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CLASSIC GROUNDED THEORY TO INVESTIGATE EVIDENCE-BASED COURSE LEADERSHIP

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Abstract

The study of evidence-based course leadership in higher education focusses on two different areas of practice: higher education course leadership, and evidence-based practice. Course leadership is an understudied area of research, with few publications discussing the role of the course leader in higher education. Although evidence-based practice is an area of ever evolving research in many disciplines, there is a distinct lack of research on whether course leaders in higher education apply evidence-based practice methods in their professional practice. This lack of a pre-existing theory points the researcher towards classic grounded theory to investigate and generate a new theory on course leaders' experiences. Since leadership, and therefore course leadership, is an inherent complex social process, selection of classic grounded theory as a research methodology seems a logical choice. Various authors argue that grounded theory is appropriate for leadership research, and social processes are the main topics of interest for grounded theory research. Classic grounded theory has been successfully used to investigate phenomena in education and in evidence-based practice. Grounded theory therefore is an appropriate selection for research in education and higher education settings for areas of research where no theory currently exists. Moreover, grounded theories regarding experiences and perceptions of evidence-based practice have been published in various contexts demonstrating that it is an appropriate method for investigating course leaders' experiences with evidence-based practice.

Key words: Higher education; course leadership; grounded theory, Glaser

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