

A Student's Guide to Methodology

By Peter Clough, Cathy Nutbrown

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Essential for anyone undertaking a dissertation or theses, this book presents clear and straightforward information and advice on the process and functions of methodology. Although methodology is normally reported within a single methodology chapter, the authors show how every element of the account-from the framing of Research Questions to the drawing of Conclusions-is a function of methodology. They also clearly differentiate methodology and methods, and explain how their relationship is articulated in practice. This **Second Edition** includes a range of new examples as well as updated readings and suggestions on using the internet as a research tool and resource.

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Review
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`This is a thoughtful, well-crafted, easily accessible book… I believe this book would work well for a variety of methodology courses, and I would direct students and colleagues to use it' ***- Norman K Denzin, University of Illinois, Urbana-Champaign***

'The greatest strength of this volume is the clarity of the frameworks that guide students through the complexities of methodology…. . If more educational researchers …understood some of the basic principles outlined in 'A Student's Guide to Methodology', the debate about what constitutes rigorous, usable research would be more intelligent and ultimately lead to more profound changes in the relationship between research and educational practice' ***- Harvard Educational Review***

About the Author

Cathy Nutbrown is Professor of Education and Director for Research at the School of Education, University of Sheffield. Her work has involved the role of artists in residence in early years settings; inclusion in the early years; children’s rights; curriculum development; early literacy work with parents; and the ethical issues of research involving young children.

Cathy teaches on the Masters and Doctoral Programmes in Early Childhood Education. She began her career as a teacher of young children and has since worked in a range of settings and roles with children, parents, teachers and other early childhood educators.

Cathy is committed to finding ways of working ‘with respect’ with young children, and sees the concept of quality in the context of what it means to develop curriculum and pedagogy in the early years with the ambition of working in a climate of ‘respectful education’. She is Editor in Chief of the *Journal of Early Childhood Research* and has authored several books with SAGE.

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