

Assignment One - Research Methods

Thursday 2nd October



Research or Audit?

Research <ul style="list-style-type: none">• aims to generate new knowledge• theoretical in nature• research not set up to solve a specific problem• usually experimental and controlled• controlled and systematic• aims to test a hypothesis• data not to be used to solve a specific problem	Audit <ul style="list-style-type: none">• aims to provide a specific service to a client• Audit is based on the client's requirements• Audit is not experimental and controlled• Audit is not systematic• Audit is not aimed at testing a hypothesis• Audit is not aimed at generating new knowledge
--	--

Copyright © CIMA

Analysis of Data

• The collection, analysis and interpretation of data is a key part of the research process

• The analysis of data is the process of making sense of the data that has been collected

• The analysis of data is a key part of the research process

• The analysis of data is a key part of the research process

Analysis of Current Precision



Quantitative <ul style="list-style-type: none">• Scientific experimental method• Data is measured• Quantitative data is numerical• Quantitative data is objective• Quantitative data is not influenced by the researcher's bias• Quantitative data is not influenced by the researcher's expectations• Quantitative data is not influenced by the researcher's preconceptions• Quantitative data is not influenced by the researcher's assumptions• Quantitative data is not influenced by the researcher's beliefs• Quantitative data is not influenced by the researcher's values• Quantitative data is not influenced by the researcher's attitudes• Quantitative data is not influenced by the researcher's emotions• Quantitative data is not influenced by the researcher's feelings• Quantitative data is not influenced by the researcher's thoughts• Quantitative data is not influenced by the researcher's actions• Quantitative data is not influenced by the researcher's reactions• Quantitative data is not influenced by the researcher's responses• Quantitative data is not influenced by the researcher's behaviors• Quantitative data is not influenced by the researcher's interactions• Quantitative data is not influenced by the researcher's relationships• Quantitative data is not influenced by the researcher's connections• Quantitative data is not influenced by the researcher's networks• Quantitative data is not influenced by the researcher's communities• Quantitative data is not influenced by the researcher's cultures• Quantitative data is not influenced by the researcher's subcultures• Quantitative data is not influenced by the researcher's organizations• Quantitative data is not influenced by the researcher's institutions• Quantitative data is not influenced by the researcher's systems• Quantitative data is not influenced by the researcher's structures• Quantitative data is not influenced by the researcher's processes• Quantitative data is not influenced by the researcher's procedures• Quantitative data is not influenced by the researcher's protocols• Quantitative data is not influenced by the researcher's policies• Quantitative data is not influenced by the researcher's practices• Quantitative data is not influenced by the researcher's principles• Quantitative data is not influenced by the researcher's standards• Quantitative data is not influenced by the researcher's criteria• Quantitative data is not influenced by the researcher's benchmarks• Quantitative data is not influenced by the researcher's measures• Quantitative data is not influenced by the researcher's indicators• Quantitative data is not influenced by the researcher's markers• Quantitative data is not influenced by the researcher's signals• Quantitative data is not influenced by the researcher's symptoms• Quantitative data is not influenced by the researcher's signs• Quantitative data is not influenced by the researcher's symptoms• Quantitative data is not influenced by the researcher's signs	Qualitative <ul style="list-style-type: none">• Subjective and interpretive• Data is not measured• Qualitative data is not numerical• Qualitative data is not objective• Qualitative data is influenced by the researcher's bias• Qualitative data is influenced by the researcher's expectations• Qualitative data is influenced by the researcher's preconceptions• Qualitative data is influenced by the researcher's assumptions• Qualitative data is influenced by the researcher's beliefs• Qualitative data is influenced by the researcher's values• Qualitative data is influenced by the researcher's attitudes• Qualitative data is influenced by the researcher's emotions• Qualitative data is influenced by the researcher's feelings• Qualitative data is influenced by the researcher's thoughts• Qualitative data is influenced by the researcher's actions• Qualitative data is influenced by the researcher's reactions• Qualitative data is influenced by the researcher's responses• Qualitative data is influenced by the researcher's behaviors• Qualitative data is influenced by the researcher's interactions• Qualitative data is influenced by the researcher's relationships• Qualitative data is influenced by the researcher's connections• Qualitative data is influenced by the researcher's networks• Qualitative data is influenced by the researcher's communities• Qualitative data is influenced by the researcher's cultures• Qualitative data is influenced by the researcher's subcultures• Qualitative data is influenced by the researcher's organizations• Qualitative data is influenced by the researcher's institutions• Qualitative data is influenced by the researcher's systems• Qualitative data is influenced by the researcher's structures• Qualitative data is influenced by the researcher's processes• Qualitative data is influenced by the researcher's procedures• Qualitative data is influenced by the researcher's protocols• Qualitative data is influenced by the researcher's policies• Qualitative data is influenced by the researcher's practices• Qualitative data is influenced by the researcher's principles• Qualitative data is influenced by the researcher's standards• Qualitative data is influenced by the researcher's criteria• Qualitative data is influenced by the researcher's benchmarks• Qualitative data is influenced by the researcher's measures• Qualitative data is influenced by the researcher's indicators• Qualitative data is influenced by the researcher's markers• Qualitative data is influenced by the researcher's signals• Qualitative data is influenced by the researcher's symptoms• Qualitative data is influenced by the researcher's signs
--	---

Assignment One Overview

Investigate an area of teaching and learning in your own school or college

• Investigate an area of teaching and learning in your own school or college

• Investigate an area of teaching and learning in your own school or college

• Investigate an area of teaching and learning in your own school or college

Objectives

- To understand the expectations for data collection in assignment one.
- To be able to formulate a data collection plan.
- To know the difference between an audit and research.

Teachers' Standards

3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.



The Importance of Research for the Future of Education

"Basing our practice solely on our own learning experiences, **without reflection, mean education runs the risk of being outdated and not being forward-looking.**"

"Theories come and go and any single theory cannot operate in isolation. **Theories need to be combined, tested and challenged** in order to allow us to adapt to suit local and personal environments."

"Teachers project their own personality upon learning experiences. Sometimes this is intuitive and these decisions can either be successful or fail. **Research methods give teachers the tools to analyse and make informed decisions about their practice.**"

Kit Field

Assignment One Overview

Investigate an area of teaching and learning or curriculum development in your primary school.
(5000 words)

Introduction and school context - establish the area you will be investigating and information about your school setting

Literature review - what is the current thinking/ research findings on your aspect?

Analysis of current provision of your aspect including findings from audit interviews, observations, documentary evidence, Ofsted reports etc.

Action plan - detailed action plan showing the actions you could take within school to develop provision

Rationale for action plan - explain how your action plan will improve progression

Conclusion - summarising the main points of your argument

Appendices - include evidence of your data collection

What progress have you made with your assignment so far?



- Focus
- Literature review
- Referencing

- School context
- Critical reading

What progress have you made with your assignment so far?



- *Focus*
- *Literature review*
- *Referencing*
- *School context*
- *Critical reading*

Analysis of Current Provision



Quantitative

Scientific/experimental design
Deductive reasoning
Quantitative data (numbers)
Methods - structured, standardised
Fixed, controlled design
Statistical analysis
Generalisations
E.g. Questionnaires, Surveys

Qualitative

Naturalistic inquiry
Holistic perspective
Uniqueness and diversity
Qualitative data (words)
Methods - unstructured, open-ended
Emergent, flexible design
Content analysis
Extrapolations
E.g. Interviews and observations

...on tools and analysis
...be in the appendix of your
assignment
• Interpret the information, present the findings, highlight key points.
In your assignment
• Analyse your data, rather than stating findings
• Use your data to inform your action plan
• Link your analysis of current provision to literature review discussions

Assignment One Overview

Investigate an area of teaching and learning or curriculum development in your primary school (5000 words)

- Introduction and school context** - establish the area you will be investigating and information about your school setting
- Literature review** - what is the current thinking/research findings on your aspect?
- Analysis of current provision** of your aspect including findings from audit interviews, observations, documentary evidence, Ofsted reports etc.
- Action plan** - detailed action plan showing the action you could take within school to develop provision
- Rationale for action plan** - explain how your action plan will improve progression
- Conclusion** - summarising the main points of your argument
- Appendices** - include evidence of your data collection

How are documents similar to/different from other relevant documents?
Who were the audiences of the document? For whom was it written?
What is the context of the document?
What else do you need to know in order to make sense of the document?

Quantitative

Scientific/experimental design
Deductive reasoning
Quantitative data (numbers)
Methods - structured, standardised
Fixed, controlled design
Statistical analysis
Generalisations
E.g. Questionnaires, Surveys

Qualitative

Naturalistic inquiry
Holistic perspective
Uniqueness and diversity
Qualitative data (words)
Methods - unstructured, open-ended
Emergent, flexible design
Content analysis
Extrapolations
E.g. Interviews and observations