




Graduate Research Advanced Skills Program (GRASP)

Research Proposal Series (Milestone 1)

Methodology & Methods

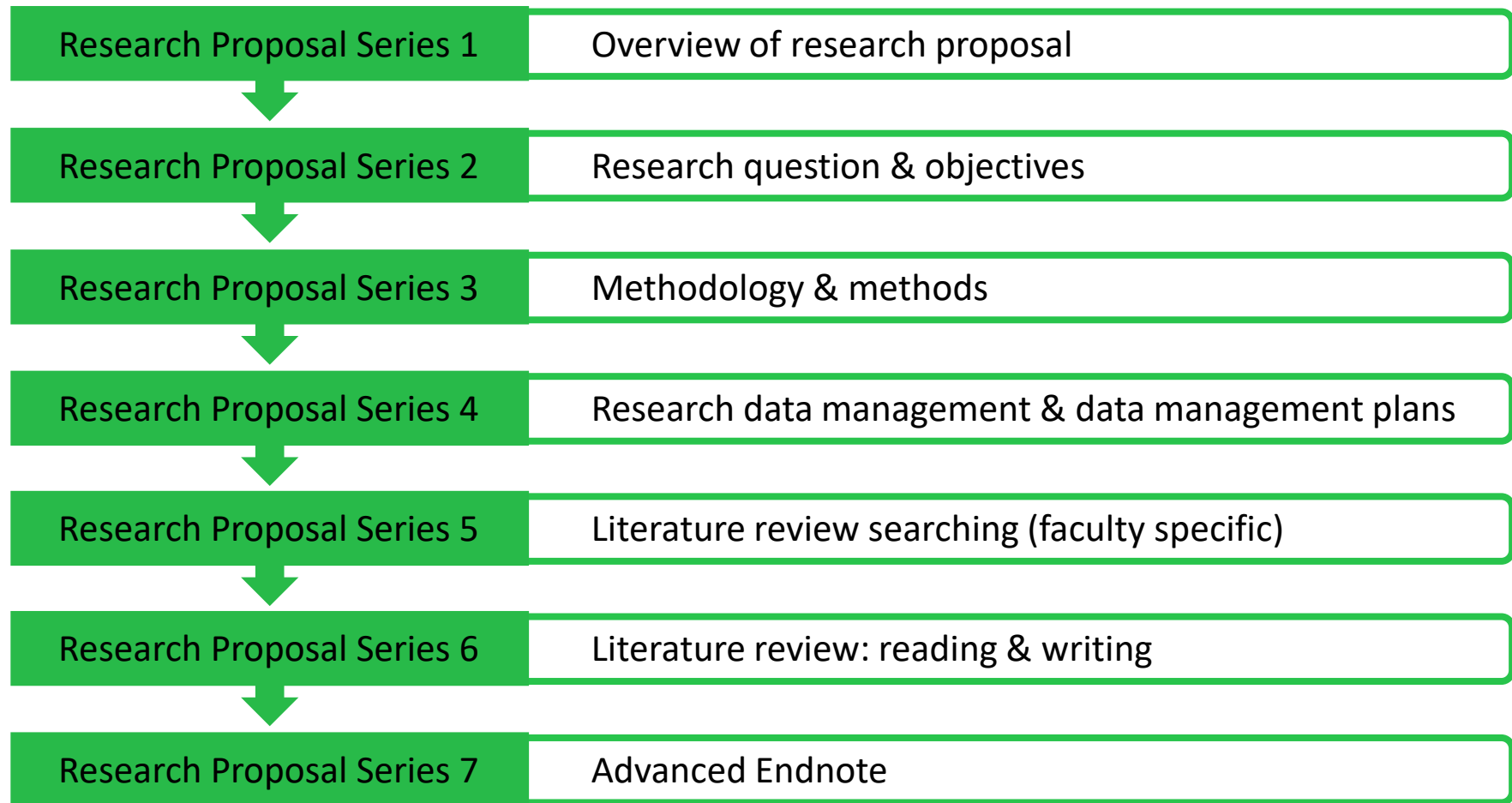
Dr Petra Dumbell, Sem 2 2022

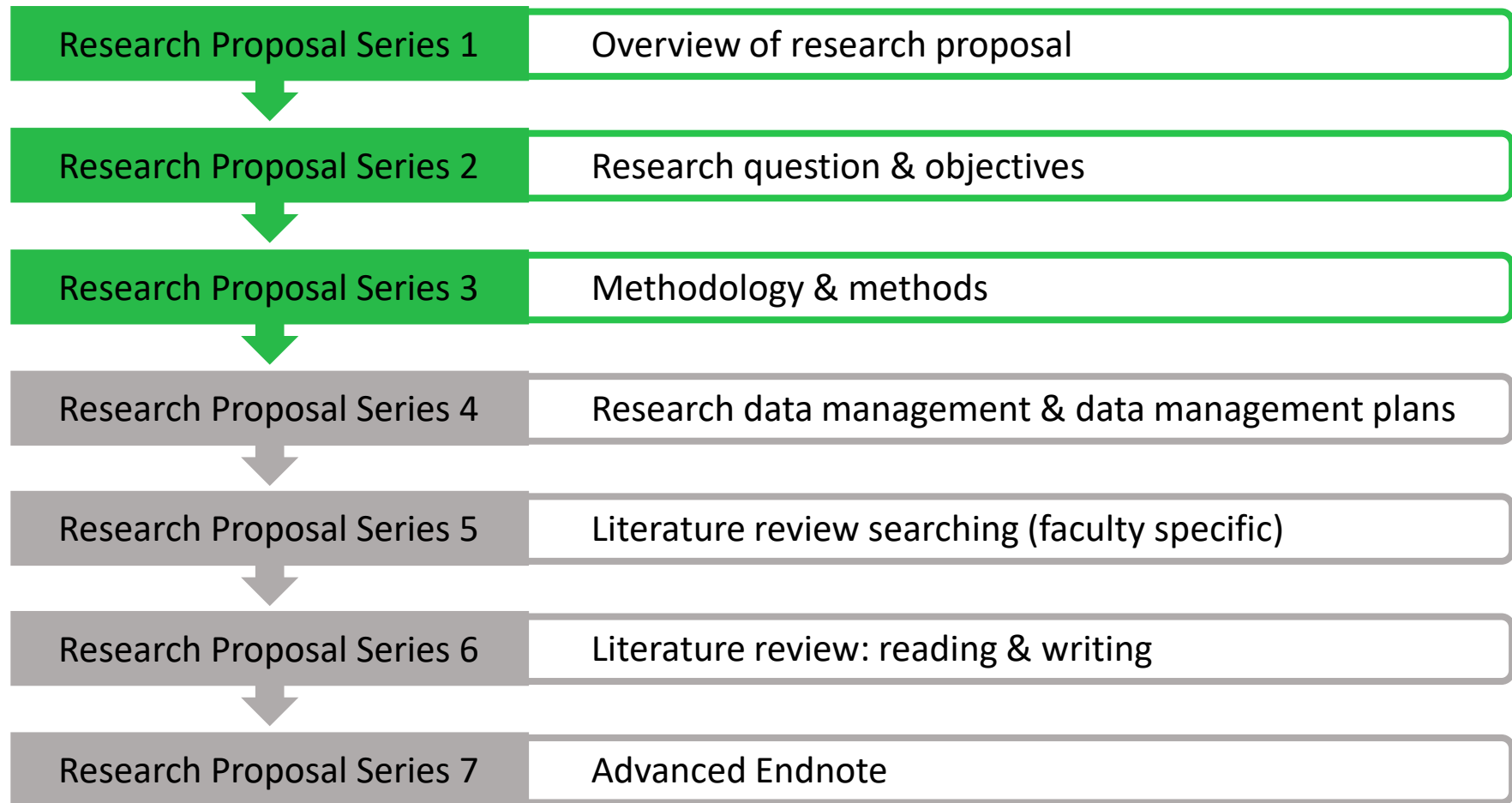


I acknowledge the Whadjuk Nyungar as the Custodians of the land on which I live and work. This Country was never ceded, it always was, and always will be Aboriginal land.

I pay my respects to Whadjuk Nyungar Elders past and present. I value their ancestral and continuing caring for Country practices and thank them for looking after this Country for so long.

I appreciate Indigenous ways of communication which are inclusive and respectful, and I recognise that this Country has been a place of teaching, research and learning for tens of thousands of years.





Why is it important to think about this?

Methods and methodologies

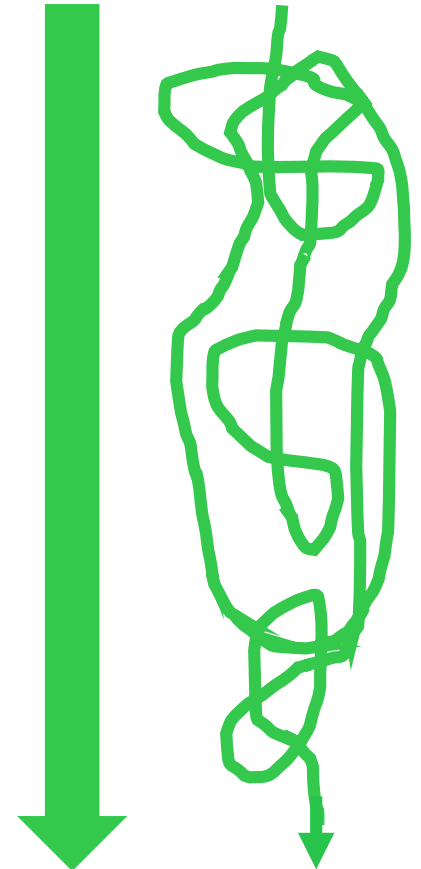
is a key stage of developing your own identity as a researcher and your writing voice.

If you are not aware of the traditions, philosophies and concepts of your field you will be unable to make a knowledge claim, to add to your field or develop a scholarly voice that belongs to you and which also builds on the voices of others.

(McDonough, 2017, p. 60).

Main concepts

- Ontology
What's out there to know?
- Epistemology
What and how can we know about it?
- Methodology
How can we go about acquiring that knowledge?
- Methods
Which precise procedures can we use to acquire it?
- Research tools/instruments
How can we collect the data?



(Daniel & Harland, 2018, p.36 – after Grix, 2002)

Main concepts

- Ontology
 - The ology (the debate about) being*
 - The study of what is real*
 - What's out there to know?*
 - What is existence?*

Main concepts

- Epistemology

The ology (the debate about) knowledge

What is worth knowing?

How do we know if something is true or false?

What can we know and how can we know?

Knowing, not believing!

Empiricist - *We can only arrive at knowledge through sensory experience.*

Rationalist - *Reason and rationality provide the basis for all knowledge.*

Postmodern - *Truth and knowledge are relative, fluid, ambiguous...*

Indigenous - *Truth and knowledge are validated apart from colonial systems*

Main concepts

- Methodology
 - Quantitative: study based on primarily numerical data
 - Qualitative: study based on primarily non-numerical data, words, images, stories, etc.
 - Mixed methods: Both methods combined
- Methods
 - Interviewing, surveying, observation
 - Statistical analysis, thematic analysis (coding)
- Research tools/instruments
 - Questionnaires, equipment for experiments

What's your research philosophy?

- *My research philosophy is...*
- *As a researcher, I am independent of the phenomena I study...*
- *Knowledge is constructed /incremental/stable/unstable/unreliable...*
- *Knowledge in my area is (re)presented by/through...*
- *Reality is..., Knowledge is...*
 - *accessible*
 - *Inaccessible*
 - *discovered*
 - *constructed*
 - *illusory*
 - *depends on...*

Why is all this a bit ... *difficult*?

“...all research, including pure science, starts with underlying assumptions about a phenomenon that depend on ontology and epistemology, even when these are inaccessible to the human mind.”

However,

“...knowing about something and then working out how one knows about something is difficult...because they are experienced as one and the same thing...so trying to separate ontology and epistemology invariably brings any analysis to a stop.”

(Daniel & Harland, 2018, p.32)

Methods

Methodology

Epistemology

Ontology

Weltanschauung

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https://www.youtube.com/watch?v=b83ZfBoQ_Kw&t=1806s

Some advice

- ✓ Even if your candidacy proposal document only requires a section called 'Methods', consider splitting this section into 'Methodology' and 'Methods'.
- ✓ If you can demonstrate that you are aware of both the usefulness and limitations of your methodology, you add a powerful dimension of critical reflection to your scholarly writing.
- ✓ Part of your original and significant contribution to knowledge may become apparent by testing the limits of your research methodology/methods.

What to do next

- ✓ Watch James 2015 talk

https://www.youtube.com/watch?v=b83ZfBoQ_Kw&t=1806s

- ✓ Explore Sage research methods

<https://methods.sagepub.com/>

- ✓ Explore Library's GRASP Research Methods Series

<https://libguides.library.curtin.edu.au/grasp/research-methods>

Questions

GRASP webpage

<https://libguides.library.curtin.edu.au/grasp>

Help

LibraryResearchSupport@curtin.edu.au

Feedback (Stop – Start – Continue)

https://docs.google.com/spreadsheets/d/1t7roPInys2xK_0zY69ivY9s09ZNs2iY_byLVdCSKD7M/edit?usp=sharing

References/Resources

Ben Kei, D. & Harland, T. (2018). *Higher education research methodology: a step-by-step- guide to the research process*. London: Taylor & Francis.

[Link to Curtin Library catalogue record](#)

James, D. (2015). “How to get clear about method, methodology, epistemology and ontology, once and for all.” Talk given at Cardiff City Hall, January 19, 2015. Accessed 11 March, 2021.

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O’Leary. (2010). *The essential guide to doing your research project*. London: Sage.

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McDonough, S.(2017).Playing, moving and shifting. In: Postgraduate Study in Australia. Edited by McMast Murphy, Whitburn & Mewburn.

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