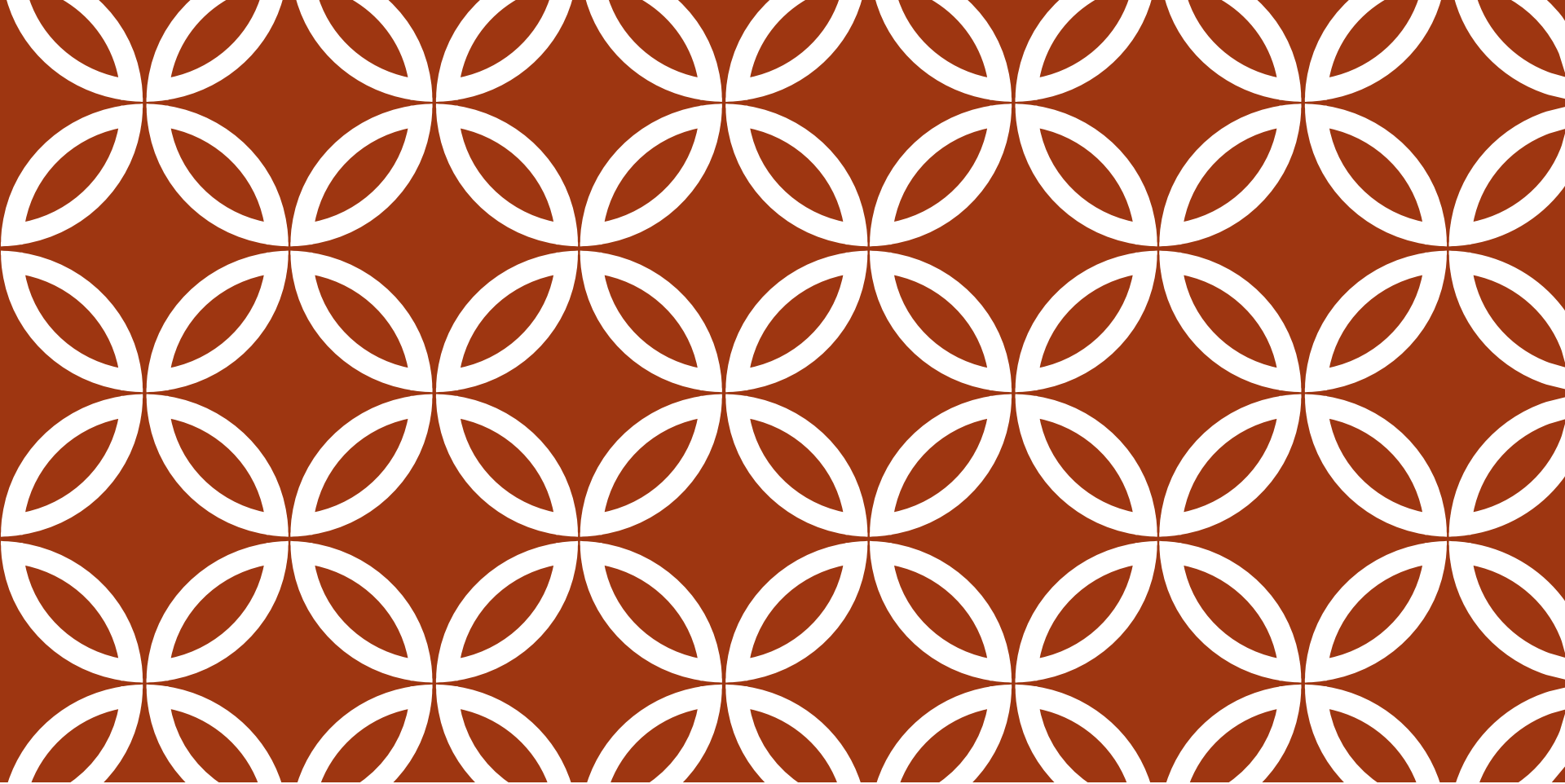
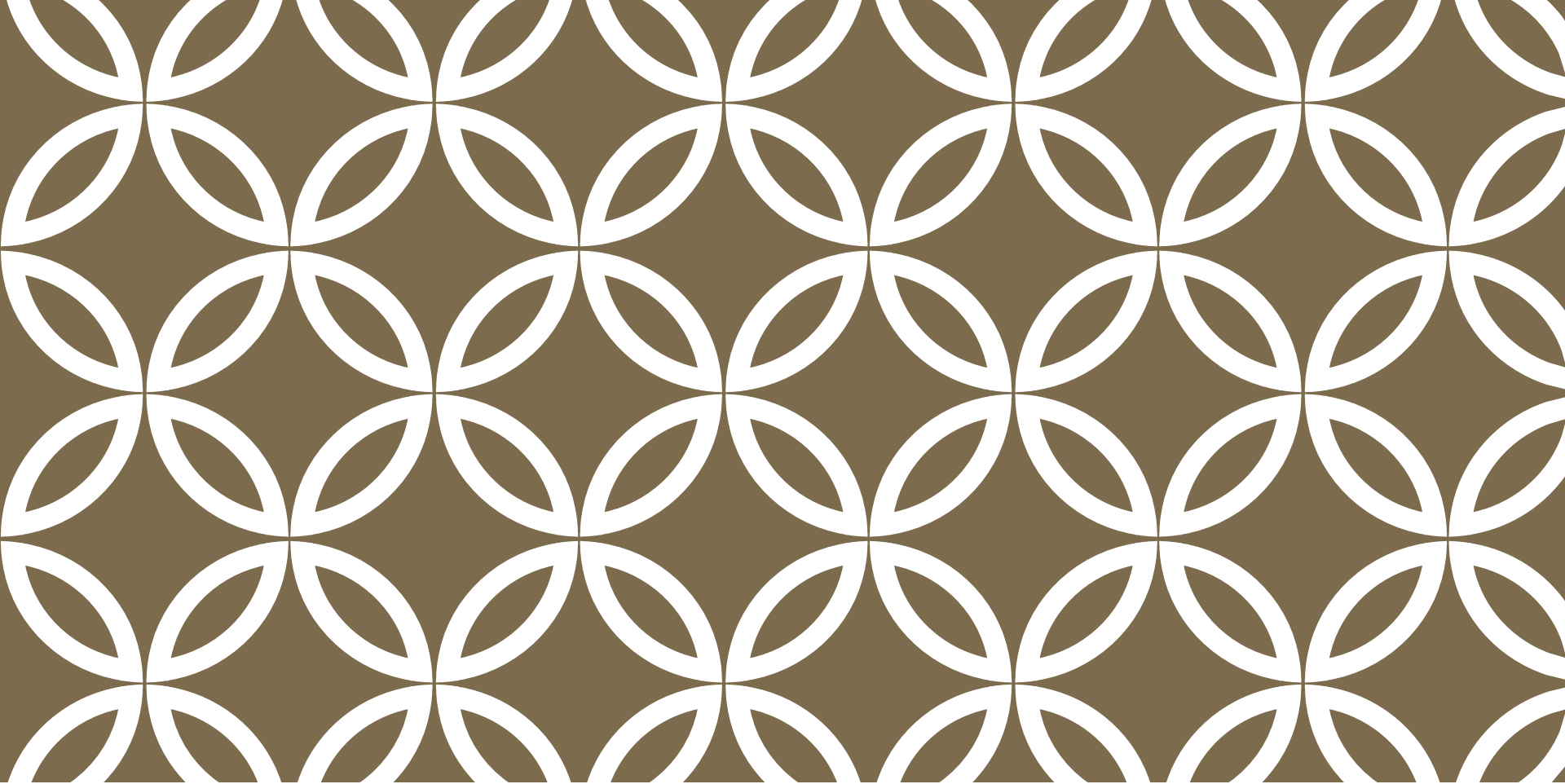




ECGE7004P

Session 4 - Research Tools
(Part 2)



DATA COLLECTION

Tools along the way

INTERVIEWS

A discussion with someone in which you try to get information from them

Three sub-types:

- Structured
- Unstructured
- Semi-Structured

Involves establishing rapport

Consider when to ask open-ended, closed, and probing questions

Record data in transcripts



<https://www.youtube.com/watch?v=A-VhzWKaHB4>

AREAS TO EXPLORE WITH INTERVIEWEES



SEMI-STRUCTURED INTERVIEWS

Positive points?

Negative points?

SEMI-STRUCTURED INTERVIEWS

Strengths

Positive rapport between interviewer and interviewee

People are able to talk about something in detail and depth

Complex questions and issues can be discussed / clarified

Easy to record

Limitations

Depends on the skill of the interviewer

Interviewer may give out unconscious signals

Time Consuming

Depth of information may be difficult to analyse

Validity

ISSUES WITH VALIDITY

The researcher has no real way of knowing if the respondent is lying.

The respondent may not consciously lie but may have imperfect recall.

An interview can sometimes be a “second chance” to do something; having been given the time to reflect on something they did, the respondent tries to make sense of their behaviour by rationalising their actions. Their explanation for their behaviour, with hindsight, may be very different from what they actually felt at the time.

DISCUSSION POINTS

Reliability

Validity

Representative sample

Generalisation

- the application of research results to cases or situations beyond those examined in the study

Generalisation

- the degree to which an assessment tool produces stable and consistent results.

Reliability



Representative sample

Validity

- a small quantity of something that accurately reflects the larger entity

the credibility or believability of the research. Are the findings genuine?

FOCUS GROUP INTERVIEW – PUPIL VOICE

A **focus group** is a form of qualitative research in which a group of children are asked about their perceptions, opinions, and attitudes towards a lesson section or teaching style.

Questions are asked in an interactive group setting where children are free to talk with other group members.

The interview is conducted in an informal and natural way where children are free to give views.

GROUP INTERVIEWS AND FOCUS GROUPS

Keep in mind people behave differently in groups

Understand why you are choosing a group of participants rather than individuals since responses may change – is it for a valid reason?

The researcher will have a marginal role in focus group discussions

Usually 6 - 8 participants

FOCUS GROUP INTERVIEW

<https://youtu.be/bPjJ6TPkLVM>

What are your views of this interview with pupils?

WRITING QUESTIONS

Use open-ended questions

What did you think of ...?

How did you feel about ...?

What do you like best about ...?

Be cautious of phrases such as "how satisfied" or "to what extent".

WRITING QUESTIONS

Avoid dichotomous questions

These questions can be answered with a "yes" or "no"

WRITING QUESTIONS

Use "think back" questions.

Take participants back to an experience and not forward to the future.

WRITING QUESTIONS

Use different types of questions

Don't be afraid to use questions that get participants involved, e.g. reflection, examples, choices, ranking, rating scales, drawings, etc.

WRITING QUESTIONS

Avoid leading questions:

Don't you think...

Wouldn't you say that...

That must have been...

Don't you agree that...

WRITING QUESTIONS

Focus the questions

Sequence that goes from general to specific

WRITING QUESTIONS

For example:

What did you learn during the lesson? How do you know?

Do you know what you need to do, in order to further improve your learning?

Which aspects of the teaching worked well for you and why?

How do you think the lesson could be improved? Why?

COLLECTING DATA – SYSTEMATIC ANALYSIS PROCESS

While in the group:

- Listen for inconsistent comments and probe for understanding;

- Listen for vague or cryptic comments and probe for understanding;

- Consider asking each participant a final preference question;

- Offer a summary of key questions and seek confirmation.

COLLECTING DATA – SYSTEMATIC ANALYSIS PROCESS

Immediately after the focus group:

Draw a diagram of the seating arrangement;

Spot check tape recording to ensure proper operation;

Conduct debriefing (if your research partners have been present);

Note themes, hunches, interpretations, and ideas;

Label and file field notes, tapes and other materials.

DIARIES

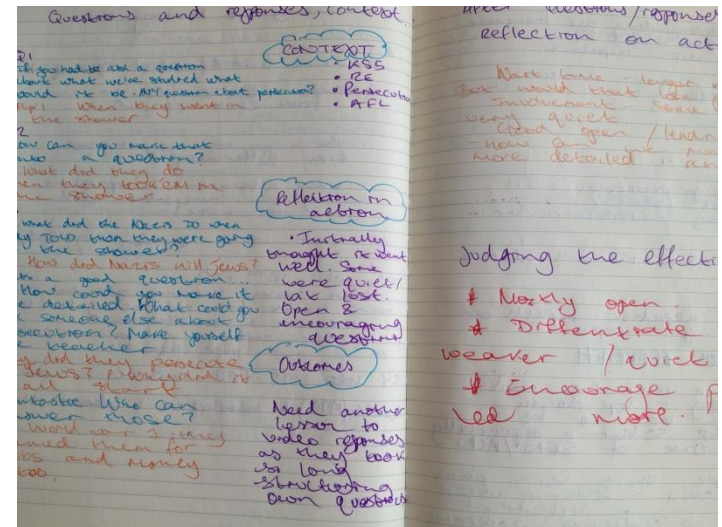
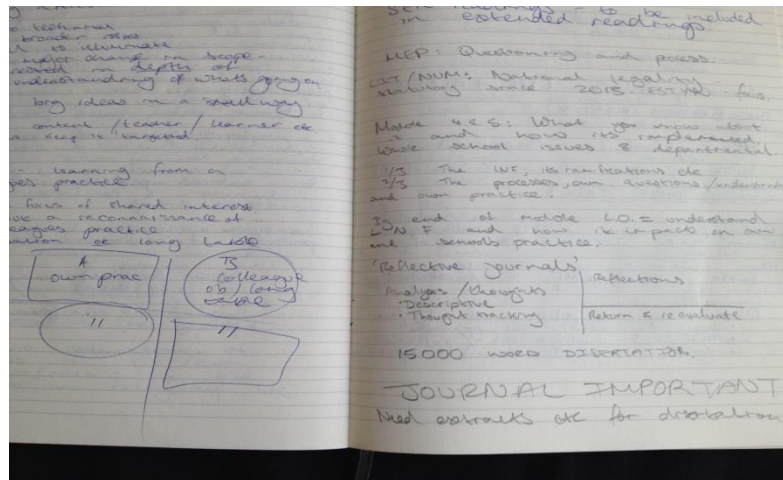
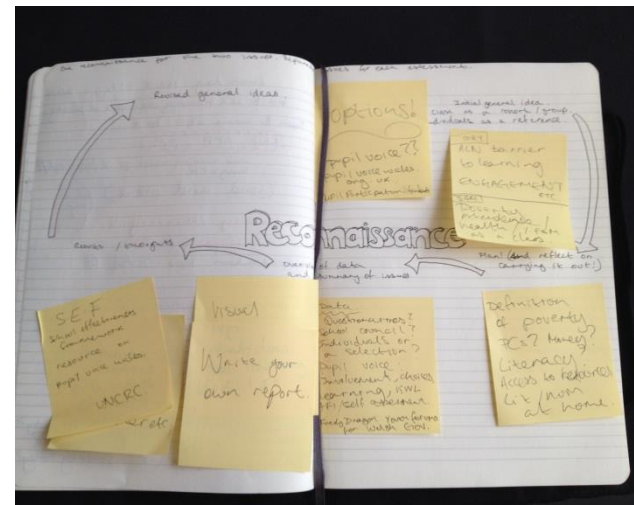
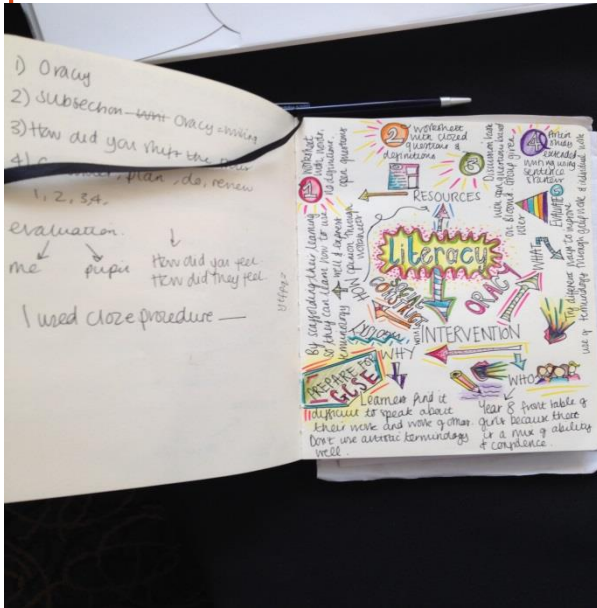
Making a record of thoughts, feelings, actions, responses, conversations or producing a more structured record of specific activities or observations

Divided into three types:

- Interval-contingent
- Signal-contingent
- Event-contingent

Write in diary immediately after field for interpretive studies

RECORDING 'FIELD NOTES' IN A JOURNAL



PARTICIPANTS' DIARIES

<https://www.youtube.com/watch?v=0awvMAcON-w>

REFLECTION

Reflective thinking involves essentially three processes:

experiencing something

thinking (reflecting) on the experience

learning from the experience.

MODELS OF REFLECTIVE PRACTICE

The following models of reflective practice can allow you to construct a greater depth of reflection than the experience (1), think (2), learn (3) model.

MODELS OF REFLECTIVE PRACTICE: KOLB, 1975 & 1984

The Learning Cycle emphasises reflective observation as a way to analyse and draw conclusions from an experience. The aim is to take this learning into new experiences, completing the cycle.



Concrete experience
(experiencing
something)



Reflective Observation
(thinking about the
experience)



Abstract
Conceptualisation
(learning from the
experience)



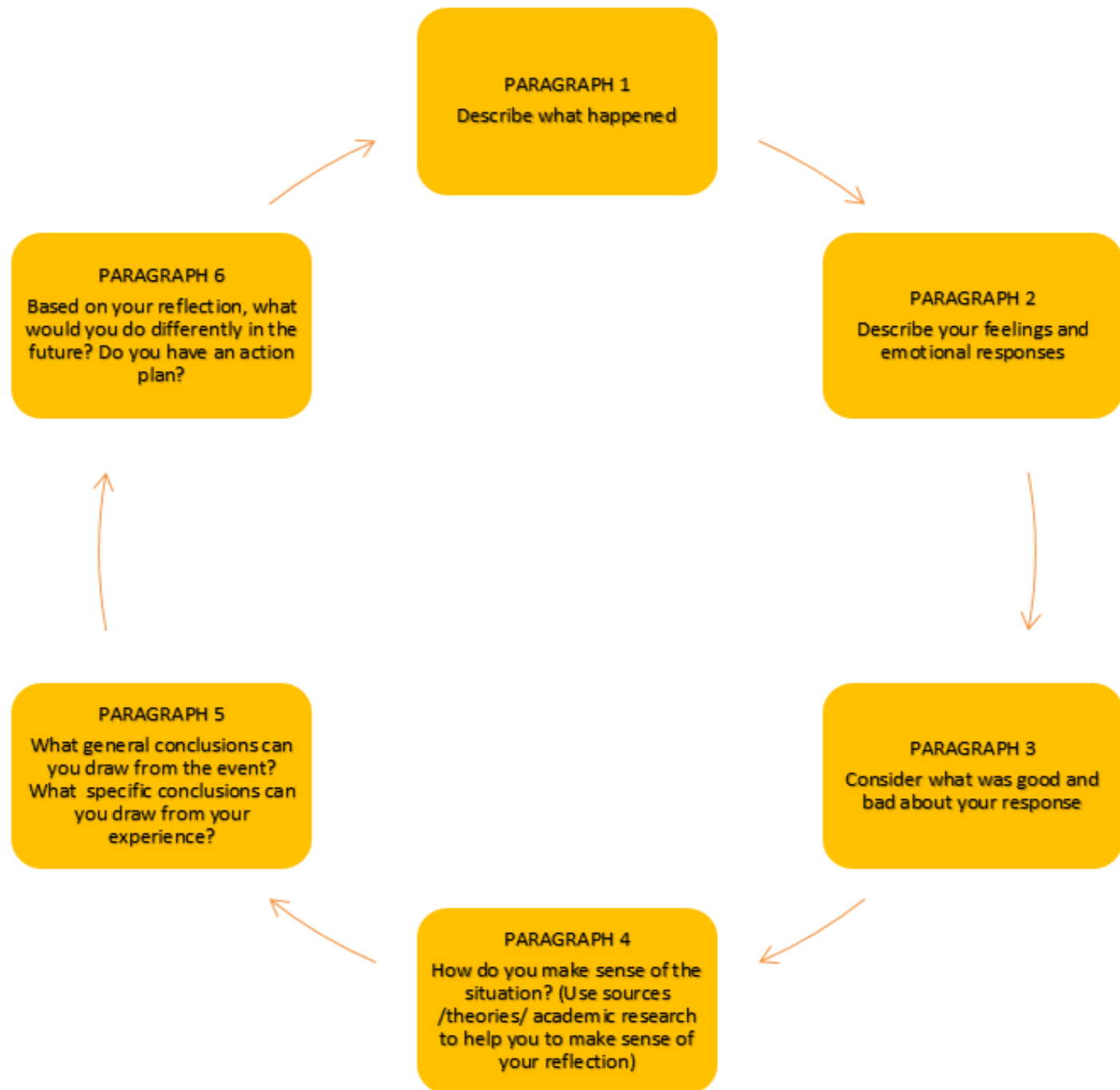
Active Experimentation
(putting into practice
what you have learned)



MODELS OF REFLECTIVE PRACTICE: GIBBS, 1988

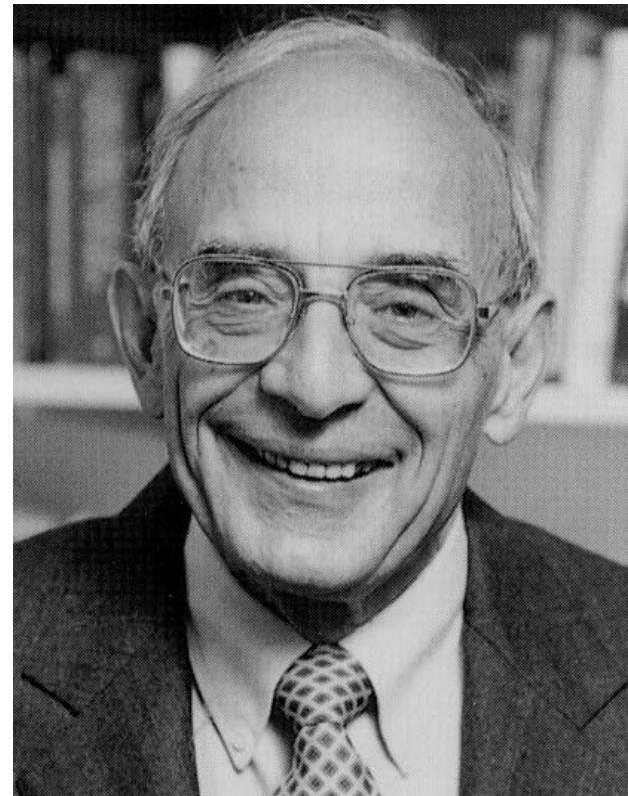
The Reflective Cycle has six distinctive stages, leading from a description of the event/experience through to conclusions and consideration for future events.





MODELS OF REFLECTIVE PRACTICE: SCHÖN, 1978

This model has the strength of considering reflection in action (during an event/experience) with those that happen in hindsight (after the event).



Reflection in action (at the time the event is happening)

- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

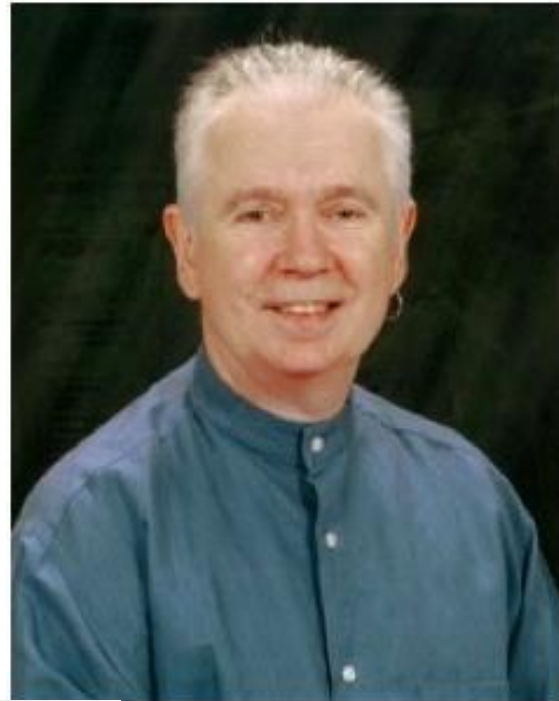
Reflection on action (after the event)

- Reflecting on something that has happened
- Thinking about what you might do differently if it happened again
- New information gained and/or theoretical perspectives from study that inform the reflector's experience are used to process feelings and actions

MODELS OF REFLECTIVE PRACTICE: BROOKFIELD, 1998 & 2005

This model proposes four lenses that can be engaged by teachers in a process of critical reflection: (1) the autobiographical, (2) the students' eyes, (3) our colleagues' experiences, and (4) theoretical literature.

(Brookfield's Lenses)



Our
autobiographies
as learners

SELF

Our students'
eyes

STUDENTS

Our colleagues'
experiences

PEERS

Theoretical
Literature

SCHOLARSHIP

DOCUMENT INTERROGATION

Make sure you find the right/appropriate documents

Create a criteria for assessing the relevance of documents and their arguments/policies

Learn digital key shortcuts to make interrogating documents easier and faster (EBSCO)

Can use social media to gather 'word-based' information and collaborate with other researchers and participants

LESSON STUDY

Lesson Study is a model for collaborative classroom professional learning where:

two or more teachers work together, developing practice in the classroom, focusing on the needs and learning of real pupils and trying to solve a teaching- or learning-based problem which is affecting pupils' progress;

LESSON STUDY

Teachers are engaged in developing a teaching technique which is designed to improve a specific aspect of learning for identified pupils;

Teachers keep a record of what they learn and pass on the practice knowledge which they gain to others.

It is built on the premise that the best way to improve education is to *"get teachers together to study the processes of teaching and learning in classrooms, and then devise ways to improve them"* (Fernandes & Yoshida, 2004).





Lesson Study

1. Plan

- **Plan** a lesson together.
- Address each activity to your enquiry question and **predict** how pupils will react and how you will assess this.
- Pick 3 **case pupils**.

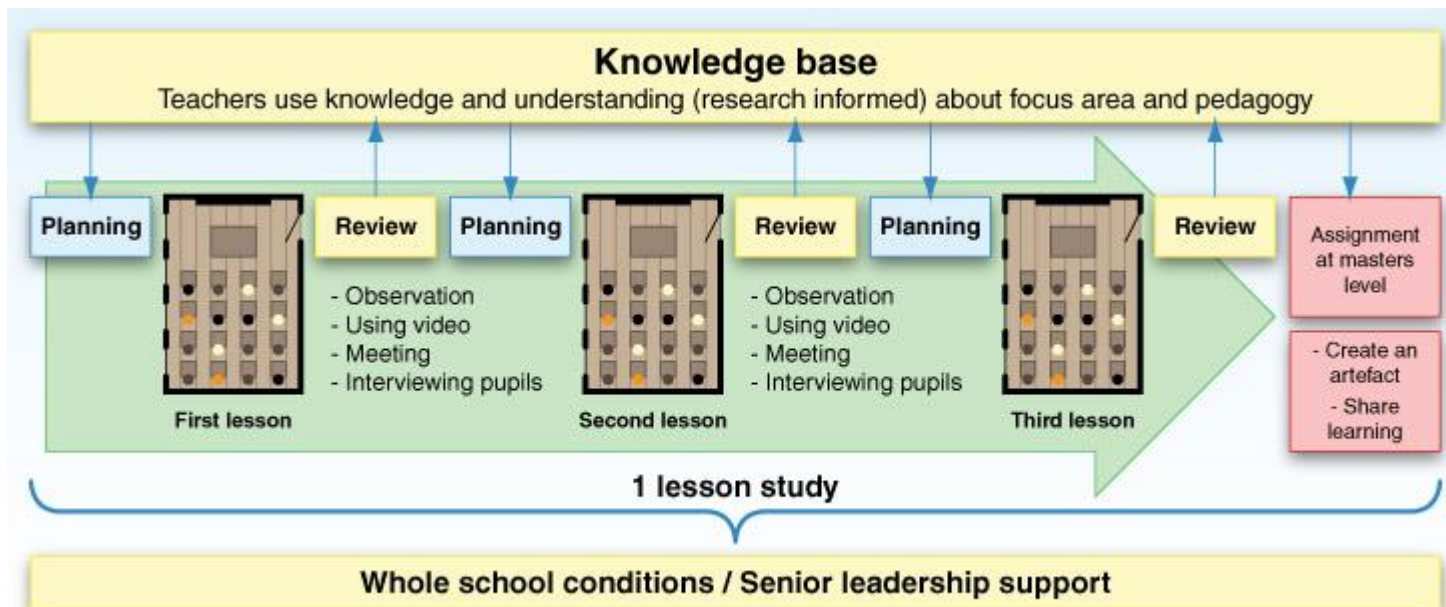
2. Observe

- **Teach** the lesson with your colleagues observing.
- Pay particular attention to the **case pupils**.
- Conduct any **assessments** and/or **interviews** during & after.

3. Reflect & Plan

- As soon after the lesson as possible, **reflect** how each activity elicited the sought-after change. Were your **predictions** correct? Why?

LESSON STUDY



LESSON STUDY

<http://lessonstudy.co.uk/what-is-lesson-study/>

Background to lesson study: Peter Dudley

<http://lessonstudy.co.uk/2014/09/lesson-study-professional-learning-for-our-time-read-pete-dudleys-resume-of-the-case-for-lesson-study-made-in-his-new-book-out-on-10-september-which-can-be-ordered-at-httpwww-routledge-comb/>

QUESTION FORMATION

How can we improve.....through.....in a.....classroom?



e.g. pupil response time

e.g. use of lollypop sticks

Consider:

What are you going to measure?

How might you measure it?

SOME EXAMPLES:

How can we improve involvement through the use of differentiated questioning in KS2 English lessons?

How can we improve pupils' learning through peer assessment?

How can we support learners to achieve the lesson's learning objective by using differentiated criteria checklists?

How can mini-plenaries influence pupils' understanding of the learning objective?