Nurturing the Researchers of Tomorrow

A MethodSpace Live webinar panel

Dr. Trena M. Paulus,
East Tennessee State University

Dr. Nicola Pallit,
Rhodes University

Dr. Alice Barlow-Zambodla,
e/Merge Africa Network Regional Coordinator for Southern and East Africa

and

Dr. Janet Salmons, moderator

Find the webinar recording, and related resources at https://www.methodspace.com/tag/instruction/
Today’s Agenda

Overview
Janet Salmons

Teaching
Trena Paulus

Supervising
Nicola Pallitt

Coaching
Alice Barlow-Zambodla

Q & A
Overview

Teaching, supervising, and coaching researchers involves formal instruction and informal guidance, in and out of the classroom.
Big picture: It's all related!

With a nod to Joseph Schwab's Four Commonplaces (1983)
Methods **Content:** Linear or Holistic?
Instructors & Mentors Roles

Mentoring Researchers

- Subject Matter Knowledge
  - Literature
  - Scholarship within & across disciplines
  - Trends & emerging issues
  - Practical or professional experience

- Research Expertise
  - Research Ethics
  - Research Design
  - Research Practice
  - Research Dissemination

- Committed
  - Dedicated
  - Success-oriented

- Generous
  - Time
  - Resources
  - Connections & Opportunities

- Communicative
  - Supportive
  - Clear

- Collaborative
  - Multidisciplinary
  - Team-oriented

- Respectful
  - Appreciative
  - Inclusive
  - Trustworthy

- Efficient
  - Timely
  - Productive

(c.2019, Vision2Lead)
Introducing the Panel

**Teaching Methods**
Dr. Trena M. Paulus,
East Tennessee State University

**Supervising Research**
Dr. Nicola Pallit,
Rhodes University

**Mentoring Researchers in the Field**
Dr. Alice Barlow-Zambodla,
e/Merge Africa Network Regional Coordinator for Southern and East Africa
Teaching in the Classroom
Dr. Trena Paulus

Context

• Graduate students (15/course)
• Graduate certificate, Ph.D., required, elective
• Online, blended, f2f environments
• Digital tools for research matter
Teaching in the Classroom

Qualitative research is a mindset...an undoing
Teaching in the Classroom

Fieldwork first

Teaching in the Classroom

There's something happening here, what it is ain't exactly clear.
Teaching in the Classroom

https://news.berkeley.edu/2019/03/04/new-my-experience-survey-starting-now-seeks-better-understanding-of-campus-climate/
Teaching in the Classroom

This semester you will spend extensive time in the field at a research site that is, ideally, novel to you and in which, ideally, you will be a complete observer (not a participant).

The goal of this assignment is to give you experience collecting and analyzing several types of data (documents, observations and interviews). Ideally, all of these data sources should come from/be related to the same research topic/site.

A wide variety of face to face locations can serve as your fieldwork site (no online observations or interviews, please). However, you cannot select an observation site or interviewee that puts you or your participants at risk in any way.
Teaching in the Classroom

Think about locations where you can see, listen, talk and record interactions effectively and efficiently. Please avoid restaurants, bars, nightclubs or other venues where food and/or (alcoholic) drink consumption is a primary focus. Students in previous semesters have found these kinds of locations to be very noisy, making recording difficult, and introducing alcohol into the mix makes for less than ethical/safe environments for research. If you have a legitimate reason for wanting to investigate a location like this, please let me know.

It's imperative to have a backup plan for data collection. Every semester one or two students have an interviewee that doesn’t show up, gets sick, or cancels at the last minute. Or, for some reason (weather-related, car breakdowns, illness) they aren’t able to observe the location they had planned. Have a contingency plan. You’ll be glad you did.
Teaching in the Classroom

Most of all, remember that this is a learning process and HAVE FUN! Learning entails not getting it "right" the first time. So if it doesn't go exactly as you would have liked, that's okay. In each assignment just reflect on what happened and why and what you would do differently next time.
### Teaching in the Classroom

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<th>Data type</th>
<th>Research design/ methodological stance</th>
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<td>Ethics training</td>
<td>Researcher reflexivity</td>
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<td>Site description</td>
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<td>Thematic analysis &amp; representing findings</td>
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Supervising research

Dr Nicola Pallitt
@nicolapallitt
I feel like a researcher.
The materials here are all licensed under a Creative Commons ‘Attribution, Non-commercial, Share alike’ license so you are welcome to use them at no charge.

The materials used on the Strengthening Postgraduate Supervision course are used within a Moodle based environment with features such as interactive tasks and discussion fora. The materials provided are:

Participant Guide

This guide is provided to every course participant. Download the participant guide.

Points to Ponder

These booklets were developed to assist the facilitators of the course but have also been found to be of use to participants.

- Reflections on the decolonization of knowledge in the Strengthening Postgraduate Supervision course by Corinne Knowles (2015)
- A guide to responding to course participants' written work by Carol Thomson (2014)
Dimensions of supervision (Lee, 2007)

- Enculturation
- Critical Thinking
- Emancipation
- Relationship Development
- Functional
Examples of dimensions

‘Her informal style immediately put me at ease. She helped me to go through my thought processes as I was not sure of my topic. She facilitated the process, without making decisions on my behalf, which I appreciated.’

‘She encourages regular small bits of writing, turning in sections... She takes into consideration when I would be ready to do a task based on other engagements.’
‘...she introduced me to other modes of communication. Some of which I am still figuring out. The fact that we are in constant communication, which I think both of us prefer, also helps to establish and uphold the ‘rhythm’ of the process.’
Supervision = teaching

How can we do it better?
Unleashing the Power of Networks to Support the Professional Development of Emerging Educational Technology Researchers

Dr Alice Barlow-Zambodla
@AZambodl
Emerging Researchers

- Need to do/publish research
- Language, presentations and writing for publication - can be a challenge
- Limited access to ongoing support - navigate/transition in research careers
- Need a critical friend to support, motivate, encourage, inspire - for development of confidence to publish
International Research Collaborative for Established and Emerging Scholars (IRCEES) in Educational Technology Pilot

Prof. Angela Benson, AECT, CLT Division
Dr. Alice Barlow-Zambodla, e/merge Africa
Core values of the IRCEES

- Openness and **willingness to share** research
- **Sensitivity to local contexts** and mutual respect
- Co-creating a **space for participation** of marginalised voices

- Encouraging and **supportive environment**
- **Exploring research dissemination** Formats
- Growing **open/networked scholarly practices**
Group Characteristics

- **Diversity** within/between groups (Multiple needs/interests/cultures)
- **Communication resource challenges** (access and bandwidth)
- **Time-zone challenges** (>5 different time-zones)
- It’s still rather ‘messy’

**BUT**

- working towards a common goal - want to do something together
- Growing relationships - ‘not an arranged marriage’
Supporting Historically Underrepresented and Marginalized learners
What we do

- Feedback/advice
- Discussions
- Webinars
- Collaborative research
- Information sharing
- Resource sharing
- Opportunities for skills/knowledge sharing
- Catalysing strategic linkages
Connecting to Collaborate
Nature of Relationships

- Groups evolving differently - context specific
- Self-determination
- Rules of engagement co-determined
- Defining relationship boundaries
- Meeting people where they are
- Extent of participation dependent on
  - availability and level of commitment
  - access to relevant resources/technology
- Flexibility and the willingness to ‘take one for the team’
Mitigating the “Messiness”

- Scaffolding relationships between participants
- Individual/small group meetings
- Synchronous and asynchronous communication & collaborative tools
- Identification of strategies to stay connected and collaborate
- ‘Tag’ team support
In conclusion

- Pilot process - still a bit “messy” but “evolving”

- Evaluation and lessons learnt - *to speak into future adaptive implementation*

- Clearer identification and strategic leveraging of synergies that exist - *For the two networks to support emerging researchers*
Books and Discounts!

20% code UKRM20 until October 11
Teaching Methods: Summarizing Key Trends

1. **Teaching methods from across disciplines.**
   Get out of your disciplinary silos and discover new approaches.

2. **Using research (and research activities) to inform teaching across the curriculum.**
   Encourage critical and creative thinking in all courses, not just methods.

3. **Learn-by-doing through inclusive research projects and practica.**
   Engage with others, and practice conducting research, analyzing and interpreting data.
When can we meet again?

Write a Book!
From Acquisition to Publication

This practical MethodSpace Live webinar will feature SAGE editors and experts. They will explain how each step of the process works and discuss best practices for authors.

November 14, same time.

Registration is open now! Log into MethodSpace.com to sign up.
Thank you!

Webinar recording will be emailed to you and available at sagepub.com/sagetalks.

Be sure to check our website for updates on our webinar series!