## Module 3: Research design and methodology

This module introduces the candidates to central methodologies and subject-specific themes, in order for them to (further) develop the skills necessary for the research design of their individual PhDs. The doctoral candidates explore the relevant approaches within their research area (and potentially other areas too) in the initial stages of their PhD, in order to make informed decisions about their project. The courses offered by the GEI focus on methods used in educational media research, because we are aware that the application of many methods used in the humanities and social sciences, such as discourse or content analysis, or participant observation in educational media research, present particular challenges. Participants can use empirical data to test specific methodologies in the methodology workshops.

After taking part in the workshop the doctoral candidates will be able to select which research design or which method of gathering and evaluating data they will apply to their project and will have an overview of the themes, theories, methods and research designs that are used within their research field and within the GEI.

› The areas covered by the GEI comprise, for example:
  – Discourse analysis
  – Qualitative content analysis
  – Image analysis
  – Humanities and information science approaches within the digital humanities
  – Grounded theory methodology
  – Lesson observations
  – Conducting and evaluating qualitative interviews
  – Methods of evaluating textbooks

› Format: flexible, depending on the method used

› Attendance: this module is obligatory and should generally be completed within the first year of the PhD, which means attending at least four events/workshops

› The GEI organises a week-long methodology camp each year, which covers different topics, depending on the requirements of the current doctoral candidates. The candidates may take part in other teaching formats, individually and/or externally, as required, to complete the assessment requirements

## Programme for Summer 2022

### *Felicitas Macgilchrist:* Discourse research

The aim of the workshop is to introduce participants to the premises, principles and content of discourse analysis. By the end of the workshop participants will be able to assess the scope and limits of discourse analysis with regards to pertinent research questions and research objects, and to define the differences from other possibilities.

Phase 1 will present discourse research as an approach and a perspective rather than a methodology and selected central theoretical concepts will be discussed (discourse, subjectification). In phase 2, the three central areas of research will be discussed and tested using selected analyses: (1) developing research questions, (2) generating data and (3) evaluating, writing.

*Obligatory preparatory reading:*

Charles Antaki, Michael Billig, Derek Edwards and Jonathan Potter, 'Discourse analysis means doing analysis: A critique of six analytic shortcomings'. *Discourse Analysis Online*, 1(1), (2003), 1–9.
http://extra.shu.ac.uk/daol/articles/open/2002/002/antaki2002002-paper.html

Judith Butler, *Haß spricht: Zur Politik des Performativen*. (Frankfurt a.M.: Suhrkamp 2006), (chapter 4)

## *Maret Nieländer, Sedef Neitmann, Ernesto De Luca:* **Humanities and information science approaches within Digital humanities**

This workshop provides an overview of different methodologies and tools from digital humanities with a focus on research data management, linguistic technology and digital infrastructures developed by the GEI for international educational media research. In order to enable a fundamental 'critique of digital sources', the participants will start by discussing the technology and criteria (generic versus project-specific), for capturing and curating digital research data. The participants are given the opportunity to test a range of digital tools, for corpus analysis, for example. Other topics covered by the workshop include interdisciplinary cooperation in digital humanities projects, machine learning and artificial intelligence.

*Obligatory preparatory reading:*

Maret Nieländer and Andreas Weiß, 'Schönere Daten – Nachnutzung und Aufbereitung für die Verwendung in Digital-Humanities-Projekten'. In: *Digital Humanities in der internationalen Schulbuchforschung. Forschungsinfrastrukturen und Projekte* edited by Maret Nieländer and Ernesto William De Luca (Eckert. Expertise, Vol. 9) 2018, p. 91–116. https://www.vr-elibrary.de/doi/pdf/10.14220/9783737009539.91 (DOI 10.14220/9783737009539).

## *Barbara Christophe, Nadine Wagner Böck, Simona Szakács-Behling:* **Lesson observation**

This workshop introduces three methodologies that can be applied to lesson observations: (i) the ethnographic method (presented by Nadine Wagener Böck), (ii) conversation analysis (presented by Simona Szakács-Behling) and (iii) documentary method (presented by Barbara Christophe). The first step will be to outline how the

methodologies were developed, their theoretical premise and their specific tools. In the second step the participants will discuss the similarities and differences between the methods, referring also to the three texts, as well as the particular advantages and blind spots of each method. The third step will be to test the application of the methods, in working groups where appropriate, on a lesson transcript provide by the instructors.

*Obligatory preparatory reading:*

Barbara Asbrand and Matthias Martens. *Dokumentarische Unterrichtsforschung*, (Wiesbaden: 2018), 187—198, 207—226.

Rod Gardner, 'Conversation Analysis in the Classroom'. In *The Handbook of Conversation Analysis* (2012). '[https://doi.org/10.1002/9781118325001.ch29](https://doi.org/10.1002/9781118325001.ch29)

Steffen Thomas, *Ethnografie. Eine Einführung*. (Springer 2019), ch. 2.4: Erkenntnisinteresse (p. 23-32)

*Further reading*

Georg Breidenstein et.al. (eds.): 'Wozu Ethnografie?' In: *Ethnografie. Die Praxis der Feldforschung. 3*., revised edition. (München 2020): p. 9-50.

Robert M. Emerson, Rachel I. Fretz, Linda L. Shaw, *Writing Ethnographic Fieldnotes*. 2nd edition. (Chicago/London 2011):

Uwe Flick, 'Beobachtung und Ethnographie'. In: *Qualitative Sozialforschung. Eine Einführung*. (Reinbeck bei Hamburg 2017), p. 281-302.

Tuula Gordon, Janet Holland, Elina Lahelma: 'Ethnographic research in educational settings'. In: *Handbook of Ethnography* edited by Paul Atkinson et.al. (Los Angeles 2009), p. 188-203

## *Eckhardt Fuchs*: Measuring textbook quality. An introduction to approaches, with practical exercises.

This workshop first provides an introduction to the different levels of evaluating textbooks and appropriate criteria. This is followed by an introduction to common tools used for measuring quality in textbooks. The participants will then practice applying these tools to selected examples

*Obligatory preparatory reading:*

Eckhardt Fuchs, Inga Niehaus, Almut Stoletzki. *Das Schulbuch in der Forschung*, (Göttingen: V&R unipress 2014), ch. 8.

Carl-Christian Frey, Eva Matthes. 'Textbook Quality Criteria and Evaluation', in: *The Palgrave Handbook of Textbook Studies* edited by Eckhardt Fuchs and Annekatrin Bock (New York: Palgrave Macmillan 2018), p. 157-167.

*Georg-Eckert-Promovierenden-Programm*

GEOЯG ECKERT
INSTITUT Leibniz-Institut für
internationale
Schulbuchforschung

**Tba: Ethnographic digital practices**