


# How to choose methodology in health professions education research

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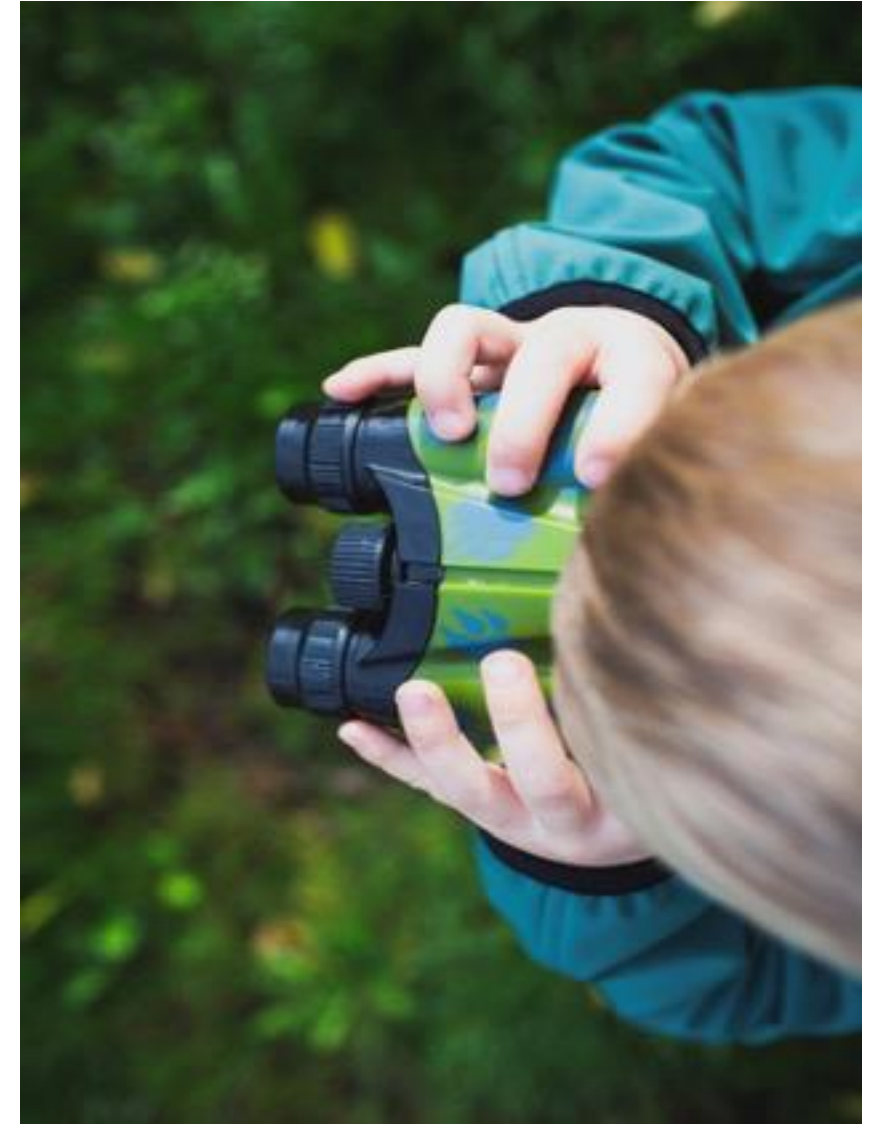
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# Acknowledgement of Country

We acknowledge the people of the Kulin Nations, on whose land Monash University Australian campuses stand. We pay our respects to their Elders, past, and present.

1. Philosophical perspectives underpinning education research
2. Three examples: How and when to choose –
  - a. Research using a scientific approach
  - b. Research using an interpretivist approach
  - c. Research using a critical inquiry approach
3. Internal coherence – why it matters in research
4. Q&A and discussion



# Philosophical perspectives (Varpio & MacLeod 2020)

<b>Paradigm / worldview / grand theory</b>	A set of fundamental beliefs and assumptions
<b>Ontology</b>	What is real? What is the nature of reality?
<b>Epistemology</b>	How do we know what is real? What is the nature of knowledge?
<b>Methodology</b>	How do we come to know what is real? How do we build knowledge?
<b>Axiology</b>	What are the values underpinning our ontology, epistemology, and methodology?

Varpio, L., & MacLeod, A. (2020). Philosophy of science series: Harnessing the multidisciplinary edge effect by exploring paradigms, ontologies, epistemologies, axiologies, and methodologies. *Academic Medicine*, 95(5), 686-689.



# Paradigms underpinning research (Bunniss & Kelly 2010; Cohen et al. 2011)

Elements of paradigm	Scientific (Positivism/post-positivism)	Interpretivism	Criticalism/ Transformative
<b>Ontology</b>	Singular reality	Multiple realities	Multifaceted and based on different social and cultural positions
<b>Epistemology</b>	Objectivity – research conducted from the outside	Subjectivity – personal involvement of the researcher	Collectivity – collaborative research with participants as researchers
<b>Methodology</b>	Deductive	Inductive	Participatory
<b>Axiology</b>	Unbiased	Acknowledging bias	Based on human rights and social justice

Bunniss S & Kelly DR (2010) Research paradigms in medical education research. *Medical Education* 44, 358-366  
 Cohen L et al. (2011) *Research Methods in Education* (7th ed). London & New York: Routledge

# Zoom Poll

## 1. How do you usually choose methodology in HPE research?

(Multiple choice)

- Principal investigator has made decision
- Funder
- Team member expertise
- Sounded new/fancy/shiny
- Potential for publication/cutting edge
- Well-accepted/utilised in field
- Alignment with own philosophical positioning
- Research timeframes
- Previous experience
- Something else? (Please add to chat)



Once Zoom poll has launched,  
please scroll down to see all response options  
(you can select more than one)

## Positivist/post-positivist approaches - why and when?

*“the ‘science’ of medical education [has] the goal of demonstrating ‘evidence’ or proof for a set of simple, generalisable ‘truths’, which ultimately should be relevant to applied education practices.”*

You would use a positivist / post-positivist approach when you want to:

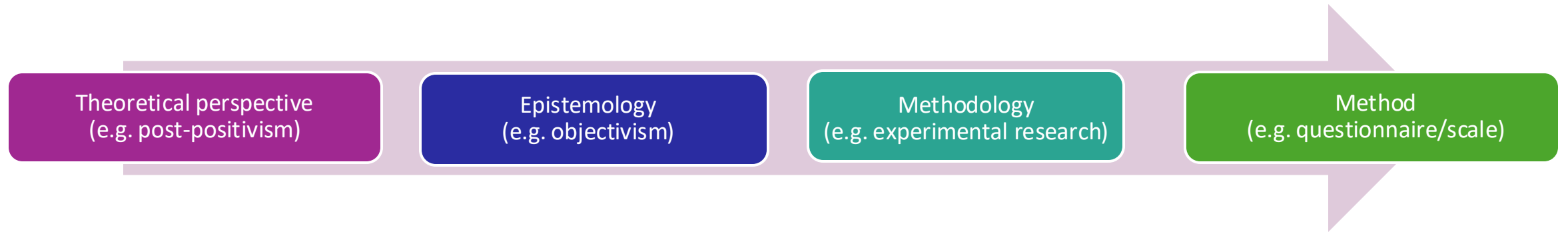
- **objectively observe, measure and describe phenomena**
- **explain or predict** phenomena based on **relationships between variables**, including **cause-effect relationships**
- conduct an **experiment or test a hypothesis**



Rees CE et al. (2023) Chapter 5 Introducing Scientific Approaches in Health Professions Education Research. In: Foundations of Health Professions Education Research: Principles, Perspectives and Practices. John Wiley & Sons

Regehr G. (2010) It's NOT rocket science: Rethinking our metaphors for research in health professions education. Medical Education, 44: 31-39. <https://doi.org/10.1111/j.1365-2923.2009.03418.x>

# Grand theories shape research: Post-Positivism

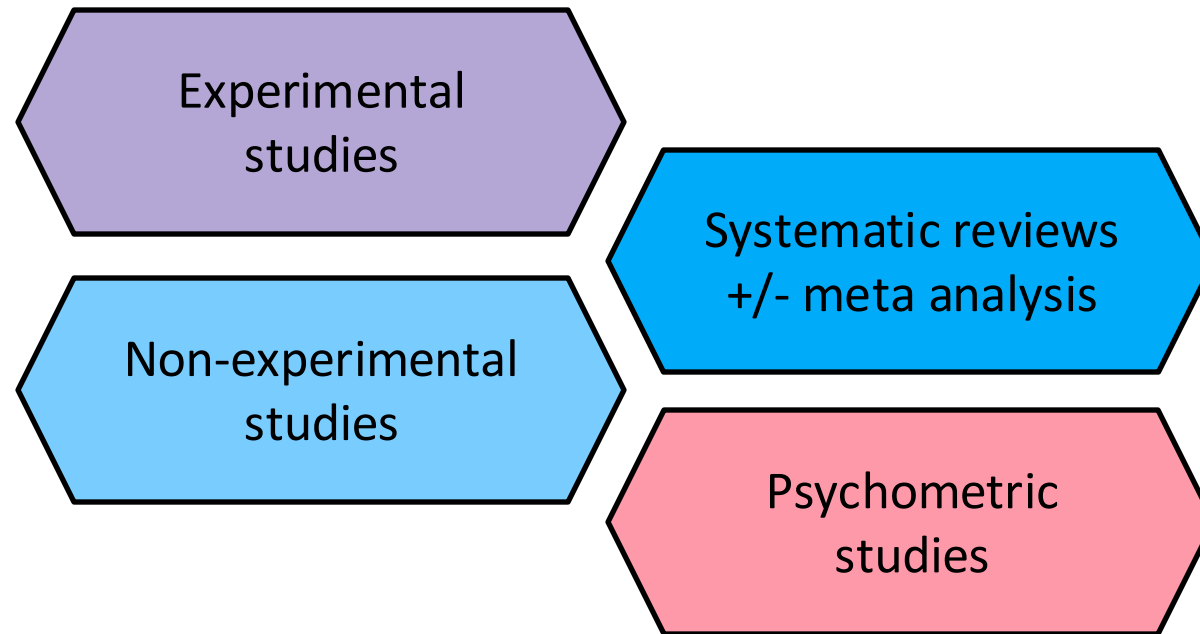


Research questions focus on describing, comparing, measuring impact, e.g.

- *What are the characteristics of ...*
- *What is the correlation between ... and ...?*
- *How does ... impact... compared to ...?*

Rees CE et al. (2023) Chapter 5 Introducing Scientific Approaches in Health Professions Education Research. In: Foundations of Health Professions Education Research: Principles, Perspectives and Practices. John Wiley & Sons

Brown, M.E., Dueñas, A.N. A Medical Science Educator's Guide to Selecting a Research Paradigm: Building a Basis for Better Research. *Med.Sci.Educ.* **30**, 545–553 (2020). <https://doi.org/10.1007/s40670-019-00898-9>



## Data collection methods

- Questionnaire surveys (e.g. attitudes, demographics)
- Scales (e.g. personality traits)
- Assessments (e.g. admissions tests, examinations of knowledge and skills)
- Observations (e.g. time, resource use, cost)
- Qualitative methods to help understand findings (e.g. interview to help with causal explanations)

# Examples of Post-Positivist Research: Psychometric (Pilot) Study

The  
**FASEB** Journal

Anatomy |  Free Access

## Ambiguity: What's Your Tolerance?

Adam Wilson, Georgina Stephens, Michelle Lazarus

First published: 01 April 2019 | [https://doi.org/10.1096/fasebj.2019.33.1\\_supplement.440.1](https://doi.org/10.1096/fasebj.2019.33.1_supplement.440.1)



Prior to implementing a previously developed scale, the Tolerance of Ambiguity in Medical Students and Doctors scale (TAMSAD), in a planned non-experimental study, we asked ***How do the psychometric properties of the TAMSAD implemented with Australian medical students compare to the original test population?***

### Aims:

- (1) **study the dimensionality** of the healthcare specific Tolerance of Ambiguity in Medical Students and Doctors (TAMSAD) scale,
- (2) **determine** whether TAMSAD **validity transfers** to the context of undergraduate Australian medical students
- (3) **evaluate stability** of the TAMSAD over time.

# Examples of Post-Positivist Research: Systematic Review & Meta-Analysis



## Reliability of Uncertainty Tolerance Scales Implemented Among Physicians and Medical Students: A Systematic Review and Meta-Analysis



Authors: Stephens, Georgina C.; Karim, M. Nazmul; Sarkar, Mahbub; Wilson, Adam B.; Lazarus, Michelle D.

Source: *Academic Medicine*, Volume 97, Number 9, 26 August 2022, pp. 1413-1422(10)

**Aim: To evaluate the reliability evidence of UT tolerance scales across studies administering UT scales to physicians and medical students.**

### Research Questions:

1. **How strong** is the **reliability** evidence of UT scales administered to physicians and medical students?
2. **How** do certain factors **moderate [impact]** the **reliability** of these measures?

## Interpretivist approaches - why and when?

*“...what we say, do and have hold meaning and shape our understanding of the world”*  
(Monrouxe et al., 2023)

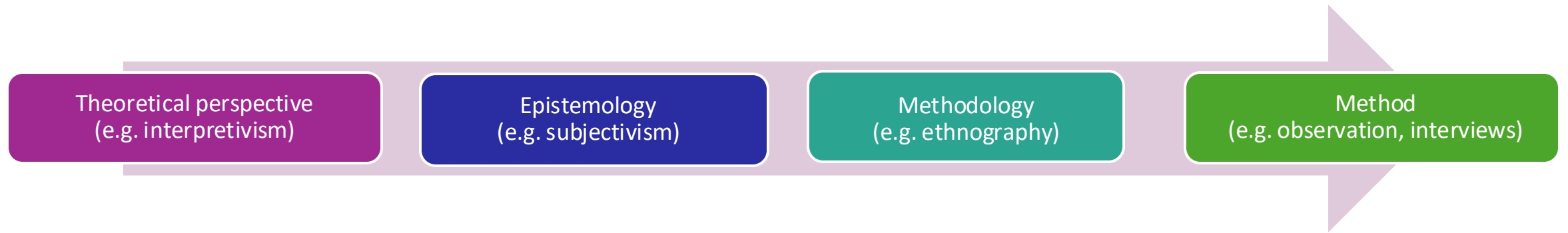
You would use an interpretivist approach when you want to:

- examine the **social world** from within the social system
- identify **subjective meanings** (e.g., beliefs, intentions) through interpretation



Monrouxe LV et al. (2023) Chapter 7 Introducing Interpretivist Approaches in Health Professions Education Research. In: Foundations of Health Professions Education Research: Principles, Perspectives and Practices. John Wiley & Sons.

# Grand theories shape research: Interpretivism



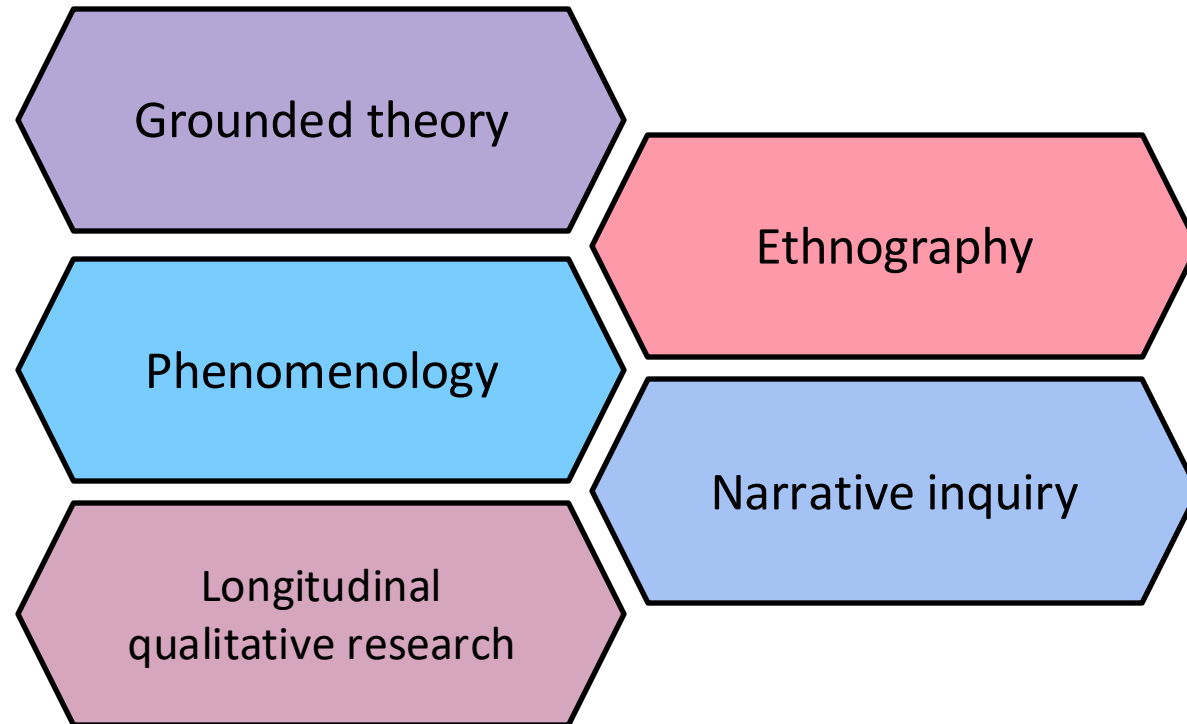
Focus on understanding - to explore, understand, describe, identify, etc.

“How” and “why” research questions

Crotty M. (1998) Foundations of Social Research: Meaning and perspective in the research process. Routledge.

Bunniss S & Kelly DR. Research paradigms in medical education research. Med Educ. 2010; 44(4): 358-366.

Rees CE et al. (2023) Chapter 2 Theory in Health Professions Education Research. In: Foundations of Health Professions Education Research: Principles, Perspectives and Practices. John Wiley & Sons.



## Data collection methods

- Interview
- Observation
- Diary
- Photo
- Video
- Rich pictures
- Drawing
- ...more

Watling CJ & Lingard L. Grounded theory in medical education research: AMEE Guide No. 70. *Med Teach*. 2012; 34(10): 850-861.

Bressers G et al. Ethnography in health professions education: Slowing down and thinking deeply. *Med Educ*. 2020; 54: 225-233.

Neubauer BE et al. How phenomenology can help us learn from the experiences of others. *Perspect Med Educ*. 2019; 8(2): 90-97.

Clandinin DJ et al. Narrative inquiry: a relational research methodology for medical education. *Med Educ*. 2017; 51: 89-96.

Rees CE & Ottrey E. "Lives and times": The case for qualitative longitudinal research in anatomical sciences education. *Anat Sci Educ*. 2024; 00: 1-13.

# Preparedness for Practice (P4P) project

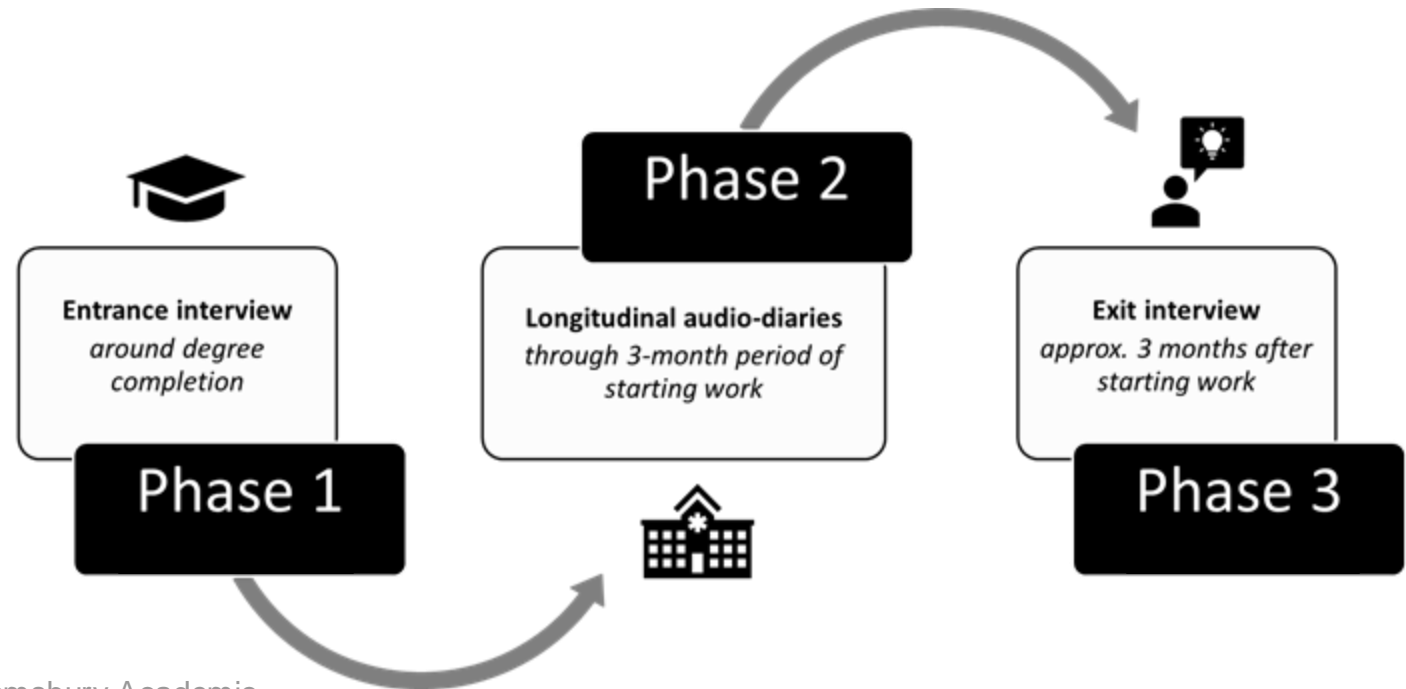
**Aim:** to explore P4P journeys of healthcare graduates from dietetics, medicine, nursing and pharmacy over their final-year student to new graduate transition

## Methodology

- Longitudinal qualitative research
- Social constructionism

## Data collection methods

- Interviews
- Longitudinal audio-diaries



Neale B. (2018) What is qualitative longitudinal research? New York: Bloomsbury Academic.

Burr V. (2015) Social constructionism. London: Routledge.

Monrouxe LV. Solicited audio diaries in longitudinal narrative research: A view from inside. Qual Res. 2009; 9: 81-103.

Balmer DF et al. Longitudinal qualitative research in medical education: Time to conceptualise time. Med Educ. 2021; 55(11): 1253-1260.

**Aim:** to explore the solicited and unsolicited conceptualisations of P4P in learners from multiple healthcare disciplines longitudinally over their graduate transition.



medical education

PREPAREDNESS

**Exploring health care graduates' conceptualisations of preparedness for practice: A longitudinal qualitative research study**

Ella Ottrey, Charlotte E. Rees  Caitlin Kemp, Tina P. Brock, Michelle Leech, Kayley Lyons, Lynn V. Monrouxe, Julia Morphet, Claire Palermo

## Research questions

1. **How do healthcare learners** across the final-year student to new graduate transition **conceptualise P4P?**
2. What (if any) **differences** exist in their solicited versus unsolicited P4P conceptualisations?
3. What (if any) **longitudinal patterns** exist in conceptualisations across the final-year student to new graduate transition?



**Aim:** to explore healthcare learners' understandings of transitions.



## Research questions

1. How do healthcare learners transitioning from final-year student to new graduate **conceptualise transitions?**
2. What (if any) **longitudinal patterns** exist across the transition?

### RESEARCH REPORTS

## Understanding Health Care Graduates' Conceptualizations of Transitions: A Longitudinal Qualitative Research Study

Rees, Charlotte E. PhD, MEd<sup>1</sup>; Ottrey, Ella PhD, APD<sup>2</sup>; Kemp, Caitlin APD<sup>3</sup>; Brock, Tina P. EdD, MS<sup>4</sup>; Leech, Michelle PhD<sup>5</sup>; Lyons, Kayley PhD, PharmD, MS<sup>6</sup>; Monrouxe, Lynn V. PhD<sup>7</sup>; Mophet, Julia PhD, MN(Education), RN<sup>8</sup>; Palermo, Claire PhD, MPH, MNutDiet, APD<sup>9</sup>

[Author Information](#)👤

*Academic Medicine* 97(7):p 1049-1056, July 2022. | DOI: 10.1097/ACM.0000000000004554

**Aim:** to explore medicine and pharmacy learners' feelings of preparedness during their final year student-new graduate transition journeys to better understand what opportunities might exist for multiprofessional transition interventions.

Advances in Health Sciences Education  
<https://doi.org/10.1007/s10459-024-10372-w>

RESEARCH



**Exploring preparedness transitions in medicine and pharmacy: a qualitative longitudinal study to inform multiprofessional learning opportunities**

Ella Ottrey<sup>1</sup> · Charlotte E. Rees<sup>1,2</sup> · Caitlin Kemp<sup>1</sup> · Kayley M. Lyons<sup>3,4</sup> · Tina P. Brock<sup>3,5</sup> · Michelle Leech<sup>6</sup> · Lynn V. Monrouxe<sup>7</sup> · Claire Palermo<sup>1</sup>

## Research questions

1. What are the **key areas of perceived preparedness and unpreparedness** for medicine and pharmacy graduates, and **how do they compare** between the professions?
2. **How do feelings of preparedness change** over and through the final year student-new graduate transition, and **how do they compare** between medicine and pharmacy graduates?



## Aims:

1. Explore and understand graduate dietitians' experiences of employment and employability longitudinally, up to 6-months post-degree completion.
2. Identify what, if anything, graduates perceive is needed to enhance their employability.



## Nutrition & Dietetics

Journal of Dietitians Australia

ORIGINAL RESEARCH |  Open Access | 

**The graduate dietitian experience of employment and employability: A longitudinal qualitative research study from one Australian university**

Merran Blair BNutrDiet(Hons), APD  Lana Mitchell PhD, AdvAPD, Simone Gibson PhD, AdvAPD, Charlotte E. Rees PhD, Ella Ottrey PhD, Lynn V. Monrouxe PhD, Claire Palermo PhD, FDA

## Critical inquiry approaches - why and when?

Critical inquiry approaches aim to: *“understand and to disrupt notions of truth and the structures of power that come to be taken for granted”*

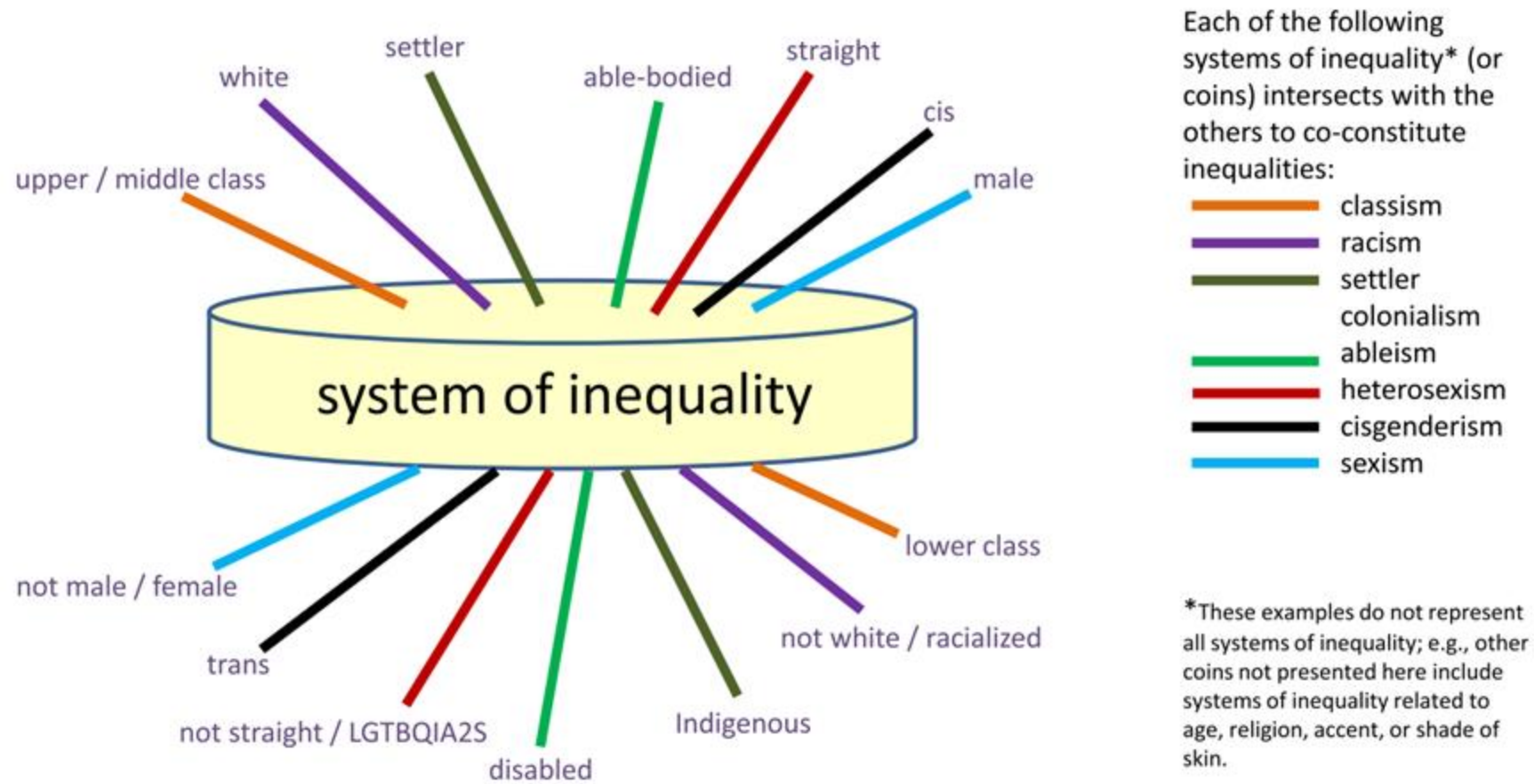
You would use a critical inquiry approach when you want to:

- examine, interrogate and expose **structural inequities** that impact education
- better understand **power imbalances** that benefit some (privilege) but unfairly impact others (oppression)
- commit to **participate in change to the status quo**, rather than conduct pure academic analysis



Hodges B. When I say... Critical theory. Medical Education. 2014; 48(11): 1043-1044. DOI: 10.1111/medu.12474

# Privilege, oppression and societal structures/systems of inequality (Nixon, 2019)



**Fig. 2** The intersecting nature of the coins, which produces complex patterns of advantage and disadvantage

Nixon SA. The coin model of privilege and critical allyship: Implications for health. BMC Public Health. 2019; 19. doi: 10.1186/s12889-019-7884-9

# Why are critical inquiry approaches needed in HPER? (Wyatt et al., 2022)

- Health professions education research has historically excluded marginalised voices (both as researchers and as participants)
- Critical inquiry approaches aim to advance scholarship that disrupts/dismantles systems of oppression and brings marginalised voices to the forefront

Wyatt TR, Ho MJ, Teherani A. Centering Criticality in Medical Education Research: A Synthesis of the 2022 RIME Papers. *Academic Medicine*. 2022;97(11S):S11-S14. doi: 10.1097/ACM.000000000000490

Summary

## Centering Criticality in Medical Education Research: A Synthesis of the 2022 RIME Papers

In the 2021 RIME forward, the RIME committee's current, past, and future chairs posed the following question to the medical education research community: "What steps have we taken to advance scholarship that dismantles systems of oppression and brings marginalized voices to the forefront?"<sup>1</sup> The chairs raised this question because they were concerned that medical education research is steeped in traditions that have historically excluded marginalized voices at the level of both researcher and participant.

In their effort to direct our community to the importance of this topic, in the 2021 RIME forward, Park et al<sup>1</sup> challenged the medical education research community to "question traditional research practices." They suggested that we embrace new approaches that seek to disrupt the status quo in social science research and begin to reimagine centering the voices and experiences of marginalized individuals and groups. As a result of this call to action, many of the authors of the papers accepted in the 2022 RIME supplement incorporated a critical stance into their research. Unlike traditional social science research, which aims to merely capture the world as it works, critical research views knowledge as having potential to emancipate marginalized individuals by questioning underlying assumptions embedded in the research process. To do this, researchers must inscribe power relations within the problem of research by giving attention to how various forms of power operate within our systems to replicate the status quo.<sup>2</sup> This can be accomplished by "shaking up habits, ways of acting and thinking, [and] dispelling commonplace beliefs."<sup>3(p11-13)</sup> Or, in what may be the most eloquent description

written of critical research, researchers using a critical stance seek "to create knowledge with the potential to wreak havoc"<sup>4(p6)</sup> and create transformational change.

### 2022 RIME Papers: Toward a Critical Approach to Research

Critical research is an approach to research studies that interrogates, exposes, and challenges assumptions about how power and privilege function to obscure structural inequality.<sup>5</sup> A critical approach asserts that research can never be nonpartisan, and therefore researchers must work to expose hidden ideological assumptions. Therefore, critical research, unlike more familiar forms (i.e., positivist and postpositivist research), engages with larger social, historical, and ideological forces that influence and shape individuals, while also providing marginalized communities with the tools they need to resist the systems that shape them. This approach is particularly helpful when ideas on a topic have become fossilized, or do not explain the experiences of marginalized individuals and groups. It can also be useful to reinscribe how larger structures and processes influence and shape the lives of those most vulnerable by disrupting the societal fabric often taken for granted, and then planting seeds of transformation. As critical research becomes more mainstream, there are many tactics to conducting a critical approach to research, and the 2022 RIME papers demonstrate some of these ways. In an effort to continuously educate our medical education research community on how to conduct critical research, what follows is a brief overview of each of the articles, drawing attention to where and how the authors approached their work from a critical perspective.

In examining the accepted 2022 RIME papers, some of the authors incorporated criticality at the level of research questions, others at the level of analysis, and still others in the overall framing of the study. Papers that did not take a critical approach set up topics to create opportunities for untapped critical

research. As such, the 2022 RIME papers provide a corpus of literature to argue for how criticality can be used at different levels of the research process. Therefore, as newest members of the RIME committee, we have narrated the papers in terms where authors incorporated a critical stance into their work, or where they could have undertaken a critical study. We hope to not only provide the medical education community with a structured approach to evaluate the accepted 2022 RIME papers but also a resource to move their own work into a more critical perspective.

### Critical Approaches to the Literature

Examining the literature and conducting knowledge syntheses can be accomplished either by collating and synthesizing a literature base for what is published on a particular topic or by investigating not only what is present in the literature but also what is not there, yet should be. In this latter form, Paton et al<sup>6</sup> call this kind of research *silence research* because by investigating what is not present on a particular topic, researchers can raise larger questions about why information on a particular topic has not been investigated, who benefits, and the consequences for not having this information available.

Four author groups in the 2022 RIME supplement took a critical view of the literature, interrogating it for the ways it silences and erases certain perspectives in favor of others. These papers included Mount et al's<sup>7</sup> critical review, which highlighted the dominance of individualistic approaches to PIF and called for more interventions emphasizing the social aspects of identity formation. The authors called for focus on intersectional experience of PIF to examine how the interactions between gender, race, and other identities influence individual's professional identity. They recognized how other identities influence the ways in which one conceptualizes being a professional

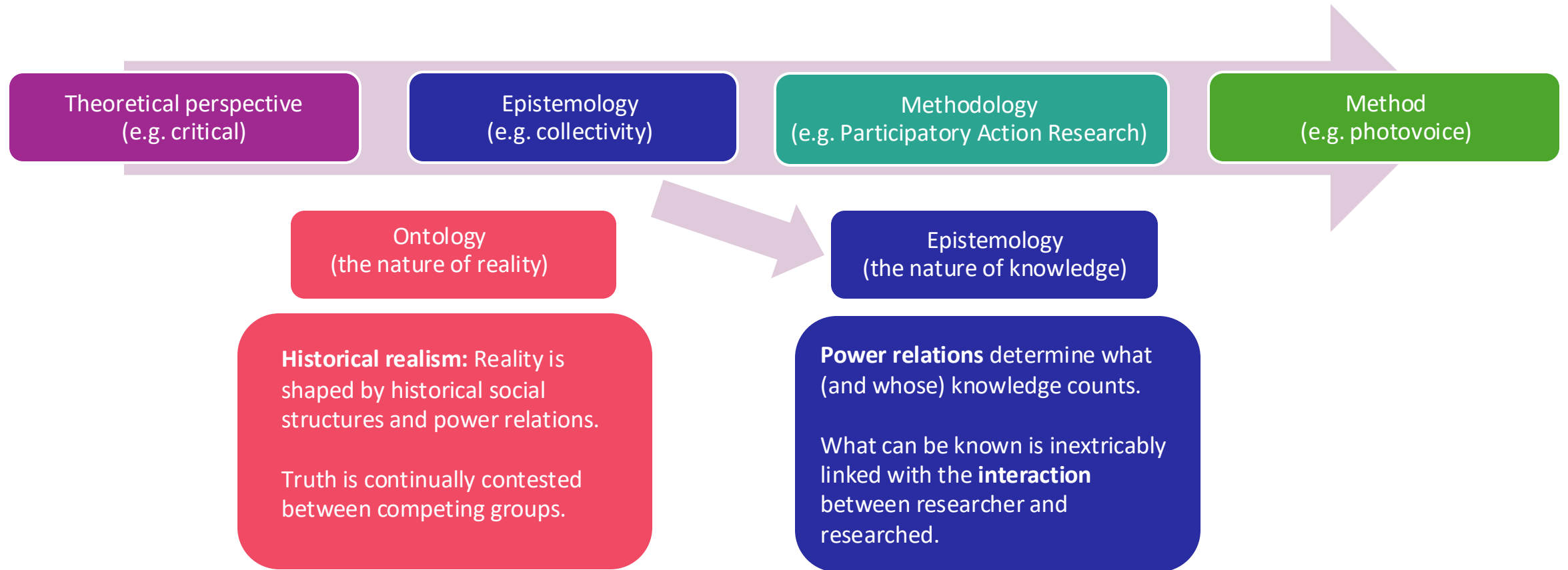
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ACM3 MedJ 2022;97:111-114.  
First published online August 30, 2022  
doi: 10.1097/ACM.0000000000004902

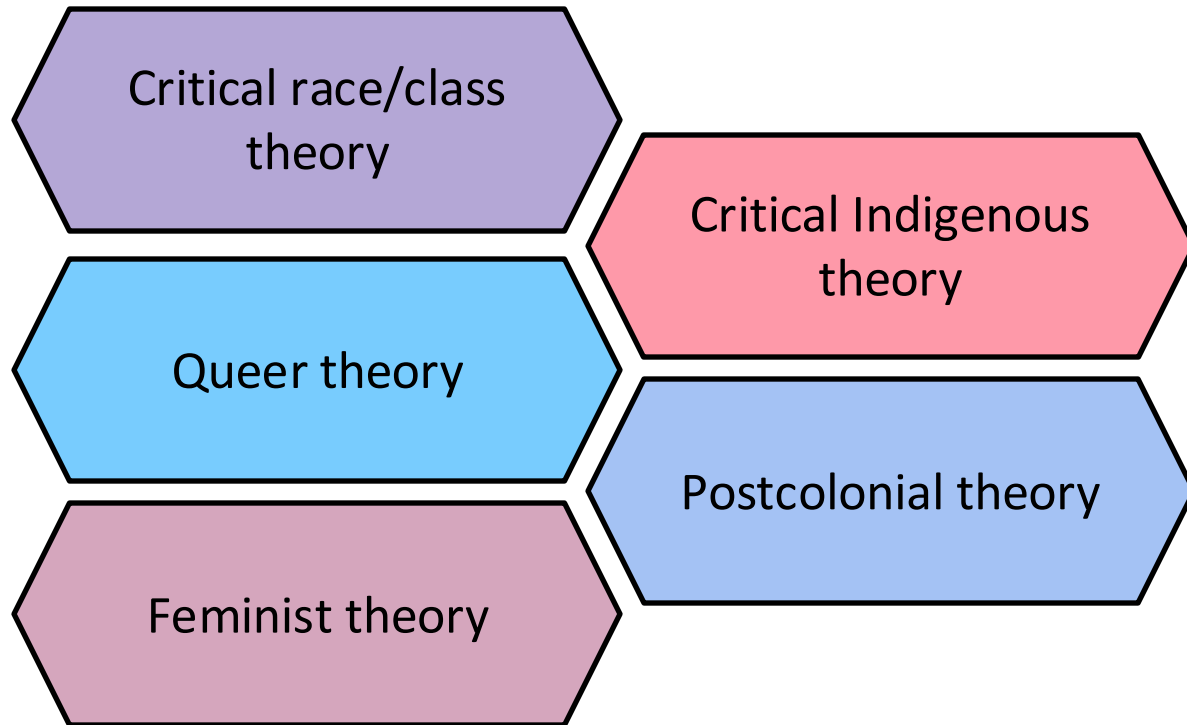
Academic Medicine, Vol. 97, No. 11S / November 2022 Supplement

S11

# Grand theories shape research: Criticalism



- Crotty M. (1998) Foundations of Social Research: Meaning and perspective in the research process. Routledge.
- Bunniss S & Kelly DR. Research paradigms in medical education research. Med Educ. 2010; 44(4): 358-366.
- McMillan, W. (2015). Theory in healthcare education research: the importance of worldview. In Researching Medical Education (eds J. Cleland and S.J. Durning). <https://doi.org/10.1002/9781118838983.ch2>



## Methodologies (examples)

- Participatory Action Research
- Co-creation/Co-design
- Critical discourse analysis
- Visual and arts-based methodologies

## Data collection methods

- Similar to interpretivist methods
- Visual and arts-based methods include Photovoice, Video Reflective Ethnography, body mapping

- Hudon C. et al. (2016) Medical education for equity in health: a participatory action research involving persons living in poverty and healthcare professionals. *BMC Medical Education* 16: 106. <https://doi.org/10.1186/s12909-016-0630-4>
- Paradis, E., Nimmon, L., Wondimagegn, D., & Whitehead, C. R. (2020). Critical theory: broadening our thinking to explore the structural factors at play in health professions education. *Academic Medicine*, 95(6), 842-845.
- Graham J, Dornan T. Power in clinical teachers' discourses of a curriculum-in-action. *Critical discourse analysis. Adv Health Sci Educ Theory Pract.* 2013 18(5):975-85. doi: 10.1007/s10459-012-9437-1.

# What type of questions do you want to study?

## Examining a phenomenon from perspectives of marginalised groups

- What are the experiences of students in the FMNHS coming from a low SES of their studies?

## Promoting empowerment, equity, and freedom

- How effective are current mechanisms to support students from low SES backgrounds to undertake clinical placements?

## Questioning the status quo and taken for granted power relations

- How is the knowledge learned in medical school reinforcing pre-existing worldviews that deny the importance of the social sciences and humanities?

## Bringing about change

- What do students from low SES backgrounds perceive is required for them to be successful in the higher education environment?

## Critical HPE Research Question examples

- What **structural issues** do international students encounter when transitioning to dietetic practice in the Australian health system or back home?
- What opportunities exist to **transform** dietetics training to better support international graduates to dietetics practice?

*“the primary investigator has shaped the research direction through their lived experience as an international and bicultural dietetics graduate and the intention is to employ a research assistant who is also a dietetics graduate of an international background.”*

# Critical reflexivity is key if choosing critical inquiry!

## Critical reflexivity

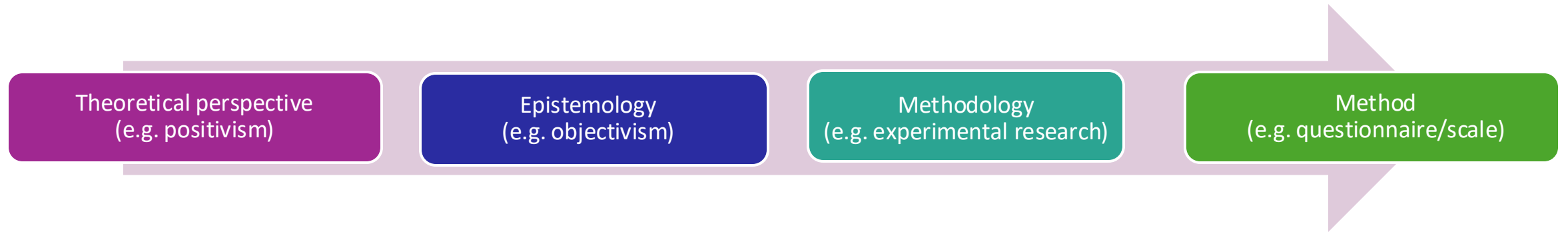
A process of recognising our position in the world to better understand the limitations of one's own knowing and better appreciate the social realities of others (Ng et al., 2019)

- Need to question from the outset – am I the right person to be leading this research?
- Challenge our own beliefs and assumptions about what is the 'norm' and recognise how these are embedded in social and cultural structures in which we were raised, trained and currently work
- Deeply interrogate our own social positions, cultural origins, our positions in the field and our knowledge claims

“Reflexivity is an ongoing process that extends across the entire duration of a research endeavor”  
(Olmos-Vega, 2022 p. 242)

- Ng, S. L., Wright, S. R., & Kuper, A. (2019). The divergence and convergence of critical reflection and critical reflexivity: implications for health professions education. *Academic Medicine*, 94(8), 1122-1128. doi:10.1097/ACM.0000000000002724
- Olmos-Vega, F. et al. A practical guide to reflexivity in qualitative research: AMEE Guide No. 149. 2022. *Medical Teacher*, 45(3), 241–251. <https://doi.org/10.1080/0142159X.2022.2057287>

## Internal coherence matters



**Internal coherence** refers to the alignment between the philosophy, methodology and methods of research

Clarifies the conventions of research to support interpretations and enhances quality

Incoherence within research can result in researchers not fully addressing their aims or research questions

# When internal coherence is not achieved (Palermo et al. 2021)

Across three identified studies, elements of internal coherence between epistemology and methodology were identified

Misalignments also identified - typically where scientific principles were favoured despite the stated or implied philosophy.

Palermo et al. suggest importance of internal coherence be **considered over and above quality assessment checklists**, calling for internal coherence to be considered as another **quality marker** in addition to quality checklists for all research

Palermo, C., Reidlinger, D. P., & Rees, C. E. (2021). Internal coherence matters: lessons for nutrition and dietetics research. *Nutrition & Dietetics*, 78(3), 252-267.

Received: 28 February 2021 | Revised: 25 April 2021 | Accepted: 2 May 2021  
DOI: 10.1111/1747-0080.12480

Nutrition & Dietetics WILEY

**REVIEW**

**Internal coherence matters: Lessons for nutrition and dietetics research**

Claire Palermo PhD, FDA<sup>1,2</sup> | Dianne P. Reidlinger PhD, APD<sup>3</sup> | Charlotte E. Rees PhD<sup>4</sup>

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<sup>2</sup>Department of Nutrition, Dietetics and Food, Faculty of Medicine, Nursing & Health Sciences, Monash University, Clayton, Victoria, Australia  
<sup>3</sup>Faculty of Health Sciences and Medicine, Bond University, Robina, Queensland, Australia

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**Abstract**  
**Aim:** Internal coherence in research refers to the alignment between ontology (nature of reality), epistemology (nature of knowledge), axiology (values), methodology and methods and is an important but often overlooked element of research quality. We therefore aimed to illustrate the concept of internal coherence in nutrition and dietetics research, and its importance beyond individual elements of study quality.  
**Method:** A targeted literature search in *Nutrition and Dietetics* was used to identify research illustrating one example of three main approaches to research (scientific, interpretive and critical inquiry) published between November 2017 and November 2020. Studies were included if they related to education research based on the expertise of the authors, and illustrated diverse points about internal coherence. The authors independently critiqued included studies for internal coherence and synthesised their findings.  
**Results:** From 76 manuscripts, 14 were identified as describing education research. Of the three selected studies that were critiqued, all had elements of internal coherence, in particular alignment between epistemology and methodology. However, each had elements of misalignment too, specifically between epistemology, axiology and method. The results point to the profession's historical groundings privileging the scientific approach, showing how this can yield misalignments, particularly when describing the limitations of interpretive and critical inquiry approaches.  
**Conclusion:** This review demonstrates the importance of internal coherence as a marker of quality, over and above existing quality assessment checklists for qualitative and quantitative methodologies. As such, it can help authors, reviewers and editors to improve the quality of nutrition and dietetics research and its reporting.

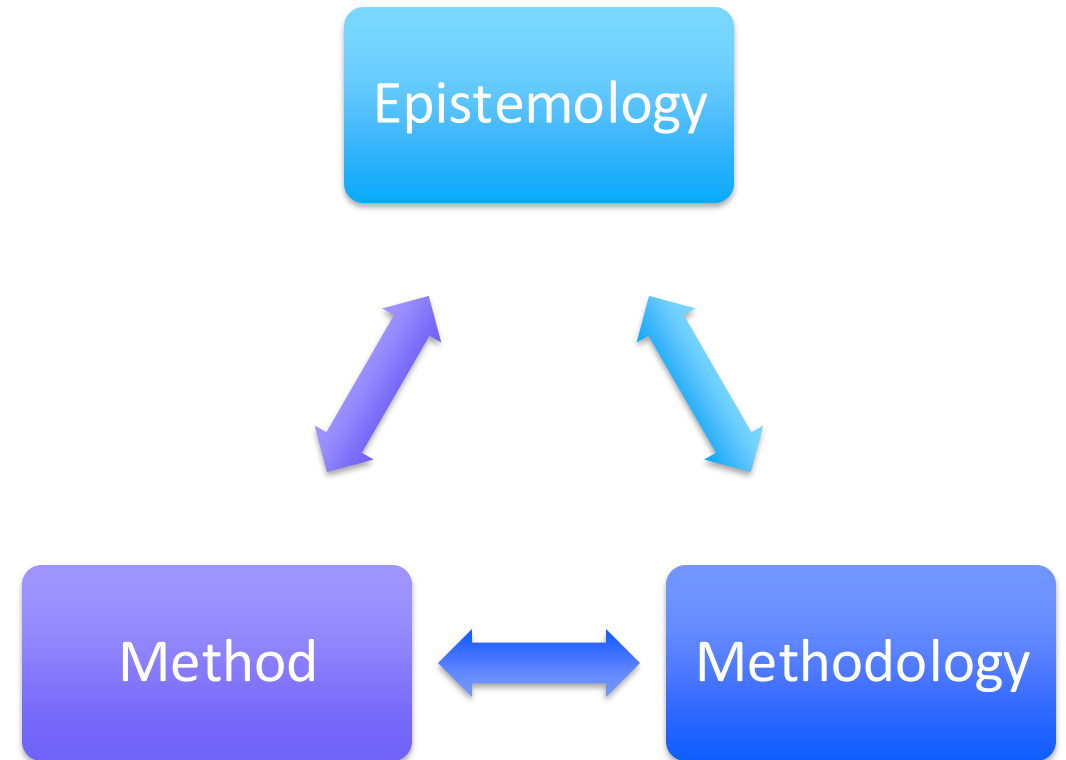
**KEYWORDS**  
epistemology, editorial policies, qualitative research, methods, peer review, social research

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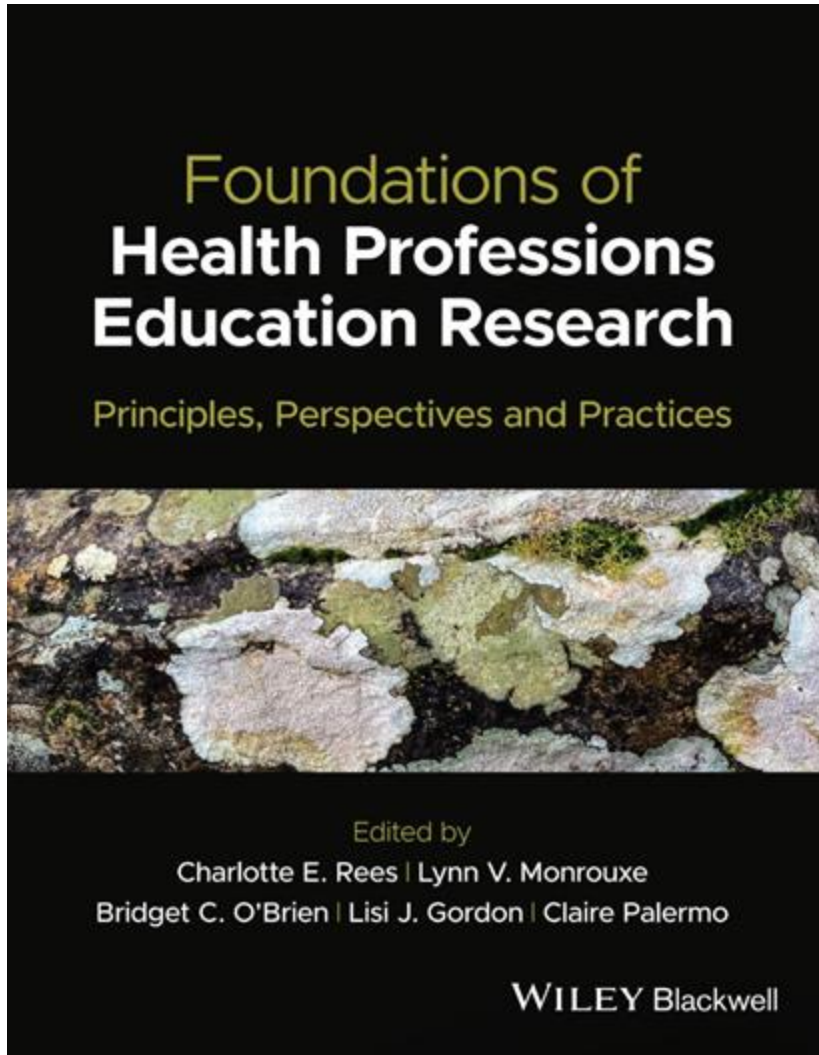
262 | wileyonlinelibrary.com/journal/ndi Nutrition & Dietetics 2021, 78, 252–267.

# Quality = Theoretical alignment (Carter & Little 2007)

- Epistemology guides and is made visible through methodology and method
- Methodology shapes and is shaped by research questions and study design
- Methodology prescribes methods (e.g. sampling, data collection and analysis)
- Good quality research attends to epistemology, methodology *and* method and their coherence



## Helpful resource



Rees CE, Monrouxe LV, O'Brien BC, Gordon LJ, & Palermo C. (Eds.). (2023). *Foundations of Health Professions Education Research: Principles, Perspectives and Practices* (First edition). Wiley Blackwell.

# Professional development course



MONASH University

MONASH CENTRE FOR SCHOLARSHIP IN HEALTH EDUCATION

Introduction to Education Research in Health Professions and Sciences

The poster features a dark grey background with a geometric pattern of light grey lines. On the left, there is a photograph of a person's hand holding a pen over a document on a desk. On the right, there is a vertical strip with a colorful, abstract geometric pattern in shades of green, blue, and purple.

[Face to face course](#): 3–5  
December 2024



## Question and Discussion

