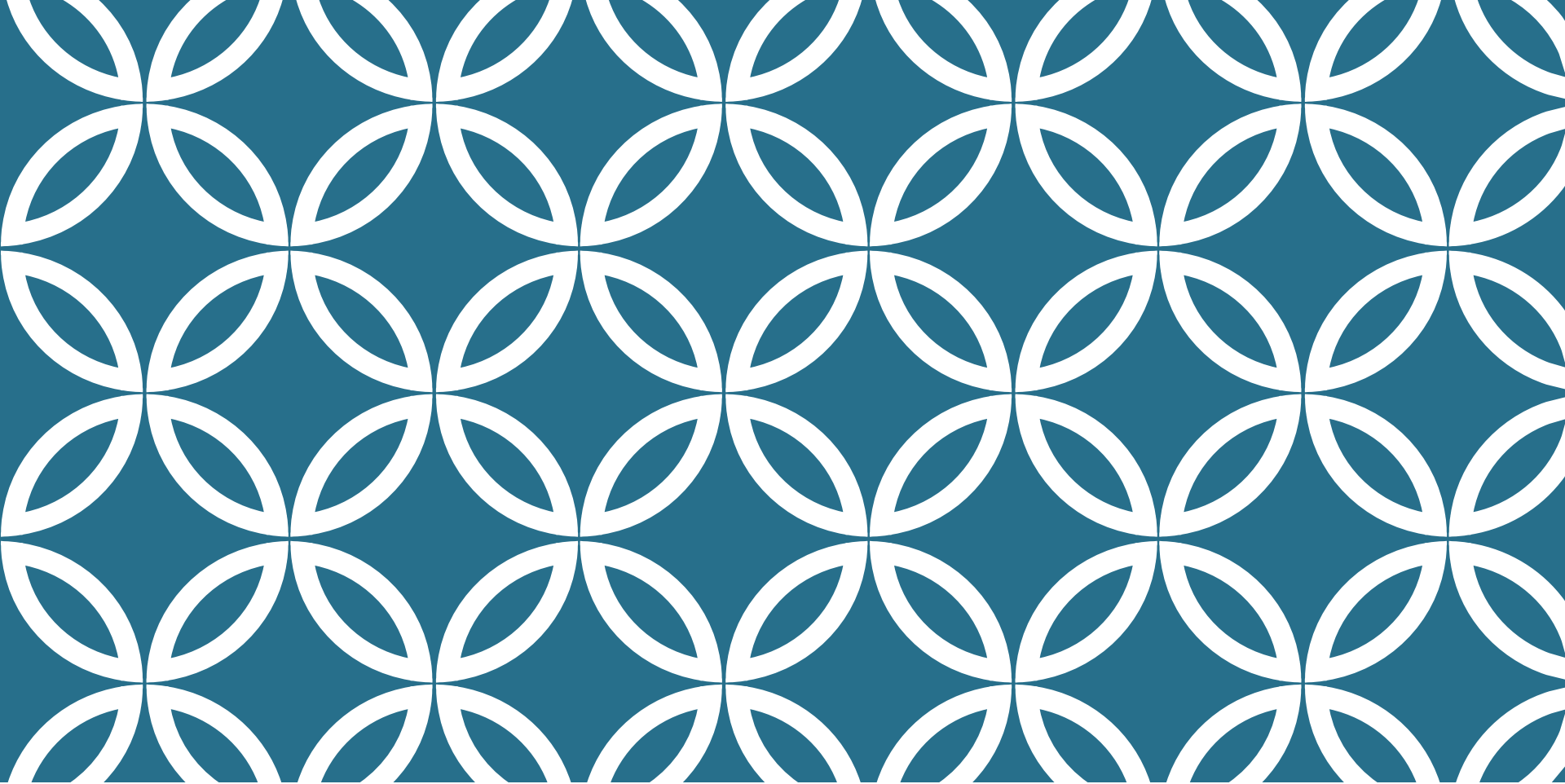




ECGE7004

Session 2

c.morgan@uwtsd.ac.uk



ASSESSMENT

Assessment Component 1 – 50%

Written Assignment (5000 words): Develop a Research Proposal

Consider and critically evaluate a research paradigm and methodology suitable for your client group (e.g. with young children or children or young people or those excluded, or within wider community settings or educational contexts). Your research proposal should include:

- A rationale for the choice of focus and its potential impact on the student's own practice,
- a rationale of the methodology to be adopted,
- an example of an empirical data collection tool on a research area of your choice; include a consent form and letter of introduction, e.g. a questionnaire or a focus group schedule or an interview schedule or equivalent,
- ethical considerations relating to your research.



ASSESSMENT

Assessment Component 2 – 50%

Presentation/Online 'defence' (1500 words) & Ethics Form

The Online Defence will take the following format:

Discussion 1: 1000 words: A defence / rationale for your ethical choices that will be presented in your Ethics Form. This should include a critical evaluation of relevant ethical guidelines and research ethics literature.

Discussion 2: 500 words, a reflective response to the ethical discussions outlined by peers.

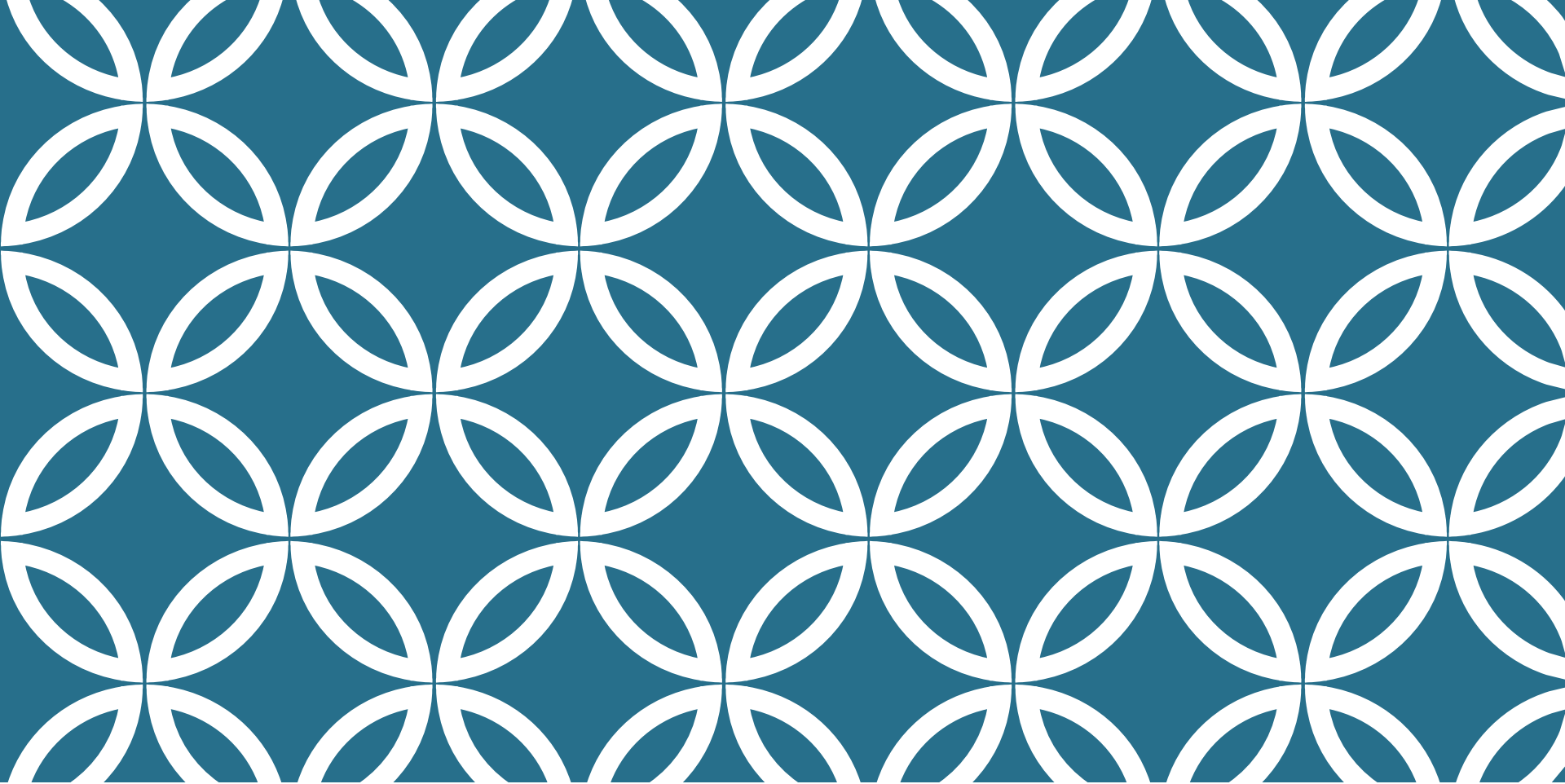
A final revised copy of your Ethics Form to be submitted (Turnitin).

SCHEDULE

Session 1	Research Journeys: Mapping the Route • Introduction to Module • Overview of Assessments
Session 2	Becoming a Researcher: Research Paradigms • Thinking and Being as a Researcher • Research Design
Session 3	Research Tools – Part 1
Session 4	Research Tools – Part 2
Session 5	Research Tools – Part 3

SCHEDULE

Session 6	Ethics
Session 7	Writing up – managing your data
Session 8	To be confirmed – Data analysis?
Saturday?	Research Day – on-going discussions!
Submission Dates	Assignment 2, Part 1 – 20th December Feedback on Part 1 by 10th January Assignment 1 and Assignment 2, Part 2 – 23rd January, 2020



WHAT IS RESEARCH?



WHAT IS RESEARCH?

Research is work that involves studying something and trying to discover facts about it.
Collins Dictionary

the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
Oxford Dictionaries

a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding
Cambridge Dictionary

investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws
Merriam-Webster Dictionary

WHAT IS RESEARCH?

Research is work that involves studying something and trying to **discover** facts about it.
Collins Dictionary

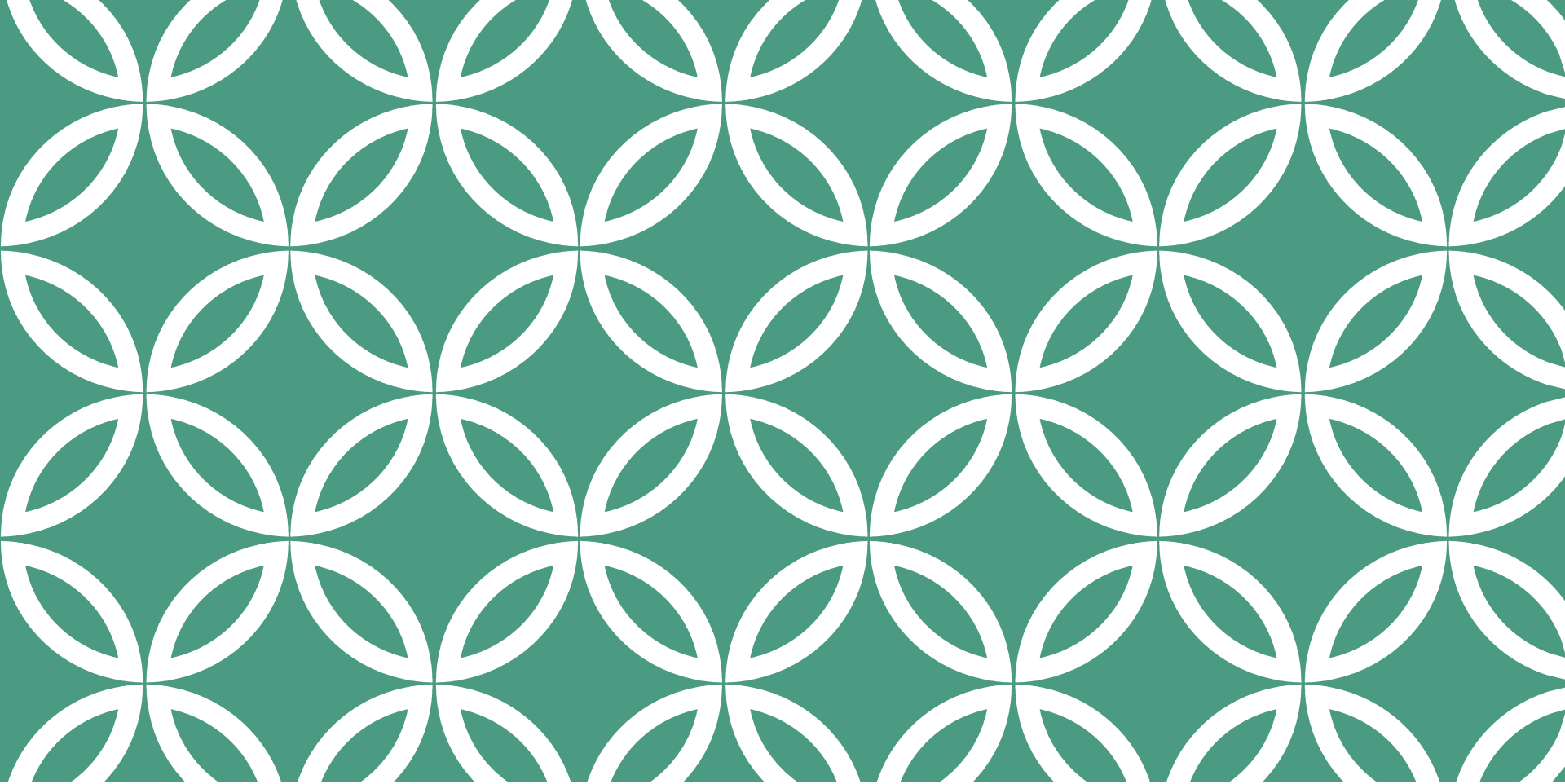
the **systematic** investigation into and study of materials and sources in order to **establish** facts and reach new **conclusions**.
Oxford Dictionaries

a **detailed study** of a subject, especially in order to **discover** (new) information or reach a (new) **understanding**
Cambridge Dictionary

investigation or experimentation aimed at the **discovery** and **interpretation** of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws
Merriam-Webster Dictionary

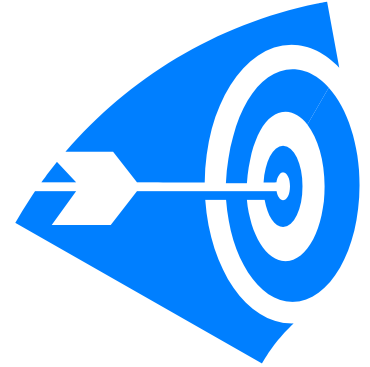
WHAT IS SOCIAL SCIENCE RESEARCH?

<http://www.esrc.ac.uk/about-us/what-is-social-science/videos-what-is-social-science/>



WHY DO
TEACHERS/LECTURERS
/EDUCATIONALISTS
RESEARCH?

AIMS OF RESEARCH?



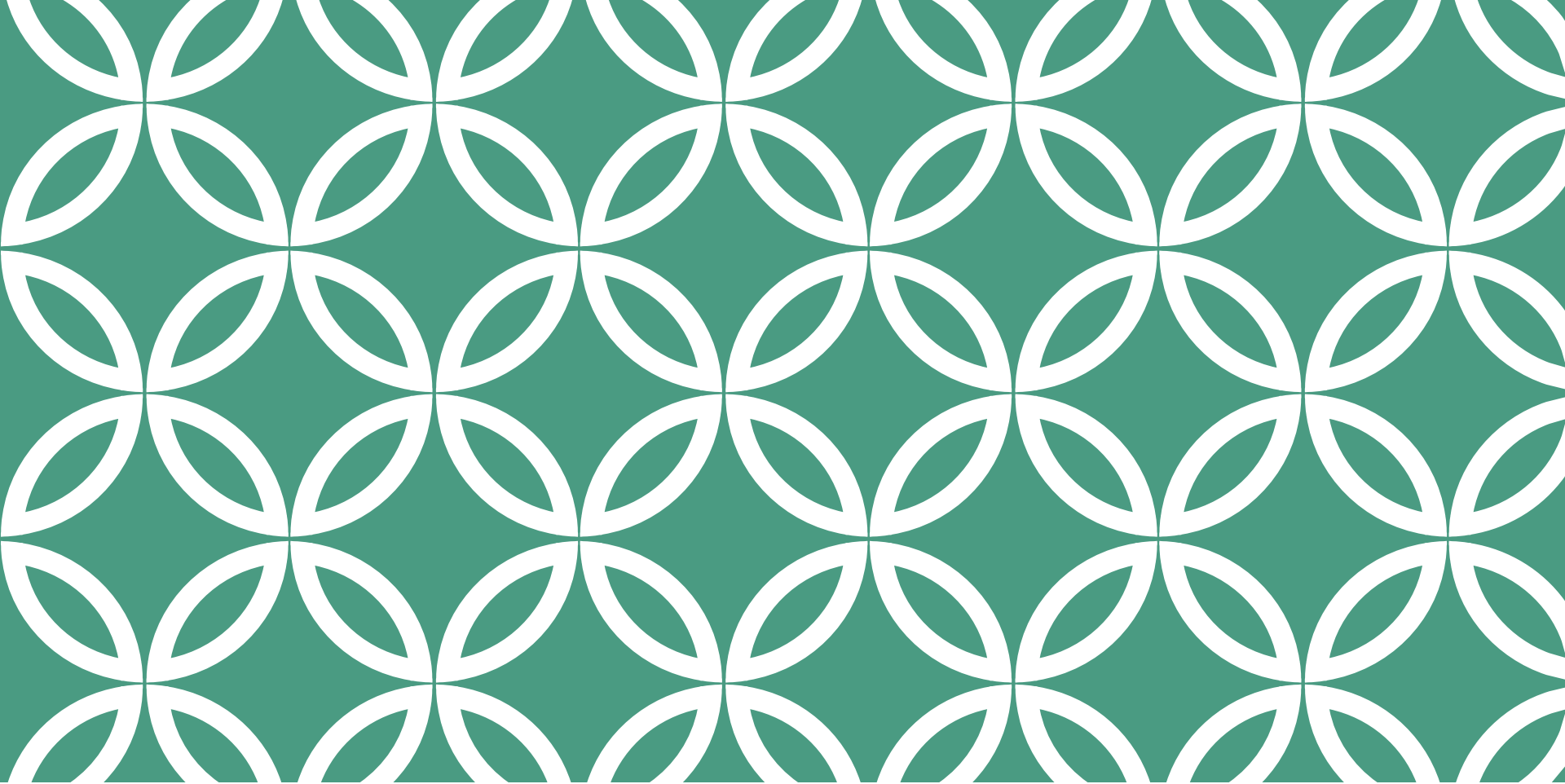
To:

Improve own practice;

Add to knowledge - subject / pedagogical;

Fill 'gaps' in knowledge;

Add pupils' opinions to knowledge.



**WHAT ARE THE FEATURES OF A
SKILLED RESEARCHER?**



YOUR RESEARCH QUESTION

If one wants to solve a problem, one must generally know what the problem is. It can be said that a large part of the problem lies in knowing what one is trying to do.

(Kerlinger, 1986)



YOUR RESEARCH QUESTION

You do not have to begin with a 'problem'. All you need is a general idea that something might be improved. Your general idea may stem from a promising new idea or the recognition that existing practice falls short of aspiration.

Kemmis & McTaggart (1988)



THINKING OF A RESEARCH IDEA

Starts with curiosity

- Is something a case?
- Why is that the case?
- What are the consequences of doing something?
- What's the angle?

You can get ideas from personal experience: discussions, lectures, current events, observations

REFINING YOUR RESEARCH QUESTION

The Research Process									
Phase	PHASE A			PHASE B			PHASE C		
Main task	DECIDING			PLANNING			CONDUCTING		
	↓			↓			↓		
	WHAT			HOW			COLLECTING		
	Research questions to answer?			Gather evidence to answer the research questions.			The required information		
Operational steps/research journey	1	2	3	4	5	6	7	8	

Adapted from Kumar, 2014

THE 5 WS



What?
What is your
research?



When?
When are you going to
complete each stage?

Why?
Why do you want to do
the research?
(Consider the reason
you're conducting this
research!)

Who?
Who will be your
participants?

Where?
Where are you going to
conduct your research?

SPOT THE ISSUES...



This research aims to find out what people think about television.

- This is broad and obscure. I would want to know what 'people' and what 'television'?
- What would be the purpose of this research? Who would want to know the results?
No point in repeating research.

What is the educational value of children's programming according to teachers?



I want to find out how many local residents are interested in a play scheme for children during the summer holiday.

- *All local residents?*
- *Only if they're 'interested'... or whether they would want to actually use it?*
- *Would residents be happy to use the scheme if it was run? What is your interest in this?*



My project is to do some research into autism, find out what people do when their relatives have it and what support they can get and how doctors deal with it.

- What do you think about the way this question has been written?
- What questions would you ask if you were supervising this student?

WHERE DO I BEGIN?

‘Begin at the beginning’, the King said gravely, ‘and go on till you come to the end: then stop’

Alice in Wonderland

WHERE DO I BEGIN?

The Introduction: sets the scene and outlines the case for the whole project

Not a summary of the project

Answers the questions:

- Is this project worth doing? In other words, how well is the case made for research into this issue?
- Have you thought seriously about the questions at the centre of the project – whether they are answerable?

WHAT IS THE POINT OF THIS RESEARCH?

Must communicate why this is a good topic to research

What is the problem you are trying to solve?

Most common mistake = not making clear what the issue, problem or dilemma is

State the BIS

- Background
- Issue
- Solution

PURPOSE OF RESEARCH

Find something out for its own sake

Evaluate something

Find out if something works

Improve your own or others' practice



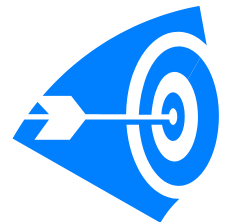
AIMS AND OBJECTIVES

Aim: The overall driving force of the research – what is it that you want to find out?

Objectives: The means by which you intend to achieve the aim.
How will you find this out?

To identify, describe, produce an analysis...

This research seeks to determine...



EXAMPLE

Aim: To examine the relationship between academic achievement and the social environment.

Objectives:

- To find out the relationship, if any, between self-esteem and a pupil's academic achievement at school.
- To ascertain the relationship between parental involvements in a pupil's studies and academic achievement at school.
- To examine the links between a pupil's peer group and academic achievement.

RESEARCH QUESTIONS

Many kinds of research questions that lead into different lines of inquiry and research

Some questions are simple, and some are challenging to answer

Four kinds of questions:

- What's the situation . . . ?
- What's going on here . . . ?
- What happens when . . . ?
- What is related to what . . . ?

Fieldwork: the process of collecting data

Experiment: a situation organised by you where you want to examine the influence of one phenomenon on another

DOES YOUR QUESTION DEMAND A DESCRIPTIVE OR EXPLANATORY ANSWER?

Questions that demand straightforwardly descriptive answers:

- What are the principal means by which students at this university arrive on campus?
- What are some of the main ways in which anti-MRSA measures are being ignored at Gotham General Hospital?
- What are consumers' most trusted commercial websites?

Questions that promise some kind of explanation are more complex:

- What factors are determining students' choices concerning travel to campus?
- Why has there been resistance to anti-MRSA measures being implemented in Gotham General Hospital?
- Are there factors associated with consumers' trust of commercial websites?

RESEARCH QUESTION OR HYPOTHESIS?

Hypotheses = framed around 'what happens when ... ?' questions

Expectation surrounding the hypothesis is that the hypothesis is precisely testable

Hypotheses are problematic in social research because you cannot answer most of these questions definitively and precisely

COMING UP WITH A QUESTION

Think of the situation in which you are working or the subject you are studying. Is there something novel, perplexing or unusual about it?

Think of a story in the media about education, the media, healthcare, probation, business or the field in which you are studying. Are there aspects of it that seem interesting or puzzling?

Look at some websites, such as those of the big government departments. Find out what is topical. How could a project be geared around these topics?

Brainstorm an A to Z list of topics. Any sparks?

PROBLEMS WITH RESEARCH QUESTIONS

Common problems

- They are too broad
- There's no clear way to answer them
- You can't get the information you need

Ask yourself:

- Is the question precise?
- Is the research that will come from this question doable?



a) What is the purpose in doing your research?

Write down a couple of sentences setting out why you are doing the project and what you hope to achieve. Try bullet points first and then build these ideas into clear, short sentences.

b) Do you have an idea to focus on?

Say how your issue or problem (found in your BIS) translates into an idea for a research project ...

c) What is your prima facie question?

Write this down. Remember this will develop and change as you proceed through your project. Think about what are the key words and which are too vague or need clarification ...

d) What is your working title?

Keep it short. Include the key terms you have identified ...

OPERATIONAL DEFINITIONS

An operational definition, when applied to data collection, is a clear, concise detailed definition of a measure. The need for operational definitions is fundamental when collecting all types of data. It is particularly important when a decision is being made about whether something is correct or incorrect, or when a visual check is being made where there is room for confusion.

An operational definition:

- Must be valid for and specific to the research – it must be used to gather data to help you address your research question;
- Is always context-specific, designed for each research project.

Operational Definition

An Operational Definition is a detailed description that defines a measure to such a degree that everyone collects data the same way.

**OP
DEF**

of Sandwiches:

The total number of items with something delicious between two slices of bread

1, 2, 3... wait
a second!



goLEANSIXSIGMA.com

© Copyright 2018 GoLeanSixSigma.com. All Rights Reserved.

OPERATIONAL DEFINITIONS

TABLE 4.1 Operational Definitions

Conceptual Variable	Operational Definitions
Employee satisfaction	Number of days per month that t Rating of job satisfaction from 1 (
Aggression	Number of presses of a button th Time taken to honk the horn at the car ahead after a stoplight turns green
Attraction	Number of inches that an individual places his or her chair away from another person Number of millimeters of pupil dilation when one person looks at another
Depression	Number of negative words used in a creative story Number of appointments with a psychotherapist
Decision-making	Number of people correctly solving a group performance task Speed at which a task is solved

Variable	Operational definition	Value
Intelligence	Score on the Verbal SAT test (a standardized test)	550
Age	Response to questionnaire (a self-report measure)	21
Intelligence	Speed of repairing engine (a behavioral definition)	2 hrs
Intelligence	Number of hairs on left thumb (a stupid definition)	7

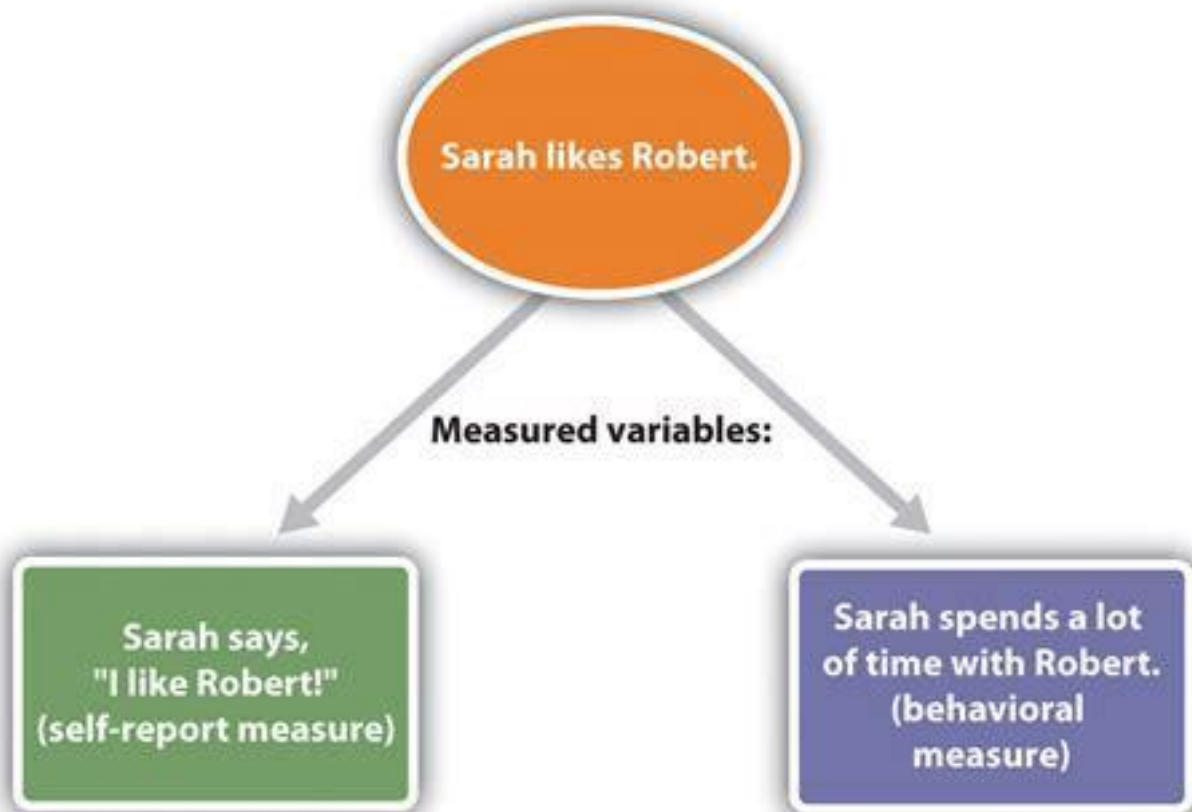
Conceptual variable:

Sarah likes Robert.

Measured variables:

Sarah says,
"I like Robert!"
(self-report measure)

Sarah spends a lot
of time with Robert.
(behavioral
measure)



REFLECT ON...



Have you operationalised the concepts in your research question?

Do your definitions enable you to get data that will answer your questions?

Do your definitions help you to describe the concept in terms you can identify and measure?

Will you be collecting data from or about the cases, people, situations you say you are?

Are your definitions specific to the context and culture setting of your research?

Are you sure you're getting the data you think you are getting?

KINDS OF EVIDENCE AND KINDS OF ANSWERS

Strong, weak, circumstantial, primary, secondary

Empirical: something that has been found out from experience, from trial and error or from the evidence of your senses

Important to look for different sources of evidence (observation, documents, artefacts, testimony, experience, interviews)

KINDS OF EVIDENCE AND KINDS OF ANSWERS

How many colours are there in a rainbow?

Ways of answering it with evidence?

Reliable? /5

Why?

KINDS OF EVIDENCE AND KINDS OF ANSWERS

How do I get to Cardiff from here?

Ways of answering it with evidence?

Reliable? /5

Why?

KINDS OF EVIDENCE AND KINDS OF ANSWERS

What is the meaning of life?

Ways of answering it with evidence?

Reliable? /5

Why?

**Very
likely**

**Very
unlikely**

Newspapers

Lecture notes

Journal articles

Magazines

Social media

Books

Internet sources

Very trustworthy

Very untrustworthy

Newspapers

Lecture notes

Journal articles

Magazines

Social media

Books

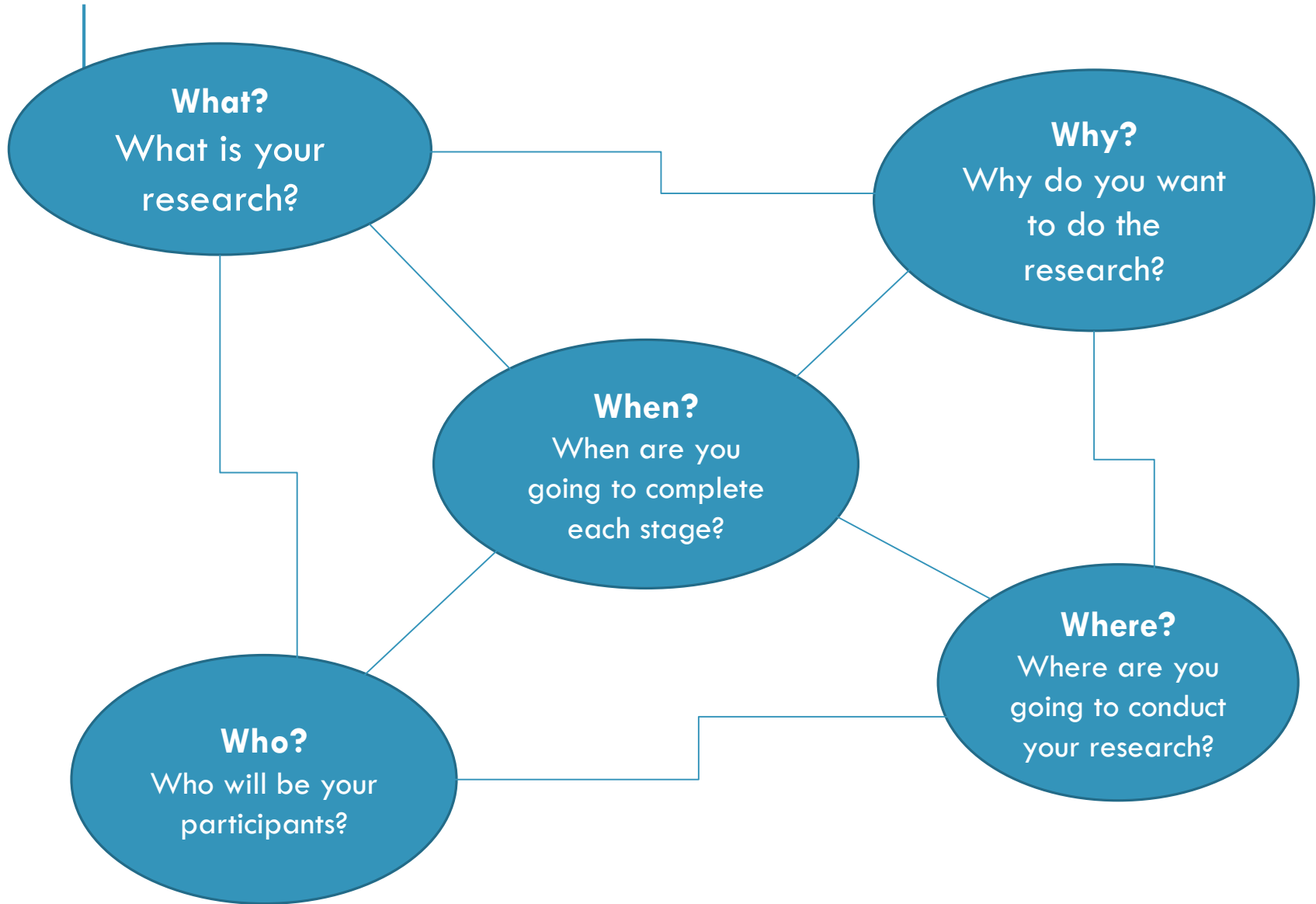
Internet sources

TASK

Consider your research question – use the chart on the next slide.

Be ready to explain your research design, including a **clear, complete and specific aim** (with objectives, if necessary).

NOW CONSIDER **YOUR** RESEARCH...



TEST YOUR QUESTION

**Targeted
Enough**

Read your question to someone outside of your course – do they understand what you are planning to look at and why?

Answerable

Can you actually answer your question?
What evidence do you need to enable you to answer?

Realistic

Can you find everything you need, and can you find it ethically?

Doable

Can you answer this question in the time you have available?

Tick the box if your question meets the criteria:

☐☐☐☐

