

Teaching Qualitative Research in Covid-19 Times

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Abstract. The NCRM *Pedagogy of Methodological Learning* study concluded that teaching qualitative research involves conceptually difficult material, which requires deep knowledge of qualitative research and involves fostering reflexivity. Participating teachers of qualitative methods used student-centred learning and active and experiential learning approaches, as well as their own and learners' data and standpoints, in seeking deep engagement. The Covid-19 pandemic has necessitated new creativity in how qualitative research is conducted and taught and learnt, including the common switch to online.

This workshop aims to engage participants who teach qualitative methods to reflect on the interactions between the nature of qualitative research, their teaching approaches and the changing social context. Participants will use the framework of teaching approach, strategy, tactics and tasks from Nind and Lewthwaite (2020) to discursively reflect on what is most important to them in teaching research methods and how we bring our pedagogical and research values into our (online) classrooms and supervisions. The expected outcome is new clarity and enhanced energy for making our teaching of qualitative research internally coherent and fit for our time. The workshop will last for 1.5 hours.

Keywords: pedagogy, online teaching, qualitative methods, reflexivity, experiential learning

Necessary resources: No additional technical resources are needed to participate in the workshop, but participants should be involved in teaching research. Participants will need to come to the workshop having prepared a paragraph on their teaching approach/strategy/tactics to share with others.

References

Nind, M., & Lewthwaite, S. (2020). [A conceptual-empirical typology of social science research methods pedagogy](#), *Research Papers in Education*, 35(4), 467-87, DOI: [10.1080/02671522.2019.1601756](https://doi.org/10.1080/02671522.2019.1601756)

Biographical notes

Melanie Nind. Professor of Education and Co-Director of the National Centre for Research Methods. She has long engagement in building capacity in research methods including (with Lewthwaite, A conceptual-empirical typology of social science research methods pedagogy, *Research Papers in Education*, 2020, 35(4) 467-87; Hard to teach: Inclusive pedagogy in social sciences research methods education, *International Journal of Inclusive Education*, 2017, 22(1), 74-88; and Methods that Teach, *International Journal of Research & Method in Education*, 2018, 41(4), 398-410). She was principal investigator for the NCRM *Pedagogy of Methodological Learning* study and now for the NCRM *Changing Research Practices for Undertaking Social Science Research in the Context of Covid-19* study.

Sarah Lewthwaite. Senior Research Fellow and Future Leaders Fellow at the Centre for Research in Inclusion, University of Southampton. She worked on the *Pedagogy of Methodological Learning* study (2015-2019) and continues to maintain strong pedagogical and methodological interests in her leadership of UKRI funded *Teaching Accessibility in the Digital Skill Set* project (2019-2024) and as a member of the NCRM *Pedagogy Network*.

