



## DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

### **FOU1809 Methodological challenges in educational research, 5 credits**

Metodologiska utmaningar i utbildningsvetenskaplig forskning, 5 högskolepoäng

*Third-cycle level / Forskarnivå*

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### **Reading and reference list for FOU1809**

This reading and reference list was confirmed by Department of Pedagogical, Curricular and Professional Studies 2023-12-05, and is valid from Spring semester 2024.

The reading and reference list is available on the next page.

## Course Readings

- Borenstein, M., Hedges, L.V., Higgins, J.P.T., Rothstein, H.R., & Higgins, J.P.T. (2011). *Introduction to meta-analysis*, John Wiley & Sons. *ProQuest Ebook Central*, <https://ebookcentral.proquest.com/lib/gu/detail.action?docID=427912>. (Chapters 1, 2, & 43)
- Bromage, A., Pierce, S., Reader, T., & Compton, L. (2022). Teaching statistics to non-specialists: Challenges and strategies for success. *Journal of Further and Higher Education*, 46(1), 46-61, DOI:10.1080/0309877X.2021.1879744
- Clinton, V. (2019). Reading from paper compared to screens: A systematic review and meta-analysis. *Journal of Research in Reading*, 42(2), 288-325.  
<https://doi.org/https://doi.org/10.1111/1467-9817.12269>
- Creswell, J.W., & Plano Clark, V.L. (2018). *Designing and conducting mixed methods research* (3<sup>rd</sup> ed.) (Ch. 3, pp. 65-97). Los Angeles: Sage.
- D'Agostino, J.V., & Powers, S. J. (2009). Predicting teacher performance with test scores and grade point average: A meta-analysis. *American Educational Research Journal*, 46(1), 146-182. <http://dx.doi.org/10.3102/0002831208323280>
- Dale, A. (2007). Quality issues with survey research. *International Journal of Social Research Methodology*, 9(2), 143-158.
- Dellinger, A.B., & Leech, N.L. (2007). Toward a unified validation framework in mixed methods research. *Journal of Mixed Methods Research*, 1(4), 309-332.
- Ethnography and Education*, 12(2) (2017) Issue on meta-ethnographic synthesis in education: Challenges, aims and possibilities. (Editorial introduction, the first and the last article, plus 2-3 articles to be chosen by the student)
- Gersten, R., Fuchs, L.S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M.S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children*, 71(2), 149-164.
- Giraud, C., Cioffo, G.D., de Lettenhove, M.K., & Chaves, C.R. (2019). Navigating research ethics in the absence of an ethics review board: The importance of space for sharing. *Research Ethics*, 15(1), 1-17.
- Goldstein, H. (2011). *Multilevel statistical models*. Hoboken, N.J.: Wiley. (Chapter 1)
- Haraway, D. (2008). When species meet (Introduction, pp. 3-42). University of Minnesota Press
- Hox, J., Moerbeek, M., & Schoot, R. (2010). *Multilevel analysis*. Routledge. (Chapter 1 & 2)
- Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion. *International Journal of Qualitative Studies in Education*, 19(1), 35-57.
- Lather, P. (2013). Methodology-21: What do we do in the afterward? *International Journal of Qualitative Studies in Education*, 26(6), 634-645.
- Lather, P., & St. Pierre, E.A. (2013). Introduction: Post-qualitative research. *International Journal of Qualitative Studies in Education*, 26(6), 629-633.
- Pedersen, H. (2011). Counting affects: Mo(ve)ments of intensity in critical avian education. *Canadian Journal of Environmental Education*, 16, 14-28.

- Pedersen, H., & Pini, B. (2017). “Guest editorial: Educational epistemologies and methods in a more-than-human world”. *Educational Philosophy and Theory*, 49(11), 1052-1054.
- Richardson, L., & St. Pierre, E. (2018). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (5<sup>th</sup> ed.) (pp. 818-838). Thousand Oaks, CA: Sage.
- Sanders, D. (2023) Attending to plantness in Aloï, G. (ed) *Estado Vegetal: Performance and Plant Thinking* (PP.65-77) University of Minnesota Press
- Tracy, S. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10) 837–851.
- van Velzen, J. (2018). Students’ general knowledge of the learning process: A mixed methods study illustrating integrated data collection and data consolidation. *Journal of Mixed Methods Research*, 12(2), 182–203.
- Vetenskapsrådet (2017). *Good research practice*. Stockholm: Swedish Research Council.

### **Optional reading on quality issues**

- Kilpatrick, J. (1993). Beyond face value: Assessing research in mathematics education. In G. Nissen & M. Blomhøj (Eds.), *Criteria for scientific quality and relevance in the didactics of mathematics* (pp. 15–34). Roskilde: Roskilde University, IMFUFA.

### **Optional reading for mixed methods research session:**

- Morgan, D.L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48-76.

### **Optional readings for statistical reasoning session:**

- Darrell Huff, D. (1954). *How to lie with statistics*. New York: Norton.
- Rowe, K.J., Hill, P.W., & Holmes-Smith P. (1995). Methodological issues in educational performance and school effectiveness research: A discussion with worked examples (Leading article). *Australian Journal of Education*, 39(3), 217-248.

### **Optional readings for art-based research session:**

- Marder, M. (2016). *The Chernobyl herbarium: Fragments of an exploded consciousness*. London; Open Humanities Press.
- Snæbjörnsdóttir, B. & Wilson, M. (2014). Feral attraction: Art, becoming and erasure. In S. McHugh & G. Marvin (Eds.), *Routledge handbook in animal studies*. London: Routledge.

### **Optional reading for multilevel data in educational research:**

- Heck, R. H., Thomas, S. L. (2009). An Introduction to Multilevel and modeling techniques. NY: Routledge Academic.
- Heck, R. H., Thomas, S. L. & Tabata, L. N. (2010). Multilevel and longitudinal modeling with IBM SPSS. NY: Routledge Academic.