G., &amp; Dimitriadis, G. (2005). <i>On qualitative inquiry: Approaches to language and literacy research</i>. New York: Teachers College Press. Ch. 1</p> <p>Savin-Baden, M. &amp; Major, C.H. (2013). Theoretical and conceptual frameworks in <i>Qualitative research: The essential guide to theory and practice</i>, pp. 131-147. London: Routledge.</p> <p><b>Recommended Readings</b></p> <p>Anfara, V.A., Jr. &amp; Mertz, N.T. (Eds.) (2006). <i>Theoretical frameworks in qualitative research</i>. Thousand Oaks: SAGE. Ch. 1</p> <p>Cohen, L., Manion, L., 7 Morrison, K. (2011). <i>Research methods in education</i> (7<sup>th</sup> Ed.). London: Routledge. Ch. 1</p> <p>Jackson, A. Y. &amp; Mazzei, L. A. (2013). Thinking in theory with qualitative research: Viewing data across multiple perspectives. London: Routledge.</p>
<p>2 5 October</p>	<p><b>Ethnography: Principles of ethnography</b></p> <p><b>Required Readings</b></p> <p>O'Reilly, K (2012). <i>Ethnographic methods</i> (2<sup>nd</sup> Ed.). London: Routledge. Ch. 1</p> <p>Hillyard, S. (2010). Ethnography's capacity to contribute to the cumulation of theory: A case study of Strong's work on Goffman. <i>Journal of Contemporary Ethnography</i>, 39(4), 421-440.  <a href="http://jce.sagepub.com.wwwproxy0.library.unsw.edu.au/content/39/4/421">http://jce.sagepub.com.wwwproxy0.library.unsw.edu.au/content/39/4/421</a></p> <p>Thomas, K. (2009). Creativity in art making as a function of misrecognition in teacher-student relations in the final year of schooling. <i>Studies in Art Education</i> 51(1), 64-77. (Article in Moodle)</p> <p><b>Recommended Readings</b></p> <p>Geertz, C. (1973/2000). <i>The interpretation of cultures</i>. New York: Basic Books.</p> <p>Thomas, K. (2010). What is the relationship between social tact in teacher-pupil exchanges and creativity? <i>International Journal of Art and Design Education</i>, 29(2), 134-142.</p> <p>White. P. (2013). Who's afraid of research questions? The neglect of research questions in the methods literature and a call for question-led</p>

	<p>methods teaching.  <i>International Journal of Research &amp; Method in Education</i>, 36:3, 213-227,  DOI:10.1080/1743727X.2013.809413</p>
	<p><b>Ethnography: Contemporary contestations</b></p> <p><b>Required Readings</b></p> <p>O'Reilly, K (2012). <i>Ethnographic methods</i> (2<sup>nd</sup> Ed.). London: Routledge. Ch. 3</p> <p>Villenas, S. (2010). The colonizer/ colonized Chicana ethnographer: Identity, marginalization and co-optation in the field. In W. Luttrell (Ed.), <i>Qualitative educational research: Readings in reflexive methodology and transformative practice</i> (pp.345-362). New York: Routledge.</p> <p><b>Recommended Readings</b></p> <p>Delhi, K. (2008). Coming to terms: Methodological and other dilemmas in research. In K. Gallagher (Ed.), <i>The methodological dilemmas: Creative, critical and collaborative approaches to qualitative research</i> (pp.46-66), New York: Routledge.</p>
	<p><b>Ethnography: Observations</b></p> <p><b>Required Readings</b></p> <p>O'Reilly, K (2012). <i>Ethnographic methods</i> (2<sup>nd</sup> Ed.). London: Routledge. Ch. 4</p> <p>Angrosino, M.V. &amp; Rosenberg, J. (2011). Observations on observations. In N.K. Denzin &amp; Y.S. Lincoln (Eds.), <i>The SAGE Handbook of qualitative research (4th Ed.)</i>, pp. 467-478. Thousand Oakes: SAGE.</p> <p>Spradley, J. P. (1980). Extracts from <i>Participant observation</i>. New York: Holt, Rinehardt and Winston.</p> <p>Geertz, C. (1973/2000). Thick description: Toward and interpretive theory of culture in <i>The interpretation of cultures: Selected essays</i>, pp. 3-30. New York: Basic Books.</p> <p><b>Recommended Readings</b></p> <p>*Cohen, L., Manion, L., &amp; K. Morrison (2011). Observation in <i>Research methods in education</i>, p. 456-476. Abingdon, Oxon: Routledge.</p> <p>Spradley, J. P. (1980). <i>Participant observation</i>. New York: Holt, Rinehardt and Winston.</p>
<p>3 6 October</p>	<p><i>Continue with Ethnography: Observations then...</i></p> <p><b>Ethnography: Interviews</b></p> <p><b>Required Readings</b></p> <p>O'Reilly, K (2012). <i>Ethnographic methods</i> (2<sup>nd</sup> Ed.). London: Routledge. Ch.5 &amp; 6</p> <p>Kvale, S.(2006). Dominance through interviews and dialogue. <i>Qualitative Inquiry</i>, 12(3), 480-500.  <a href="http://qix.sagepub.com.wwwproxy0.library.unsw.edu.au/content/12/3/480.full.pdf+html">http://qix.sagepub.com.wwwproxy0.library.unsw.edu.au/content/12/3/480.full.pdf+html</a></p> <p>Spradley, J. P. (1979). Interviewing an informant. In <i>The ethnographic interview</i> pp. 55-68. New York: Holt, Rinehardt and Winston.</p> <p>Guest lecture: Roanna Gonsalves. See:  <a href="https://unsw.academia.edu/RoannaGonsalves">https://unsw.academia.edu/RoannaGonsalves</a> and  <a href="http://roannagonsalves.com.au">http://roannagonsalves.com.au</a></p> <p><b>Recommended Readings</b></p>

	<p>*Cohen, L., Manion, L., &amp; K. Morrison (2011). Interviews in <i>Research methods in education</i>, p. 409-444. Abingdon, Oxon: Routledge</p> <p>*Spradley, J. P. (1979). <i>The ethnographic interview</i>. New York: Holt, Rinehardt and Winston.</p> <p>*Kvale, S. &amp; Brinkman, S. (2009). <i>Interviews: Learning the craft of qualitative research interviewing</i>. Thousand Oakes: SAGE. Ch.16</p> <p>Gulson K.N, &amp; Webb P.T. (2013). "We had to hide we're Muslim": Ambient fear, Islamic schools and the geographies of race and religion. <i>Discourse: studies in the cultural politics of education</i>, 34 (4), 628 - 641, <a href="http://dx.doi.org/10.1080/01596306.2013.822623">http://dx.doi.org/10.1080/01596306.2013.822623</a></p> <p>*St Pierre, E. A. (2008). Decentering voice in qualitative inquiry. <i>International Review of Qualitative Research</i> 1(3), 319-336.</p>
	<p><b>Ethnography: Multimodality and ethnographic practice</b></p> <p><b>Required Readings</b></p> <p>O'Reilly, K (2012). <i>Ethnographic methods</i> (2<sup>nd</sup> Ed.). London: Routledge. Ch. 7</p> <p>Dicks, B., Soyinka, B., &amp; Coffey, A. (2006). Multimodal ethnography. <i>Qualitative Research</i>, 6(1), 77-96. <a href="http://qrj.sagepub.com.wwwproxy0.library.unsw.edu.au/content/6/1/77.full.pdf+html">http://qrj.sagepub.com.wwwproxy0.library.unsw.edu.au/content/6/1/77.full.pdf+html</a></p> <p>Pink, S. (2013). The visual in ethnography: photography, video, cultures and individuals (Ch. 1) in <i>Doing visual ethnography</i>. London: Sage. Available online @ UNSW: <a href="http://dx.doi.org/10.4135/9780857025029.d4">http://dx.doi.org/10.4135/9780857025029.d4</a></p> <p><b>Recommended Readings</b></p> <p>Banks, M., &amp; Morphy, H. (1997). Rethinking visual anthropology. New Haven: Yale University Press. Ch. 1</p> <p>Banks, H. (2001). <i>Visual methods in social research</i>. London: Sage.</p> <p>Rose, G. (2005). <i>Visual methodologies</i>. London: Sage.</p>
<p>4 7 October</p>	<p><b>Analysing ethnographic data: Theorizing and analysing</b></p> <p><b>Required Readings</b></p> <p>O'Reilly, K (2012). <i>Ethnographic methods</i> (2<sup>nd</sup> Ed.). London: Routledge. Ch. 7</p> <p>Coffey, A. &amp; Atkinson, P. (1996). Extracts from concepts and coding. In <i>Making sense of qualitative data</i>, pp. 29-37. Thousand Oakes: Sage</p> <p>Atkinson, P. &amp; Delamont, S. (2005). Analytic perspectives. In N.K. Denzin &amp; Y.S. Lincoln (Eds.), <i>The SAGE Handbook of qualitative research</i> (3<sup>rd</sup> Ed.), pp.821-840. Thousand Oakes: SAGE.</p> <p>Maxwell, J.A. (2010). Validity – how might you be wrong? In W. Luttrell (Ed.), <i>Qualitative educational research: Readings in reflexive methodology and transformative practice</i>, pp.279-287. New York: Routledge.</p> <p><b>Recommended Readings</b></p> <p>*Jackson, A. Y. &amp; Mazzei, L. A. (2013). Thinking in theory with qualitative research: Viewing data across multiple perspectives. London: Routledge.</p> <p>Cohen, L., Manion, L., &amp; Morrison, K. (2011). <i>Research methods in education</i> (7<sup>th</sup> Ed.). London: Routledge. Ch. 10</p> <p>Silverman, D. (2015). <i>Interpreting qualitative data</i> (5<sup>th</sup> edition). Sage: London.</p>



	<p><b>Representing ethnographic data: Forms of writing and truth</b></p> <p><b>Required Readings</b></p> <p>O'Reilly, K (2012). <i>Ethnographic methods</i> (2<sup>nd</sup> Ed.). London: Routledge. Ch.9.</p> <p>Coffey, A. &amp; Atkinson, P. (1996). <i>Extracts from Beyond the data</i> (Ch 6). In <i>Making sense of qualitative data, complementary research strategies</i>, pp. 162-163. Thousand Oaks: Sage.</p> <p>Atkinson, P., Coffey, A. &amp; Delamont, S. (2003). Extracts from Styles of reporting to poetics and beyond. In <i>Key themes in qualitative research: Continuities and changes</i>. Maryland: Rowman &amp; Littlefield. Ch. 7</p> <p>Guest lecture: Dr Greg Vass. See:  <a href="https://research.unsw.edu.au/people/dr-gregory-vass">https://research.unsw.edu.au/people/dr-gregory-vass</a></p> <p>Vass, G. (2015). Getting inside the insider researcher: does race-symmetry help or hinder research? <i>International Journal of Research and Method in Education</i>. <a href="http://dx.doi.org/10.1080/1743727X.2015.1063045">http://dx.doi.org/10.1080/1743727X.2015.1063045</a></p> <p><b>Recommended Readings</b></p> <p>Coffey, A. &amp; Atkinson, P. (1996). Writing and representation. In <i>Making sense of qualitative data, complementary research strategies</i>, pp. 108-137. Thousand Oaks: Sage.</p> <p>Pelias, R. J. (2011). Writing into position: Strategies for composition and evaluation. In N. Denzin &amp; Y. Lincoln (Eds.), <i>The Sage Handbook of Qualitative Research</i> (4<sup>th</sup> Ed), pp. 659-668. Thousand Oakes: Sage.</p> <p>Denzin, N. (2014). <i>Interpretive autoethnography</i>. Thousand Oaks: Sage.</p> <p>Stanley, P. (2015). Theorizing the cultural borderlands: Imag(in)ing 'them' and 'us'. In J. Brown and N. Johnson (Eds), <i>Children's Images of Identity: Drawing the Self and the Other</i>. Rotterdam: Sense.</p>
	<p><b>The future of ethnographic work</b></p> <p><b>Required Readings</b></p> <p>Preissle, J. (2011). Qualitative futures: Where might we go from here? In N.K. Denzin &amp; Y.S. Lincoln (Eds.), <i>The SAGE Handbook of qualitative research</i> (4<sup>th</sup> Ed.), pp. 685-698. Thousand Oakes: Sage.</p> <p>Lather, P. (2013). Methodology -21: What do we do in the afterward? <i>International Journal of Qualitative Studies in Education</i>, 26(6), 634-645. <a href="http://www.tandfonline.com/wwwproxy0.library.unsw.edu.au/doi/pdf/10.1080/09518398.2013.788753">http://www.tandfonline.com/wwwproxy0.library.unsw.edu.au/doi/pdf/10.1080/09518398.2013.788753</a></p> <p><b>Recommended Readings</b></p> <p>Lather, P. (2008). Getting lost: Critiquing difference as methodological practice. In K. Gallagher (Ed.), <i>The methodological dilemma: Creative, critical and collaborative approaches to qualitative research</i> (pp.219-231), New York: Routledge.</p>

## 7. RESOURCES

### **Additional Recommended Readings**

- Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (Eds.). (2001). *Handbook of ethnography*. London: Sage.
- Banks, H. (2001). *Visual methods in social research*. London: Sage.
- Banks, M., & Morphy, H. (1997). *Rethinking visual anthropology*. New Haven: Yale University Press.

- Bingham, N. (2003). Writing reflexively. In M. Pryke, G. Rose & S. Whatmore (Eds.), *Using social theory: Thinking through research*. London: Sage.
- Burawoy, M. (1998). The extended case method. *Sociological Theory*, 16(1), 4-33. doi: 10.2307/202212
- Clifford, J., & Marcus, G. E. (1986). *Writing culture: The poetics and politics of ethnography*. Berkeley, CA: University of California Press.
- \*\*Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7<sup>th</sup> Ed.). London: Routledge.
- Coleman, S., & Von Hellermann, P. (2011). *Multi-sited ethnography: Problems and possibilities in the translocation of research methods*. New York, NY: Routledge.
- \*Denzin, N.K. & Lincoln, Y.S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4<sup>rd</sup> Ed.). Thousand Oaks: SAGE.
- \*Denzin, N. (2014). *Interpretive autoethnography*. Thousand Oaks: Sage.
- Forsey, M. G. (2010). Ethnography as participant listening. *Ethnography*, 11(4), 558-572.
- Garcia, A. C., Standlee, A. I., Bechhoff, J., & Yan, C. (2009). Ethnographic approaches to the Internet and computer-mediated communication. *Journal of Contemporary Ethnography*, 38(1), 52-84. doi: 10.1177/0891241607310839
- Geertz, C. (1973/2000). *The interpretation of cultures: Selected essays*. New York: Basic Books.
- Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice* (3rd ed.). New York, NY: Routledge.
- \*Jackson, A. Y. & Mazzei, L. A. (2013). Thinking in theory with qualitative research: Viewing data across multiple perspectives. London: Routledge.
- Kress, G. (2011). 'Partnerships in research': Multimodality and ethnography. *Qualitative Research*, 11(3), 239-260.
- Lassiter, L. E., & Campbell, E. (2010). What will we have ethnography do? *Qualitative Inquiry*, 16(9), 757-767. doi: 10.1177/1077800410374444
- \*Pink, S. (2007). *Doing visual ethnography: images, media, and representation in research* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Rose, G. (2005). *Visual methodologies*. London: Sage.
- Silverman, D. (Ed.). (1997). *Qualitative research: Theory, methodology and practice*. Thousand Oaks: Sage.
- \*Spradley, J. P. (1979). *The ethnographic interview*. New York: Holt, Rinehardt and Winston.
- \*Spradley, J. P. (1980). *Participant observation*. New York: Holt, Rinehardt and Winston.
- \*Stake, R. (1994). Case studies. In N. Denzin and Y. Lincoln (Eds), *Handbook of qualitative research*, pp. 236-247. London: Sage.
- Swartz, S. (2011). 'Going deep' and 'giving back': strategies for exceeding ethical expectations when researching amongst vulnerable youth. *Qualitative Research*, 11(1), 47-58.
- Taylor, J. (2011). The intimate insider: Negotiating the ethics of friendship when doing insider research. *Qualitative Research*, 11(1), 3-22.
- Walford, G. (Ed.). (2007). *Methodological developments in ethnography* (1st ed.). Amsterdam, Netherlands: JAI Press.
- White, M. L. (2009). Ethnography 2.0: writing with digital video. *Ethnography & Education*, 4(3), 389-414. doi: 10.1080/17457820903170176

*Useful journals (examples only)*

- Qualitative Inquiry
- Ethnography and Education
- Qualitative Research
- International Journal of Qualitative Studies in Education
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## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task (1) Response: Identify and discuss three critical issues in conducting an ethnographic investigation...	1500 words	25%	1,2	1,2,3,5,6	25 August 2016 submission via Moodle by 5pm
Task (2) Response: Identify and discuss three further critical issues in conducting an ethnographic investigation...	1500 words	25%	1,2	1,2,3,5,6	12 October 2016 submission via Moodle by 5pm
Task (3) Option 1: Research proposal  OR  Option 2: Analysing and writing up ethnographic data	3000 words	50%	2,3,4	1,2,3,5,6	24 October 2016 submission via Moodle by 5pm

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

For assignment 1: More details will be provided on Moodle/via email early in Semester 2  
For assignments 2 and 3: More details will be provided in class

### **Assessment 1**

***Response paper: Identify and discuss three critical issues in conducting an ethnographic investigation***

*Task: Identify and discuss three critical issues (conceptual/theoretical and/or practical) involved in conducting an ethnographic investigation. Refer explicitly to at least six of the required readings for*

**days 1 and 2** of this course. Also refer to other readings and/or your own research to support your response.

Assessment criteria – see next section

## **Assessment 2**

### ***Response paper: Identify and discuss three further critical issues in conducting an ethnographic investigation***

*Task:* Identify and discuss three further critical issues (conceptual/theoretical and/or practical) involved in conducting an ethnographic investigation. Refer explicitly to at least six of the required readings **for days 3 and 4** of this course. Also refer to other readings and/or your own research to support your response.

Please ensure that the issues you identify and discuss are distinct from those you address in Assessment 1. They may be related but should indicate your further thinking about the complexities of conducting ethnographic research.

## **Assessment 3**

### ***Option 1: Research proposal***

If you are undertaking a research project you may submit a research proposal. The proposal needs to include the following:

- Title
- Background and significance
- Research aims and questions
- Theoretical framework
- Methodological issues and methods, including your positionality as a researcher
- How do you envisage undertaking your analysis?
- What form of representation might you use in your thesis? And why would you use this form?

Assessment criteria – see next section

### ***Option 2: Analysing, interpreting and writing up ethnographic data***

Use one example from the in-class interview or observation activities, or another undertaken as a result of these activities, as a basis to analyse, interpret and write up findings from ethnographic data.

You need to include:

- The research question you are addressing
- Your positionality as a researcher
- The theoretical framework underpinning your ethnographic approach
- Your use of analytic methods eg coding process, other methods eg domain analysis, triangulation etc
- Your analysis leading to results/findings
- Interpretation
- Conclusion

Assessment criteria – see next section

### ***Feedback***

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Assessment 1	<i>Written</i>	Within three weeks of submission
Assessment 2	<i>Written</i>	Within three weeks of submission
Assessment 3	<i>Written</i>	Within three weeks of submission

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5032 QUALITATIVE RESEARCH – ETHNOGRAPHIC METHODOLOGY AND METHODS

Student Name:  
 Assessment Task 1 and 2

Student No.:

SPECIFIC CRITERIA	(-)	—————>			(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory and educational research</li> <li>• clarity and accuracy in use of key terms and concepts in qualitative research and ethnographic inquiry</li> </ul>					
<b>Depth of analysis and interpretation in response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of key concepts and issues that arise in the required readings from days 1 and 2 (Assessment 1) then days 3 and 4 (Assessment 2) and from your follow up readings</li> <li>• depth of analysis and interpretation relating to definitions, explanations and discussion of ethnography, including conceptual, theoretical and practical concerns</li> <li>• use of relevant examples as appropriate</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• range of research literature on qualitative research – in addition to the required readings - to support response</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          					

**Lecturer**  
**Recommended:**        /20        (FL PS CR DN HD)

**Date**  
**Weighting:**        25%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5032 QUALITATIVE RESEARCH – ETHNOGRAPHIC METHODOLOGY AND METHODS

Student Name:  
 Assessment Task 3

Student No.:

SPECIFIC CRITERIA	(-)	—————>			(+)
<b>Understanding of the requirements of the proposal (option 1) or writing up ethnographic data (option 2)</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory/practice</li> <li>• clarity and accuracy in use of key terms and concepts in qualitative research and ethnographic inquiry as applied to your proposal or writing up of ethnographic data</li> </ul>					
<b>Depth of understanding of theoretical, analytical and interpretive components in preparing a proposal (option 1) or analysing and interpreting data (option 2)</b> <ul style="list-style-type: none"> <li>• scope, depth and relevance of the planned research (option 1)</li> <li>• choice of relevant example and depth of interpretation resulting from analysis of data (option 2)</li> <li>• appropriateness of the overall approach that coherently relates theoretical, analytical and interpretive components in developing a proposal or writing up findings</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• range of literature on qualitative/ethnographic research and relevant theoretical framework/s– in addition to required course readings – to support your response</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure taking into account each aspect of the task (as identified in option 1 and 2) in a coherent, well reasoned and systematic way</li> <li>• clarity of organisation, including use of section headings to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**  
**Recommended:**     /20     (FL PS CR DN HD)

**Date**  
**Weighting:**     50%

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