

# **EDUC 9973: RESEARCH PARADIGMS IN EDUCATION STUDIES DAY TWO**

**Contextual Literature**

**Conceptual Framework**

**Empirical Literature**

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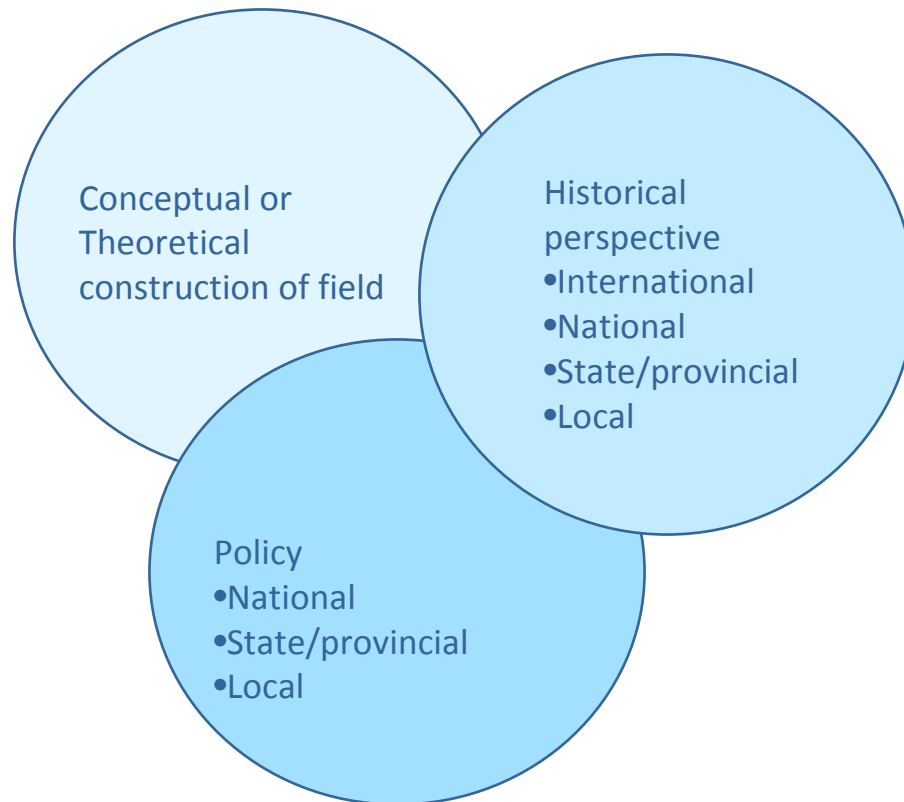
## Contextual Literature

Contextual literature is anything that provides background information for your study:

Historical documents and records

- International
- National
- State/provincial
- Local

# Elements of a Contextual Literature Review





# Policy Documents

International: United Nations reports or agreements, OECD reports

- National: national policy documents, Acts of Parliament
- State/provincial: State policy documents, Acts of Parliament
- Local: Departmental policies and regulations; institutional policies and regulations

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## Discourses

- Academic: How has knowledge been constructed through language and discourse?
- Social: How do people in everyday life talk and write about your topic?

## Individual Tasks

- Review your 9971 paper
- Identify the Contextual elements
- Mark those that have already been included in your Rationale
- Select and sequence those elements that **MUST** be included in your proposal
- Summarize or compress into a draft section for your proposal.

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# Conceptual framework

**This is literature which draws on theoretical research relevant to your study**

- Provides the conceptual framework for your proposal, your research study and your thesis
- Identifies the key cognate fields of knowledge (theoretical and empirical) that inform your study
- You must show how these fields relate to each other and to your study (Refer to Aminah Mah's literature below, and to other examples on the website)
- May be used to justify your research method



# Empirical Literature

**These are studies in which data are collected and analyzed to report findings, propositions or outcomes.**

- Review relevant studies in the cognate fields identified in your conceptual framework
- Conduct a meta-analysis or synthesis of the significant elements of the studies in each cognate field. This might involve subgroupings by research method or by major findings. i.e. group and compress information.
- Take a critical, evaluative perspective:
  - What are the positive aspects of the groups of studies?
  - What are the deficiencies?
  - How do these studies inform your study?
  - Where are the gaps that your study will address through your research questions?