



The School of Critical Studies in Education and Te Whakaterere au Pāpori Research Unit invite you to a postgraduate seminar:

Using Documents as Your Main Data Source-Challenges and Solutions

31 May 2017 | 4.30-6pm | N356, N block, Epsom Campus

Texts offer up a rich source of information and can be the primary foundation for rigorous and critical inquiry as part of the research endeavour. Three current and former students who have used texts as a key source of data for their Masters and/or Doctoral studies will describe how they have done so, the benefits they perceive that texts offer over other forms of information, and the challenges of doing research in this way. As they discuss their work, they will reflect on how texts themselves can be structuring forces and have their own agentic properties. Associate Professor Jay Marlowe will serve as a discussant for the panel, and ample time will be given at the end for questions and discussions between the panellists and the audience.



Donella Cobb's presentation, based on her recently completed doctorate, describes how digital documents have agency to instruct, direct and organise the actions of human actors across diverse cultural contexts research. Donella will demonstrate how a critical reading of texts can reveal the underlying behaviour of digital documents and expose underlying agendas that have been proliferated through online learning.



Daniel Couch describes how in his current doctorate study he is using policy documents to critically investigate the re-establishment and development of Afghanistan's higher education system. This short presentation asks, when does a policy become a policy, in order to explore whether or not a study of documents actually matters.



Maria Perreau details how her analysis of selected resources *for* and *about* social justice in senior social studies, as part of her Masters study, revealed disparities between resources with an assessment focus and resources with a curriculum focus. This, she argues, has implications for the ability of such texts to facilitate transformative social justice learning.