

The Enquiring Teacher

ECPP7001

Session 12



Section	Indicative guide to word count (this is not prescriptive)
Aim, focus and purpose of the research • The issue that interested me was.. • Because in my school.. • In my class...	120-150
Research context (briefly describe the setting context); • In my class... • I discussed this with my partner(s)... • Our research question is ... • For my class this means...	220-250
Short overview of relevant literature (concisely present current thinking from literature) • I looked further into this by reading books, journal articles, government documents and other on-line material. What this showed me was... • In particular, this author said... • But this author said.. • This reading supported our research question (or helped us refine our question to...)	1000

Explanation of your lesson study design • The methodology used is lesson study research, which is a form of action research...Lesson study research methodology is... • The methods of data collection used are: reflection, observation (non-participant) and focus group. • My observational notes ...(taken from?, acceptable form of data collection? qualitative or quantitative data ?) • The reflections were captured using... • The non-participant observations were collected using ... • The focus group were chosen as a sample because...(type of sample/ sample size/ qualitative or quantitative data ?)	1000
Ethical considerations • There are ethical considerations with doing research in a classroom which are...(link to Ethics form)	250-300
Lesson study 1 results and analysis • In what way did the children achieve the lesson goals?(student learning, thinking and engagement) • How could the lesson be improved? (revise the lesson for the next class) • What did we learn from this experience?(do we need to modify our research tools to collect better evidence ?) Lesson study 2 results and analysis • In what way did the children achieve the lesson goals?(student learning, thinking and engagement) • How could the lesson be improved? (revise the lesson for the next class or for future teaching) • What did we learn from this experience?(do we need to modify our research tools to collect better evidence / to share with others ?) For groups of three - Lesson study 3 results and analysis where appropriate (+500 words)	1600-2000

Discussion of research findings in relation to related literature and research • What did I find out ? • What does that mean for my class? • Strengths and limitations of the methods	575-600
Conclusion [Critically examine your own research lessons, for example, was the method of collecting data used reliable? How valid was the method used? Can the findings be generalised?] • Strengths and limitations of the methods • Did I pilot any of the methods? Did this help? • What will I do in my next school experience? • How will this help me move forward? If I did this lesson again I would..	775-800
Recommendations [what recommendations would you make in light of your research? How might findings be taken forward to inform further research?] • How will this help me move forward ? • If I did lesson study research again I would.. • Sharing the good practice...	250-300
Reference list (using the Harvard system) Appendices	

Assignment Submission

The assignment will be submitted to Turnitin on (or before) the 4th March 2019 in two sections:

- ▶ Section 1 – Title page / Main text of essay / reference list
- ▶ Section 2 – Any appendices (including lesson plans, observation sheets, reflection sheets, interview questions, information sheet/script)

The background features abstract, overlapping geometric shapes in various shades of blue, creating a modern and dynamic visual effect. The shapes are primarily triangles and polygons, some of which are semi-transparent, allowing for a layered appearance. The colors range from a deep navy blue to a lighter, almost white blue.

Developing your
academic voice.

What distinctions are there between journalistic/academic writing styles?

- ▶ Tone
- ▶ Purpose
- ▶ Audience
- ▶ Evidence
- ▶ Authority
- ▶ Focus
- ▶ Scrutiny
- ▶ Analysis

Masters level writing

Should demonstrate...

- ▶ Research evidence
- ▶ Critical Analysis
- ▶ Synthesis
- ▶ Mastery

Should be...

- ▶ Reviewed
- ▶ Analytical
- ▶ Synthesised
- ▶ Focused

Evidence based-research

- ▶ Empirical - what is observed – critical/significant incidents
- ▶ Literature-led
- ▶ Data – Quantitative & Qualitative
- ▶ Data sources – primary & secondary

Quantitative Research

Used to find out:

- ▶ How much
 - ▶ How many
 - ▶ How often
 - ▶ To what extent
-
- ▶ Aims to be objective and scientific in its approach

Quantitative data

Estyn and school leaders use:

- ▶ All Wales Core Data Sets
- ▶ Schools Categorisation
- ▶ Stats Wales
<https://statswales.gov.wales/Catalogue/Education-and-Skills>
- ▶ My Local School
<http://mylocalschool.wales.gov.uk>

Qualitative Research

Refers to observations and measurements that can be made objectively and repeated by other researchers.

These methods:

- ▶ Are concerned with opinions, feelings and experiences
- ▶ Describe social phenomena as they occur naturally
- ▶ Collect data through direct encounters

Qualitative Data

- ▶ Interviews (including with pupils);
- ▶ Diaries;
- ▶ Journals;
- ▶ Portfolios;
- ▶ Observations;
- ▶ Photographs;
- ▶ Reflections (including video reflection).

Triangulation of data

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources.

(Carter et al. 2014)

Types of Data and Sources

Primary data is the information you will have collected for the specific purpose of the study.

Primary sources include data such as interviews, observations and questionnaires.

Types of Data and Sources

Secondary data includes information which is already available in other sources, which you extract for the purpose of your study.

Secondary sources include sources such as books, journals, previous reports/studies, professional documentation, policies, statistics...

Secondary data will form the basis for your **literature review**.

Literature Review

Purposes of a dissertation literature review

- ▶ Integrate and summarise the empirical evidence about this research question
- ▶ Assess critically the overall state of knowledge on this topic, and the theoretical and conceptual tools that have been or can be used to explore it
- ▶ Locate your study in relation to the literature

Drawing on the Literature

- ▶ Provides a theoretical background to your study;
- ▶ Helps you to establish the links between what you are proposing to examine and what has already been studied;
- ▶ Enables you to show how your findings have contributed to the existing body of knowledge in your profession and to integrate your findings into this.

Literature Review

A literature review is a **select analysis of existing research** which is relevant to your topic, showing how it relates to your investigation. It **explains** and **justifies** how your investigation **may help answer** some of the questions or gaps in this area of research.

A longer literature review **may have headings** to help group the relevant research into **themes** or **topics**. This gives a focus to your **analysis**, as you can group similar studies together and **compare and contrast** their approaches, any **weaknesses or strengths** in their methods, and their findings.

(Reid et al., 2012)



What is a
literature
review?

- ▶ It is not...
 - ▶ a straightforward summary of everything you have read on the topic
 - ▶ a chronological description of what was discovered in your field

Critical Review of Literature

- ▶ At M Level, provides the reader with a picture of the state of knowledge and of major questions in the subject.

The furniture sale catalogue, in which everything merits a one-paragraph entry no matter how skilfully it has been conducted: Bloggs (1975) found this, Smith (1976) found that, Jones (1977) found the other, Bloggs, Smith and Jones (1978) found happiness in heaven.

Haywood and Wragg, 1982: 2

Referencing

- ▶ Use the Guidance – Harvard Referencing system
- ▶ View them as stage notes – your sentence should make sense with or without the reference information.

The Importance of Effective Record Keeping

Create a notes template/document with space to record:

- ▶ Author and initials
- ▶ Date of publication
- ▶ Title of publications
- ▶ Place of publication
- ▶ Name of Journal, volume and page number
- ▶ Margin with space for page numbers

Think about the kinds of declarations you make...

- ▶ Can you prove it?
- ▶ What does your data demonstrate?

- ▶ I observed children playing together and communicating confidently, which clearly enhanced their language development. Vygotsky (1962, p2) stated; 'a learners Zone of Proximal Development is significantly improved through social communication', this supports this idea.

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Change perspective slightly...

Empirical evidence suggests that collaborative play can enhance children's language development. This evidence correlates with Vygotsky's (1962) theory of the 'Zone of Proximal Development' (ZPD), where a child's interaction with other children can be influential in extending their individual development, particularly linguistically.

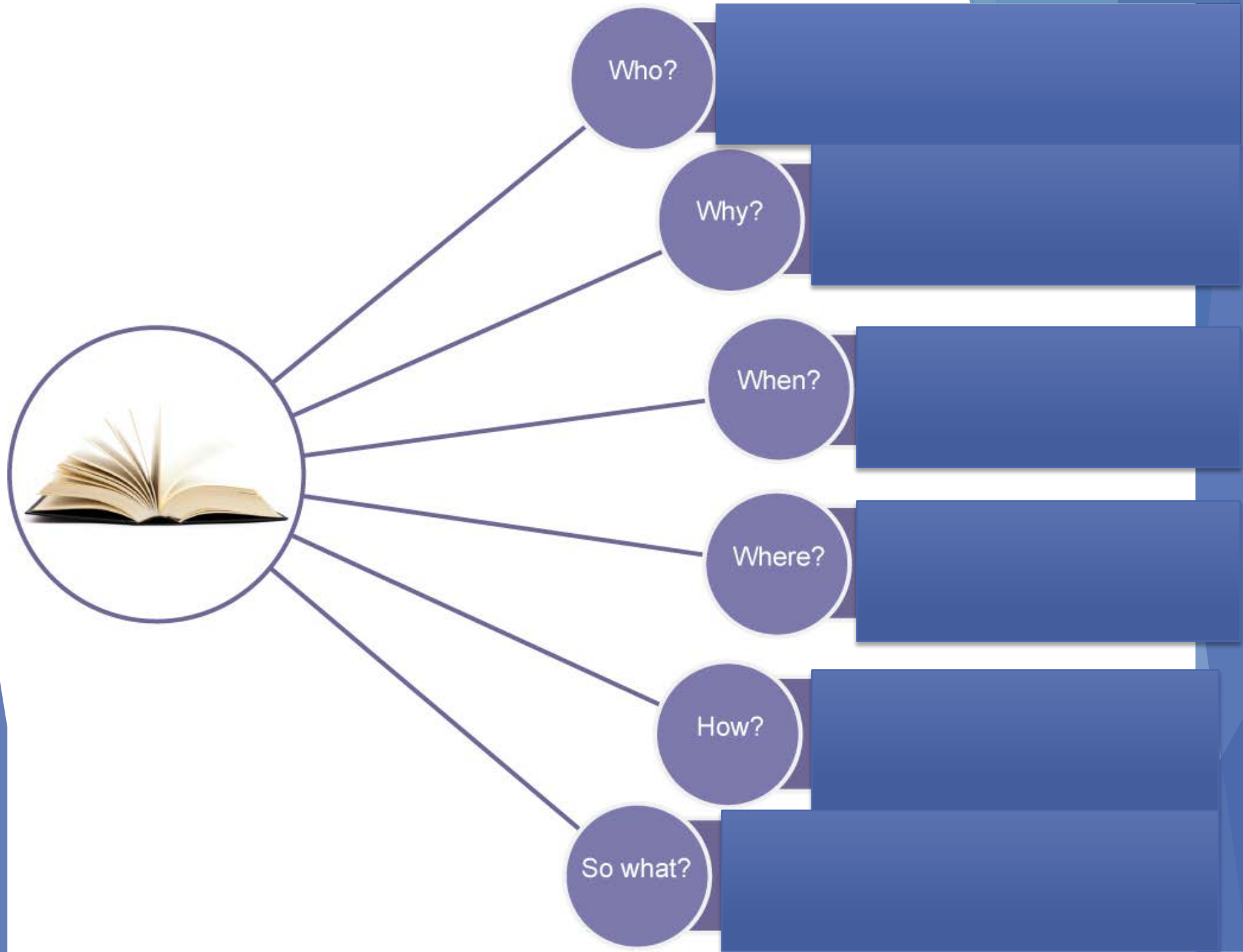
Evaluating literature

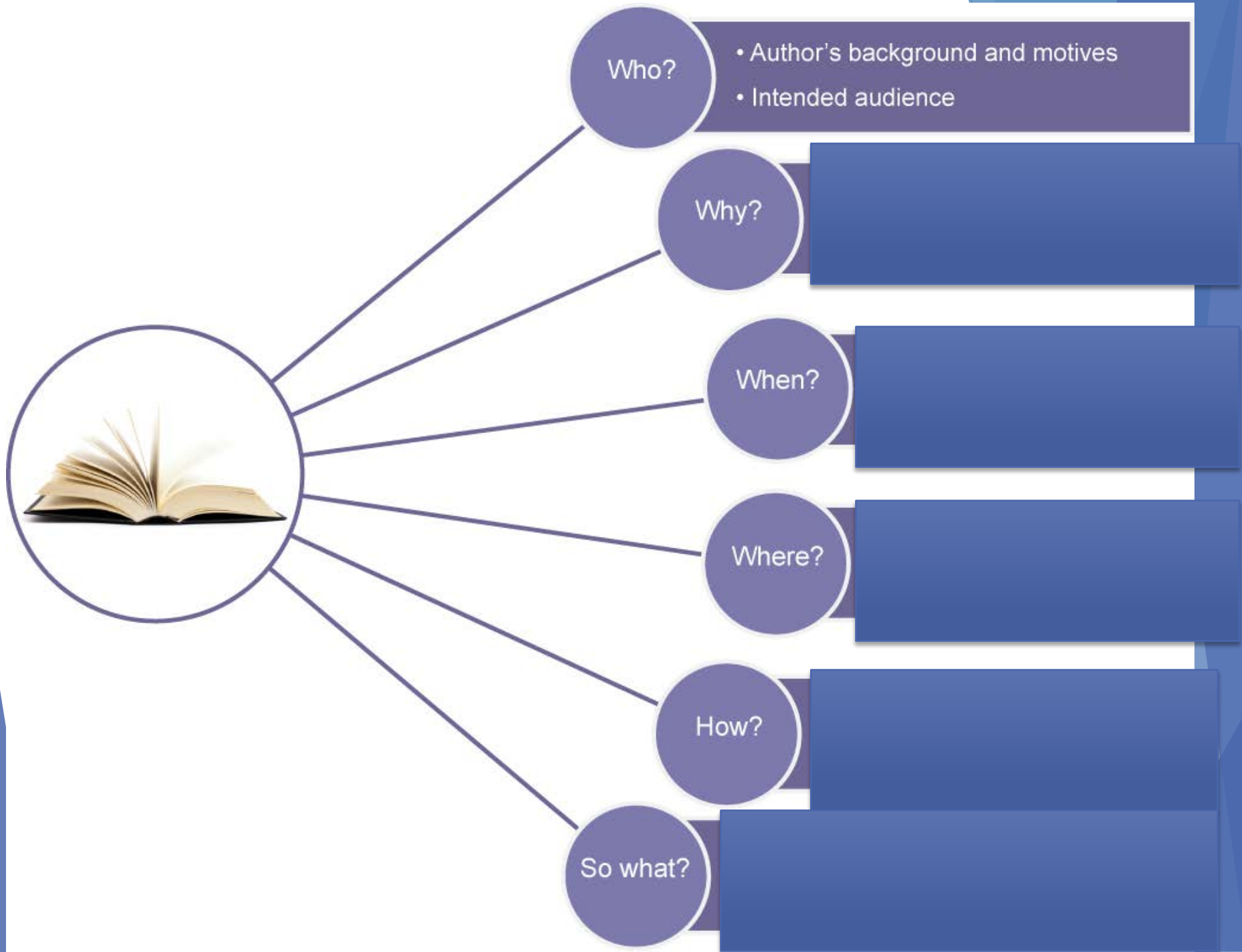
Evaluating literature

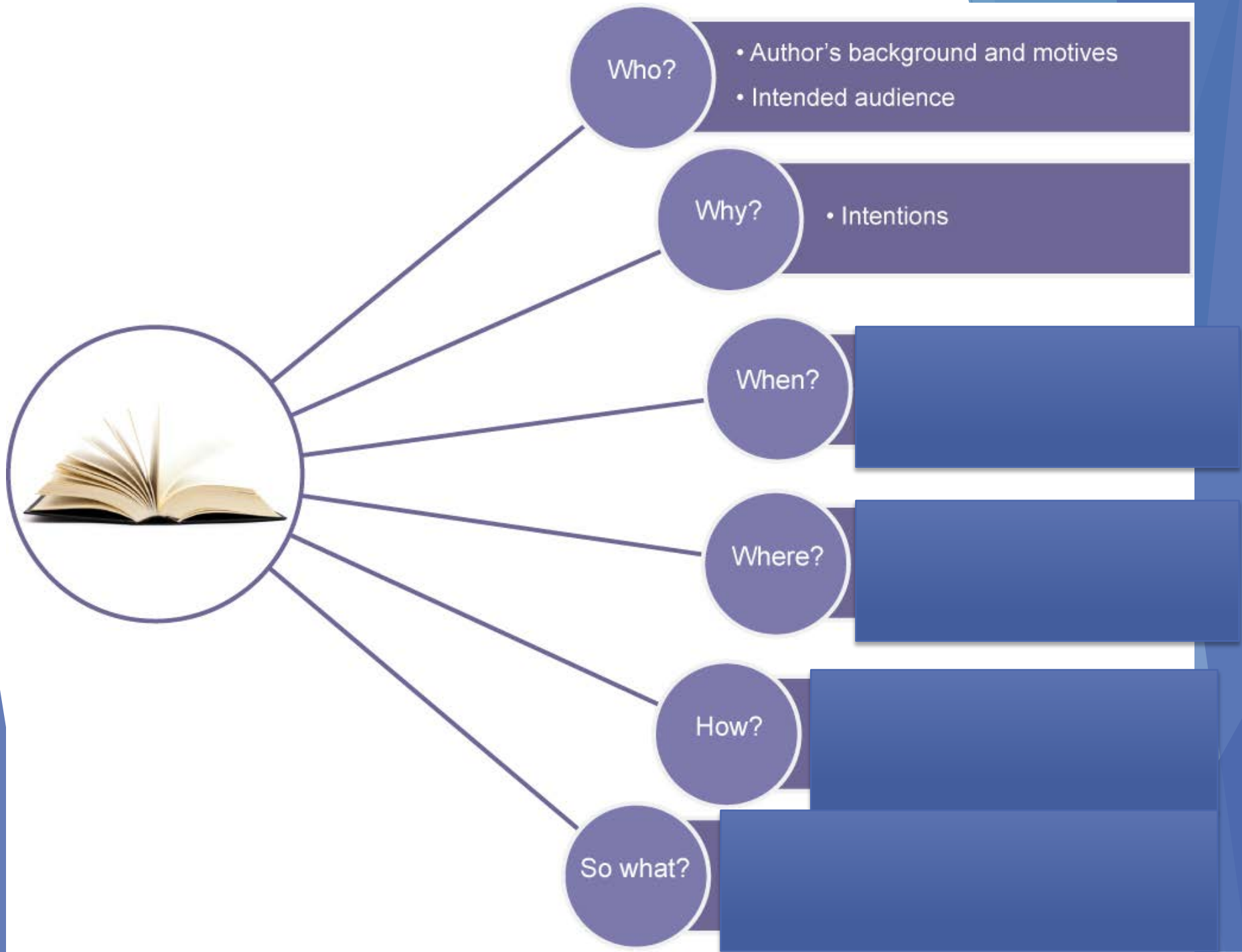
What do we need to consider when undertaking reading for research purposes?

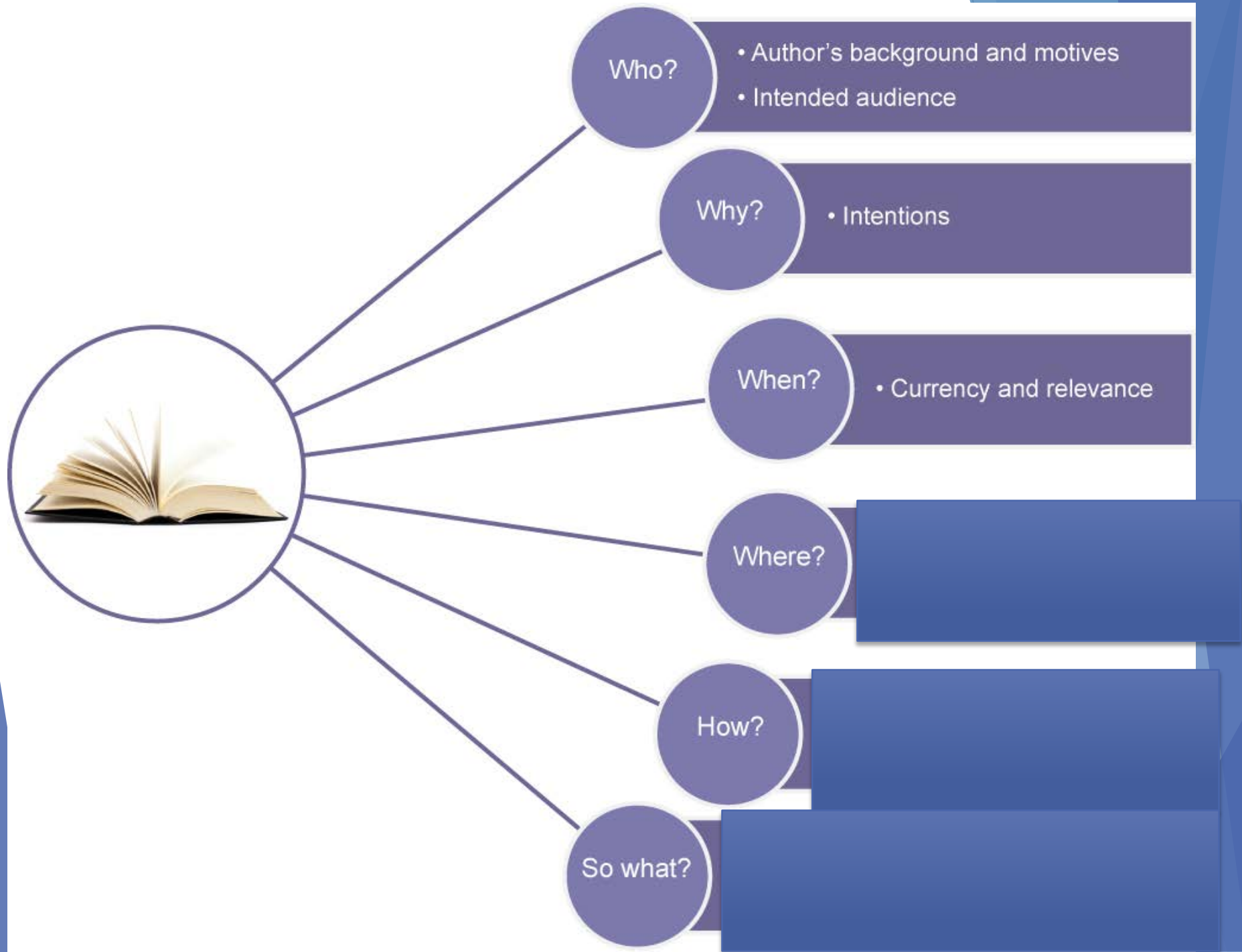
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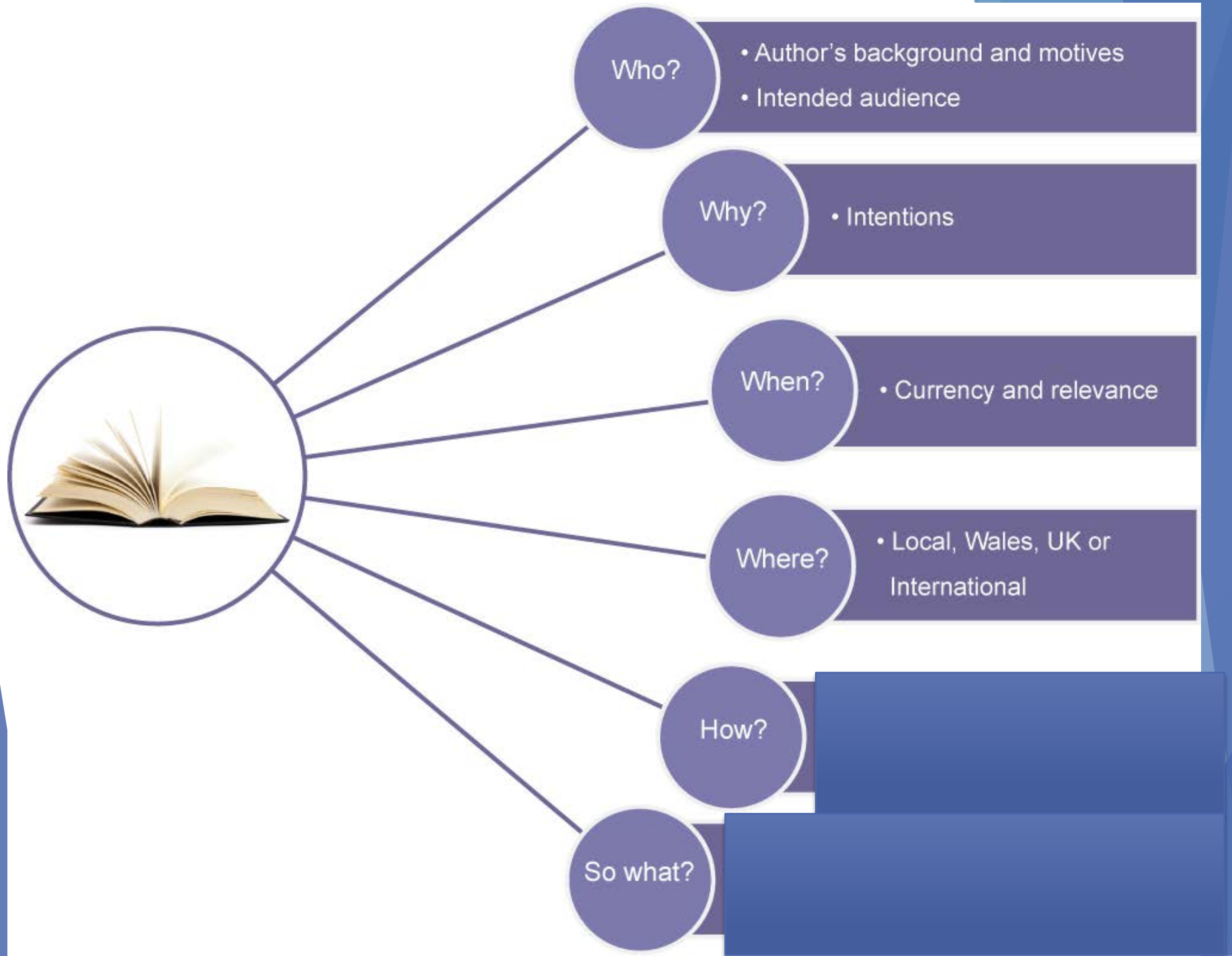


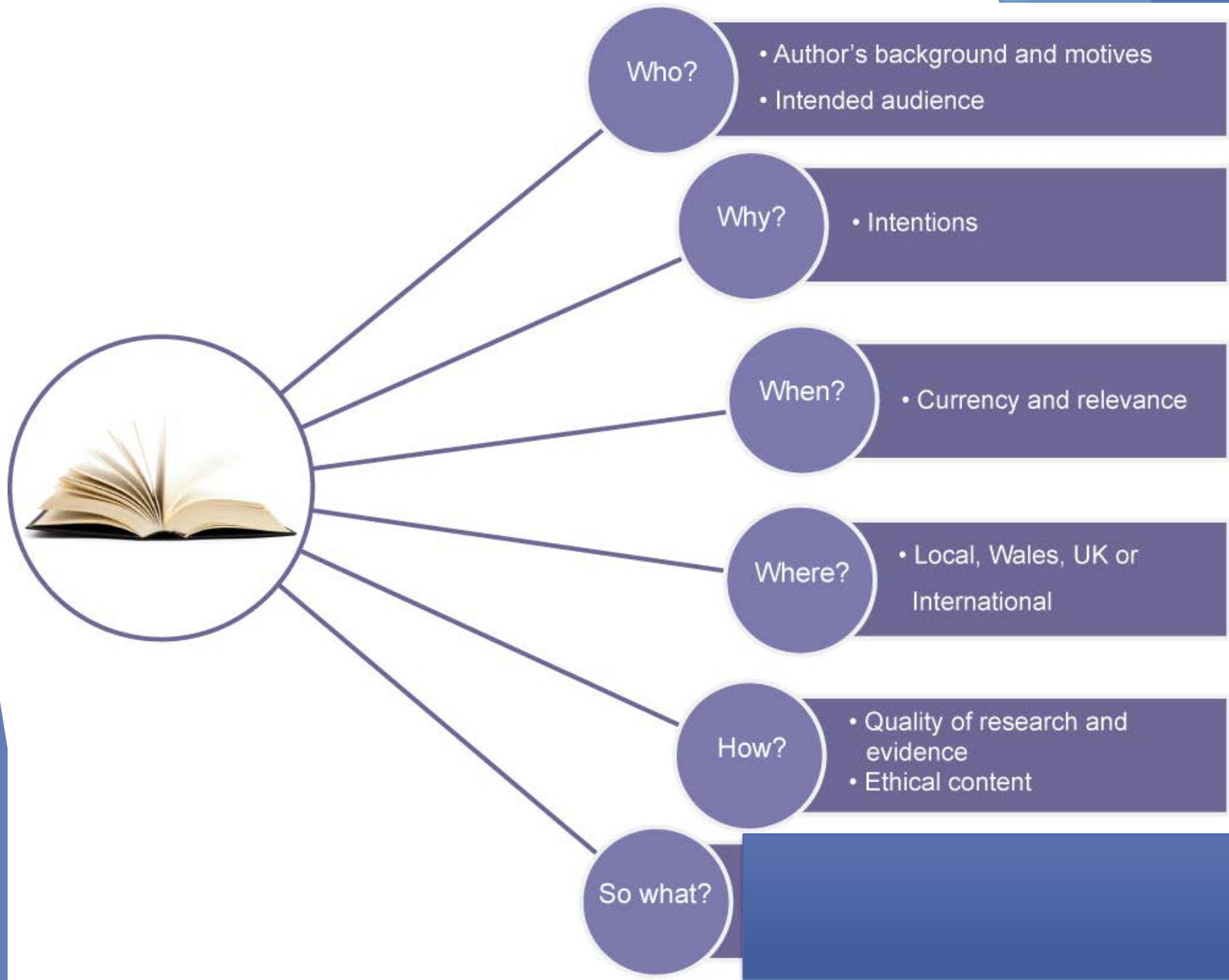


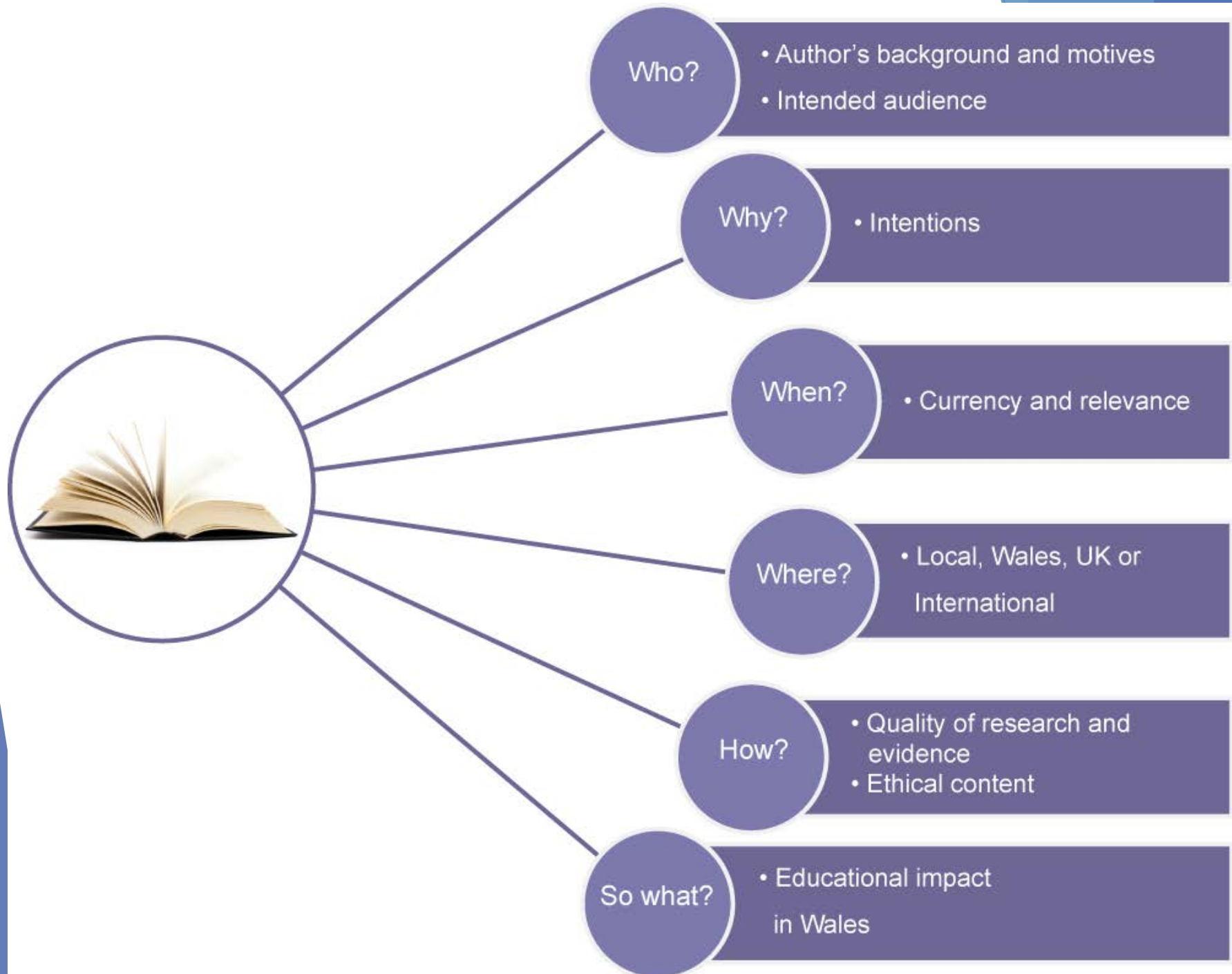












Problems with Secondary Source Data

- ▶ **Validity and reliability** – validity is likely to vary from source to source e.g. census information is likely to be more valid and reliable than information from a personal diary.
- ▶ **Personal bias** – information from personal diaries, newspapers etc. may have the problem of personal bias as these writers are likely to exhibit less rigour and objectivity than perhaps a research report.
- ▶ **Availability of data** – check whether the data you think will be required is available to you.
- ▶ **Format** – check whether data is available in the required format e.g. do your categories for age match the data available?

(Ross and Mathews, 2010)

Questions?

