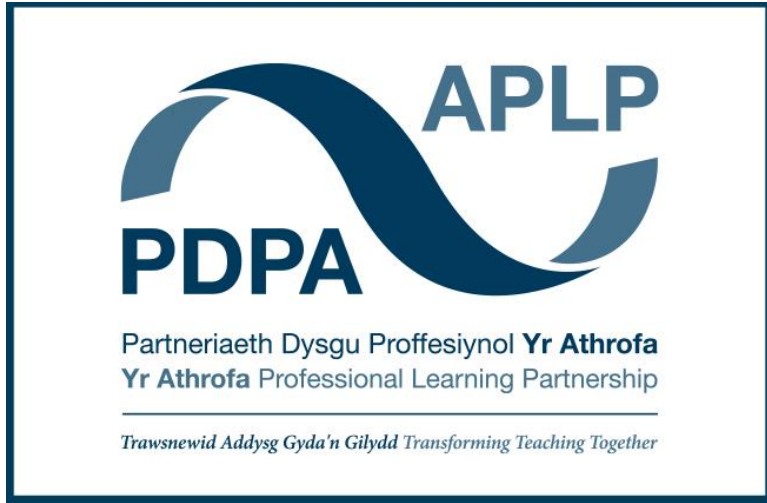


Darlith Arweiniol 3 – Lead Lecture 3



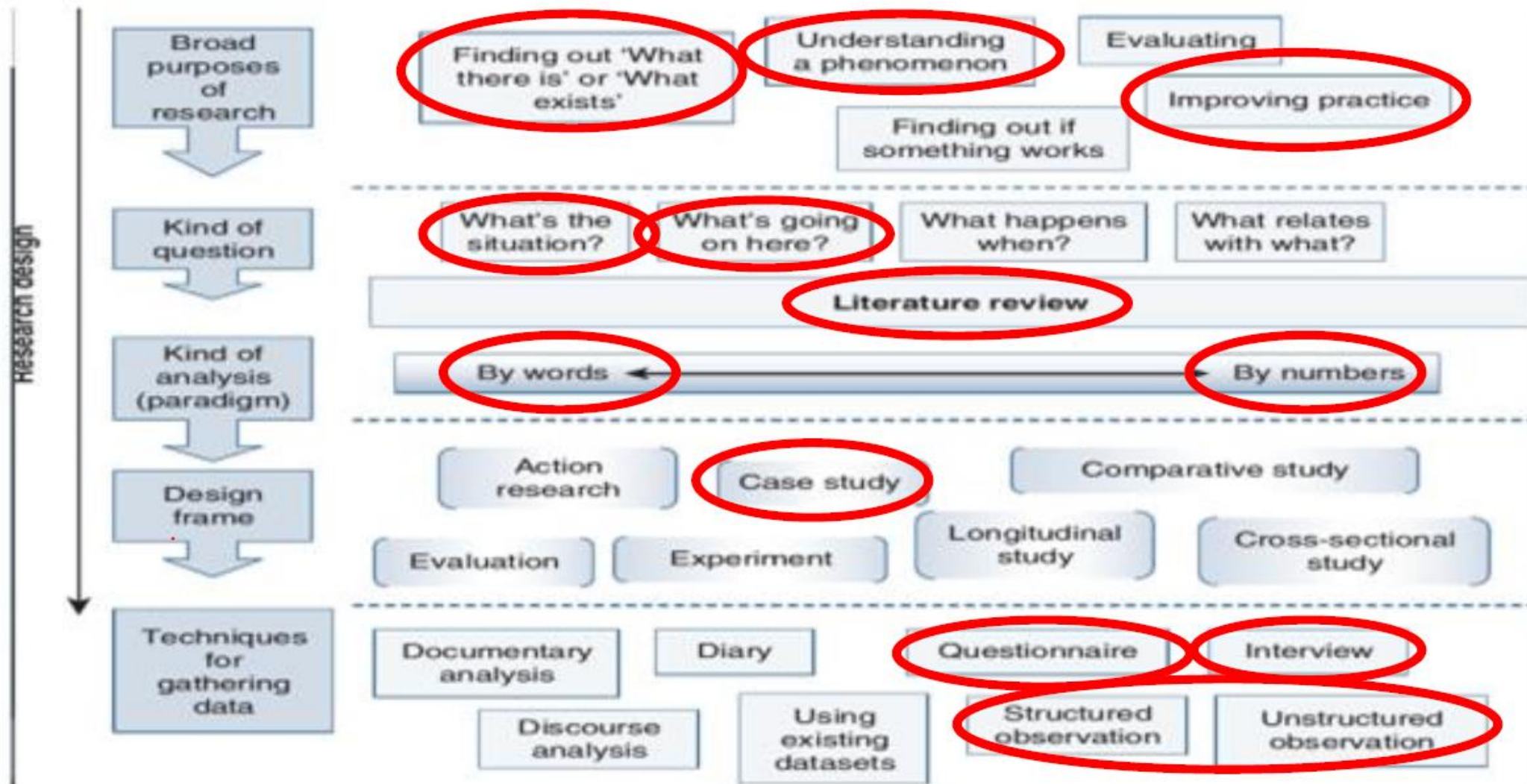
ECAD6017C: Ymchwilio i'r Dysgu: beth, sut a pham ydw i'n addysgu?

ECAD6017: Researching the Learning: what, how and why am I teaching?



The process of research design:

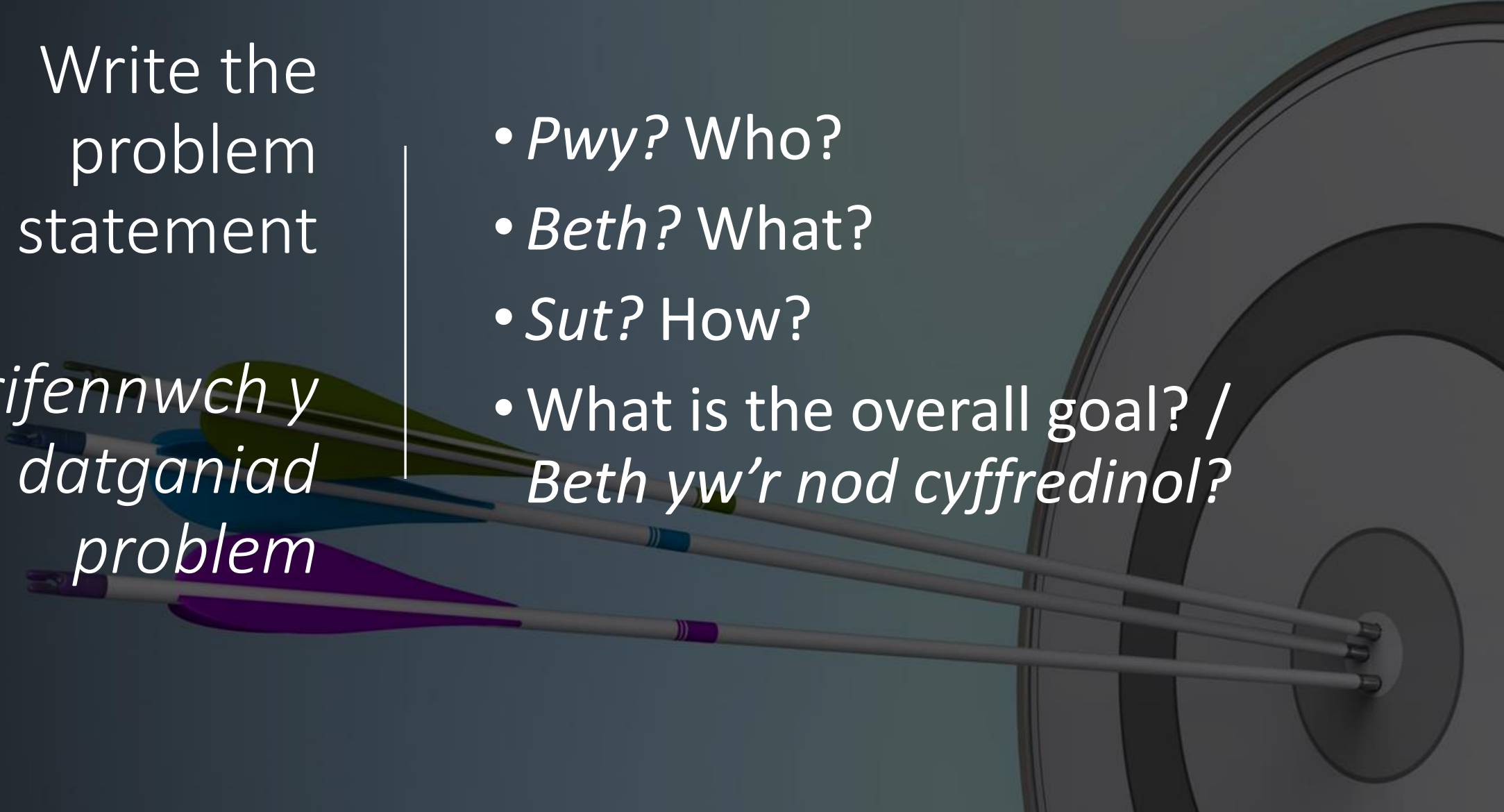
Proses dylunio ymchwil:



Write the
problem
statement

*Ysgrifennwch y
datganiad
problem*

- *Pwy?* Who?
- *Beth?* What?
- *Sut?* How?
- What is the overall goal? /
Beth yw'r nod cyffredinol?





Example of
problem
statement:

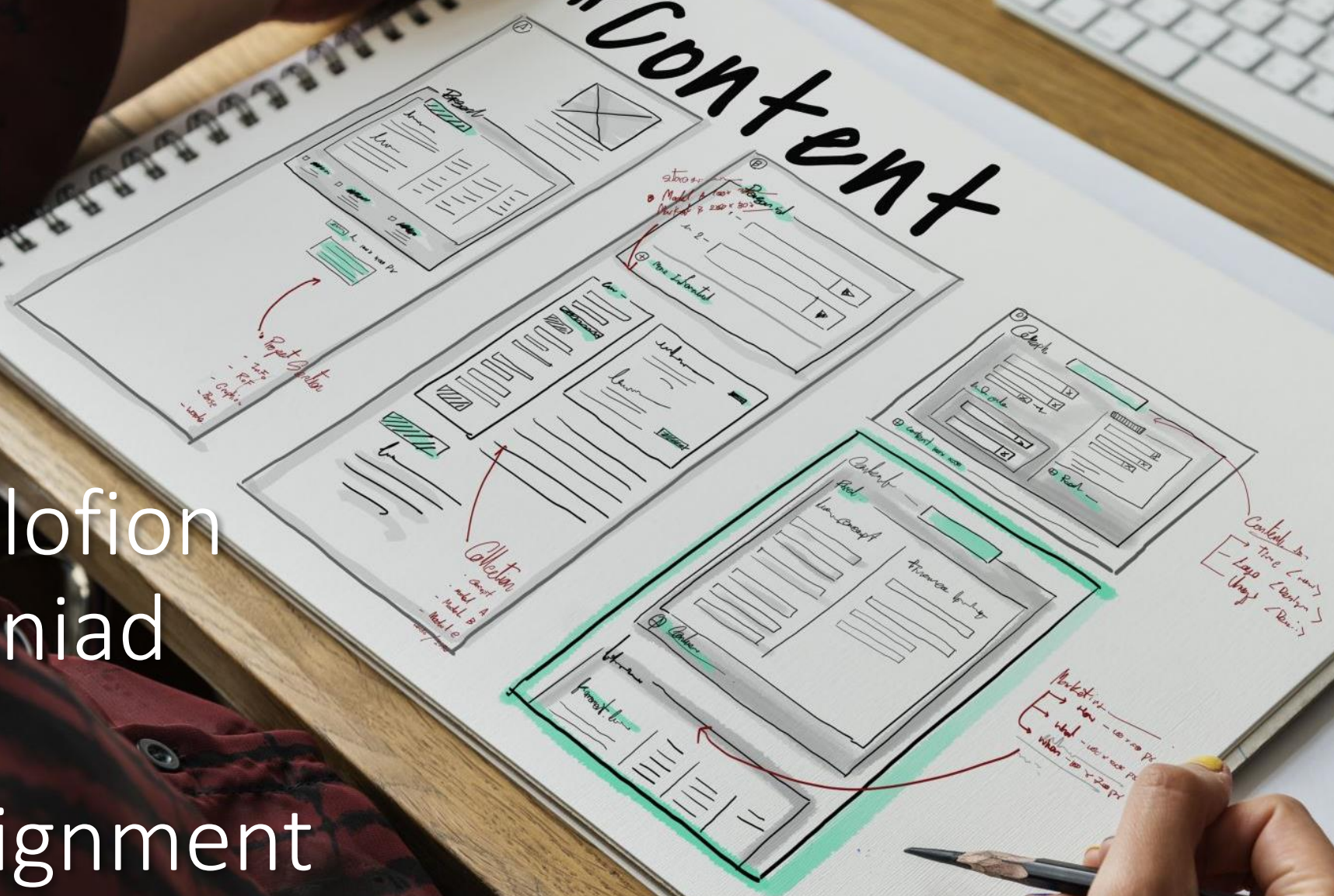
- The purpose of this research project is to [verb: assess, understand, evaluate, improve, etc.] the [topic, effect, result] for [participants/students] at [site].



Enghraifft o
ddatganiad
problem:

- Pwrpas y prosiect ymchwil hwn yw i [berf:
asesu, deall, gwerthuso, ayyb.] y [testun,
effaith, canlyniad] ar
[cyfranogwyr/dysgwyr] yn [safle].

#Content



Llyfr Iofion
aseiniad

The assignment
scrapbook...

A photograph of four people lying on their backs on a grassy field, looking up at the camera. Their hands are positioned near their faces, with some fingers spread and others curled. The image has a warm, slightly desaturated color palette. The text 'Researcher Positionality' and 'Safleoldeb Ymchwilydd' is overlaid in the center in a white, sans-serif font. A faint watermark '(C) CAMILLE PASAO' is visible behind the text.

Researcher Positionality

Safleoldeb Ymchwilydd



Loves science/painting?

Mwynhau
gwyddoniaeth/peintio?



Has neat
handwriting/always asks
questions

Llawysgrifen daclus/bob
amser yn holi cwestiynau





CD/Athro - TA/Teacher?

Having unconscious bias is normal

- Ignoring it is not ok.
- It impacts how we value, group, treat and engage with people everyday.



STRATEGIES TO REDUCE EFFECT OF UNCONSCIOUS BIAS



Challenge stereotypes



Notice in others



Be aware of own



Look for alternative points of view



Spend time with people different to yourself



Challenge assumptions
Challenge traditions



The importance of recognising researcher positionality

- Everybody brings a set of cultural norms or practices to their working environment which affects their attitudes and behaviour
- These can impact on the whole research process from identifying the focus of your research to interpreting and presenting the data.

Consider:

What kinds of assumptions might you bring to your work or research?

Where might these assumptions originate from?

Types of unconscious/ implicit bias

- There are many different types of bias, these are a few:

Like me/ Affinity

- Affinity bias is when we favour people who we share qualities with.

Beauty

- Beauty bias suggests we believe a more beautiful person complete a task better than someone less conventionally attractive.

Contrast

- Contrast effect is when we compare one thing to another rather than the whole piece of work on its merits

Gender

- Gender bias is when you think one gender may be better at a task than another. She has lovely writing.

Halo

- Halo bias is when you focus on one great positive while ignoring any flaws.

Horns

- This is the opposite to the Halo effect. They did one bad thing, now they can't shake it off.

Mathau o ragfarn anymwybodol / ymhlyg

- Mae yna lawer o wahanol fathau o ragfarn, dyma rai:

Fel fi/ Cysylltiad

Tuedd affinedd yw pan fyddwn yn ffafrio pobl yr ydym yn rhannu rhinweddau â nhw.

Harddwch

Mae tuedd harddwch yn awgrymu ein bod yn credu bod person harddach yn cyflawni tasg yn well na rhywun llai deniadol yn gonfensiynol

Cyferbyniad

Effaith cyferbyniad yw pan fyddwn yn cymharu un peth â'r llall yn hytrach na'r darn cyfan o waith yn ôl ei rinweddau

Rhyw

Tuedd rhywedd yw pan fyddwch chi'n meddwl y gallai un rhyw fod yn well mewn tasg nag un arall. Mae ganddi ysgrifennu hyfryd.

Halo

Rhagfarn Halo yw pan fyddwch chi'n canolbwyntio ar un positif gwyd wrth anwybyddu unrhyw ddiffygion

Cyrn

Mae hyn i'r gwrthwyneb i effaith Halo. Fe wnaethon nhw un peth drwg, nawr ni allant ei ysgwyd i ffwrdd.



Empathetic Neutrality – (Ormston *et al.*, 2014)

Strive to avoid obvious, conscious, or systematic bias and to be as neutral as possible including the collection, interpretation and presentation of data...[whilst reflecting that] this aspiration can never be fully attained – all research will be influenced by the researcher and there is no completely 'neutral' or 'subjective' knowledge.'

(Holmes, 2020, p.4)

Researcher Positionality - A Consideration of Its Influence and Place in Qualitative Research - A New Researcher Guide

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Abstract

Masters and PhD student researchers in the social sciences are often required to explore and explain their positionality, as, in the social world, it is recognized that their ontological and epistemological beliefs influence their research. Yet novice researchers often struggle with identifying their positionality. This paper explores researcher positionality and its influence on and place in the research process. Its purpose is to help new postgraduate researchers better understand positionality so that they may incorporate a reflexive approach to their research and start to clarify their positionality.

Keywords: Researcher Positionality, Reflexivity, Epistemology, Ontology, Insider and Outsider research

Method and Protocol

Researcher Positionality: Ways to Include it in a Qualitative Research Design

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Prashneel Ravisan Goundar¹ 

Abstract

When conducting research, a researcher's perspective and worldview are referred to as positionality. It also "reflects the position that the researcher has chosen to adopt within a given research study" and describes the researcher's relationship to their research subjects. What the researcher chooses to study, how it is carried out, and the outcomes are all influenced by their position. In this paper, I argue that the positionality of a researcher is shaped by a variety of factors, including gender, race, personal experiences, values, and beliefs. These factors then influence the researchers' assumptions, methods of accessing and interacting with participants, the questions they pose, and how they interpret the findings. For higher degree research in the social sciences, there should be a section that clarifies researcher positionality. Making these declarations gives the study clarity and credibility in that the researcher is aware of their 'insider and outsider hat' so to say. This paper discusses ways in which Masters, Doctor of Education, Doctor of Social Work, Doctor of Teaching English to Speakers of Other Languages, and Ph.D. scholars can explain positionality in their research design. Crucial elements that must be disclosed in the study are the identities, viewpoints, and positions of the researchers. This work contributes to the growing corpus of scholarship on researcher positionality, which is based on my findings as a novice researcher conducting qualitative research. My paper takes an inductive systematic review approach which relates to noting observations and seeking to find patterns within them. I provide examples from my Ph.D. thesis which looked at academic English writing skills of first-year undergraduate students. The examples will be helpful to novice researchers and post-graduate students interested in providing precision in conducting qualitative methodology and examining positionality in their study. They can use the article as a starting point in approaching the concept of researcher positionality and ways in which it can be embedded in their study design.

Cyfeiriadau - References

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