



## RESEARCH GUIDANCE

# Research Methods for Education: Reading List

**Date** February 2022

**Authors** Centre for Research & Integrated Development  
UNESCO Regional Office for Southern Africa  
Open Development & Education

**DOI** [10.53832/opendeved.0267](https://doi.org/10.53832/opendeved.0267)

## About this document

This document was developed by members of the Centre for Research & Integrated Development (Ministry of Primary and Secondary Education, Zimbabwe), with contributions from Patience Nyamatanga, Rodrick S. Mandibatsira, Godfrey Chikuhu, and Fundani Fundira. The development was supported by UNESCO Southern Africa (Carolyn Medel-Anonuevo, Charles Chikunda, Moses T Mukabeta, Patience Awopegba) and Open Development & Education (Grace Macharia and Björn Haßler).

The document was utilised at workshops in November 2021 at the Centre for Research & Integrated Development, Ministry of Primary and Secondary Education, Zimbabwe. The work was supported by UNESCO Regional Office for Southern Africa. During the workshop,

### Recommended citation

Centre for Research and Integrated Development (Ministry of Primary and Secondary Education, Zimbabwe), UNESCO Regional Office for Southern Africa, & Open Development and Education. (2022). *Research Methods for Education: Reading List*. OpenDevEd. <https://doi.org/10.53832/opendeved.0267>. Available from <https://docs.opendeved.net/lib/MSK5WMMF>. Available under [Creative Commons Attribution 4.0](https://creativecommons.org/licenses/by/4.0/).

### Document licence

Creative Commons Attribution 4.0 International

<https://creativecommons.org/licenses/by/4.0/>

You — dear readers — are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material) for any purpose, even commercially. You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

## Contents

<b>References from the research methods document</b>	<b>4</b>
References	4

## Relevant issues

During the workshop, participants researched publications relevant to education issues in Zimbabwe. The results of the search are listed below.

### Bibliography on relevant issues

---

- Alderman, H., & Bundy, D. (2012). School feeding programs and development: are we framing the question correctly? *The World Bank Research Observer*, 27(2), 204–221. <https://doi.org/10.1093/wbro/lkr005> ([details](#))
- Andrews, M., Pritchett, L., & Woolcock, M. (2012). *Escaping Capability Traps through Problem Driven Iterative Adaptation (PDIA)*. ([details](#))
- Bakani, M. (n.d.). *Feeding Our Future: Policy Options For Establishing And Expanding School Meal Programs In Bulilima District, Zimbabwe*. ([details](#))
- Bundy, D. A. (2009). *Rethinking school feeding: social safety nets, child development, and the education sector*. world bank publications. ([details](#))
- Chireshe, R. (2013). The State of Inclusive Education in Zimbabwe: Bachelor of Education (Special Needs Education) Students' Perceptions. *Journal of Social Sciences*, 34(3), 223–228. <https://doi.org/10.1080/09718923.2013.11893133> ([details](#))
- Chitanana, L., Makaza, D., & Madzima, K. (2008). The current state of e-learning at universities in Zimbabwe: Opportunities and challenges. *International Journal of Education and Development Using ICT*, 4(2), 5–15. ([details](#))
- Chitiyo, R., & Harmon, S. W. (2009). An analysis of the integration of instructional technology in pre-service teacher education in Zimbabwe. *Educational Technology Research and Development*, 57(6), 807–830. <https://doi.org/10.1007/s11423-009-9136-7> ([details](#))
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education*. Routledge. ([details](#))
- Drake, L., Woolnough, A., Bundy, D., & Burbano, C. (2016). *Global school feeding sourcebook: lessons from 14 countries*. world scientific. ([details](#))

Evidence-based policy and other myths. What researchers need to know to influence government. (2020, September 22). *Impact of Social Sciences*. <https://blogs.lse.ac.uk/impactofsocialsciences/2020/09/22/evidence-based-policy-and-other-myths-what-researchers-need-to-know-to-influence-government/> (details)

*Evidence-Based Policymaking: What is it? How does it work? What relevance for developing countries?* (n.d.). ODI: Think Change. Retrieved November 6, 2021, from <https://odi.org/en/publications/evidence-based-policymaking-what-is-it-how-does-it-work-what-relevance-for-developing-countries/> (details)

Gozo, S. P. (2016). *An Outcomes Evaluation of the School Feeding Project Implemented By Caritas Zimbabwe at Chirongwe Primary School, Masvingo Province* [PhD Thesis]. Lupane State University. (details)

Hallfors, D., Cho, H., Rusakaniko, S., Iritani, B., Mapfumo, J., & Halpern, C. (2011). Supporting adolescent orphan girls to stay in school as HIV risk prevention: evidence from a randomized controlled trial in Zimbabwe. *American Journal of Public Health, 101*(6), 1082–1088. <https://doi.org/10.2105/AJPH.2010.300042> (details)

Humphrey, J. H., Mbuya, M. N., Ntozini, R., Moulton, L. H., Stoltzfus, R. J., Tavengwa, N. V., Mutasa, K., Majo, F., Mutasa, B., & Mangwadu, G. (2019). Independent and combined effects of improved water, sanitation, and hygiene, and improved complementary feeding, on child stunting and anaemia in rural Zimbabwe: a cluster-randomised trial. *The Lancet Global Health, 7*(1), e132–e147. [https://doi.org/10.1016/S2214-109X\(18\)30374-7](https://doi.org/10.1016/S2214-109X(18)30374-7) (details)

Hunzvi, T. (2015). *Effects of school feeding programme on enrolment, attendance, nutrition and academic achievement on children. A case study of Maruta Primary School, Wedza District, Mashonaland East Province, Zimbabwe* [PhD Thesis]. BUSE. (details)

Moyo, N. (2020). Covid- 19 and the future of practicum in teacher education in Zimbabwe: Rethinking the 'new normal' in quality assurance for teacher certification. *Journal of Education for Teaching, 46*(4), 536–545. <https://doi.org/10.1080/02607476.2020.1802702> (details)

Mpofu, J., Chimhenga, S., & Onias, M. (2013). The Impact Of Ict In Learning Through Distance Education Programmes At Zimbabwe Open University (Zou): Roles Of Ict In Learning Through Distance Education Programmes. *Turkish Online Journal of Distance Education*, 14(1), 64–74. ([details](#))

Museums and sites: cultures of the past within education—Zimbabwe, some ten years on. (1994). In *The Presented Past*. Routledge. ([details](#))

Mutepfa, M. M., Mpofu, E., & Chataika, T. (2007). Inclusive Education in Zimbabwe: Policy, Curriculum, Practice, Family, and Teacher Education Issues. *Childhood Education*, 83(6), 342–346. <https://doi.org/10.1080/00094056.2007.10522947> ([details](#))

Niglas, K. (2004). The combined use of qualitative and quantitative methods in educational research. *Undefined*.  
<https://www.semanticscholar.org/paper/THE-COMBINED-USE-OF-QUALITATIVE-AND-QUANTITATIVE-IN-Niglas/49166bdec1ad53d05c05d853d60a8495eedd2396/figure/2> ([details](#))

Peralta. (n.d.). *Education in Zimbabwe*. ([details](#))

Schoonenboom, J., & Johnson, R. B. (2017). How to Construct a Mixed Methods Research Design. *Kolner Zeitschrift Fur Soziologie Und Sozialpsychologie*, 69(Suppl 2), 107–131. <https://doi.org/10.1007/s11577-017-0454-1> ([details](#))

Tomlinson, M. (2007). School feeding in east and southern Africa: Improving food sovereignty or photo opportunity. *Health Systems Research Unit, Medical Research Council. Equinet Discussion Paper*, 46. ([details](#))

Weiss, R. S. (1995). *Learning from strangers: the art and method of qualitative interview studies*. Free Press. ([details](#))

## Research guides

This section lists a number of reports and publications on research methods.

### Impact evaluation and Mixed Methods

---

Bamberger, M. (2012). *Introduction to Mixed Methods in Impact Evaluation* (No. 3; p. 42). ([details](#))

Bonbright, D. (2012). *Use of Impact Evaluation Results* (No. 4; p. 22). ([details](#))

Haßler, B., El-Serafy, Y., Khalayleh, A., & McBurnie, C. (2021). *Systemic Mixed-Methods Research — a conceptual framework for scalable EdTech research* (Working Paper No. 9). EdTech Hub. <https://doi.org/10.53832/edtechhub.0001>. ([details](#)) Available under [Creative Commons Attribution 4.0 International](#).

Impact Evaluation Guidance Note and Webinar Series. (n.d.). *InterAction*. Retrieved November 12, 2021, from <https://www.interaction.org/blog/impact-evaluation-guidance-note-and-webinar-series/> ([details](#))

Perrin, B. (2012). *Linking Monitoring and Evaluation to Impact Evaluation* (No. 2; p. 22). ([details](#))

Rogers, P. J. (2012). *Introduction to Impact Evaluation* (No. 1; p. 21). ([details](#))

### SACMEQ - Quantitative research methods in educational planning

---

Izard, J. (2005). *Module 6 - Overview of test construction* (Quantitative Research Methods in Educational Planning No. 6; Quantitative Research Methods in Educational Planning). <http://unesdoc.unesco.org/images/0018/001824/182459e.pdf> ([details](#))

Izard, J. (2005). *Module 7 - Trial testing and item analysis in test construction* (Quantitative Research Methods in Educational Planning No. 7; Quantitative Research Methods in Educational Planning). International Institute for

Educational Planning/UNESCO.

<http://unesdoc.unesco.org/images/0018/001824/182459e.pdf> (details)

Livingstone, I. (2005). *Module 2 - From educational policy issues to specific research questions and the basic elements of research design* (Quantitative Research Methods in Educational Planning No. 2; Quantitative Research Methods in Educational Planning). Paris: UNESCO.

<http://unesdoc.unesco.org/images/0018/001824/182459e.pdf> (details)

Postlethwaite, T. N. (2005). *Module 1 - Educational research* (Quantitative Research Methods in Educational Planning No. 1; Quantitative Research Methods in Educational Planning).

<http://unesdoc.unesco.org/images/0018/001824/182459e.pdf> (details)

Ross, K. N. (2005). *Module 3 - Sample design for educational survey research* (Quantitative Research Methods in Educational Planning No. 3; Quantitative Research Methods in Educational Planning).

<http://unesdoc.unesco.org/images/0018/001824/182459e.pdf> (details)

Siniscalco, M. T., & Auriat, N. (2005). *Module 8 - Questionnaire design* (Quantitative Research Methods in Educational Planning No. 8; Quantitative Research Methods in Educational Planning, pp. 1–92).

<http://unesdoc.unesco.org/images/0018/001824/182459e.pdf> (details)

Withers, G. (2005). *Module 5 - Item writing for tests and examinations* (Quantitative Research Methods in Educational Planning No. 5; Quantitative Research Methods in Educational Planning).

<http://unesdoc.unesco.org/images/0018/001824/182459e.pdf> (details)

Wolf, R. M. (2005). *Module 4 - Judging educational research based on experiments and surveys* (Quantitative Research Methods in Educational Planning No. 4; Quantitative Research Methods in Educational Planning). Unesco, International Institute for Educational Planning.

<http://unesdoc.unesco.org/images/0018/001824/182459e.pdf> (details)

## **UNICEF - Methodological Briefs Impact Evaluation**

---

Davidson, E. J. (2014). *Brief 4 - Evaluative Reasoning* (No. 4; Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

Delwyn Goodrick. (2014). *Brief 9 - Comparative Case Studies* (Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

Guijt, I. (2014). *Brief 5 - Participatory Approaches* (Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

McDonald, B., & Rogers, P. (2014). *Brief 12 - Interviewing* (Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

Peersman, G. (2014). *Brief 10 - Data Collection Analysis* (Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

Peersman, G. (2014). *Brief 3 - Evaluative Criteria* (Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

Rogers, P. (2014). *Brief 1 - Overview* (No. 1; Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

Rogers, P. (2014). *Brief 2 - Theory of Change* (Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

Rogers, P. (2014). *Brief 6 - Overview Strategies Causal Attribution* (Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

White, H., & Sabarwal, S. (2014). *Brief 11 - Developing Selecting Measures* (Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

White, H., & Sabarwal, S. (2014). *Brief 13 - Modelling* (Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

White, H., & Sabarwal, S. (2014). *Brief 8 - Quasi-Experimental Design*

(Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

White, H., Sabarwal, S., & Hoop, T. de. (2014). *Brief 7 - Randomized Controlled Trials*

(Methodological Briefs Impact Evaluation). UNICEF.

<https://www.unicef-irc.org/publications/series/methodological-briefs/> (details)

## References from the research methods document

From completeness, we included the bibliography from:

Centre for Research and Integrated Development (Ministry of Primary and Secondary Education, Zimbabwe), UNESCO Regional Office for Southern Africa, & Open Development and Education. (2022). *Research Methods for Education: Reading List*. OpenDevEd.

<https://doi.org/10.53832/opendeved.0267>. Available from

<https://docs.opendeved.net/lib/MSK5WMMF>. Available under [Creative Commons Attribution 4.0](#).

### References

---

Figure 4.7: The iterative processes of qualitative data analysis. (n.d.). ResearchGate. Retrieved March 2, 2022, from

[https://www.researchgate.net/figure/The-iterative-processes-of-qualitative-data-analysis-through-grounded-theory-data\\_fig14\\_301228759](https://www.researchgate.net/figure/The-iterative-processes-of-qualitative-data-analysis-through-grounded-theory-data_fig14_301228759). (details)

Andrews, M., Pritchett, L., & Woolcock, M. (n.d.). *Escaping Capability Traps Through Problem Driven Iterative Adaptation (PDIA)*. 28.

<https://doi.org/10.1016/j.worlddev.2013.05.011>. (details)

Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315456539>. (details)

Evidence-based policy and other myths. What researchers need to know to influence government. (2020, September 22). *Impact of Social Sciences*. <https://blogs.lse.ac.uk/impactofsocialsciences/2020/09/22/evidence-based-policy-and-other-myths-what-researchers-need-to-know-to-influence-government/>. (details)

LeCompte, M. D., & Schensul, J. J. (1999). *Analyzing & interpreting ethnographic data* (Vol. 5). Rowman Altamira. (details)

Niglas, K. (2004). THE COMBINED USE OF QUALITATIVE AND QUANTITATIVE METHODS IN EDUCATIONAL RESEARCH ABSTRACT. *Undefined*. <https://www.semanticscholar.org/paper/THE-COMBINED-USE-OF-QUALITATIVE-AND-QUANTITATIVE-IN-Niglas/49166bdec1ad53d05c05d853d60a8495eed2396>. (details)

Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students Eight Edition. *QualitativeMarket Research: An International Journal*. ([details](#))

Sutcliffe, S., & Court, J. (n.d.). *Evidence-Based Policymaking: What is it? How does it work? What relevance for developing countries?* -. 50. ([details](#))

Weiss, R. S. (1995). *Learning from strangers: The art and method of qualitative interview studies*. Simon and Schuster. ([details](#))