



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5120

Qualitative Research Methodology: Critical
Reading and Inquiry

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

Faculty of Arts and Social Sciences
School of Education
EDST 5120 Qualitative Research Methodology: Critical Reading and Inquiry (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Matthew Clarke
Email: m.clarke@yorks.ac.uk
Availability: Flexible – arrange by email

3. COURSE DETAILS

Course Name	Qualitative Research Methodology: Critical Reading and Inquiry
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture/Seminar	11, 12, 14, 15 July 2016 09:00 – 16:00 John Goodsell LG19

Summary of Course

This course will equip students with knowledge and skills in relation to the philosophical, practical, and ethical issues involved in reading and critiquing, as well as designing and conducting, critical qualitative research. The first part of the course will involve an initial exploration of underlying philosophical issues in qualitative research. Students will be introduced to a framework for reading and conceptualizing qualitative research at multiple levels, including epistemology, theory, approach, and strategy. This framework will be used to engage in critical reading and examination of examples of published research studies representing four paradigms, including objectivist, hermeneutic, critical-emancipatory, and critical-poststructuralist research.

The second part of the course will focus on critical inquiry after the 'linguistic turn', with a focus on how a discourse-oriented approach that foregrounds textuality can generate critical insights for researchers at the level of both theory and method in relation to a number of areas of inquiry, including policy and pedagogy. Specifically, this part of the course will also examine how genealogy, deconstruction and discourse analysis can expose taken-for-granted assumptions about social reality, whilst expanding and complexifying possibilities for knowledge and understanding. Throughout the course, questions concerning the nature of knowledge, truth, and language, as well as issues of power, reflexivity, responsibility and ethics will be foregrounded.

Aims of the Course

1. To provide students with theoretical understandings and conceptual tools enabling them to read and critique published qualitative research studies and reports
2. To provide students with the theoretical understandings and practical skills needed to design critical research studies and critically analyze textual data

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate an ability to explain and discuss philosophical issues, such as epistemological questions, in relation to social and educational research	1, 2
2	Demonstrate the ability to critique published research from epistemological and philosophical perspectives	1
3	Demonstrate the ability to design and conduct critical analyses of textual data	2

Program Learning Outcomes

Standard		Assessment/s
1	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1, 2
2	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
3	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding and critiquing qualitative research 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 and to design and conduct their own critical analyses, 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 qualitative research, the course will involve selected readings, teacher input, peer discussion, and individual reflection, to provide students with opportunities to engage deeply, dialogically, and reflexively with ideas. The course will also involve hands-on activities, including the development of a research design, on the basis that students learn and consolidate understandings through doing.

6. COURSE CONTENT AND STRUCTURE

Topic	Session	Readings
Epistemological dimensions of qualitative research: Four dominant 'Chronotopes' of qualitative research	Session 1	Crotty, M. (1998). <i>The foundations of social research: Meaning and perspective in the research process</i> . London: Sage Publications. Chapter 1. Kamberelis, G., & Dimitriadis, G. (2005). On qualitative inquiry: <i>Approaches to language and literacy research</i> . New York: Teachers College Press. Chapter 1 & Chapter 2, pp. 24-28. MacLure, M. (2003). <i>Discourse in educational and social research</i> . Buckingham: Open University Press. Chapter 1
Chronotope 1: "Objectivism & Representation" Case study research	Session 2	Agee, J. (2009). Developing qualitative research questions: A reflective process. <i>International Journal of Qualitative Studies in Education</i> , 22(4), 431-447. Kamberelis, G., & Dimitriadis, G. (2005). On qualitative inquiry: <i>Approaches to language and literacy research</i> . New York: Teachers College Press. Chapter 2, pp. 29-31. Either Flower, L., & Hayes, J. (1981). A cognitive process theory of writing. <i>College composition and communication</i> , 32, 365-387. Or Foley, J. (1990). Genre" 'Verbal tailoring from ready-made cloth'? <i>Language Sciences</i> , 12(2-3), 221-242.
Chronotope 2: "Reading & Interpretation" Ethnography	Session 3	Kamberelis, G., & Dimitriadis, G. (2005). On qualitative inquiry: <i>Approaches to language and literacy research</i> . New York: Teachers College Press. Chapter 2, pp. 31-36. Heath, S. B. (1994). What no bedtime story means: Narrative skills at home and school. In J. Maybin (Ed.), <i>Language and literacy in social practice</i> . Clevedon: Multilingual Matters.
Chronotope 3: "Skepticism, Conscientization & Praxis" Emancipatory action research	Session 4	Kamberelis, G., & Dimitriadis, G. (2005). On qualitative inquiry: <i>Approaches to language and literacy research</i> . New York: Teachers College Press. Chapter 2, pp. 36-44. Gutstein, E. (2003). Teaching and learning mathematics for social justice in an urban, Latino school. <i>Journal for Research in Mathematics Education</i> , 34(1), 37-73.
Mid-semester break		
Chronotope 4: "Power/knowledge & Defamiliarization" Genealogy and	Session 5	Kamberelis, G., & Dimitriadis, G. (2005). On qualitative inquiry: <i>Approaches to language and literacy research</i> . New York: Teachers College Press. Chapter 2, pp. 44-59. Luke, A. (1992). The body literate: Discourse and inscription in early literacy training. <i>Linguistics and Education</i> , 4(1), 107-129.

deconstruction		Caputo, J. (1997). <i>Deconstruction in a nutshell: A conversation with Jacques Derrida</i> . New York: Fordham University Press. Chapter 1: Deconstruction in a nutshell: The very idea (!)
What is critique?	Session 6	<p>Lemke, T. (2011). Critique and experience in Foucault. <i>Theory, culture & society</i>, 28(4), 26-48.</p> <p>Hoy, D. (2004). <i>Critical resistance: From poststructuralism to post-critique</i>. Cambridge MA: The MIT Press. Postscript: On deconstructive genealogy.</p> <p>Butler, J. (2002). What is critique? An essay on Foucault's virtue. In D. Ingram (Ed.), <i>The political: Readings in continental philosophy</i>. London: Blackwell.</p> <p>Mills, S. (2004) <i>Discourse (2nd Ed)</i>. New York: Routledge. Chapter 2: Discourse and ideology.</p>
What is discourse analysis?	Session 7	<p>Phillips, L., & Jørgensen, M. (2002). <i>Discourse analysis as theory and method</i>. Thousand Oaks, CA: Sage. Chapter 1: The field of discourse analysis.</p> <p>Mills, S. (2004) <i>Discourse (2nd Ed)</i>. New York: Routledge. Chapter 6: Discourse analysis and critical discourse analysis.</p> <p>MacLure, M. (2003). <i>Discourse in educational and social research</i>. Buckingham: Open University Press. Appendix 1: Definitions of discourse: A sketchy overview.</p> <p>Luke, A. (2002). Beyond science and ideology critique: Developments in critical discourse analysis. <i>Annual Review of Applied Linguistics</i>, 22, 96-110.</p>
Analyzing texts using CDA	Session 8	<p>Locke, T. (2004). <i>Critical discourse analysis</i>. London: Continuum. Chapters 5 & 6</p> <p>Phillips, L., & Jørgensen, M. (2002). <i>Discourse analysis as theory and method</i>. Thousand Oaks, CA: Sage. Chapter 3: Critical discourse analysis.</p> <p><i>Read at least one of the following:</i></p> <p>Lim, L. (2012). Ideology, rationality and reproduction in education: A critical discourse analysis. <i>Discourse: Studies in the cultural politics of education</i>, 1-16, iFirst article. doi: 10.1080/01596306.2012.739467</p> <p>Tupper, K. (2008). Drugs, discourses and education: A critical discourse analysis of a high school drug education text. <i>Discourse: Studies in the Cultural Politics of Education</i>, 29(2), 223-238.</p> <p>Irving, C. J., & English, L. M. (2008). Partnering for research: A critical discourse analysis. <i>Continuing Education</i>, 30(2), 107-118.</p>
Analyzing texts using poststructural discourse analysis	Session 9	Phillips, L., & Jørgensen, M. (2002). <i>Discourse analysis as theory and method</i> . Thousand Oaks, CA: Sage. Chapter 2: Laclau & Mouffe's discourse theory.

		<p><i>Read at least one of the following:</i></p> <p>Clarke, M. (2012). Talkin' 'bout a revolution: The social, political and fantasmatic logics of education policy. <i>Journal of Education Policy</i>, 27(2), 173-191.</p> <p>Warren, S., Webb, D., Franklin, A., & Bowers-Brown, J. (2012). Trust schools and the politics of persuasion and the mobilisation of interest. <i>Journal of Education Policy</i>, 26(6), 839-853.</p> <p>Grundy, S. (1994). Being and becoming an Australian: Classroom discourse and the construction of identity. <i>Discourse: Studies in the Cultural Politics of Education</i>, 15(1), 16-31.</p>
Analysing texts using genealogy	Session 10	<p>Bevir, M. (2008). What is genealogy? <i>Journal of the Philosophy of History</i>, 2, 263-275.</p> <p><i>Read at least one of the following:</i></p> <p>Anderson, A. (2013). The critical purchase of genealogy: Critiquing student participation projects. <i>Discourse: Studies in the cultural politics of education</i>, 1-11. doi: 10.1080/01596306.2013.828417</p> <p>McLeod, J., & Wright, K. (2012). The promise of the new: Genealogies of youth, nation and educational reform in Australia. <i>Journal of Educational Administration and History</i>, 44(4), 283-293.</p> <p>Keddie, A., & Williams, N. (2013). Mobilising spaces of agency through genealogies of race and gender: Issues of indigeneity, marginality and schooling. <i>Race, Ethnicity and Education</i>, 15(3), 291-309.</p>
Theory, writing and reflexivity in critical qualitative research	Session 11	<p>Phillips, L., & Jorgensen, M. (2002). <i>Discourse analysis as theory and method</i>. Thousand Oaks, CA: Sage. Chapter 6: Critical social constructionist research.</p> <p>Dressman, M. (2008). <i>Using social theory in educational research: A practical guide</i>. New York and London: Routledge. Introduction and Chapter 1</p> <p>Bingham, N. (2003). Writing reflexively. In M. Pryke, G. Rose & S. Whatmore (Eds.), <i>Using social theory: Thinking through research</i>. London: Sage.</p> <p>Onwuegbuzie, A., & Leech, N. (2007). Validity and Qualitative Research: An Oxymoron? <i>Quality and Quantity</i>, 41(2), 233-249.</p>
Summary, review & implications for your research	Session 12	

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task (1) Annotated critique of published research studies	1000 words	35%	1 & 3	1, 2, 3 & 4	Wednesday 13 th July (students will need to commence this assignment before the course begins, accessing the key readings – Chapters 1 & 2 from Kamberelis & Dimitriadis, 2005 – via Moodle)
Task (2) Design and execution of a critical analysis	3,000-3,500 words	65%	1 & 2	1, 2, 3 & 4	Friday 22 nd July

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.

Assessment Details

Detailed descriptions will be provided in class

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment One	<i>Written</i>	<i>27 July</i>
Assessment Two	<i>Written</i>	<i>3 August</i>

8. RESOURCES

Required Readings

Please refer to section 6 above

Further Readings

(see separate reference list for further readings in addition to those below)

- Aghaei, K., Yew Lie, K., & Mohd Noor, N. (2015). Manifestation of cultural identity(s) in an Iranian English language literacy classroom: A critical discourse analysis. *Journal of Social Science and Humanities, Special Issue (2)*, pp. 149-158.
- Barrett, M. (1991). *The politics of truth*. Cambridge: Polity Press.
- Belsey, C. (2002). *Poststructuralism: A very short introduction*. Oxford: Oxford University Press.
- Berger, P., & Luckman, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. New York: Doubleday.
- Best, S., & Kellner, D. (1991). *Postmodern theory: Critical interrogations*. New York: The Guilford Press.
- Blommaert, J. (2005). *Discourse*. Cambridge: Cambridge University Press.
- Bloome, D., Carter, S., Christian, B., Otto, S., & Shuart-Faris, N. (2005). *Discourse analysis and the study of classroom language and literacy events*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bloor, M., & Bloor, T. (2007). *The practice of critical discourse analysis: An introduction*. London: Hodder Arnold.
- Boltanski, L. (2011). *On critique: A sociology of emancipation*. Cambridge: Polity Press.
- Bove, P. (1995). Discourse. In F. Lentricchia & T. McLaughlin (Eds.), *Critical terms for literary study* (pp. 50-65). Chicago: The University of Chicago Press.
- Briscoe, F. M., & Khalifa, M. A. (2015). 'That racism thing': A critical race discourse analysis of a conflict over the proposed closure of a black high school. *Race Ethnicity and Education, 18(6)*, 739-763.
- Britzman, D. (2003). *Practice makes practice: A critical study of learning to teach* (2nd ed.). Albany, NY: SUNY.
- Brown, W. (2005). *Edgework: Critical essays in knowledge and politics*. Princeton, NJ: Princeton University Press.
- Buckingham, D., & Sefton-Green, J. (1994). *Cultural Studies goes to school: Reading and teaching the popular media*. London: Taylor and Francis.
- Burbules, N., & Berk, R. (1999). Critical thinking and critical pedagogy: Relations, differences, and limits. In T. Popkewitz & L. Fendler (Eds.), *Critical theories in education: Changing terrains of knowledge and politics* (pp. 45-65). New York: Routledge.
- Butler, J. (1997). *Excitable speech: A politics of the performative*. New York: Routledge.
- Carr, W., & Kemmis, S. (1986). *Becoming critical: Educational knowledge and action research*. Lewes: Falmer Press.
- Chambers, S. A., & Carver, T. (2008). *Judith Butler and political theory: Troubling politics*. London and New York: Routledge.
- Cherryholmes, C. (1988). *Power and criticism: Poststructuralist investigations in education*. New York: Teachers College Press.
- Chouliaraki, L., & Fairclough, N. (1999). *Discourse in late modernity: Rethinking critical discourse analysis*. Edinburgh: Edinburgh University Press.
- Clarke, M. (2012). Talkin' 'bout a revolution: The social, political and fantasmatic logics of education policy. *Journal of Education Policy, 27(2)*, 173-191.
- Clarke, M. (2012). The (absent) politics of neo-liberal education policy. *Critical Studies in Education, 53(3)*, 297-310.
- Dean, J. (2009). *Democracy and other neoliberal fantasies*. Durham, NC: Duke University Press.
- Dean, M. (1994). *Critical and effective histories: Foucault's methods and historical sociology*. London: Routledge.
- Denzin, N., & Lincoln, Y. (Eds.). (2008). *Handbook of critical and indigenous research methodologies*. Thousand Oaks, CA: Sage.
- Dressman, M. (2008). *Using social theory in educational research: A practical guide*. New York and London: Routledge.
- Dyer, R. (2002). *The matter of images: Essays on representation* (2nd ed.). London ; New York: Routledge.
- Eagleton, T. (2007). *Ideology: An introduction* (2nd ed.). London: Verso.
- Ellsworth, E. (1992). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. In C. Luke & J. Gore (Eds.), *Feminisms and critical pedagogy*. New York: Routledge.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge, U.K.: Polity Press.
- Fairclough, N. (2003). *Analyzing discourse: textual analysis for social research*. London ; New York:

- Routledge.
- Foucault, M. (1977). *Discipline and punish: The birth of the prison*. London: Penguin.
- Foucault, M. (1983). The subject and power. In H. Dreyfus & P. Rabinow (Eds.), *Michel Foucault: Beyond structuralism and hermeneutics* (2nd ed.). Chicago: University of Chicago Press.
- Foucault, M. (1997). The ethics of the concern for self as a practice of freedom. In P. Rabinow (Ed.), *Ethics, subjectivity and truth: Essential works of Foucault 1954-1984* (Vol. 1). New York: The New Press.
- Foucault, M. (1997). What is enlightenment? *Ethics, subjectivity and truth: Essential works of Foucault 1954-1984* (Vol. 1). New York: The New Press.
- Francis, B., & Hey, V. (2009). Talking back to power: Snowballs in hell and the imperative of insisting on structural explanations. *Gender and Education*, 21(2), 225-232.
- Gandhi, L. (1998). *Postcolonial theory: A critical introduction*. Sydney: Allen and Unwin.
- Gee, J. P. (2015). *Social linguistics and literacies: Ideology in discourses* (5th ed.). New York: Routledge
- Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). New York: Routledge.
- Gillborn, D. (2006). Critical race theory and education: Racism and anti-racism in educational theory and praxis. *Discourse*, 27(1), 11-32.
- Glynos, J., & Howarth, D. (2007). *Logics of critical explanation in social and political theory*. London: Routledge.
- Grenfell, M., & James, D. (1998). *Bourdieu and education: Acts of practical theory*. Abingdon & New York: Routledge Falmer.
- Hammersley, M. (2013). *What is qualitative research?* London: Bloomsbury.
- Hammersley, M. (2013). *The myth of research-based policy and practice*. London: Sage.
- Howarth, D. (2000). *Discourse*. Buckingham: Open University Press.
- Hoy, D. (2004). *Critical resistance: From poststructuralism to post-critique*. Cambridge, MA: The MIT Press.
- Janks, H. (1997). Critical discourse analysis as a research tool. *Discourse*, 18(3), 329-341.
- Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern*. New York: Routledge.
- Lather, P. (2004). This is your father's paradigm: Government intrusion and the case of qualitative research in education. *Qualitative Inquiry*, 10(1), 15-34. doi: 10.1177/1077800403256154
- Lazar, M. (Ed.). (2005). *Feminist critical discourse analysis*. Basingstoke: Palgrave Macmillan.
- Leonardo, Z. (2003). Discourse and critique: Outlines of a post-structural theory of ideology. *Journal of Education Policy*, 18(2), 203.
- Luke, A. (2002). Beyond science and ideology critique: Developments in critical discourse analysis. *Annual Review of Applied Linguistics*, 22, 96-110.
- MacLure, M. (2003). *Discourse in educational and social research*. Buckingham: Open University.
- MacLure, M. (2010). The offence of theory. *Journal of Education Policy*, 25(2), 277-286.
- MacLure, M. (2011). Qualitative inquiry: Where are the ruins? *Qualitative Inquiry*, 17(10), 997-1005.
- MacLure, M. (2013). Researching without representation? Language and materiality in postqualitative methodology. *International Journal of Qualitative Studies in Education*, 26(6), 658-667.
- MacLure, M. (2013). The wonder of data. *Cultural Studies↔Critical Methodologies*, 13(4), 228-232.
- Malpas, S., & Wake, P. (Eds.). (2006). *The Routledge companion to critical theory*. London and New York: Routledge.
- Martínez-Alemán, A. M. (2015). Critical discourse analysis in higher education policy research. In A. M. Martínez-Alemán, B. Pusser, & E. M. Bensimon (Eds.), *Critical Approaches to the Study of Higher Education: A Practical Introduction* (pp. 7-43). Baltimore, MD: John Hopkins University Press.
- May, T. (2006). *The philosophy of Foucault*. Chesham, UK: Acumen Publishing.
- McRobbie, A. (2005). *The uses of cultural studies*. London: Sage.
- Mills, S. (2003). *Foucault*. London and New York: Routledge.
- Mills, S. (2004). *Discourse* (2nd ed.). London: Routledge.
- Mulderrig, J.M. (2016) Reframing Obesity: a Critical Discourse Analysis of the UK's first Social Marketing Campaign. *Critical Policy Studies*. OnlineFirst.
- Norris, C. (2002). *Deconstruction* (3rd ed.). London and New York: Routledge.
- Olssen, M. (2006). Foucault and the imperatives of education: Critique and self-creation in a non-foundational world. *Studies in Philosophy and Education*, 25(3), 245-271.
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Popkewitz, T., & Fendler, L. (Eds.). (1999). *Critical theories in education: Changing terrains of knowledge and politics*. New York ; London: Routledge.
- Rizvi, F., & Lingard, B. (2010). *Globalizing education policy*. New York: Routledge.
- Saad Filho, A., & Johnston, D. (2005). *Neoliberalism: A critical reader*. London: Pluto Press.
- Saltman, K. J. (2014). *The politics of education: A critical introduction*. Boulder CO: Paradigm Publishers.

- Sawyer, R. K. (2002). A discourse on discourse: An archeological history of an intellectual concept. *Cultural Studies*, 16(1), 433-456.
- Scheurich, J. (1997). *Research method in the postmodern*. London: Falmer Press.
- Smith, J. (2005). *Jacques Derrida: Live theory*. New York ; London: Continuum.
- Stronach, I., & MacLure, M. (1997). *Educational research undone: The postmodern embrace*. Buckingham: Open University Press.
- Thein, A. H., Guise, M., & Sloan, D. L. (2015). Examining emotional rules in the English classroom: A critical discourse analysis of one student's literary responses in two academic contexts. *Research in the Teaching of English*, 49(3), 200.
- Taylor, S. (2013). *What is discourse analysis?* London: Bloomsbury.
- Toulmin, S. (1990). *Cosmopolis: The hidden agenda of modernity*. Chicago: University of Chicago Press.
- Trifonas, P., & Peters, M. (2004). *Derrida, deconstruction and education: Ethics of pedagogy and research*. Oxford: Blackwell Publishing.
- Uzuner-Smith, S., & Englander, K. (2015). Exposing ideology within university policies: A critical discourse analysis of faculty hiring, promotion and remuneration practices. *Journal of Education Policy*, 30(1), 62-85.
- Van Leeuwen, T. (2008). *Discourse and practice: New tools for critical discourse analysis*. New York: Oxford University Press.
- Weedon, C. (1987). *Feminist practice and poststructuralist theory*. London: Blackwell.
- Weedon, C. (2004). *Identity and culture: Narratives of difference and belonging*. Maidenhead Open University Press.
- Willinsky, J. (1998). *Learning to divide the world: Education at empire's end*. Minneapolis, MN: University of Minnesota Press.
- Wilson, T. S., & Carlsen, R. L. (2016). School marketing as a sorting mechanism: A critical discourse analysis of charter school websites. *Peabody Journal of Education*, 91(1), 24-46.
- Wodak, R., & Meyer, M. (Eds.) (2015). *Methods of critical discourse studies 3rd Ed*. London: Sage
- Youdell, D. (2011). *School trouble: Identity, power and politics in education*. London: Routledge.
- Zeichner, K., & Flessner, R. (2009). Educating teachers for critical education. In M. Apple, W. Au & L. Gandin (Eds.), *The Routledge international companion to critical education* (pp. 296). New York: Routledge.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5120 QUALITATIVE RESEARCH METHODOLOGY

Student Name:
 Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the notion of relevant concepts and principles (e.g. research chronotopes) • understanding of key terms, including epistemology, theory, approach and strategy 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of analysis and way(s) the key concepts are drawn on to analyze the articles being reviewed • understanding of the differences between the articles being reviewed 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • appropriate and effective use of relevant qualitative research and/or social science inquiry literature to support the analysis 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of the response to the task • clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of expression, e.g. sentence structure, vocabulary use, spelling, and punctuation • compliance with word length requirements 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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

Date Weighting: 35%

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
 EDST5120 QUALITATIVE RESEARCH METHODOLOGY

Student Name:
 Assessment Task 2

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> understanding of the relevant concepts and principles, e.g. text, discourse, critical, analysis 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> depth of analysis and way(s) the key concepts are drawn on to provide an illuminating and convincing critical analysis 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> appropriate and effective use of relevant qualitative research and/or social science literature to support the critical analysis 					
Structure and organisation of response <ul style="list-style-type: none"> appropriateness of overall structure of the response to the task clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references clarity and consistency in presenting tables and diagrams clarity and appropriateness of expression, e.g. sentence structure, vocabulary use, spelling, and punctuation compliance with word length requirements 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

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

Date
Weighting: 65%

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.**