

Details of courses offered in Semester 1, 2024/25

Faculty of Education
The University of Hong Kong

Last update: July 19, 2024

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Course Syllabus URL	Contact Information (Name & Email)	Remarks (e.g. Please specify if the medium of instruction is NOT English)
EDUR7056	Regression (Part A)	RPG	1. EEDD6701 Research Methods I; or 2. EDUR6020 Quantitative Research Methods I; or 3. A graduate course that covers inferential statistics	Sep 12, 26; Oct 10 and 17, 2024 (Thursdays)	18:30 - 21:30	MB113G	Please refer to the attached course outline	Ms. Triffic Cheung trifficc@hku.hk	Nil
EDUR7057	Experimental Design (Part A)	RPG	1. EEDD6701 Research Methods I; or 2. EDUR6020 Quantitative Research Methods I; or 3. A graduate course that covers inferential statistics	Oct 24, 31; Nov 7 and 14, 2024 (Thursdays)	18:30 - 21:30	MB113G	(same as above)	(same as above)	Nil
EDUR7114	Qualitative Interviewing	RPG	EDUR6010 (Qualitative Research Methods I) OR EEDD6702 (Research Methods II)	Oct 10, 24, 31; and Nov 7, 2024 (Thursdays)	18:30 - 21:30	CPD-4.17	(same as above)	(same as above)	Nil
EDUR7115	Qualitative Data Analysis Through Coding	RPG	EDUR7114 Qualitative Interviewing	Nov 14, 21, 28; and Dec 5, 2024 (Thursdays)	18:30 - 21:30	MW325	(same as above)	(same as above)	Nil

EDUR7119	Interpretative Phenomenological Analysis: Unveiling Insights of Individuals' Lived Experiences	RPG	Prior knowledge with qualitative research and qualitative data collection is recommended.	Oct 7, 21, 28; and Nov 4, 2024 (Mondays)	18:30 - 21:30	CPD-LG.61	(same as above)	(same as above)	Nil
EDUR8201	Educational Assessment	RPG	Nil	Sep 9, 16, 23, 30; Oct 7, 21, 28; and Nov 4, 2024 (Mondays)	18:30 - 21:30	CPD-LG.62	(same as above)	(same as above)	Nil
EDUR8302	Multi-modal Discourse Analysis for Research and Applications in Multiple Disciplines	RPG	Nil	Sep 11, 25; Oct 2, 9, 23, 30; Nov 6 and 13, 2024 (Wednesdays)	18:30 - 21:30	MB249	(same as above)	(same as above)	Nil

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2024-25

EDUR7056 Regression (Part A)

Introduction

This is a two-part course that focuses on techniques for analyzing non-experimental data, primarily multiple regression analysis. The course will introduce student to various models and procedures that can be used in regression analysis. In each meeting, the theoretical foundation of these procedures will be discussed; in addition to worked out examples, students will also have the opportunity to implement these procedures in SPSS when applicable.

Teacher(s)

Professor Jimmy DE LA TORRE

Course objectives

The objectives of the course are to help students 1) gain an understanding of how data are analyzed and interpreted in non-experimental research; 2) recognize the different situations under which the use of multiple regression analysis is appropriate; 3) learn various ways of formulating regression models, and 4) implement standard and nonstandard regression analyses in SPSS.

Course duration

12 hours

Course topics

For Part A of the course, below are the topics that will be covered in each meeting.

Meeting 1 will introduce the simple linear regression model (i.e., model with a single predictor). In addition to its assumptions, formulation and interpretation, its estimation and the inferences it supports will be discussed. The relationship between the simple linear regression model and the correlation coefficient will be examined.

Meeting 2 will focus on ascertaining the appropriateness of the fitted regression model. Different diagnostics will be examined to determine the extent to which the model assumptions can be considered appropriate. A number of remedial measures will be introduced to address different potential model violations.

Meeting 3 will introduce the simplest multiple regression model (i.e., model with two predictors). To understand how the model works in general, the matrix approach to linear regression model will be briefly discussed and illustrated. Similarities and differences between the simple and multiple regression models in terms of assumptions, interpretation, and estimation will be discussed.

Meeting 4 will give an in-depth discussion of the multiple regression model. Due to its more complex nature, different interpretations that can be derived from a multiple regression model will be emphasized. In addition, extensions of the model to cover nonlinear relationships will be discussed.

Course learning outcomes

1. To provide students with the knowledge that will allow them to recognize the use of appropriate models and procedures for regression analysis; and
2. To provide students with the skills that will allow them to implement a software package that performs multiple regression analysis.

Key readings

- Kutner, M., Nachtsheim, C., & Neter, J. (2005). *Applied Linear Regression Models (4th ed.)*. New York: McGraw Hill.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Students will have to complete four homework assignments for the materials covered in the four meetings. An assignment will be given after each meeting, and will be due the week after. The homework assignments will consist of problems pertaining to computation, computer implementation, and interpretation of results. Each homework assignment will be worth 25% of the final score. A final score of at least 80% is needed to pass the course.	Outcomes 1 and 2

Minimum attendance requirement

3 out of 4 sessions

Course pre-requisite

1. EEDD6701 Research Methods I; or
2. EDUR6020 Quantitative Research Methods I; or
3. A graduate course that covers inferential statistics is required.

(Version of June 24, 2024)

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2024-25

EDUR7057 Experimental Design (Part A)

Introduction

This is a two-part course that focuses on techniques for analyzing experimental data. The course will introduce student to various models and procedures that can be used in experimental design. In each of the four meetings, the theoretical foundation of these procedures will be discussed; in addition to worked out examples, students will also have the opportunity to implement these procedures in SPSS.

Teacher(s)

Professor Jimmy DE LA TORRE

Course objectives

The objectives of the course are to help students 1) gain the conceptual and statistical knowledge needed to properly design and analyze data from experiments; 2) understand the assumptions, requirements, and limitations of analysis of variance (ANOVA); 3) develop the language and concepts necessary for interpreting and reporting results from experiments; and 4) gain facility to implement ANOVA in SPSS.

Course duration

12 hours

Course topics

For Part A, below are the topics that will be covered in each meeting.

Meeting 1 will introduce the single-factor design (i.e., design with a single independent variable). Specifically, its assumptions, formulation, interpretation, as well as estimation and the inferences it supports will be discussed.

Meeting 2 will discuss specific hypotheses in the form of orthogonal contrasts to analyze data from a single-factor design. Analysis of trend for some type of dependent variables will also be covered in this meeting.

Meeting 3 will discuss the difference between planned and post hoc contrasts. Various procedures and their appropriate use will be presented. The meeting will also discuss power and effect size.

Meeting 4 will introduce the two-way factorial design (i.e., design with two independent variables). It will discuss the concept of and definition of an interaction, the statistical model and computation for two-way analysis, as well as blocking, effect size, sample size, and power.

Course learning outcomes

1. To provide students with the knowledge that will allow them to properly design experimental studies and analyze experimental data; and
2. To provide students with the skills that will allow them to implement a software package that performs ANOVA and related methods.

Key readings

- Keppel, G., & Wickens, T. D. (2004). Design and analysis: A researcher's Handbook (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Students will have to complete four homework assignments for the materials covered in the four meetings. An assignment will be given after each meeting, and will be due the week after. The homework assignments will consist of problems pertaining to computation, computer implementation, and interpretation of results. Each homework assignment will be worth 25% of the final score. A final score of at least 80% is needed to pass the course.	Outcomes 1 and 2

Minimum attendance requirement

3 out of 4 sessions

Course pre-requisite

1. EEDD6701 Research Methods I; or
2. EDUR6020 Quantitative Research Methods I; or
3. A graduate course that covers inferential statistics is required.

(Version of June 24, 2024)

THE UNIVERSITY OF HONG KONG
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Academic Year 2024-25

EDUR7114 Qualitative Interviewing

Introduction

This course covers the main theoretical foundations as well as some practical considerations in collecting interview data in qualitative research. It is aimed at graduate students who are already well familiar with theory and practice in qualitative inquiry and want to specifically deepen their understanding of interviewing as perhaps the most widely used qualitative data collection procedure. The starting point of the course is a consideration of how constructivist epistemological perspectives shape the foundation of qualitative interviews. On this basis, the course proceeds to address theoretical aspects of conceptualizing and planning interviews in qualitative studies as well as some practical issues in interviewing. Students' involvements in this course centrally include reading some essential texts on qualitative interviewing, critically reflecting on these reading sources based on their own views and experiences, and employing their theoretical understanding in conducting a few qualitative interviews.

NOTE: This is not an introduction to research methods or even an advanced course of qualitative methodology. It is a specialized course for students who have prior ideas and/or engagement with qualitative inquiry and intend to specifically focus on interviewing and gain more profound insights into qualitative data collection through interviews.

Teacher(s)

Professor Seyyed-Abdolhamid MIRHOSSEINI

Course objectives

The course aims to provide insights and abilities that can enhance students' understanding of and engagement with data collection through qualitative interviews. On the one hand, the goal of the course is to equip students with a profound understanding of theoretical and conceptual bases of interviewing and interview data based on philosophical foundations of qualitative research. On the other hand, the purpose of the course is to help students employ their theoretical views in planning actual interviews and considering practical aspects of conducting qualitative interviews. More specifically, the course sets as its goals to provide students with the opportunity to (1) understand how qualitative interviewing is connected with the epistemological foundations of qualitative inquiry, (2) reflect on the difference between qualitative research questions and more specific interview questions, and develop preliminary plans for interviews, (3) hone their interviewing ability based on a conceptualization of qualitative interviews as constructivist processes, and (4) learn how to deal with some important practical challenges of collecting interview data in qualitative research. Achieving these goals can equip students with the theoretical knowledge and practical ability required for understanding and conducting qualitative interviews.

Course duration

12 hours

Course topics

Section 1: Qualitative epistemologies and research questions

Section 2: From research questions to interview questions/plans

Section 3: Co-constructing the interview process and outcome

Section 4: Some practicalities of conducting qualitative interviews

Course learning outcomes

Upon completion of this course, students should be able to:

1. Discuss how qualitative interviewing as a data collection procedure is connected with the constructivist epistemological foundations of qualitative inquiry;
2. Differentiate overarching qualitative research questions and more specific interview questions and be able to develop interview plans on this basis;
3. Conceptualize qualitative interviews as processes of co-constructing ideas and understandings by researchers and interview participants; and
4. Understand the main practical challenges in collecting data through qualitative interviewing and be able to tackle them in the process of conducting actual interviews.

Key readings

REQUIRED READING

Section 1. Qualitative Epistemologies and Research Questions

- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. London: Palgrave Macmillan, **Chapter 1, Ways of knowing and knowledging; Chapter 2, Conceptualizing research questions.**

Section 2. From Research Questions to Interview Questions/Plans

- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Malden: Blackwell, **Chapter 7, Interview planning and design: Structuring, wording, and questioning.**

Section 3. Co-constructing the Interview Process and Outcome

- Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. New York: The Guilford Press, **Chapter 1, The foundations of interviewing as qualitative inquiry.**

Section 4. Some Practicalities of Conducting Qualitative Interviews

- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Malden: Blackwell, **Chapter 8, Interview practice: Embodied, mediated, and focus-group approaches.**

FURTHER READING

Section 1. Qualitative Epistemologies and Research Questions

- Kress, T. M. (2011). *Critical praxis research: Breathing new life into research methods for teachers*. Dordrecht: Springer, **Chapter 3, Positivist research, death of the self.**
- Agee, J. (2009). **Developing qualitative research questions: A reflective process.** *International Journal of Qualitative Studies in Education*, 22(4),431–447.

Section 2. From Research Questions to Interview Questions/Plans

- Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. New York: The Guilford Press, **Chapter 3, Planning the interview**.
- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. London: Palgrave Macmillan, **Chapter 5, Collecting interview data**.

Section 3. Co-constructing the Interview Process and Outcome

- Mason, J. (2002). **Qualitative interviewing: Asking, listening and interpreting**. In T. May (Ed.), *Qualitative research in action* (pp. 225–241). London: Sage.
- Foley, L. (2012). **Constructing the respondent**. In J. Gubrium, J. Holstein, A. Marvasti, & K. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (2nd ed.) (pp. 305–316). London: Sage.

Section 4. Some Practicalities of Conducting Qualitative Interviews

- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco: Jossey-Bass, **Chapter 5, Conducting effective interviews**.
- Taylor, S. J., Bogdan, R., & DeVault, M. L. (2016). *Introduction to qualitative research methods: A guidebook and resource* (4th ed.). Hoboken: Wiley, **Chapter 4, In-Depth Interviewing**.

SOURCES FOR IN-DEPTH STUDY

- Gubrium, J., Holstein, J., Marvasti, A., & McKinney, K. (Eds.). (2012). *The Sage handbook of interview research: The complexity of the craft* (2nd ed.). London: Sage.
- Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. New York: The Guilford Press.
- Mann, S. (2016). *The research interview: Reflective practice and reflexivity in research processes*. London: Palgrave Macmillan.
- Roulston, K. (2010). *Reflective interviewing: A guide to theory and practice*. London: Sage.
- Roulston, K. (2019). *Interactional studies of qualitative research interviews*. Amsterdam: John Benjamins.
- Schostak, J. (2006). *Interviewing and representation in qualitative research*. Berkshire: Open University Press.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York: Teachers College Press.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Formative assessment (50%) Students will write reflective reviews of the covered materials (up to 500 words for each one of the four sections). The required texts are to be read prior to each class meeting and students are expected to participate in class discussions with their questions, comments, and reflections linking the discussions to their own research. The review note for each section and participation in the class meeting for that section will be assessed as one unit. Note: Three Pass scores out of four needed for overall Pass	Outcomes 1, 2, 3 and 4

<p><i>Summative assessment (50%)</i></p> <p>Based on the issues covered in the course, students will conduct at least one qualitative interview related to their own area of study and will report it along with the transcript. The format and details of the report will be specified during class meetings. (Up to 2000 words, all inclusive)</p>	<p>Outcomes 1, 2, 3 and 4</p>
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Minimum attendance requirement

3 out of 4 sessions – Students who fail to attend at least three sessions will fail the course.

Course pre-requisite

EDUR6010 Qualitative Research Methods I

OR

EEDD6702 Research Methods II

(Version of June 24, 2024)

THE UNIVERSITY OF HONG KONG
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EDUR7115 Qualitative Data Analysis Through Coding

Introduction

This course focuses on different stages of coding as the most widely used procedure of qualitative data analysis. The course is designed for graduate students who are already well familiar with the theory and practice of qualitative inquiry and have been engaged in collecting at least one type of qualitative data but want to specifically deepen their understanding of data analysis through coding. The course starts with an overview of the nature of qualitative research questions and the underlying logic and thinking process of coding as a method of data analysis. Then it proceeds to cover the (manual or computer-assisted) qualitative data coding in three stages: early steps of dealing with qualitative data through initial (open) coding; focused and axial coding in search of emerging patterns and themes; and developing new data-based concepts and ideas through theoretical coding. Students' involvements during the course centrally include reading some essential texts on data analysis through coding, critically reflecting on these reading sources based on their own views and experiences, and employing their theoretical understanding in the actual process of a small-scale data analysis project.

NOTE: This is not an introduction to qualitative research or even an advanced course of qualitative methodology. It is a specialized course for students who have prior ideas and/or engagement with qualitative data and intend to specifically gain profound insights and abilities regarding qualitative data analysis through coding procedures.

Teacher(s)

Professor Seyyed-Abdolhamid MIRHOSSEINI

Course objectives

The course aims to provide insights and activities that can enhance students' understanding and ability of analyzing qualitative data through coding procedures. Along with involving students in theoretical reflections and deepening their views of the nature of data and the features of data analysis in qualitative inquiry, the course engages them in the actual process of analyzing their own collected bodies of data in different stages of (manual or computer-assisted) data coding. More specifically, the course sets as its goals to provide students with the opportunity to (1) understand the logic of categorical thinking as the theoretical foundation of qualitative data analysis through coding, (2) learn how to engage with their raw qualitative data in the process of initial (open) coding, (3) further analyze their initial codes and look for emerging patterns and themes through focused and axial coding, and (4) develop new understandings and conceptualizations grounded in their qualitative data through theoretical coding. Involvement in a learning process based on these objectives can equip students with the required theoretical understanding and practical ability to analyze different bodies of qualitative data through coding.

Course duration

12 hours

Course topics

- Section 1: Research questions and categorical thinking
- Section 2: Initial coding of raw qualitative data
- Section 3: Focused and axial coding of early codes
- Section 4: Theoretical coding toward conceptualization

Course learning outcomes

Upon completion of this course, students should be able to:

1. Discuss similarity-based (categorical) approaches as the basis of coding methods in qualitative data analysis;
2. Engage with raw qualitative data and conduct preliminary analysis of bodies of data collected through procedures like interviews and observations in initial (open) coding;
3. Work with initially coded qualitative data in the process of focused and axial coding and look for patterns of ideas emerging from data in search of coherent conceptual themes; and
4. Conceptualize their findings and address their research problem based on emerging concepts grounded in their qualitative data.

Key readings

REQUIRED READING

Section 1. Research Questions and Categorical Thinking

- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. London: Palgrave Macmillan, **Chapter 2, Conceptualizing research questions.**
- Freeman, M. (2017). *Modes of thinking for qualitative data analysis*. London: Routledge, **Chapter 2, Categorical thinking.**

Section 2. Initial Coding of Raw Qualitative Data

- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Malden: Blackwell, **Chapter 9, Data analysis basics: A phronetic iterative approach.**

Section 3. Focused and Axial Coding of Early Codes

- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage, **Chapter 3, Coding in grounded theory practice.**

Section 4. Theoretical Coding Toward Conceptualization

- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. London: Palgrave Macmillan, **Chapter 7, Data analysis through coding.**

FURTHER READING

Section 1. Research Questions and Categorical Thinking

- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. London: Sage, **Chapter 1, Preparing the way: Laying the foundations for analysis.**
- Maxwell, J. A. & Chmiel, M. (2014). **Notes toward a theory of qualitative data analysis.** In U. Flick. (Ed.), *The Sage handbook of qualitative data analysis* (pp. 21–34). London: Sage.

Section 2. Initial Coding of Raw Qualitative Data

- Auerbach, C. & Silverstein, L. (2003). *Qualitative data: An introduction to coding and analysis*. New York: New York University Press, **Chapter 4, Coding 1: The basic ideas**, and **Chapter 5, Coding 2: The Mechanics**.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). London: Sage, **Chapter 5, The logic of grounded theory coding practices and initial coding**.

Section 3. Focused and Axial Coding of Early Codes

- Kelle, U. (2007). **The development of categories: different approaches in grounded theory**. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 191–213). London: Sage.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). London: Sage, **Chapter 6, Focused coding and beyond**.

Section 4. Theoretical Coding Toward Conceptualization

- Thornberg, R. & Charmaz, K. (2014). **Grounded theory and theoretical coding**. In U. Flick. (Ed.), *The Sage handbook of qualitative data analysis* (pp. 153–169). London: Sage.
- Kelle, U. (2007). **Theorization from data**. In U. Flick. (Ed.), *The Sage handbook of qualitative data analysis* (pp. 554–568). London: Sage.

SOURCES FOR IN-DEPTH STUDY

- Auerbach, C. & Silverstein, L. (2003). *Qualitative data: An introduction to coding and analysis*. New York: New York University Press.
- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. London: Sage.
- Bryant, A. (2017). *Grounded theory and grounded theorizing: Pragmatism in research practice*. New York: Oxford University Press.
- Bryant, A. & Charmaz, K. (Eds.). (2019). *The SAGE handbook of current developments in grounded theory*. London: Sage.
- Saldana, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). London: Sage.
- Strauss, A. (1987). *Qualitative analysis for social scientists*. Cambridge: Cambridge University Press.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
<i>Formative assessment (50%)</i> Students will write reflective reviews of the covered materials (up to 500 words for each one of the four sections). The required texts are to be read prior to each class meeting and students are expected to participate in class discussions with their questions, comments, and reflections linking the discussions to their own research. The review note for each section and participation in the class meeting for that section will be assessed as one unit. Note: Three Pass scores out of four needed for overall Pass	Outcomes 1, 2, 3 and 4
<i>Summative assessment (50%)</i> Based on the issues covered in the course, students will work on a body of	Outcomes 1, 2, 3 and 4

<p>at least one type of qualitative data related to their own area of study and analyze it through different stages of qualitative data coding. They will report their analysis process and the emerging themes and concepts. The format and details of the report will be specified during class meetings. (Up to 2000 words, all inclusive)</p>	
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Minimum attendance requirement

3 out of 4 sessions – Students who fail to attend at least three sessions will fail the course.

Course pre-requisite

EDUR7114 Qualitative Interviewing

(Version of June 24, 2024)

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2024-25

**EDUR7119 Interpretative Phenomenological Analysis:
Unveiling Insights of Individuals' Lived Experiences**

Introduction

This course offers a comprehensive introduction to Interpretative Phenomenological Analysis (IPA), an increasingly popular approach to qualitative inquiry and a method of growing impact in educational research. IPA is phenomenological in that it is concerned with a detailed examination of personal lived experience. IPA is used extensively by researchers in the fields of health, clinical and social psychology and is also now being used by researchers in a wide range of other disciplines for example: health, management, sport and exercise, music.

The course will provide the theoretical foundations of IPA, including phenomenology, hermeneutics and idiography. It will provide detailed, step-by-step guidelines to conducting IPA research: study design, data collection and interviewing, data analysis and writing up. The Course Coordinator will also provide examples from their own empirical studies in order to illustrate the breadth and depth of IPA research. The final part of the course will consider how IPA connects with other qualitative approaches like Conversation Analysis and how it addresses issues to do with validity.

The sessions for this course will not be taught in a lecture style, but will be very much interactive. This will require full participation from all members of the group.

Teacher(s)

Professor Kevin TAI

Course objectives

The objectives of the course are to help students to:

1. Develop an understanding of the theoretical principles underpinning IPA;
2. Develop an understanding of how IPA can contribute to understanding human experiences and inform practice in different contexts; and
3. Develop proficiency in conducting IPA research and equip students with the necessary skills and knowledge to design and conduct IPA studies, including formulating research questions, selecting appropriate participants, collecting data through in-depth interviews, and managing ethical considerations.

Course duration

12 hours

Course topics

Seminar 1: The Theoretical Foundations of IPA

Seminar 2: Planning an IPA Research Study and Collecting Data

Seminar 3: Conducting IPA Analysis and Writing up the IPA Analysis

Seminar 4: Combining Conversation Analysis with IPA

- An innovative methodological approach in investigating the complexity of social interaction.
- Potential Conceptual Incommensurability between MCA and IPA

Course learning outcomes

Upon successful completion of this course, students will have the knowledge and skills to:

1. Comprehend the fundamental concepts of Interpretative Phenomenological Analysis;
2. Collect and analyse qualitative data using IPA as the methodological framework; and
3. Write a complete and coherent research report.

Key readings

- Farr, J., Blenkiron, L., Harris, R., & Smith, J. A. (2018). "It's my language, my culture and it's personal!" Migrant mothers' experience of language use and identity change in their relationship with their children: an interpretative phenomenological analysis. *Journal of Family Issues*, 39(11), 3029-3054.
- Ho, W. Y. J., & Tai, K. W. H. (2020). 'Doing Expertise Multilingually and Multimodally in Online English Teaching Videos'. *System*, 94, 1-12.
- Howard, K., Katsos, N., & Gibson, J. (2019). Using interpretative phenomenological analysis in autism research. *Autism*, 23(7), 1871-1876.
- Howard, K. B., Katsos, N., & Gibson, J. L. (2019). The school experiences of bilingual children on the autism spectrum: an interpretative phenomenological analysis. *Research in Developmental Disabilities*, 87, 9-20.
- Howard, K. B., Katsos, N., & Gibson, J. L. (2020). Practitioners' perspectives and experiences of supporting bilingual pupils on the autism spectrum in two linguistically different educational settings. *British Educational Research Journal*, 47(2), 427-449.
- Howard, K., Gibson, J., & Katsos, N. (2020). Parental Perceptions and Decisions Regarding Maintaining Bilingualism in Autism. *Journal of Autism and Developmental Disorders*, 51(1), 179-192.
- Smith, J. A., Flowers, P., & Larkin, M. (2013). *Interpretative Phenomenological Analysis: Theory, Method, and Research*. Sage.
- Tai, K. W. H. (2023). *Multimodal Conversation Analysis and Interpretative Phenomenological Analysis: A Methodological Framework for Researching Translanguaging in Multilingual Classrooms*. London: Routledge.
- Tai, K. W. H., & Chung, E. (2024). 'ESL Teacher's Experiences of Engaging with Published Research Findings: An Interpretative Phenomenological Analysis'. *Innovation in Language Learning and Teaching*. Advance online publication.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
<p><i>A Small Research Study (100%)</i></p> <p>The assessment has three components:</p> <ol style="list-style-type: none"> 1. Collect some interview data that relate to the student's research interests 2. Transcribe a segment of the data you collected. 3. Write an analysis (approximately 1,500- 2,500 words) on the data selected. Students will analyse the data using the methodological framework of Interpretative Phenomenological Analysis. Students will also be required to relate their own analytic observations to previous theory and research findings within the field, as well as to discuss their observations in broader theoretical and/or practical terms. 	Outcomes 1, 2 and 3

Minimum attendance requirement

3 out of 4 sessions – Students who fail to attend at least three sessions will fail the course.

Course pre-requisite

Prior knowledge with qualitative research and qualitative data collection is recommended.

(Version of June 24, 2024)

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2024-25

EDUR8201 Educational Assessment

Introduction

Educational systems operate through curriculum, instruction and assessment which together aim to foster student learning. This course will focus on developing teacher assessment literacies. This means skills and competencies to design and implement high quality assessment practices to promote student learning.

In this course the participants develop their assessment literacies by learning how to conduct both summative and formative assessment. The participants will engage with the latest research-based assessment practices. The participants will design diverse methods such as self- and peer-assessment tasks, portfolios, authentic assessment, and dialogic feedback practices. In fact the participants will co-design the assessment, feedback and grading practices of the course itself together with Prof. Nieminen! This way, the learning process is made personal: we will not only discuss assessment literacy but try developing it in practice.

In this project-based course, the students document their progress in a digital portfolio (subject to change due to the co-design process). The participants' personal digital portfolios will compellingly showcase their assessment literacies for future employers.

Teacher(s)

Professor Juuso Henrik NIEMINEN

Course objectives

The course objectives are based on the model of teacher assessment literacy (Xu & Brown, 2016). According to the model, teacher assessment literacy consists of four dimensions, which constitute the four course objectives:

1. Knowledge base about assessment (e.g. knowledge about up-to-date student-centred assessment practices, knowledge about assessment policy in Hong Kong and beyond).
2. Conceptions about assessment (e.g. beliefs about assessment).
3. Compromises and decision-making in assessment (e.g. how to implement research-based practices in practice – there are always compromises to be done!).
4. Teacher's assessment identity (e.g. teachers' awareness of the personal factors that affect their identity as teachers and assessors).

Course duration

24 hours

Course topics

The topics of the eight sessions are:

1. Introduction: what do we talk about when we talk about assessment?

2. Formative assessment: self-assessment and peer-assessment
3. Formative assessment: feedback
4. Summative assessment: test design
5. Summative assessment: novel approaches
6. Assessment in the digital world: the age of GenAI
7. The social and cultural dimensions of assessment
8. International approaches to assessment

Course learning outcomes

The course offers students four key learning outcomes as linked with the four learning objectives. Upon completion of this course, students should be able to:

1. Have both empirical and practical knowledge about assessment and assessment literacies;
2. Reflect on their own beliefs, conceptions and assumptions related to assessment and to address these factors in their professional development;
3. Implement assessment practices in their own teaching context and deal with continuous practical compromises; and
4. Develop the identity as an “assessor” through embodied and collaborative learning practices.

The fourth learning objective is especially important, as this project-based course does not only aim to develop students’ knowledge but to enable them an opportunity to grow as future professionals in education, together with the teacher.

Key readings

- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.
- DeLuca, C., LaPointe-McEwan, D., & Luhanga, U. (2016). Teacher assessment literacy: A review of international standards and measures. *Educational Assessment, Evaluation and Accountability*, 28(3), 251-272.
- Nieminen, J. H., Bearman, M., & Ajjaw, R. (2023). Designing the digital in authentic assessment: is it fit for purpose?. *Assessment & Evaluation in Higher Education*, 48(4), 529-543.
- Pastore, S., & Andrade, H. L. (2019). Teacher assessment literacy: A three-dimensional model. *Teaching and Teacher Education*, 84, 128-138.
- Xu, Y., & Brown, G. T. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*, 58, 149-162.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
<i>Reflective journal (no weighting, pass/fail)</i>	Outcomes 1, 2 and 4
<i>Co-designed assessment task (100%)</i>	Outcomes 1, 2, 3 and 4

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
It is proposed that students should build up a digital teaching portfolio concerning assessment during the course, as this portfolio can be authentically used in their future life. In the end of the course, the portfolio is the assessed work (100%) together with participation in the sessions. However, the portfolio design is subject to change according to the students' aspirations.	

Minimum attendance requirement

The course is based on a project-based approach which sees participants as co-designers of the course itself. This means that the participants are expected to attend **all** of the sessions.

Course pre-requisite

Nil

(Version of July 3, 2024)

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2024-25

**EDUR8302 Multi-Modal Discourse Analysis for Research and Applications in Multiple
Disciplines**

Introduction

This course aims at increasing students' understanding of how spoken language and non-verbal communications are used to convey meanings in different contexts for both clinical and non-clinical groups. It introduces students to different main approaches to the description and analysis of spoken discourse. It also provides students with hands-on opportunities to practice discourse analyses of naturally occurring data using the analytical methods introduced. Students will be able to explore how insights developed from the analysis of spoken discourse data can inform application and investigations in the fields of communication, language development and disorders, psychology, (neuro)linguistics, (cognitive) neurosciences, and education.

After completing the course, students should be able to: (1) understand basic procedures and methods on measuring, processing, and analyzing multi-modal and/or multi-level discourse samples; (2) use a variety of manual and computer-based approaches to describe and analyze spoken discourse data and non-verbal behaviors; and (3) formulate research questions, design experiments, collect data, and raise technical concerns in conducting research projects related to multi-modal and/or multi-level discourse analyses.

Teacher(s)

Professor Anthony KONG

Course objectives

1. To help students acquire a basic level of knowledge on the following aspects:
 - methods to elicit different discourse samples;
 - principles of multi-modal communication involving verbal and non-verbal behaviors;
 - principles of multi-linear transcriptions;
 - strengths, weaknesses, and research values of various analytic systems or frameworks that are research oriented for quantification of unimpaired and/or disordered discourse;
2. To help students acquire an understanding of major methodologies and principles in conducting research involving the use of multi-modal and/or multi-level analysis of spoken output and/or non-verbal communication:
 - basic procedures and methods on measuring, processing, and analyzing multi-modal and/or multi-level discourse samples;
 - basic procedures and methods of content analysis and conversation analysis;
 - major technological principles for setting up a discourse research study and corresponding computer-assisted technology;
 - formulation of research questions, design of experiments, data collection, technical concerns in conducting a research project in multi-modal and/or multi-level discourse analyses;
 - basic concepts and methods of statistical analysis related to discourse research;

3. To develop an understanding of cutting-edge topics of discourse research in speech therapy, (neuro)linguistics, cognitive neurosciences, and/or education

Course duration

24 hours

Course topics

1. Principles of multi-modal communication involving verbal and non-verbal behaviors;
2. Strengths, weaknesses, and research values of various research oriented frameworks for quantifying unimpaired and/or disordered discourse;
3. Technologies for measuring multi-modal and/or multi-level discourse performance;
4. Major methodologies and principles in conducting multi-modal and/or multi-level discourse research; and
5. Basic concepts and methods of statistical analysis related to discourse research.

Course learning outcomes

By the end of this course, the students are expected to acquire a basic level of knowledge and research skills on the following aspects:

1. methods to elicit different discourse samples;
2. principles of multi-modal communication involving verbal and non-verbal behaviors;
3. review and understand various analytic systems or frameworks that are research oriented for quantification of unimpaired and/or disordered discourse;
4. major methodologies and principles in conducting discourse research;
5. major technological principles for setting up a multi-modal and/or multi-level discourse research study;
6. basic procedures and methods on measuring, processing, and analyzing multi-modal and/or multi-level discourse samples;
7. basic concepts and methods of statistical analysis related to discourse research;
8. research ethics to be concerned in conducting discourse research;
9. cutting-edge research topics in multi-modal and/or multi-level discourse analyses;
10. formulating research questions, design of experiments, data collection, technical concerns in conducting a research project in multi-modal and/or multi-level discourse analyses.

Key readings

- Kong, A. P. H. (Ed.). (2023). *Spoken discourse impairments in the neurogenic populations: A state-of-the art, contemporary approach*. Switzerland: Springer International Publishing. [ISBN: 978-3-031-45189-8]
- Kong, A. P. H. (2022). *Analysis of neurogenic disordered discourse production: Theories, assessment and treatment* (Second edition). New York, NY: Routledge Psychology Press. [ISBN: 978-1-032-18482-1]
- Müller, N. (2006). *Multi-layered transcription*. San Diego, CA, Oxford & Brisbane: Plural Publishing Inc. [ISBN: 1-59756-024-3]

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
<i>Mini-project (50%)</i> <ul style="list-style-type: none"> • Design at least one discourse task • Conduct an experiment on multi-modal discourse analysis • Analyze discourse (and behavioral) data 	Outcomes 1, 2, 6, 7 and 8
<i>Writing up a scientific manuscript (50%)</i> <ul style="list-style-type: none"> • 3,000-4,000 words in length, covering the following: <ul style="list-style-type: none"> ○ Formulate a research question ○ Brief literature review ○ Method description (based on the Mini-project) ○ Reporting the results ○ Discussion and conclusion 	Outcomes 1, 3, 4, 5, 7, 8, 9 and 10

Minimum attendance requirement

7 out of 8 sessions

Course pre-requisite

Nil

(Version of June 28, 2024)