Lines of Enquiry

WELCOME TO THE MODULE

Objectives

By the end of this session you will be able to;

- Define what research is
- Identify the key components of research
- Discuss the reasons for carrying out research

ASSESSMENTS

Assignment 1

Assessment Component 1 - 50%

Coursework: Reflective Journal (4000 words)

Task

Critically reflect on two key issues in contemporary education, drawing on placement experience and recent relevant literature

Assignment 2

Assessment Component 2 -25%

Practical: Individual Presentation (15 mins)

Task

Identify and outline a potential research topic relevant to your placement setting. Outline ways in which you might seek to examine that topic giving due consideration to methodology, ethics and appropriate research tools.

NOTE – Presentation time slots will be available from 6th December

Assignment 3

Assessment Component 3-25%

Coursework: Portfolio of Evidence (2000 words)

Task

Present a portfolio of evidence which may include observational notes, interview schedules, minutes of meetings attended, additional training undertaken.

TIP – Consider setting up a OneNote notebook for your portfolio of evidence.

Task

What is research? How would you define it?

Why is it carried out? (more than 1 reason)

What are the different types research that can be used?

How is research used?

What is research?

Research: what does it mean?

"Research is a structured inquiry that utilises acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable." (Grinnell 1993, p.4)

"a systematic investigation to find answers to a problem" (Burns, 1997, p.2)

Research: what does it mean?

Educational research involves the rigorous and self critical process of arriving at dependable answers to questions and solutions to problems of an educational nature through the systematic collection and analysis of data, the interpretation and presentation of findings, and the logical construction of sustained argument.

Sharp (2012 p3)

Key words

Rigour
Critical
Process
Dependable
Systematic
Analysis
Data
Interpretation
Presentation
Logical construction
Sustained argument
Valid & verifiable
Empirical

Why is research carried out?

Reasons for doing research

To understand a field you are studying/working in
To explain and find answers in relation to what you perceive
To critically examine certain aspects
To make changes
To find answers to theoretical questions

What are the different types research?

Paradigms of research

Form the basis of research methodology
Normative – Research carried out **on** people

Interpretive – Research carried out **with** people

Terminology

Primary research – direct, detached observation of phenomena in the real world –the researcher is directly involved in collecting data through questionnaires, interviews etc.

Secondary research – a review of data that has been subject to previous interpretation – other researcher's published work, journals, policy documents, books, diaries

How is research used?

How does evidence from research change practice?

Decision makers use evidence to improve services or make processes more effective

Evidence-based practice is used to collect information to determine the appropriateness of practice taking into account:

- Evidence to deliver process/services effectively
- Critical judgement of service providers on suitability and appropriateness
- Consumer experience or preference

TASK

Visit www.educationstudies.org.uk

Go to the journals section and select a journal article of your choice from either Transformations or Educational Futures

Prepare feedback on the following:

1. What the aim of the article is
2. Who is the article aimed at
3. How was the research carried out – who, when, how, what?
4. What were the main findings
5. Is there anything you don't understand about the article or the research undertaken
6. Why did you choose that article in particular?