



THE UNIVERSITY OF WESTERN AUSTRALIA
Achieving International Excellence

Graduate School of Education

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Major Paper: Booklet for Students (Cohort 6)

Co-ordinators: Professor Stephen Houghton
Associate Professor Elaine Sharplin

February 4-6, 2010

May 13-15, 2010

Hwa Chong Institution

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Introduction

Introduction

In this section you will be provided with an overview of how to use the workbook. The formal requirements of the major paper unit will be detailed so that you should have a clear idea of the nature of the task and timeline for the stages of your proposed research.

1.1 Learning Outcomes of the Unit

On completion of this unit, you should be able to:

- understand how to use the workbook as an aid to your self-directed learning;
- understand the formal requirements for the Major Paper;
- demonstrate that you can plan, conduct and communicate in a scholarly manner the findings of a small-scale project, literature review or policy analysis.

1.2 What is a Major Paper?

The Major Paper is designed to be the final unit (for the majority of students) of the Masters degree in which you demonstrate that you are able to:

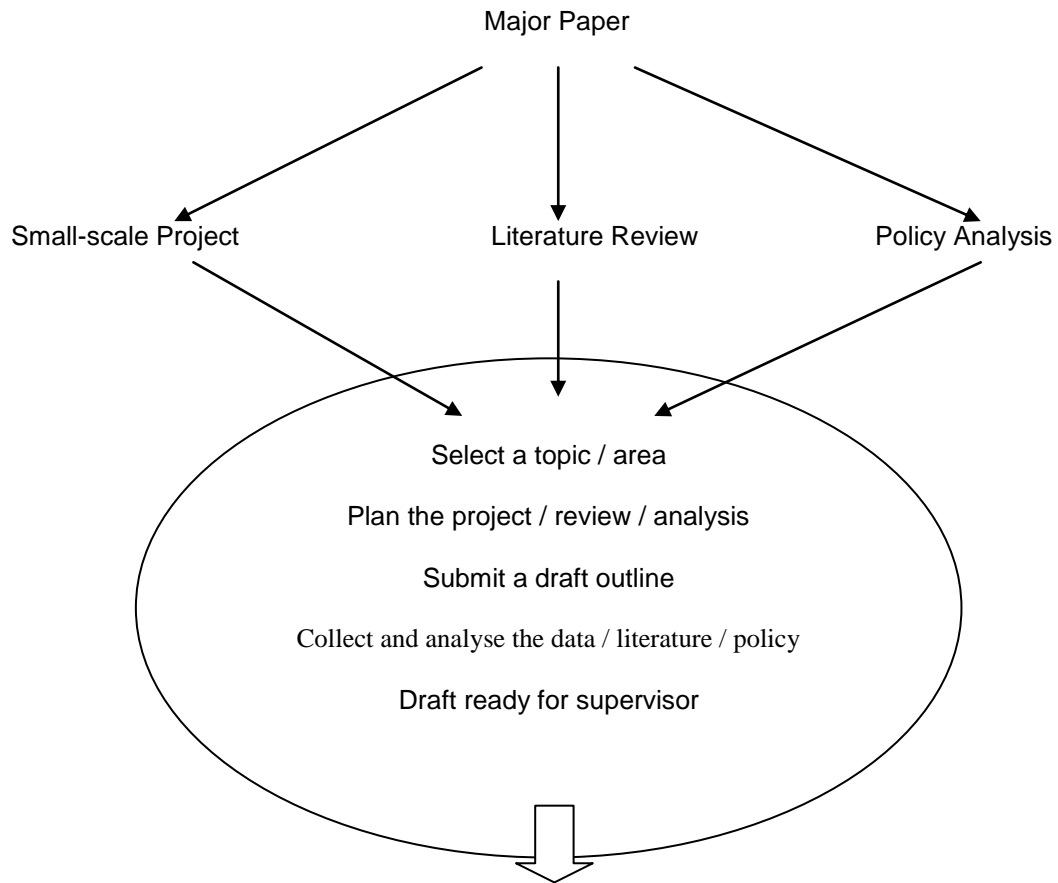
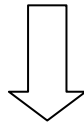
- identify a researchable topic
- focus the research so that it can be done in the required time frame
- plan the phases of the project, review or analysis
- conduct the research with guidance from a supervisor
- critically analyse the findings of the data or literature collection
- write up the findings of the data or literature collection
- write up the findings in a scholarly format

Drawing on the knowledge acquired in previous units, you should be able to plan, conduct and write up the findings of your investigation in **one** of the following types. These are:

1. a small-scale project
2. a literature review
3. a policy analysis

MAJOR PAPER: TIME LINE

Choose a Pathway:
ie: choose your preferred type of research



Submit the Major Paper by due date

Initial points for consideration when choosing a pathway:

You will need to decide what style of research most suits you with regard to:

- personal preference
- dealing directly with people in your project [face-to-face interviewing] or using more impersonal techniques [mail-out questionnaires] or library/archival research
- time and funding constraints
- knowledge about the research methods
- access to the area you may wish to study
- access to the literature and sources relevant to your topic
- ethical issues
- the sensitivity of the topic or issues

1.3 How to use the workbook

The workbook has been written in the hope of clarifying the nature of the task required in this unit and to provide some basic information and pointers to where additional information can be found. In general, a 'questions-based' approach has been used to help you find some entry points to the topics to be covered in each of the three pathways of investigation. If you have any difficulties with any of the questions you should either go back to the literature or consult your supervisor about your query.

Where possible **checklists** have been included to help you as a beginning researcher.

The core texts to be used in conjunction with the workbook are ***Introduction to Research Methods in Education*** by Keith Punch (2009) and ***Developing Effective Research Proposals*** (2000) also by Keith Punch.

The workbook is divided into three sections:

- **Section 1** outlines the three phases of planning, conducting and writing up the findings of a small-scale research project.
- **Section 2** outlines the three phases of planning, conducting and writing up the findings of a literature review.
- **Section 3** outlines the three phases of planning, conducting and writing up the findings of the policy analysis.



Useful introductory texts to read in conjunction with the core text:

- Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. 2nd edn.
 - Burns, R.B. (1996) *Introduction to Research Methods*. 3rd edn.
 - Flick, U. (1998) *An Introduction to Qualitative Research*.
 - Glesne, C. & Peshkin, A. (1992) *Becoming Qualitative Researchers: An introduction*.
 - May, T. (1993) *Social Research: Issues, methods and processes*.
 - Maykut, P. & Morehouse, R. (1994) *Beginning Qualitative Research: A philosophical and practical guide*.
 - Sarantakos, S. (1998) *Social Research*. 2nd edn.
-

1.4 Using library and computer resources

It is recommended that you use local library resources as your first port of call as these collections should be more accessible for you. However, as offshore students of The University of Western Australia (UWA) you can access many UWA library services and resources.

Library website

The library website is the UWA Library's gateway to information resources held within the Library and around the world. You can access the website at:

<http://www.library.uwa.edu.au/>

Resources for UWA Students

You can access most library resources using either your PHEME login or the information on your UWA Campus Card. Contact the EDFAA Library if you have difficulty accessing any library resources.

SuperSearch:

SuperSearch contains resources for finding journal articles, statistics, case law, legislation and recommended Web sites.

UWA staff and students login using your UWA number and campus card barcode number. All other patrons use the guest login.

UWA number:

Barcode number:

Login

[Not affiliated with UWA?](#)

- Your UWA number is your Person ID as identified on your [UWA Campus Card](#).
- Your **barcode number** begins with 'C' and ends with 'D', eg. C1234567D.
 - For more detailed information read the [SuperSearch guide](#).

Some Useful Electronic Resources

- **ERIC**
ERIC is a US database that indexes North American and international Education journals as well as papers known as *ERIC Documents*. To access *ERIC*, do a title search in the UWA Library Catalogue for *ERIC Online* and then select a link under *Access online version*.
- **Australian Education Index**
Australian Education Index indexes Australian Education journals, conference papers, and theses. To access *Australian Education Index*, do a title search in the UWA Library Catalogue for *Australian Education Index* and then select a link under *Access online version*.
- **ProQuest Education Journals**
ProQuest Education Journals indexes over 550 Education journals and provides the full-text of over 300 of these journals. To access *ProQuest Education Journals*, do a title search in the UWA Library Catalogue for *ProQuest Education Journals* and then select a link under *Access online version*.
- **Electronic Journals**
Many of the journals that the UWA Library subscribes to are available online. If a journal is available online, then there will be a link to the electronic version from the UWA Library Catalogue:

Title	Exceptional children		
Published	[Reston, Va., etc.] : Council for Exceptional Children, 1951-		
UWA Library has...	More details	Find similar items	
Access online version in:			
Education full text	(01 01 1998)-	More Information	
ProQuest 5000 international	(01 01 1991)-	More Information	
Psychology and behavioral sciences collection	(01 01 2001)-	More Information	
Professional development collection	(01 01 2001)-	More Information	
Academic search premier	(01 01 2001)-	More Information	
MasterFILE Premier	(01 01 2001)-	More Information	
<i>Identity</i>	Print		
<i>Location</i>	EDFAA Journal		
<i>CALL NO.</i>	P 371.905 P1		
<i>Library Has</i>	V. 31-67(1-2) ; 1964-2001		

You can access the online version of a journal by selecting a link listed under *Access online version*.

Obtaining Materials Held in the UWA Library

If you are unable to access material at your local library or online, then you can request that the Library send you photocopies of material held in the UWA Library. You can request photocopies of journal articles or photocopies of chapters in books. We cannot send you books or other items from the UWA Collection.

Interlibrary Loan and Document Delivery Service

If an item is not held in the UWA Library it may be possible to obtain it through the Library's interlibrary loan and document delivery service called Get It. You can request photocopies of journal articles or photocopies of chapters in books. We cannot send you books.

Requesting Material

You must complete a [Get It](#) request form to obtain material held at the UWA Library in Perth or to obtain material from other libraries. Submit one online request via Get It for each item required.

The material you request will normally be provided to you as a PDF document. You do not need to return photocopies to the Library.

All requests must comply with The Australian Copyright Act. The Australian Copyright Act allows one chapter or ten per cent of a book to be copied. More than one article from an issue of a journal can be copied only if the articles are on exactly the same topic.

Reference Services

The EDFAA Reference Librarian is able to provide you with assistance in using the Library's resources and can help you solve problems related to library research and the use of information resources.

You can use the [iPoint: FAQ | Ask a Question](#) service on our website to find information relating to the library or to ask the library a question.

Visiting Perth

If you are planning to visit Perth, you may wish to make an appointment with the EDFAA Librarian. They will help you make optimal use of the UWA Library's resources during your time in Perth. Contact the EDFAA Library to arrange an appointment.

Contacting the Library

Postal Address:

Education, Fine Arts and Architecture Library
The University of Western Australia
35 Stirling Highway
CRAWLEY WA 6009
AUSTRALIA

Telephone: +61 8 6488 1962

Facsimile: +61 8 6488 1176

Email: edfaalib@library.uwa.edu.au

For more information

See [Library services for regional and overseas staff and students](#)

1.5 Formal Requirements

Word length: approximately 10,000 words or 40 pages

Format: word-processed and double-spaced on A4 paper

Style: scholarly report with use of consistent referencing protocols

Structure: table of contents and use of headings where appropriate

Referencing: a consistent referencing system such as APA

Authorship: the student is to be the sole author of the report

Assessment: the paper will be marked by a member of staff of the Graduate School of Education.

Stages and Supervision:

- 1 **Major paper preparation sessions will be held 4-6 February 2010** (with Associate Professor Elaine Sharplin). elaine.sharplin@uwa.edu.au Students are asked to bring to these sessions their ideas about their preferred option and topic – see B above.
- 2 **By 1 March 2010 students are to prepare a 2 page outline** of their major paper and to forward this by email to janet.edwards@uwa.edu.au
- 3 After receiving feedback on this outline students are to produce as close as possible to a complete **first draft** of the paper and forward it as a hard copy to be received by Mr Joseph Tan at HCI no later than **12 April 2010** and by email to janet.edwards@uwa.edu.au to be **received no later than 12 April 2010**. This will enable drafts to be read by Professor Stephen Houghton and Associate Professor Elaine Sharplin prior to the second visit in Singapore on **13-15 May 2010** by Professor Stephen Houghton.
- 4 Individual supervision will be provided in Singapore between **13-15 May 2010** working with these drafts.
- 5 **Major Paper due** : Students are to complete and submit One spiral bound copy of their major paper to Mr Joseph Tan at HCI by **30 June 2010**, maintaining e-mail and fax contact with their supervisor prior to this. Students should also **email a copy** of their major paper to janet.edwards@uwa.edu.au on the **30 June 2010** The electronic copy may be processed using specialised plagiarism detection software.

Requests for extensions:

Assignment submission dates indicated in the unit outline are final. Any requests for extensions must be made to Ms Janet Edwards (janet.edwards@uwa.edu.au) prior to the due date. Assignments arriving after the due date without prior extension having been granted may result in failure of the unit.

Students who require additional time to complete their major paper will be charged AUD500 per month (or part thereof).

GSE Supervisor for your group:

- 1..... Professor Stephen Houghton.....stephen.houghton@uwa.edu.au.....
- 2..... Associate Professor Elaine Sharplin elaine.sharplin@uwa.edu.au.....

1.6 Your supervisor and other contacts

Your supervisor is responsible for supervising your learning progress and will assist you with any problems or difficulties you may be having with your research plan and major paper. Your supervisor will review your submissions and provide feedback on your progress.

If you are concerned about any aspect of your progress, please contact your supervisor. Supervisors are always willing to help you. Do not feel that you are imposing on their time.

Supervisors are often out of their offices so be prepared to leave a message on their voicemail. Please leave your name, phone number, times that you can be contacted and the reason for your call. Alternatively you may email your supervisor. **Please understand that it may take three to four business days for supervisors to respond to your message so please allow plenty of time for a response.**

When you know who your supervisor is, complete the details below as a handy reference.

SUPERVISOR:
PHONE NUMBER:
TIMES AVAILABLE:
FAX NO:
EMAIL:

If you need assistance with the unit before you have received your supervisor details please contact the Programme Coordinator. Their details are below.

PROGRAM COORDINATOR:	Professor Anne Chapman
PHONE NO:	+ 61 8 6488 2387
FAX NO:	+ 61 8 6488 1052
EMAIL:	Anne.chapman@uwa.edu.au
ADMINISTRATIVE OFFICER INTERNATIONAL PROGRAMS	Ms Janet Edwards janet.edwards@uwa.edu.au

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- 3.3 Questions to ask

Phase 2: Conducting a document or archival search

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SECTION 1

Pathway 1: Small-scale project

Phase 1: Planning

Introduction

In this first planning section we will look at how to choose your topic, how to frame a set of research questions and how to draft a timeline so that you can write your research plan. Ethical issues, obtaining consent and gaining access to research participants will also be covered.

Learning outcomes

At the end of this first phase, you should be able to:

- identify a researchable topic;
- frame a set of research questions and understand the difference between general, specific and data collection questions;
- draft a detailed plan or outline of your research project;
- produce a time-line for your research;
- identify and understand the issues involved in securing consent to conduct your study and arranging access to your study site(s) or sources.

1.1 Identifying a researchable topic

How do you identify a researchable topic?

Start by writing down your responses to the following questions:

- What areas of education do I personally find interesting?

- What issues do I come across in my work that are problematic?

- What level am I interested in researching e.g., primary, secondary, tertiary?

- Am I interested in students, teachers, or management?

- Am I interested in a particular subject area or a particular innovation?

- Am I interested in exploring gender or ethnicity issues?

An example

Following is an example of how one person might approach choosing a topic based on this approach.

- What areas do I personally find interesting?

Maths education,

- What issues do I come across that are problematic?

Children having problems with fractions, I think children rely on calculators too much in class,

- What level am I interested in researching e.g., primary, secondary, tertiary?

Primary school

- Am I interested in students, teachers, or management?

Students,

- Am I interested in a particular subject area or a particular innovation?

Maths,

- Am I interested in exploring gender or ethnicity issues?

Girls seem to have more problems with fractions than boys. Boys use calculators and computers too much and don't understand what they are doing - but still perform better on tests.

- Do I want to focus on individual or group differences?

Individuals – don't really mind,

In this example, the student might choose their possible topics as

1. Primary school aged girls and boys ability to do fractions.
2. Primary school aged boys use of calculators or computers in maths.
3. Curriculum policy regarding the use of technology in maths

The role of research questions in the development of your research plan:

In using the simplified model of research described in Punch (1998: 41) the model stresses:

- framing the research in terms of questions;
- determining what data are necessary to answer those questions;
- designing research to collect and analyse those data;
- using the data to answer those questions.

An approach you can use to help clarify your thinking about your topic and questions is the “What, How and Why?” approach.

Let's apply the "What, How and Why?" approach to your topic.

What?

"What?" questions will help you to clarify your topic.

- What is my research about?

- What is the purpose of my research?

- What am I trying to find out or achieve?

- What questions am I trying to answer?
What do I want to find out?

How?

"How?" questions will help you to work out the data that you will need to collect.

- How will my research answer these questions?

- How will I find out the answers to my questions?

Why?

“Why?” questions will help you to clarify the importance or significance of your topic.

- Why is this research worth doing?

- What is the significance and contribution of my research?

My topic

Write out the topic that you want to look at in your project.

1.2 Framing a set of research questions

The advantages of using research questions in the development of your research plan are that they should do the following five things:

- help to organise the project;
- delimit the project showing its boundaries;
- keep the researcher focused during the project;
- provide a framework for writing up the project;
- point to the data that will be needed.

The “What?” section of the “What, How and Why?” approach above will have raised some possible research questions for you. However, you need to understand the difference between the three different levels of questions that are used in designing research. These are:

- general research questions which guide our thinking and are of great value in organising the project but they are not specific enough to be answerable;

- specific research questions are questions which follow on from the general research questions and direct the study and they are able to be answered in the research;
- Data collection questions are questions which are used in the collection of the data and these may appear on a questionnaire, survey or interview schedule. These questions are developed last.

General research questions

As we noted above, these need to be quite broad but able to guide your research.

Examples of some general research questions are:

What are the attributes of a good teacher?

What do teachers mean when they say they have a 'good' class?

Why do boys perform better on multiple choice tests than girls?

Research questions may be framed from various perspectives. For example:

According to parents what are the attributes of a good teacher?

According to teachers what are the attributes of a good teacher?

According to students what are the attributes of a good teacher?

Other ways of framing general research questions may be "From the perspective of...." or "In the perception of"

Now write down some general research questions for your topic.

Specific research questions

As we noted above, these need to be subsets of the general research questions. They are the specific questions that your study will answer.

Examples of some specific research questions are:

How do grade three girls attempt to solve problems that involve addition and subtraction of fractions?

How do grade three boys attempt to solve problems that involve addition and subtraction of fractions?

Are there any differences in their approaches? If so, what are the differences?

Now write down some specific research questions for your topic.

1 _____

2 _____

3 _____

4 _____

Checklist

Following is a checklist of the features of good research questions. Check your questions against them. Are your questions:

	Yes	No
Clear ...	<input type="checkbox"/>	<input type="checkbox"/>
Specific ...	<input type="checkbox"/>	<input type="checkbox"/>
Answerable ...	<input type="checkbox"/>	<input type="checkbox"/>
Interconnected ...	<input type="checkbox"/>	<input type="checkbox"/>
Relevant ...	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Research plan development

Drafting your research plan:

At the completion of this section you should be able to produce a draft research plan that:

- demonstrates that you are proposing a worthwhile project;
- demonstrates that you are prepared to conduct the project;
- demonstrates a clear plan of the stages of your project;
- explain to your supervisor what it is you are proposing to do and why and how you are going to do this.

Please note: The term “**research plan**” rather than “research proposal” has been used deliberately in this learning guide to remind you that you are not having to produce the type of proposal required for a larger scale project in dissertation or doctoral research.

For examples of full proposals for masters and doctoral theses see the following:

Useful readings with examples of full proposals:



- O’Donoghue, T.A. & Haynes, F. (1997) *Preparing Your Thesis/Dissertation in Education: Comprehensive guidelines*. Australia: Social Sciences Press.

-
- Piantanida, M. & Garman, N.B. (1999) *The Qualitative Dissertation*. Thousand Oaks, CA: Corwin Press.
 - Punch, K.F. (2000) *Developing Effective Research Proposals*. London: Sage.
-

The two pager:

To begin with it is useful to write a two-page summary or **two pager** of what you want to find out. This should have three components:

1. a clear statement of your research questions: what are you trying to find out?
2. a clear statement of how you are going to find this out:
 - a) what data will you need to collect?
 - b) how will you get that data?
 - c) who will you get the data from?
3. a clear statement of your data analysis: once you have your data, what are you going to do with it?

From what you have done already let's write in some draft responses to this.

What is your topic?

A clear statement of your research questions: what are you trying to find out?

What is/are your general research question(s)?

What are your specific research questions?

A clear statement of how you are going to find this out:

What data will you need to collect?

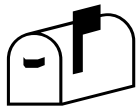
How are you going to get that data?

A clear statement of your data analysis:

Once you have your data what are you going to do with it?

Introduction: This should introduce the subject or topic and provide some background information within a context. Some useful sub-headings to guide you are:

- Aims of the study/ aims / objectives of the study
 - The problem statement or statement of intent
 - Background to the research
 - Context
 - Central research questions or guiding questions
 - Assumptions underlying your research project
 - Clarification of key terms, concepts or acronyms
 - Ethical issues, consent and access
 - Anticipated problems or sensitive issues
-



Activity

On a separate sheet of paper list in point form responses to each heading.

The relevant literature:

This section should include the body or bodies of literature that are relevant to your topic and/or who are the leading scholars currently writing in this area or who has written in this area in the past. List the leading scholars in your area or the body or bodies of literature that may be relevant to your topic:

Research methods:

Design – Strategy and framework. The overall approach to be taken should be described in terms of whether it is qualitative, quantitative or using a combination of both

approaches. The design should connect the research questions to the data by describing how each of the guiding questions will be addressed.

Sample – This should describe the rationale behind the sampling plan and this needs to fit in with the logic of the study.

What type of study am I proposing? Qualitative, quantitative or a combination of approaches?

Where will the study be conducted? Who will participate?

Why have these individuals or groups been chosen?

How will the data be collected?

Data Analysis: This should include a short summary of how you intend to analyse the data and whether any computer assisted analysis will be included for either statistical or verbal data.

Significance: This should answer the 'why' question as to why the proposed research is worth doing.

References: These are the sources you cite in your written work.
What method of referencing are you going to use?

Appendices: These should include any relevant papers you intend to use such as consent forms, questionnaires or instruments.

Checklist of headings for your research plan

[From Punch (2000) p. 67]

	Yes	No
Title and title page	<input type="checkbox"/>	<input type="checkbox"/>
Abstract	<input type="checkbox"/>	<input type="checkbox"/>
Introduction – area, topic and statement of purpose or aims	<input type="checkbox"/>	<input type="checkbox"/>
Research questions	<input type="checkbox"/>	<input type="checkbox"/>
The literature	<input type="checkbox"/>	<input type="checkbox"/>
Methods – design – strategy and framework	<input type="checkbox"/>	<input type="checkbox"/>
- sample –	<input type="checkbox"/>	<input type="checkbox"/>
- data collection – instruments and procedures	<input type="checkbox"/>	<input type="checkbox"/>
- data analysis	<input type="checkbox"/>	<input type="checkbox"/>
Significance	<input type="checkbox"/>	<input type="checkbox"/>
Limitations and delimitations (if appropriate)	<input type="checkbox"/>	<input type="checkbox"/>
Consent, access and participants' protection	<input type="checkbox"/>	<input type="checkbox"/>
References	<input type="checkbox"/>	<input type="checkbox"/>
Appendices	<input type="checkbox"/>	<input type="checkbox"/>

Draft a time-line for your project

How can you draft a timeline for your project? One way would be to list all the activities you have to complete and work out the date that they must be completed by. For example, you know the dates for the submission of your research plan, draft papers and final paper. Make a list of the other things you will need to do – for example,

Contact school _____

Arrange interviews _____

Secure consent

Now complete a table like the one on the next page filling in the activities and the time that you need to have the activity done by.

Date	To do
September	<i>Visit by supervisor</i>
October	
November	
December	<i>Draft paper ready for supervisor</i>
February	<i>Visit by supervisor</i>
29 March 2010	<i>Submit major paper</i>

An example:

Date	To do
September	<i>Decide whether I want to do a small-scale research study or a literature review</i>
October	<i>Decide research topic, questions, timeline and begin writing up research plan</i>
November	<i>Secure consent to conduct study Arrange access to study site draft and finalise interview questions</i>
	<i>Conduct interviews, write up transcripts, start analysis Start writing up draft of paper as I complete each activity</i>
Mid December	<i>Draft paper ready for supervisor</i>
January	<i>Finalise analysis of data</i>
February/March	<i>Write up final copy of findings and study</i>
29 March	<i>Submit major paper</i>

Checklist

You should now be ready to post your research proposal plan to your supervisor. Check that you have included everything.

I have included:

	Yes	No
My research topic	<input type="checkbox"/>	<input type="checkbox"/>
My research questions	<input type="checkbox"/>	<input type="checkbox"/>
A clear statement about what data I will need to collect	<input type="checkbox"/>	<input type="checkbox"/>
A clear statement about how I will collect my data	<input type="checkbox"/>	<input type="checkbox"/>
A clear statement how I will analyze my data	<input type="checkbox"/>	<input type="checkbox"/>
A timeline for my research project	<input type="checkbox"/>	<input type="checkbox"/>

1.4 Ethical considerations and obtaining consent

Introduction

In this section we will look at the ethical considerations involved in obtaining informed consent from the people you plan to collect data from in your project.

Learning outcomes

At the end of this section you should understand the concepts and issues relating to:

- obtaining voluntary informed consent;
- ensuring privacy, confidentiality and anonymity for participants, data collected and study sites;
- researcher obligations and codes of conduct;
- drafting an ethical consent form.

What is voluntary informed consent?

Voluntary means that you may not provide any form of inducement (such as money, gifts or goods), favour (such as promise of a higher grade or favourable report) or threat against any participant involved in the research.

Informed means knowing what a reasonable person in the same situation would want to know before giving consent to participate (ie; how much time will be required of the participant; how will the identity of participants or study site will be concealed or disguised; whether deception is to be used and whether participants will be at risk of any harm by participating in the project).

Consent means explicit agreement to participate (a signed and dated written contract between the researcher and the participant).

Privacy, confidentiality and anonymity

Privacy refers to a person's interest in controlling the access of others to themselves

Confidentiality concerns data (ie: records that may be either written or taped) and how this will be handled, stored and who will have access to it.

Anonymity refers to the names and other unique identifiers of participants and whether these are attached to the data or known to the researcher.

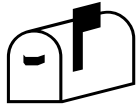
In the supplementary reading list on ethics, Burns (1996: 22), in *Introduction to Research Methods* in Chapter 2 on 'Ethics of Research', provides the following list of requirements in a code of conduct for social researchers. This may be useful to consider prior to drafting your consent form and framing your data collection questions. Points to be considered are:

- that risks to participants are minimalised by procedures which do not expose subjects to risks;
- that risks to participants are outweighed by the anticipated benefits of the research;
- that the rights and welfare of participants are protected. The research should avoid unnecessary psychological harm or discomfort to participants;
- participation should be voluntary;
- the subject has the right to know the nature, purposes and duration of the study ie: informed consent. Participants should sign a consent form which outlines the study plan, who is

conducting it and for what purpose, and how it is to be carried out. Assurances should also be given with regard to confidentiality and voluntary participation. Should the subject be below the age of consent or incapacitated due to age, illness or disability, a parent, guardian or responsible agent should sign the consent form.

- the subject should be free to withdraw at any time without penalty;
- information obtained is confidential;
- participants are debriefed after the study.

These points may be useful for you to consider when drafting your consent form and approaching officials to inform them of your intent to conduct a study in their area.



Activity

On a separate sheet of paper draft a consent form (preferably for the final draft - one with the official letterhead or logo for your university).

Checklist

You should now be ready to draft your consent form. This may need to be attached to your research plan. Check that you have given consideration to the following in your draft:

	Yes	No
The title of the project is given	<input type="checkbox"/>	<input type="checkbox"/>
The researcher and university are identified	<input type="checkbox"/>	<input type="checkbox"/>
The nature of the project is clearly described	<input type="checkbox"/>	<input type="checkbox"/>
The time demands are made clear	<input type="checkbox"/>	<input type="checkbox"/>
An assurance of anonymity and confidentiality is given	<input type="checkbox"/>	<input type="checkbox"/>
The right to discontinue in the project without penalty or question is made clear	<input type="checkbox"/>	<input type="checkbox"/>
Official channels have been contacted and given their consent for the project to commence	<input type="checkbox"/>	<input type="checkbox"/>

Are participants and/or officials to be given a summary of the findings at the conclusion of the study	<input type="checkbox"/>	<input type="checkbox"/>
If children are to be included in the study does consent need to be obtained from a parent or guardian as well as the children	<input type="checkbox"/>	<input type="checkbox"/>
Any harm or potential harm to participants is made clear	<input type="checkbox"/>	<input type="checkbox"/>

1.5 Gaining access and establishing rapport

Introduction

In this section we will look at the issues concerned with gaining access to informants, respondents and other sources of data as well as the issue of establishing and maintaining rapport with the people you will be contacting to participate in your study or to provide the documentary sources you require.

Learning outcomes

At the end of this section you should be familiar with the concepts and understand the issues relating to:

- the importance of the role of 'gatekeepers' in institutions;
- 'studying up' or 'studying down';
- the difference between 'open' and 'closed' access;
- the importance of establishing and maintaining rapport.

Securing access to your study site or data

As a researcher you will need to seek permission to secure **physical access** to your study site or data. You do not have any right to access and people will be doing you a favour by agreeing to **cooperate** with you and provide whatever data you require. This latter point is termed **social access** (Hornsby-Smith:1993).

The issue of **power** is one you will need to consider when thinking about how you are going to introduce yourself to potential participants and what their relationship will be to you as both a researcher and as a professional in education.

You will need to decide:

- who are the 'gatekeepers'?
- are you 'studying up'?
- are you 'studying down'?

Closed and open access

You will need to decide whether your proposed study site is one that allows open access or whether it is a site that involves negotiating closed access.

Closed access refers to groups of people or sites that are not readily accessible to outsiders because the group is distinctive in some respect due to gender, ethnicity, wealth, social practices or occupation.

Open access refers to a group that is relatively easy to identify and access. There are no apparent barriers to contacting these people. Such groups are normally considered to not hold much power and therefore are easier to make contact with. Classroom teachers or school children represent such large groups of people that are easy to locate and make contact with a particular category of individual. For example, primary school children in grade two; or beginning teachers who are aged under thirty years; or teachers of science.

What is rapport?

Rapport refers to the nature of the relationship you establish with participants and this may be ideally characterised by harmony, conformity, accord and affinity. It is an attribute that is instrumental to professional relationships (Glesne & Peshkin: 1992).

Factors that influence rapport

According to Glesne & Peshkin (1992) successful researchers identify the following personal characteristics as being beneficial to the establishment of rapport:

- sensitivity
- shrewdness
- patience
- friendliness and not being offensive
- being non-judgemental
- having a sense of humour
- having a high tolerance for ambiguity
- maintaining confidentiality
- learning the language or jargon pertinent to one's participants
- wearing appropriate clothing

You may wish to consider what adjustments you will need to make or be mindful of when considering your study site. For example, what clothing would be appropriate to wear? Alternatively, when would it be most convenient to begin to conduct your research?

Issues to be considered concerning rapport are?

Slavin (1984) in *Research Methods in Education: A practical guide*, provides the following list of general principles that help to promote positive working relationships with professionals in schools. It may be useful to consider the following points before you start:

- follow through on promises such as providing staff with a copy of your final report or providing paper to photocopy survey forms;
- emphasise confidentiality;
- be a scientist not an advocate (meaning that you should make it clear to all that you are interested in accurate data rather than proving whether program A is better than program B for example);
- make friends with secretaries and non-teaching staff;
- try to arrange free access to classrooms rather than specific or limited access so that not all visits need to be scheduled ahead of time;
- try not to inhibit teachers' abilities to make pedagogical decisions;
- avoid the use of administrative muscle to get access to the people or data you require to conduct your study;
- remember that you are a guest;
- respect teachers.



Activity

Circle any of the above points that you consider may be pertinent to your study situation

1.6 Data management strategies

Introduction

In this section we will look at the issues concerned with recording and managing the data to be collected and stored.

Learning outcomes

At the end of this section you should be aware of the issues and importance relating to the following:

- the systematic and careful collection of data;
- the comprehensiveness of notes and information recorded;
- the pre-planning of data management and storage;
- the necessity to make notes as close to the time of the event as is possible or appropriate.

Research as ‘organised common sense’

As Punch (1998) suggests, the description of research as ‘organised common sense’ is useful (p. 8). For you as a beginning researcher, it is important to remember the “**organised**” component of this description. This means that you will need to consider the following issues before you begin to collect data:

- the systematic recording of information;
- the use of protocols in data collection;
- the use of technology in collecting and analysing your data;
- the storage of data.

Systematic data collection

As Kane (1985) in *Doing Your Own Research: How to do descriptive research in the social sciences and humanities* observes:

We think of our research time as precious and limited; therefore most of it should be spent on the 'meat' of the project, collecting the information. No need to write it down in any great detail; it wastes research time, and anyhow, you will remember it. Take a few rough notes and catch up later. Right?

Wrong. There are some hard truths in life –

- 1. You will not remember it.**
- 2. You will never catch up.**

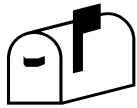
So when you begin to plan your research, allow time for recording and organising (p. 121).

Often what may not seem important at the time of data collection can take on a whole new meaning once additional data has been collected and/or you have had time to reflect on the data and the significance you have placed on certain events or information.

The type of information that may be appropriate to document often includes:

- the name of the participant or pseudonym for them;
- the participant's contact telephone number(s) or address;
- demographic information such as age, gender, ethnicity, language spoken, or marital status etc.
- the study site and/or particular place where the data was collected;
- a plan of the room or seating plan for a class or meeting;
- the date and time of the data collection;
- the mood or demeanour of the participant – gestures etc.
- the length of the interview or meeting;
- whether there were any interruptions during the data collection;
- the person's qualifications;
- how many children there are in the class, staff in the school etc.

It is also important to record as much information as possible at the time of data collection and it is best to write up your data and/or transcribe interviews or notes while the data is fresh in your mind. At this time you can note points for clarification at the next meeting or draft out additional data collection questions that may be required.



Activity

Make notes on how you are going to going to record and organise your data

Recording:

Organisation:

The use of protocols in data collection

This section covers the use of protocols in data collection. If you develop protocols ahead of data collection this should help you to organise your data and record all the demographic information and core information that may be relevant to the study site.

A protocol is a strategy that you plan ahead of data collection or analysis and it should assist you in your data collection and analysis by ensuring that you have collected the same type of information for each participant.

There are numerous strategies that you can employ ahead of data collection. Some common examples are listed below:

- choosing abbreviations for key terms ahead of data collection ie: T = teacher and P = Principal etc.**
- drafting out a 'header' sheet of stationery with the key headings for demographic information (this may include name; participant number; data of interview; school; length of interview etc.)
- use the same colour pen for note-taking and different colours for researcher comments, observations and coding.
- 'cue up' tapes or videos before you begin recording with the date and time of the interview and either the name of the person or the

The use of technology in collecting and analysing data

You may decide to use some recording equipment or computer packages in the data collection and/or analysis phases of your project. If you decide to do interviews you may want to tape record or video the interviews and transcribe these for coding. Equally, if you decide to conduct a survey or interviews you may want to enter the data on to a computer programme to assist in the analysis and management of the data. There are many such programmes available for both numerical and verbal data and the Punch (1998) text gives an overview of these.

Some general points to note are:

- learn how to use the equipment beforehand and practice recording and reloading tapes etc. Always keep spare batteries and tapes in case there are difficulties with power points or tapes at the school or wherever you are collecting your data.
- inform the participant ahead of time that you will be using a tape, camera or video at the meeting and let them know of any special requirements that you may have regarding the equipment such as access to power points or use of a table.
- always make notes during interviews or meetings in case there are any problems with the recording you are making. This is also useful as it gives you a 'purpose' during the session and also enables you to write down follow up questions as they occur to you at the time of data collection.
- learn how to use the computer package before you begin to enter your data and always keep back up files of your data.

The storage of data

Once you begin to collect your data and start to read about your topic you will begin to accumulate data, documents, notes and readings. These will need to be stored in a systematic manner and it is best to have decided how and where these are to be stored before they begin to accumulate in a large pile on your desk. You may wish to use all or some of the following: a filing cabinet, document boxes or create files on your computer to store useful information.

Also you will need to consider the ethical issues involved in storing information and who may potentially have access to this information. If you are dealing with sensitive information you will need to ensure that your data is stored in a secure place and that you are the only individual who has access to it.

Data (tapes, notes, documents, survey forms) will be stored:

Literature and readings will be stored:

Phase 2: Conducting the data collection and analysis

1.7 Interviewing

Introduction

In this section we will overview the data collection strategy of interviewing. A series of questions has been posed for you to address. These questions should help you to structure your interviews and consider many of the issues that commonly arise when planning your interviews. If you have any difficulties with any of these questions you should either go back to the literature or consult your supervisor.

Learning outcomes

At the end of this section you should be able to:

- choose what type of interview you wish to conduct
- structure your interview session in advance of interviewing
- draft out a set of interview questions
- decide how you are going to code and analyse your data

What is an interview?

The widely cited definition of an interview offered by Maccoby and Maccoby (1954) is a useful starting point. According to these scholars an interview is:

A face-to-face verbal exchange in which one person, the interviewer, attempts to elicit information or expressions of opinion or belief from the other person or persons.

There are several types of interviews (see Punch (1998) p. 176) that you can choose between but the nature of your research questions should help you decide what is the most appropriate type of format to choose.

Types of interviews

What type of interview are you proposing to conduct? (ie: structured, semi-structured, or unstructured) **Why?**

How standardised will the interview be for the different people being interviewed?

What type of stance or position do you propose to take during the interview? (ie: the expert, the friend, the colleague, the outsider etc.)

Who will you be interviewing? (ie: individuals or groups) **Why?**

Will the interviews be face-to-face or by telephone?

When will you be interviewing these people or groups of people?

Where will the interviews take place? Why this venue?

How will access to the interview situation be arranged?

How long do you think each interview will take?

How many individuals or groups will you interview?

How many times will each individual or group be interviewed?

How will you record the interview data?

Will you be taking notes during the interview?

What type of equipment will you need?

Conducting the interview

How many questions do you propose to ask?

The following example is taken from a doctoral research project investigating the phenomenon of unresolved conflict in the workplace of professionals. You will probably not need to ask as many questions. Two sets of data collection questions were drawn up in the planning phase. The actual order of the sub-questions was determined by the person being interviewed during the data collection.

Aide-memoire 1:

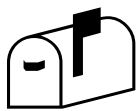
Could you describe the conflict you were involved in at work?

- a. What was the conflict about?
- b. Who was involved in the conflict?
- c. In what setting did the conflict occur?
- d. How did the conflict develop?
- e. How long did the conflict last?
- f. Is the conflict still occurring?
- g. Has the conflict been resolved?
- h. Who else, if anyone, knew about the conflict?

Please note: Questions i. to v. have not been listed.

Aide-memoire 2:

- a. What has happened since we last met?
- b. What have you learnt from your involvement in the conflict?
- c. What do you think was the cause(s) of the conflict?
- d. What constitutes professional behaviour?
- e. What constitutes unprofessional behaviour?
- f. Are there any different aspects to conflicts when they occur in professional groups?
- g. Is there anything else about the conflict that you would like to tell me?



Activity

List below the questions you have drafted for your interview schedule or aide-memoire. What type of questions and mix of questions do you propose to ask?

How will you close the interview? Write a short script for this.

How are the interviews to be transcribed? Who will do this?

What coding system do you plan to use?

Will you be using computer-assisted data analysis? If so, what package?

1.8 Surveys and questionnaires

Introduction

In this section we will overview the data collection strategy of interviewing. As with the preceding section on interviewing a question-based approach has been adopted. These questions should help you to structure your survey and lead you to consider some of the issues that commonly arise when planning surveys. If you have any difficulties with any of these questions you should either go back to the literature or consult your supervisor about your query.

Learning outcomes

At the end of this section you should be able to:

- decide what type of survey you wish to administer;
- draft a format for your survey form;
- frame a set of survey questions and instructions;
- decide how you are going to analyse your survey data.

What is a survey?

The word survey has different meanings (Punch, 1998, p. 76). For some it is used to describe any research which collects data from a sample of people. Alternatively, for others, it refers to a simple descriptive study usually concerned with different pieces of information which are studied one piece at a time.

Other definitions of survey research are:

A survey is a system for collecting information to describe, compare, or explain knowledge, attitudes and behaviour. (Fink, 1995)

Survey research is the administration of questionnaires to a sample of respondents selected

From some population. (Babbie, 1986)

The main types of survey are:

- **mail out** (to respondents in different locations);
- **group administration** (to all respondents in one place at one time and usually for immediate completion and collection);
- **telephone** (questions on a structured interview schedule are asked by the researcher and responses recorded by the researcher).

IMPORTANT POINTS TO NOTE:

In this case it is recommended that your sample be in the range of **100 – 150** respondents and that the survey take **less than 15 minutes** to complete.

Survey design: Questions to ask

1. What is the purpose of the survey?

2. What type of survey do you propose to administer?

(ie: mail out, group administration, telephone)

3. Are you planning to use an existing survey instrument?

Yes / No

If yes, where does it come from?

If no, how do you plan to develop your own instrument?

What is the background of the instrument?

Do you need permission to use this instrument?

Is there a cost attached?

4. How will you pilot or pre-test your instrument?

How many people?

Where drawn from?

Why these people?

5. How will the survey population be drawn?

How many people?

Where from?

Why these people?

6. How is the target population consistent with the purpose of the survey?

**7. Do you need to record demographic information from your respondents?
If yes, where will these questions be placed on the survey form?**

If yes, what information will you need to document?

(ie: age, sex, address, number of years teaching, education sector etc.)

Points to note:

- * Is the timing of the arrival of the survey in the school or institution likely to influence the response rate?
- * What are you going to do about non-respondents?
- * Will you send out reminder letters to all participants? Remember that if the survey responses are anonymous you will not be able to send out reminders.
- * Only distribute survey forms once official approval has been granted.
- * Remember to keep a record of when the forms were distributed and when they were returned.

8. Will you include a self-addressed and pre-paid envelope for return of the survey from – if you are planning a mail out survey?

9. How will the data be analysed?

10. Will computer software be used in the analyses of the data? If so, what package?

Checklist for survey format

(Reference: Bourque, L.B. And Fielder, E.P. (1995) *How to Conduct Self-administered and Mail-out Surveys: The Survey Kit 3*)

Have you:

- made unrealistic time estimates for the completion and return of the form
 - used space between questions
 - used a vertical format, boxes, arrows, shading etc consistently to maximise clarity and order of questions
 - used pre-coded response categories where appropriate
 - considered the use of simple grids
 - used a booklet format where possible
 - chosen a good contrast between print and paper
 - used 10-point pitch
 - used an easily read and equally spaced font
 - avoided italics
 - used bold, underlining or capitals judiciously and consistently for emphasis and instructions
 - avoided splitting instructions, questions and associated response between page
 - left a space on the right hand side of each page for hand coding and comments
 - printed questions on one side only of each page if using a booklet format
-

Checklist for survey questions and instructions:

You should now be ready to draft your survey form. Check that you have given consideration to the following in your draft:

	Yes	No
1. Can the survey be completed in less than 15 minutes?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are the instructions clear and grammatically simple?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do the instructions explain the purpose/focus of the research?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are the instructions on when and how to return the survey form clear?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you included a pre-paid and self-addressed envelope for the survey return?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you used a mix of question types?	<input type="checkbox"/>	<input type="checkbox"/>
7. For each question is the list of responses exhaustive?	<input type="checkbox"/>	<input type="checkbox"/>
8. For each question is the list of responses mutually exclusive?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are all the questions relevant to the topic?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do the planned questions adequately cover the topic?	<input type="checkbox"/>	<input type="checkbox"/>
11. Are the questions written so that they can be answered by everyone in the sample?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have similar types of questions been grouped?	<input type="checkbox"/>	<input type="checkbox"/>
13. Is the order of the questions logical?	<input type="checkbox"/>	<input type="checkbox"/>
14. Do the questions bias the responses?	<input type="checkbox"/>	<input type="checkbox"/>
15. Are the questions sequenced from easier to more difficult questions?	<input type="checkbox"/>	<input type="checkbox"/>
16. Have you ensured that the more important questions are not placed at the end of the form?	<input type="checkbox"/>	<input type="checkbox"/>
17. Have you numbered the questions for ease of coding?	<input type="checkbox"/>	<input type="checkbox"/>
18. Have you checked for use of jargon and acronyms?	<input type="checkbox"/>	<input type="checkbox"/>
19. Have you checked for vague qualifiers and ambiguous language?	<input type="checkbox"/>	<input type="checkbox"/>
20. Have you checked for double-barreled questions?	<input type="checkbox"/>	<input type="checkbox"/>

1.9 Data analysis strategies

Introduction

In this section we will look at how to analyse survey and interview data. This is a very brief and simple coverage of what is a very complex area. For the purposes of the major paper your analysis will probably be more descriptive rather than abstract and theoretical.

Analysing interview data

Think of this as a cycle of analysis where you move between the different stages and revisit them depending on whether the analysis is moving forward or how much data you have collected. The early phases involve reading and reflecting on the data gathered and then trying to identify themes and concepts. These are then compared between the different transcripts to see what is similar and what is different between the various people interviewed. The phases are:

- * Familiarisation with the data - a close reading of the transcripts individually
- * Describing and labeling concepts and phenomena
- * Reading all the transcripts in one sitting - in order of data collection
- * Reflecting on the data – thinking about what was been said and what was not said
- * Condensing - summarising key points and important sections of text
- * Comparing and contrasting the concepts and phenomena identified
- * Clustering - sorting common groups of concepts
- * Categorising - delineating between concepts
- * Thematising - identifying recurring themes
- * Articulating the findings – deciding how to write about what you have found out

Analysing survey data

Background Variables

Your survey probably includes some background or demographic or biographical variables (examples are gender, age, sex, country of birth).

You need to provide descriptive summaries of these for your sample. Usually, this will involve:

[a] ***Frequency distributions or proportions***

(Example: 45% of the sample were female, 55% male
or 75% of respondents were born in Singapore, 25% elsewhere)

These show the distribution of respondents in different categories of the variables.

[b] **Means (or averages)**

(Example: The average age of respondents was 15 years 8 months)
These show the average or central tendency of the responses.

Standard deviations

(Example: The standard deviation for age was 2.6 years)
These show how much spread or variability exists in the sample.

Keep in mind that means and standard deviations are only appropriate for continuous (or scaled) variables. For discontinuous (or categorical) variables only use proportions as in [a] above.

Rating Scales and Attitude Items

Usually these will be in Likert summated rating format. Examples are:

Learning about research is very interesting	Strongly Agree	Agree	Disagree	Strongly Disagree
---	----------------	-------	----------	-------------------

or

Staff meetings in our school show a lot of conflict	Always	Often	Sometimes	Seldom	Never
---	--------	-------	-----------	--------	-------

As a first step, you can analyse responses to these items separately. For each item, calculate its mean, standard deviation and frequency distribution.

As a second step, you can calculate the correlations between these items, to see how they relate to each other.

As a third step, if you have used several items to measure a variable, and if these items correlate positively with each other, you can add scores on these items to form a variable or scale score.

Differences Between Groups

You may want to study differences between groups (for example, between gender groups, as in boys vs. girls) on individual rating scale items or on scale

scores. You can do this by calculating and comparing the mean score for each group on the item or scale.

1.10 Reviewing the literature (Please see sections 2.1 – 2.3)

Phase 3: Writing up

1.11 Writing up the findings in the major paper

Introduction

In this section we will look at the purposes of research writing and offer several strategies to help you with the process of writing and the presentation of your findings.. A checklist is provided for you to go through before submitting your final draft to your supervisor.

The purposes of research writing

As Flick (1998) suggests, the process of research writing serves several functions and these are:

- a pragmatic function;
- a legitimising function;
- a reflexive function.

These functions relate to presenting and communicating the findings of your research project to a wider audience in a condensed and coherent scholarly format. The information presented also becomes a starting point from which readers can evaluate the findings and the methods and procedures that produced those findings. This process may, in turn, provide a point of departure for reflexive considerations about the overall status of the research in terms of quality of the project. This relates to the data collected, the analysis of that data and the presentation of the findings and the overall writing up of the project.

Strategies for writing

The following strategies, distilled from the readings, are designed to help you plan the writing up phase of your project and to get started with your writing.

1. Draft a schedule or plan for writing which incorporates long-term goals with realistic completion dates for writing up all the sections of the report. It is important to remember to allow time for re-drafting sections and time for proof-reading.
2. Develop short-term goals for what you plan to write, type or edit each day or evening you set aside for work.

3. Set aside a place and time for writing and ensure that you can access the computer technology you require at the appropriate points in time.
4. Develop a structure for your report with headings and sub-headings as you would with a table of contents. In this way you will break down the task into “chunks” or manageable “bits” and start to think about what type of information needs to be included under each heading.
5. Start writing up “bits” as early as possible. It is usually easier to re-draft and cut and paste text on the computer than compose actual text – especially when time is at a premium.
6. Remember, the report does not need to be written in the order in which it finally appears. “Bits” can be written as information is accumulated about the methods, context etc. and then allocated to sections or headings as the structure emerges.
7. If stuck for words, literally, just write down your current ideas or concerns about the project or data. Do not worry about spelling, grammar or the logic of the flow of the words. Often this will give you some “chunks” of text to work with, or alternatively, this may help you to work out what the problem is that is blocking your progress.
8. Read other major papers, theses, and reports to get an idea of the standards required of the work and the various ways in which research findings may be presented. Preferably, read these which have been awarded high grades.
9. Get others to read your work and be prepared to accept critical and constructive comments from friends, relatives or colleagues.
10. Always back up or save drafts on your computer and keep a separate disk copy and a hard copy (paper copy) of completed work for peace of mind.

Presenting the findings

There are three main areas to consider:

1. The structure of the report

You will need to consider the following points in terms of presenting your final report. This will involve making decisions about the length of various sections of the report and choosing a format for headings and presenting tables and diagrams etc.

- * Table of contents and page numbers
- * Headings/Sections/Chapters
- * Sub-headings
- * Format ie: font, type size, numbering of sections etc.
- * Data display ie: tables, graphs, figures etc.

2. Writing style

Point to consider in your writing:

- * choice of tense – Are you writing in the first or third person?
- * clarity - Is there a clear flow of ideas? Does the argument move forward?
- * simplicity – Is it able to be understood?
- * precision – Is the report focused? Is it what the reader needs to know?
- * concision – Does each section and paragraph contribute to the whole?
- * sexist language – Have you checked to see if you have used any sexist language?
- * correctness – Have you checked for errors of fact or description?
- * making images concrete – Have you used descriptive quotes to illustrate your points?

3. Confidentiality and fulfilment of obligations

Check to ensure that you have not breached any confidentiality agreements by revealing the identity of any of your participants or data collection sites. If you have given any undertakings to participants, administrators or government officials to provide them with copies of your final report you should remember to make and send copies to these people.

Checklist for submission of final draft to supervisor

	Yes	No
Title and title page and author	<input type="checkbox"/>	<input type="checkbox"/>
- table of contents	<input type="checkbox"/>	<input type="checkbox"/>
- pages numbered	<input type="checkbox"/>	<input type="checkbox"/>
- consistent use of headings	<input type="checkbox"/>	<input type="checkbox"/>
- abbreviations used listed	<input type="checkbox"/>	<input type="checkbox"/>
- list of figures and tables	<input type="checkbox"/>	<input type="checkbox"/>
- does the title indicate the nature of the study	<input type="checkbox"/>	<input type="checkbox"/>
Abstract		
- what was the study about?	<input type="checkbox"/>	<input type="checkbox"/>
- how did you do the study?	<input type="checkbox"/>	<input type="checkbox"/>
- what did you find out?	<input type="checkbox"/>	<input type="checkbox"/>
Introduction – area, topic and statement of purpose or aims, research questions, background to the study, significance of study, ethical issues, limitations of the study, relevance to your professional work ...	<input type="checkbox"/>	<input type="checkbox"/>
Conceptual framework, theory, hypotheses (if used)	<input type="checkbox"/>	<input type="checkbox"/>
Review of the relevant literature	<input type="checkbox"/>	<input type="checkbox"/>
- is the topic placed in the context of the relevant body(s) of knowledge	<input type="checkbox"/>	
Methods – design – strategy and framework	<input type="checkbox"/>	<input type="checkbox"/>
- sample – participants		<input type="checkbox"/>
- data collection – instruments and procedures	<input type="checkbox"/>	<input type="checkbox"/>
- data analysis strategy(s)	<input type="checkbox"/>	<input type="checkbox"/>
- are these adequately described		
Discussion of findings – are these based on evidence presented?	<input type="checkbox"/>	<input type="checkbox"/>
Have any claims been made that cannot be substantiated?		
Presentation of results and data	<input type="checkbox"/>	<input type="checkbox"/>
- tables and figures titled		
- check for omissions and errors		
Conclusion and recommendation for further research	<input type="checkbox"/>	<input type="checkbox"/>
References – consistent use of format for citations	<input type="checkbox"/>	<input type="checkbox"/>
- have quotations been acknowledged?		
Appendices – interview schedules or questionnaire	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2

Pathway 2: Literature Review

Phase 1: Planning

Introduction

In this section we look at what constitutes a literature review, what it means to be critical and how one goes about choosing a topic for a literature review. For information on research question development and research plan development see sections 1.1 – 1.3 in the previous section.

Learning Outcomes:

At the end of this section you should be able to:

- understand what constitutes the literature for your topic;
- identify a researchable topic;
- understand what it means to be 'critical'
- develop a strategy for locating and assessing the relevant literature

2.1 What is a literature review?

A literature review may be:

- an introduction to a thesis
- a survey of literature written within a field or area of inquiry.

It is the latter point that is applicable to students choosing the literature review option for a major paper. There may be several purposes for a major paper:

1. The review may be an attempt to draw together a body of material relating to a certain field or area where there is a variety of opinions. These may lack an historical perspective or a sufficient understanding of contrary viewpoints or an insufficient appreciation of conflicting viewpoints. Some might say – an attempt to derive order out of chaos.
2. The review may provide either an historical or contemporary perspective on how thought has developed and changed over time in relation to some central issue or concern ie: our understanding of human intelligence; the writing of

the history of education; curriculum reform; the structure of schooling or assessment.

3. The review may represent an attempt to correct an apparent bias in perspective e.g.: there may be a need to counter political correctness in relation to some area of inquiry e.g.: gender bias, multi-culturalism or language policy.
4. The review may seek to establish the importance or relevance of a subject or topic previously unrecognised.

It is important to remember; **there is no perfect literature review or one basic model.**

All reviews are written from the specific viewpoint of the writer. Ideally they should be:

- interesting
- challenging
- provocative

According to Eichelberger (1989) there are five different functions that a literature review may serve. These are:

- to learn the history of a problem;
- to become familiar with the theoretical background of the problem;
- to assess the strengths and weaknesses of previous studies;
- to identify promising ways to study the problem;
- to develop a conceptual framework and rationale for one's present study.

Warning:

A literature review is not a mere catalogue of works, often listed in chronological order, directly, or indirectly related to a chosen topic, with a brief overview given of each text.

Generally speaking, a literature review is “a highly selective exercise designed to examine a specific topic or field of study to highlight the leading issues, the nature of current research, perceived strengths or weaknesses and probable future lines of development”.

The choice of a literature review may arise from previous work you have done in a course of study which has opened up areas of controversy which you feel need to be re-assessed. For example: a current work situation involving problems with school discipline or the implementation of a new curriculum or government policy initiative or an educational issue that is generating widespread public debate e.g: the place of the English language in the school curriculum in Manila.

A literature review may be generated from a wide variety of coursework whether it be in educational psychology, teaching, learning, sociology, administration, history, curriculum, policy studies, philosophy or any of the other aspects of study in the broad field of education or work in an educational setting e.g: teaching and administration.

To write a good literature review the writer needs a **THOROUGH** knowledge of the subject matter and the ability to understand the intent of previous writers in the field.

A literature review is above all “a mature work of **reflection**” which adds a new dimension to an ongoing debate. The writer must have the ability to see through a vast accumulation of factual data and expressed opinion in order to determine the central points of debate.

A good test of whether you have this ability is to read a book, then close it and ask yourself “What exactly was the author’s intent and was it achieved?”

You must develop the ability to discern the central issues in an area of controversy and not be diverted or waylaid by a plethora or abundance of words.

The following are some of the key questions a literature review can answer:

- what are the key sources?
- what are the major issues and/or debates about the topic?
- what are the origins and subsequent definitions of the topic?
- what are the key theories, concepts and ideas
- what are the epistemological and ontological grounds for the discipline?
- what are the main questions and problems that have been addressed to date?
- how is knowledge in the topic structured and organised?
- how have approaches to these questions increased our understanding and knowledge?

In short, who has done research in your chosen field of inquiry and what were their motives? What was the quality of their research? What were their main findings? Where does current thinking stand? What change in direction can you deduce from the literature published to date?

Essentially, a literature review should be **critical** (ie: analytical and discerning).

2.2 What constitutes the literature?

Published sources include:

- books
- articles in learned journals
- book reviews
- conference proceedings
- government policy statements
- newspaper and magazine articles

Unpublished material may also be significant in any comprehensive and scholarly review of the literature. This will include:

- theses of various types e.g: Masters and Doctoral level studies
- unpublished occasional papers that may have been presented at conferences or circulated between scholars

On-line sources include:

- data bases
- web pages

In writing a literature review you must develop the ability to discriminate between the varying quality of books, articles etc. Just because something appears in print, is no guarantee of its quality. Obviously, work from leading publishing houses is generally one way of initially judging the quality of a book.

Likewise, there is a wide range of academic journals. In most cases each subject area has a number of leading international journals.

The quality of theses is much harder to determine, but the university from whence they derive may be an indicator of their quality.

Identifying scholarly literature through bibliographic analysis

Hart (1998) suggests a three-phase approach to identifying relevant print material from the scholarly literature using a bibliographic analysis (p. 35). The three phases are:

Phase One: Published books

1. Search data base on computer and identify 'hits'.
2. Construct initial bibliographic lists
3. Obtain books and skim read for relevance
4. Extract relevant items from bibliographies

Phase Two: Journal articles

1. Search data bases on computer and identify 'hits'
2. Obtain articles or abstracts and skim read for relevance
3. Analyse bibliographies and identify 'new' items of relevance
4. Obtain books not found in phase one
5. Update bibliographic list

Phase Three: Theses and conference papers

1. Search abstracts and indexes
2. Identify 'hits' and check against bibliographic list compiled during phases one and two
3. Obtain theses and skim read for relevance
4. Analyse bibliographies and look for new and relevant items
5. Update bibliographic lists with new material

2.3 What does it mean to be 'critical'?

In writing a literature review you are expected to be 'critical'. This does not mean that you must attack or refute everything you read. Rather, you should approach books, articles etc. with an open mind and be prepared to acknowledge or highlight both the strengths and weaknesses in the arguments presented. Scholarship in the academic sense involves the ability to examine ideas without allowing emotions, personalities or any other extraneous factors to interfere with an objective assessment of the facts. This is often very difficult to do – indeed it is probably impossible for any human being to be entirely objective – but that is the goal scholars aim for.

Being critical does not mean that you should disagree with a writer on principle, but rather, that your assessment of his or her views or conclusions should be based on the evidence and not on the person.

Students should note that within the academic world there are frequently major differences of opinion among leading authorities. Everyone is entitled to their viewpoint but the credibility of any viewpoint is dependent on the evidence presented in support of it. In essence, it is the quality of the argument that you present, backed up by 'evidence', rather than a matter of being 'right' or 'wrong'.

2.4 Choosing your topic

In some cases this is not difficult, especially if you venture into an area widely acknowledged to contain many controversies. A good example of this would be

the area of second language acquisition where there appear to be as many major theories as writers. Two other areas that spring to mind include assessment of students' work and performance appraisal of teachers. I am sure you can identify many other such examples.

The following example relates to the writing of the history of education, or historiography.

Traditionally, historians writing about education have tended to portray the growth and spread of schooling as a great human achievement. Many histories of education are characterised by a belief that they are telling a noble and worthwhile story of achievement worthy of commendation.

The growth of education has undoubtedly been spectacular throughout the world in the twentieth century but recent writing by historians of education increasingly reflects a reaction against the 'success syndrome' which characterised so much writing in the past. The growth of schooling is not always a good thing especially if the quality declines. The growth of schooling may also generate political unrest and even revolution. It is also argued nowadays that education, far from liberating people and providing them with 'access to the good life', may even be a less than subtle means of perpetuating long established power structures. This is the neo-Marxist view of modern schooling. Likewise, a truer history of many schools might well suggest that they have not had a great and glorious past as might have been claimed. Many may have been poorly administered, others may have perpetuated social class divisions, many may have maintained outdated practices and values, and many seemingly venerated head masters or mistresses may in reality have been disasters.

A literature review of the way in which the history of education has and is being currently written would highlight these points and provide the basis for mature reflection upon the nature and purpose of the writing of the history of education and possibly suggest the need for a re-appraisal.

Another example might relate to the structure of schooling. Why is it traditionally always divided into primary and secondary? Is there some unquestionable rationale for this sub-division or is it simply a legacy of history? Why do some countries start secondary education earlier than others? Why, likewise, do some countries start primary schooling earlier than others? Is there any one perfect structure? What should guide the structure of schooling in any one country?

Should teachers be segregated into primary and secondary in their training and work?

A further question, and one could generate dozens more, is whether the traditional secondary school will survive into the next century or whether changing social patterns will generate the need for new structures.

Clearly this is a subject area where much has been written and it could form the basis of a most illuminating and challenging literature review.

Other topics which may be researched may relate to a specific subject area such as the role of teaching English in the curriculum or more specifically, the relevance of teaching the works of William Shakespeare to young adolescent students.

Outline example of a literature review from a historical perspective

(provided by Associate Professor Clive Whitehead from the Graduate School of Education)

There must be an underlying reason for conducting a literature review. It may be that within your area of study or research there is a subject which is highly contentious and that over time writers have put forward a variety of contrasting views without arriving at any consensus. The following is such an example arising from the author's many years of study of British colonial education policy in Southeast Asia.

Since Independence, British education policy in Malaya and Singapore has not unnaturally been subjected to close scrutiny and frequent criticism but hindsight suggests that much of that criticism may have been unduly influenced by nationalist sentiment and political rhetoric rather than based on scholarly and open-minded research. An example is the following statement which appeared in the Revised Report of the Royal Commission on the Teaching Services, West Malaysia, Kuala Lumpur, 1971.

Under colonial rule, Malayan educational policy apparently took the line of least resistance which suited admirably the colonial policy of 'divide and rule' ... There was hardly any attempt to formulate a national policy aimed at creating and fostering a common national outlook. It might not have suited the colonial rule well to devise such a policy, but had such a policy been enunciated and implemented prior to the Second World War, most of the educational problems existing today would be non-existent.

To what extent is this a fair criticism of British education policy in Malaya [and also Singapore] prior to Independence? A review of the extensive literature already written on British colonial education policy may well shed light on the question.

The first task is to identify and locate the main body of literature on British education policy in Southeast Asia. This can be done by library searches or by locating a relatively recent standard work on the subject eg. H.E. Wilson, *Social Engineering in Singapore: Educational policies and social change 1819 – 1972*, or Philip Loh, *Seeds of Separatism: Educational Policy in Malaya, 1874 – 1940*, and using the comprehensive bibliographies in such works to identify other books, articles in academic journals, and unpublished theses.

It is important to arrange the major published works in chronological order and to ascertain some background knowledge of the respective authors. In a field which has generated widely differing views it is important to look for possible, indeed

probable bias, in much of the writing. Then follows many hours of reading and reflection and note-taking on what each author has to say.

There is generally no need to read every page or even chapter in a book to determine the author's standpoint, but it is important to identify the key questions that need to be addressed in your review of literature. For example:

- What was the nature of the political relationship between the Malay states and the British?
- How did this differ from the Crown Colonies like the Straits Settlements [which included Singapore]?
- What were the basic principles of British education policy in Southeast Asia in the 1930s?
- Would it have been politically acceptable and practical to have fostered multi-racial schools in the 1930s? If not, why not?
- What were the major restraints on the exercise of British power in Southeast Asia in the 1930s?
- To what extent did the nature and focus of British rule change after 1945?
- What were the principal objectives of colonial rule after 1945?

These need to be understood within the realm of global politics, including a new balance of power in the world and the onset of the Cold War, and the local socio-political scene in Malaya and Singapore.

Within the sphere of education there are also key questions to identify and consider. For example:

- How did the perennial problems of lack of financial and manpower resources impact on education policy?
- Did the British reliance on a 'voluntary' system of schooling generate acute problems of administrative control?
- Was the willingness of the British to allow different races to establish their own schools, most notably the Chinese, a deliberate policy to 'divide and rule' or a means to tap local interest and financial support for schooling?
- Did the British really have any clear policy goals in education after 1945 or was 'policy' simply an exercise in the time honoured tradition of pragmatism?

At another level one needs to consider the aspirations and reactions of the various racial communities towards British policy, especially the Malays, in the light of the strong nationalist movement generated in the late 1940s by UMNO (United Malays Nationalist Organisation).

The main literature tends to divide three ways. Writers like Loh, *Seeds of Separatism*, Robert O. Tilman, *Bureaucratic Transition in Malaya*, and Lee Sow Ling, *Education and National Unity in a Bicultural Society - Malaya*, tend to be pro-British in their approach whereas writers like Wilson, *Social Engineering in Singapore*, S. Gopinathan, *Towards a National System of Education in Singapore*, and Paul Chang, *Educational Development*

in a Plural Society, adopt a more critical attitude. For example, Gopinathan has claimed that British education policy served to divide rather than unite and left a legacy of bitterness and misunderstanding. If there was any pattern to British policy it was, he suggests, one of 'confusion'.

Other writers range themselves between these two opposing views. These include:

- T.H. Silcock, Dilemma in Malaya
- S. Arasaratnam, Indians in Malaysia and Singapore [espec chap 3]
- Victor Purcell, Malaya – Communist or Free? [espec chap XIII]
- Francis Wong and Ee Tiang Hong, Education in Malaysia
- T.N. Postlethwaite and R.M. Thomas, Schooling in the Asean Region
- Chai Hon-Chan, Education and Nation-building in Plural Societies – The West Malaysian Experience
- Ee Tiang Hong, Education in Malaysia and Singapore: A comparative study of racial and cultural factors as determinants of education policy, 1945 – 1970

There is probably no way of ultimately reconciling the more extreme views of British education policy in Malaya and Singapore but it is possible for a scholarly review of the relevant literature to identify the major points in dispute, any common ground that might exist, and to use the benefit of hindsight to reassess the issues in a wider perspective. Historians are continually revisiting the past, reassessing the evidence both old and new, and coming up with new interpretations and theories to explain past events. British colonial education policy in all its varied aspects will long remain a fertile field for educational historians. It also provides an excellent topic for a literature review.

2.5 Questions to ask

Using the question-based approach used in the preceding sections and to guide you in developing a topic write down your responses to the following questions:

What prompts you to conduct this literature review?

What is the topic?

Why are you interested in this topic?

What are the leading issues of contention?

What are the major debates about the topic?

What key concepts will need to be explained or defined?

What is the significance of the topic at present?

Who has written in this area?

What are the major works that are relevant and applicable?

How is knowledge on the topic structured and organised?

In what context (historical, political, social, economic) did these works emerge?

Can the major texts be sourced? – Where are they likely to be?

Are other sources of information identifiable in the bibliographies in the major texts? Where can these sources be located?

Are differing points of view discernible in the texts sourced? How do they differ?

What are the points at issue?

Is there any common ground?

Whose arguments stand up best with the benefit of hindsight?

What remains to be done?

What key question(s) still needs to be addressed?

Phase 2: Conducting a document or archival search

2.6 Locating the sources

In this section we look at the range of documentary material and texts that may be sourced. Aside from conventional paper print text, sources may include visual and electronic formats, and artistic works and artifacts.

Finnegan (1996) provides the following useful summary of types of sources:

1. Standard and official sources

- (i) works of reference ie: Whitaker's Almanac and Year Books
- (ii) government reports and parliamentary papers
- (iii) statistical records – census
- (iv) annual and special reports
- (v) parliamentary debates
- (vi) documents on foreign policy

2. Cabinet and government documents

- (i) cabinet records
- (ii) government documents
- (iii) private papers of politicians

3. Memoirs, diaries and biographies

- (i) biographies and autobiographies
- (ii) diaries
- (iii) memoirs

4. Letters and contemporary writing

- (i) current affairs – works by journalists and social scientists
- (ii) social surveys and opinion polls
- (iii) novels, plays and poetry
- (iv) newspapers and periodicals

5. Images sound and objects

- (i) film
- (ii) photographs, maps and pictures
- (iii) sound and video recordings
- (iv) interviews
- (v) museums and contents
- (vi) history on the ground – townscapes and landscapes and aerial photographs

6. Computerised records

- (i) computer data bases

2.7 Assessing the sources

Analysis of documents

You will need to consider the following issues once you have located relevant documents:

- (i) On what basis did you select the sources?
- (ii) What is the authenticity of the document?
- (iii) How representative are the documents of what is available ie: How far does the source which describes a particular incident or case reflect the general situation?
- (iv) Is the source concerned with recommendations, ideals, or what might be done?
- (v) How credible is the document/ author?
- (vi) What is the meaning of the document? – intended, received and content

Questions to ask

- 1. What type of document is it?
- 2. What does it actually say?
- 3. Who produced it?
- 4. What do you know about the author?
- 5. When and in what circumstances was it produced?
- 6. How did the document come in to existence?
- 7. Is it typical or exceptional of its type?
- 8. Is it complete?
- 9. Has it been 'altered' or edited?
- 10. How long after the 'event' was the document produced?

Phase 3: Writing up

2.8 Writing up the findings in the major paper [see section 1.11]

SECTION 3

Pathway 3: Policy Analysis

Phase 1: Planning

Introduction

In this first planning section we will look at what constitutes 'policy', what is meant by 'policy analysis', consider some useful questions to pose in identifying a researchable topic and framing a set of research questions to develop your research plan.

Learning outcomes

At the end of this first phase, you should be able to:

- understand what is meant by policy analysis;
- identify a policy of interest to analyse;
- frame a set of research questions;
- draft a detailed research plan or outline of your research project;
- produce a time-line for your research project;
- identify and understand the issues involved in securing consent to conduct your study and arranging access to the study site or sources.

3.1 What constitutes policy?

Research into policy, its formation and the analysis of both of these is a relatively new field of research. The one thing most writers do agree on is that it is a highly contested field. Accordingly, the many different scholars each bring a different slant to their own definitions. Such definitions range from a static and simple view of policy as a delivered text to a more dynamic and complex view incorporating process. An overview of these differing definitions is presented below.

You may wish to underline what you think are the key features of policy that you are interested in:

- Policy as an active and contested process involving daily practice, consultation, negotiation, bargaining, resistance and decision-making.
- Policy as a plan of action or statement of ideals
- Policy as a document embodying a contract or formal authorisation

3.2 What is policy analysis?

As with definitions of policy, there are also differing approaches and perspectives that may be brought to policy analysis. These range from what is termed 'traditional' policy analysis through to 'critical' policy analysis. In traditional policy analysis, policy formation is viewed as a rational and objective process designed to produce the best collective decision to determine a course of action to adapt in order to implement a decision or achieve a goal. In critical policy analysis, the processes of policy formation is viewed as a value-laden activity which explicitly or implicitly makes judgments as to whether and in what ways policies help to make things better (Henry, 1993, p. 104)

A narrow view of policy analysis has been adopted here in order to simplify the task ahead of you. It is recommended that you select a particular policy document, or even a section of a large document, and analyze the document text and investigate the context or environment in which the policy process emerged.

To help you decide how to start three different, but interconnected, approaches to policy analysis are given as follows:

1. Policy analysis as the content analysis of text in context
2. Policy analysis as (1) above with the addition of a further section (as a result of your initial analysis) outlining who you would choose interview and what questions you would ask them and why?
3. Policy analysis and (1) and (2) above with the addition of interview data investigating how the policy has been either:
 - i. received
 - ii. negotiated
 - iii. resisted
 - iv. transformed or re-made at the level of focus

Circle which one of the options you plan to adopt.

3.3 Questions to ask

The following series of questions might be useful in helping you to get started. It is suggested that you circle up to five questions that are of interest to you.



Activity

List any responses you may have to these questions at this stage.

The questions are as follows:

What are the issues that constitute the focus of the policy?

What was the intention or purpose of the policy?

What are the key concepts to be explained?

What is the format of the policy document?

What is the language of the policy document?

How accessible or understandable is the policy document?

Who can access the policy?

Is the policy open to interpretation?

What were the forces or pressures leading to the policy formulation process?

What was the context or environment in which the policy formation process commenced?

What were the stages in the development of the policy?

Who was involved in the policy making process?

In whose interests does the policy serve? Are there winners and losers?

How was the policy received?

Why was the policy adopted?

How was the policy implemented?

Were there any unintended consequences of the policy being implemented?

Will the policy be reviewed or evaluated at a later date?

Phase 2: Conducting a document or archival search

3.4 Locating the sources

See section 2.6.

3.5 Assessing the sources

See section 2.7.

Phase 3: Writing up

3.6 Writing up the findings in the major paper

See section 1.11.

SECTION 4

Major Paper: Exemplars

There are sample papers available electronically from Mr. Joseph Tan.

SECTION 5

Core and Suggested Readings

1. *Introduction to Social Research and Research Methods*
2. *Topic Selection and Research Question Development*
3. *Proposal Development*
4. *Ethics, Consent, Confidentiality*
5. *Gaining Access and Rapport*
6. *Research Styles and Designs*
7. *Data Management Strategies*
8. *Observation and Participant Observation*
9. *Interviewing*
10. *Surveys and Questionnaires*
11. *Documents, Archival Sources and Material Culture*
12. *Data Analysis Strategies*
13. *Literature Review*
14. *Policy Analysis*
15. *Writing Up the Findings and the Major Paper*

5.1 Introduction to Social Research and Research Methods

[These are introductory texts for beginning researchers]

Core Readings:

Punch, K.F. (1998) *Introduction to Social Research: Quantitative and qualitative approaches*. London: Sage. [Chapter 1 - Introduction]

Burns, R.B. (1996) *Introduction to Research Methods*. 3rd edn. Melbourne, Australia: Longman. [Chapter 1 – Contrasting perspectives]

Sarantakos, S. (1998) *Social Research*. 2nd edn. Melbourne: Macmillan Education Australia. [Chapter 2 – Varieties of Social Research]

Recommended Readings:

[Some of these texts are designed for more experienced researchers or the text is more difficult]

Ary, D.; Jacobs, L.C. & Razavieh, A. (1990) *Introduction to Research in Education*. 4th edn. U.S.A: Holt, Rinehart & Winston.

Babbie, E. (1986) *The Practice of Social Research*. 5th edn. Belmont, CA: Wadsworth.

Bailey, K.D. (1987) *Methods of Social Research*. 3rd edn. New York: The Free Press. [Chapter 1 – The research process]

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. 2nd edn. Great Britain: Open University Press.

Berg, B. L. (1998) *Qualitative Research Methods for the Social Sciences*. 3rd edn. Needham Heights, MA: Allyn & Bacon. [Chapter 1 – Introduction]

Borg, W.R. & Gall, M.D. (1989) *Educational Research: An introduction*. 5th edn. New York: Longman.

Cohen, L. & Manion, L. (1989) *Research Methods in Education*. 3rd edn. London: Routledge. [Chapter 1 – Introduction: The nature of inquiry]

Creswell, J.W. (1998) *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage.

Crotty, M. (1998) *The Functions of Social Research: Meaning and perspective in the research process*. Australia: Allen & Unwin.

Denzin, N.K. & Lincoln, Y.S. (Eds.) (1998) *The Landscape of Qualitative Research: Theories and Issues*. Thousand Oaks, CA: Sage. [Chapters 1 – 3]

- Eisner, E.W. (1991) *The Enlightened Eye: Qualitative inquiry and the enhancement of educational practice*. New York: Macmillan.
- Flick, U. (1998) *An Introduction to Qualitative Research*. London: Sage. [Chapter 1 – Qualitative Research: Relevance, History, Features and Chapter 2 – Theoretical positions]
- Gilbert, N. (Ed.) (1996) *Researching Social Life*. London: Sage.
- Glesne, C. & Peshkin, A. (1992) *Becoming Qualitative Researchers: An introduction*. White Plains, NY: Longman. [Chapter 1 – Meeting Qualitative Inquiry]
- Gubrium, J.F. & Holstein, J.A. (1997) *The New Language of Qualitative Method*. New York: Oxford University Press.
- Hall, D. & Hall, I. (1996) *Practical Social Research: Project work in the community*. London: Macmillan.
- Kane, E. (1985) *Doing Your Own Research: How to do basic descriptive research in the social sciences and humanities*. London: Marion Boyars Inc.
- LeCompte, M.D. & Preissle, J. (1993) *Ethnography and Qualitative Design in Educational Research*. 2nd edn. San Diego, CA: Academic Press.
- Lofland, J. & Lofland, L.H. (1995) *Analyzing Social Settings: A guide to qualitative observation and analysis*.
- Maxwell, J.A. (1996) *Qualitative Research Design: An interactive approach*. Thousand Oaks, CA: Sage.
- May, T. (1993) *Social Research: Issues, Methods and Process*. Great Britain: Open University Press. [Chapter 1- Perspectives on research and Chapter 2 – Social theory and social research]
- Maykut, P. & Morehouse, R. (1994) *Beginning Qualitative Research: A philosophical and practical guide*. London: The Falmer Press. [Chapters 1 – 3]
- Miles, M.B. & Huberman, A.M. (1994) *Qualitative Data Analysis: An expanded source book*. 2nd edn. Thousand Oaks, CA: Sage. [Chapter 1]
- Murray Thomas, R. (1998) *Conducting Education Research: A comparative view*. Westport, CT: Bergin & Garvey.
- Neuman, W.L. (1994) *Social Research Methods: Qualitative and quantitative approaches*. 2nd edn. Boston: Allyn & Unwin.
- Reinharz, S. (1992) *Feminist Methods in Social Research*. New York: Oxford University Press.

- Rossman, G.B. & Rallis, S.F. (1998) *Learning in the Field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.
- Sapsford, R. & Jupp, V. (Eds.) (1996) *Data Collection and Analysis*. London: Sage.
- Sommer, B. & Sommer, R. (1991) *A Practical Guide to Behavioural Research: Tools and Techniques*. 3rd edn. Oxford: Oxford University Press.
- Shulman, L. S. (1988) 'The nature of disciplined inquiry in education'. In R. M. Jaeger (Ed.), *Complementary Methods for Research in Education*. Washington, D.C: American Education Research Association.
- Tesch, R. (1990) *Qualitative Research: Analysis types and software tools*. Basingstoke, Hants: The Falmer Press.
- Van Manen, M. (1990) *Researching Lived Experience: Human science for an action sensitive pedagogy*. New York: State University of New York Press.
- Verma, G. J. & Mallick, K. (1999) *Researching Education: Perspectives and techniques*. London: The Falmer Press. [Chapters 1 – 5]
- Walford, G. (Ed.) (1994) *Researching the Powerful in Education*. London: UCL Press.
- Walford, G. (Ed.) (1998) *Doing Research about Education*. London: The Falmer Press.
- Wolcott, H.F. (1994) *Transforming Qualitative Data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.

Teachers as Researchers

[These are texts specifically written about teachers or professionals researching practice]

- Brannigan, G.G. (1996) *The Enlightened Educator: Research adventures in schools*. U.S.A.: McGraw-Hill, Inc.
- Burnaford, G.; Fischer, J. & Hobson, D. (Eds.)(1996) *Teachers Doing Research: Practical possibilities*. Mahwah, NJ: Lawrence Erlbaum & Associates.
- Croll, P. (1986) *Systematic Classroom Observation*. East Sussex: The Falmer Press.
- Kincheloe, J. (1991) *Teachers as Researchers: Qualitative inquiry as a path to empowerment*. London: Sage.
- Loughran, J. (Ed.). (1999) *Researching Teaching: Methodologies and practices for understanding pedagogy*. London: The Falmer Press.

McDonough, J. & McDonough, S. (1997) *Research Methods for English Language Teachers*. London: Arnold.

Patterson, L.; Santa, C.M.; Short, K.G. & Smith, K. (Eds.) (1993) *Teachers are Researchers: Reflection and action*. Delaware, U.S.A: International Reading Association.

Stringer, E. T. (1996) *Action Research: A handbook for practitioners*. Thousand Oaks, CA: Sage.

Walker, R. (1985) *Doing Research: A handbook for teachers*. London: Methuen.

Woods, P. (1991) *Inside Schools: Ethnography in educational research*. London: Routledge.

Scholarly Journals in Education

American Educational Research Journal
Educational Leadership
Educational Researcher
Harvard Educational Review
Journal of Research and Development in Education
Phi Delta Kappan
Research in Education
Teachers College Record
The Elementary School Journal
Theory into Practice

Reference Texts

Husén, T. & Postlethwaite, N.T. (Eds.)(1994) *The International Encyclopaedia of Education*. 2nd edn. London: Pergamon.

Schwandt, T. A. (1997) *Qualitative Inquiry: A dictionary of basic terms*. Thousand Oaks, CA: Sage.

Useful email addresses and web sites

**Qualitative Research for the Human Sciences [QUALS-
L@UGA.CC.UGA.EDU]**

5.2 Topic Selection and Research Question Development

Core Readings:

Punch, K.F. (1998) *Introduction to Social Research: Quantitative and qualitative approaches*. London: Sage. [Chapters 2 – 4]

Burns, R.B. (1998) *Introduction to Research Methods*. 3rd edn. South Melbourne, Australia: Addison Wesley Longman. [Chapter 3 – Selecting a research topic and reviewing the literature]

Flick, U. (1998) *An Introduction to Qualitative Research*. London: Sage. [Chapter 5 – Research questions]

Recommended Readings:

Bailey, K.D. (1987) *Methods of Social Research*. 3rd edn. New York: The Free Press. [Chapter 2 – Choosing the research problem]

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers in education and social science*. 2nd edn. Great Britain. [Chapter 2 – Planning the project]

Frankfort-Nachmias, C. & Nachmias, D. (1992) *Research Methods in the Social Sciences*. 4th edn
Great Britain: Edward Arnold. [Chapter 3 – Basic elements of research]

Marshall, C. & Rossman, G. B. (1989) *Designing Qualitative Research*. Newbury Park, C.A.: Sage. [Chapter 2 – The substance of the study: Framing the research question]

Murray Thomas, R. (1998) *Conducting Educational Research: A comparative view*. Westport, CT: Bergin & Garvey. [Chapter 2 – Sources and aims of research topics and Chapter 3 – Specifying the research problem]

Sarantakos, S. (1998) *Social Research*. 2nd edn. South Yarra, Victoria: Macmillan Education [Chapter 5 – Initiating social research]

5.3 Proposal Development

Core Readings:

Punch, K.F. (2000) *Developing Effective Research Proposals*. London: Sage. [in press]

Kelly, M. (1998) 'Writing a research proposal', in C. Seale (Ed.), *Researching Society and Culture*. London: Sage.

Piantanida, M. & Garman, N. B. (1999) *The Qualitative Dissertation: A guide for students and faculty*. Thousand Oaks, CA: Corwin Press. [Chapter 5 – Crafting the proposal]

Recommended Readings:

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. 2nd edn. Great Britain: Open University Press. [Chapter 2 - Planning the project]

Borg, W.R. & Gall, M.D. (1989) *Educational Research: An Introduction*. 5th edn. New York: Longman. [Chapter 2 – Developing a research proposal]

Glesne, C. & Peshkin, A. (1992) *Becoming Qualitative Researchers: An Introduction*. White Plains, NY: Longman [Chapter 2 – Prestudy tasks: Doing what is good for you]

Maxwell, J.A. (1996) *Qualitative Research Design: An interactive approach*. Thousand Oaks, CA: Sage.

Seidman, I. E. (1991) *Interviewing as Qualitative Research: A guide for researchers in education and the social sciences*. New York, London: Teachers College Press. [Chapter 3 – Proposing research: From mind to paper to action]

5.4 Ethics, Consent and Confidentiality

Core Readings:

Sieber, J.E. (1998) 'Planning ethically responsible research'. In L. Bickman & D.J. Rog (Eds.), *Handbook of Applied Social Research Methods*. Thousand Oaks, CA: Sage.

Frankfort-Nachmias, C. & Nachmias, D. (1992) *Research Methods in the Social Sciences*. 4th edn. Great Britain: Edward Arnold. [Chapter 4 – Ethics in social science research]

Recommended Readings:

Babbie, E. (1986) *The Practice of Social Research*. 4th edn. U.S.A: Wadsworth Publishing. [Chapter 19 – The ethics and politics of social research]

Bailey, K.D. (1987) *Methods of Social Research*. 3rd edn. New York: The Free Press. [Chapter 17 – Ethics in social research]

Berg, B.L. (1998) *Qualitative Research Methods for the Social Sciences*. 3rd edn. Needham Heights, MA: Allyn & Bacon. [Chapter 3 – Ethical issues]

Borg, W.R. & Gall, M.D. (1989) *Educational Research: An introduction*. 5th edn. New York: Longman. [Chapter 3 - Ethics, legal constraints, and human relations]

Burgess, R.B. (1984) *In the Field: An introduction to field research*. London: George Allen & Unwin. [Chapter 9 – Ethical problems, ethical principles and field research practice]

Burns, R. B. (1996) *Introduction to Research Methods*. 3rd edn. Melbourne, Australia: Longman. [Chapter 2 – Ethics of Research]

Dooley, D. (1995) *Social Research Methods*. 3rd edn. U.S.A: Prentice-Hall. [Chapter 2 – Ethics: Protecting human subjects and research integrity]

Glesne, C. & Peshkin, A. (1992) *Becoming Qualitative Researchers: An introduction*. White Plains, N.Y: Longman. [Chapter 6 – But is it ethical? Learning to do right.]

May, T. (1993) *Social Research Issues, Methods and Process*. Great Britain: Open University Press. [Chapter 3 – Values and ethics in the research process]

Punch, M. (1998) 'Politics and ethics in qualitative research' , in N.K. Denzin & Y.S. Lincoln (Eds.), *The Landscape of Qualitative Research: Theories and issues*. Thousand Oaks, CA: Sage.

Rosnow, R. L. & Rosenthal, R. (1997) *People Studying People: Artifacts and ethics in behavioural research*. U.S.A: W.H.Freeman and Company. [Chapter 2 – Biasing effects of investigators]

Sapsford, R. & Abbott, P. (1996) 'Ethics, politics and research' in R. Sapsford & V. Jupp (Eds.), *Data Collection and Analysis*. London: Sage.

Sommer, B. & Sommer, R. (1991) *A Practical Guide to Behavioural Research: Tools and techniques*. 3rd edn. New York: Oxford University Press.

5.5 Gaining Access and Rapport

Core Readings:

Hornsby-Smith, M. 'Gaining access'. In N. Gilbert (Ed.), *Researching Social Life*. London: Sage.

Slavin, R.E. (1984) *Research Methods in Education: A practical guide*. Englewood Cliffs, New Jersey: Prentice-Hall. [Chapter 8 – Gaining access to schools and implementing the project]

Recommended Readings:

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. 2nd edn. [Chapter 5 – Negotiating access and problems of ‘inside’ research]

Burgess, R.B. (1984) *In the Field: An introduction to field research*. London: George Allen & Unwin. [Chapter 2 – Starting research and gaining access]

Flick, U. (1998) *An Introduction to Qualitative Research*. London: Sage. [Chapter 6 – Entering the field]

Glesne, C. & Peshkin, A. (1992) *Becoming Qualitative Researchers: An introduction*. White Plains, N.Y: Longman. [Chapter 5 – The personal dimension: Rapport and sensitivity]

Lee, R. M. (1993) *Doing Research on Sensitive Topics*. London: Sage. [Chapter 7 – The access process in research on sensitive topics]

Lofland, J. & Lofland, L.H. (1984) *Analyzing Social Settings: A guide to qualitative observation and analysis*. 2nd edn. U.S.A: Wadsworth, Inc. [Chapter 3 – Getting in]

Rossman, G.B. & Rallis, S. F. (1998) *Learning in the Field: An introduction to qualitative research*. Thousand Oaks, CA: Sage. [Chapter 4 – Entering the field]

Seidman, I. E. (1991) *Interviewing as Qualitative Research: A guide for researchers in education and the social sciences*. New York, London: Teachers College Press. [Chapter 4 – Establishing access to, making contact with, and selecting participants]

5.6 Research Styles and Designs

Core Readings:

Punch, K.F. (1998) *Introduction to Social research: Quantitative and qualitative approaches*. London: Sage [Chapter 5 - Quantitative research design; Chapter 6 – Collecting quantitative data; Chapter 8 – Qualitative research: Overview, design and grounded theory and Chapter 9 – Collecting qualitative data]

LeCompte, M.D. & Preissle, J. (1993) *Ethnography and Qualitative Design in Educational Research*. 2nd edn. San Diego, CA: Academic Press. [Chapter 6 – Data collection strategies]

Maxwell, J.A. (1998) ‘Designing a qualitative study’, in L. Bickman & D.J. Rog (Eds.), *Handbook of Applied Social Science Research Methods*. Thousand Oaks, CA: Sage

Recommended Readings:

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. 2nd edn. Great Britain: Open University Press. [Chapter 1 – Approaches to educational research]

Creswell, J. W. (1998) *Qualitative Inquiry and Research Design: Choosing among five traditions*. Thousand Oaks, CA: Sage. [Chapter 3 – Five different qualitative studies; Chapter 4 – Five qualitative traditions of inquiry and Chapter 7 – Data collection]

Marshall, C. & Rossman, G.B. (1989) *Designing Qualitative Research*. Newbury Park, CA: Sage. [Chapter 3 – How to conduct the study: Designing the research]

Maykut, P. & Morehouse, R. (1994) *Beginning Qualitative Research: A philosophical and practical guide*. London: The Falmer Press. [Chapter 7 – Data collection in the natural setting: Studying people, studying settings]

Murray Thomas, R. (1998) *Conducting Educational Research: A comparative view*. Westport, CT: Bergin & Garvey. [Chapter 5 – Approaches to gathering data]

Rossman, G.B. & Rallis, S.F. (1998) *Learning in the Field: An introduction to qualitative research*. Thousand Oaks, CA: Sage. [Chapter 3 – Planning the research and Chapter 5 – Gathering data in the field]

Verma, G. J. & Mallick, K. (1999) *Researching Education: Perspectives and techniques*. London: The Falmer Press. [Chapter 6 – Research tools in education]

Action Research:

Cohen, L. & Manion, L. (1989) *Research Methods in Education*. 3rd edn. London: Routledge. [Chapter 9 – Action research]

Stringer, E. T. (1996) *Action Research: A handbook for practitioners*. Thousand Oaks, CA: Sage.

Tripp, D. (1996) *Self Directed Collegial on-going Personal Professional Effectiveness*. SCOPE. Perth, Western Australia: The Education Department of Western Australia.

Case Study:

Merriam, S. B. (1988) *Case Study Research in Education: A qualitative approach*. San Francisco: Jossey-Bass.

Stake, R. E. (1998) 'Case studies' . In N.K. Denzin & Y.S. Lincoln (Eds.), *Strategies of Qualitative Inquiry*. Thousand Oaks, CA: Sage.

Yin, R.K. (1984) *Case Study Research: Design and methods*. Newbury Park, CA: Sage.

Yin, R.K. (1998) 'The abridged version of case study research: Design and method'. In L. Bickman & D.J. Rog (Eds.), *Handbook of Applied Social Research methods*. Thousand Oaks, CA: Sage.

5.7 Data Management Strategies

Core Readings:

Kane, E. (1985) *Doing Your Own Research: How to do basic descriptive research in the social sciences and humanities*. London: Marion Boyars Inc. [Chapter 10 - Recording and organizing the information]

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. Great Britain: Open University Press. [Chapter 3 – Keeping records and making notes]

Recommended Readings:

Frankfort-Nachmias, C. & Nachmias, D. (1992) *Research Methods in the Social Sciences*. 4th edn. Great Britain: Edward Arnold. [Chapter 14 – Data preparation and analysis]

Huberman, A.M. & Miles, M.B. (1998) 'Data management and analysis methods', In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage.

Richards, T.J. & Richards, L. (1998) 'Using computers in qualitative research'. In N.K. Denzin & Y.S. Lincoln (Eds.) *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage.

Seidman, I. E. (1991) *Interviewing as Qualitative Research: A guide for researchers in education and the social sciences*. New York, London: Teachers College Press. [Chapter 8 – Working with and sharing interview material]

van Kammen, N. & Stouthamer-Loeber, M. (1998) 'Practical aspects of interview data collection and data management' . In L. Bickman & D.J. Rog (Eds.), *Handbook of Applied Social Research Methods*. Thousand Oaks, CA: Sage.

5.8 Observation and Participant Observation

Core Readings:

Simpson, M. & Tuson, J. (1995) *Using Observations in Small-scale Research: A beginner's guide*. Glasgow: Scottish Council for Research in Education. [Chapter 1 – Observation as a data-gathering technique]

Kellehear, A. (1993) *The Unobtrusive Researcher: A guide to methods*. St Leonards, New South Wales, Australia: Allen & Unwin. [Chapter 7 – Simple observation]

Recommended Readings:

Agar, M.H. (1980) *The Professional Stranger: An informal introduction to ethnography*. New York: Academic Press.

Bailey, K.D. (1987) *Methods of Social Research*. 3rd edn. New York: The Free Press. [Chapter 10 – Observation]

Bakeman, R. & Gottman, J.M. (1997) *Observing Interaction: An introduction to sequential analysis*. 2nd edn. Cambridge, UK: Cambridge University Press.

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. 2nd edn. Great Britain: Open University Press. [Chapter 10 – Observation studies]

Berg, B. L. (1998) *Qualitative Research Methods for the Social Sciences*. 3rd edn. Needham Heights, MA: Allyn & Bacon. [Chapter 6 – Ethnographic field studies]

Burgess, R.G. (1984) *In the Field: An introduction to field research*. London: George Allen & Unwin. [Chapter 2 – Methods of field research 1: Participant observation.

Burns, R.B. (1996) *Introduction to Research Methods*. 3rd edn. Melbourne, Australia: Longman. [Chapter 18 – Ethnographic research]

Dooley, D. (1995) *Social Research Methods*. 3rd edn. U.S.A: Prentice-Hall. [Chapter 13 – Qualitative research – Participant observation]

Fetterman, D. M. (1988) 'Ethnography'. In L. Bickman & D.J. Rog (Eds.), *Handbook of Applied Social Research Methods*. Thousand Oaks, CA: Sage.

Foster, P. (1996) 'Observational research', In R. Sapsford & V. Jupp (Eds.), *Data Collection and Analysis*. London: Sage.

Frankfort-Nachmias, C. & Nachmias, D. (1992) *Research Methods in the Social Sciences*. 4th edn. Great Britain: Edward Arnold. [Chapter 9 – Observational methods]

Glesne, C. & Peshkin, A. (1992) *Becoming Qualitative Researchers: An introduction*. White Plains, New York: Longman. [Chapter 3 – Being there: Developing understanding through participant observation]

Jorgensen, D. L. (1989) *Participant Observation: A methodology for human studies*. Newbury Park, CA: Sage.

Kane, E. (1985) *Doing Your Own Research: How to do basic descriptive research in the social sciences and humanities*. London: Marion Boyars. [Chapter 5 – Participant observation]

May, T. (1993) *Social Research: Issues, methods and process*. Great Britain: Open University Press. [Chapter 7 – The method of participant observation]

Merriam, S. B. (1988) *Case Study Research in Education: A qualitative approach*. San Francisco: Jossey-Bass. [Chapter 6 – Being a careful observer]

Sarantakos, S. (1998) *Social Research*. 2nd edn. Melbourne: Macmillan Education Australia. [Chapter 8 – Field research and grounded theory and Chapter 9 – Observation]

Sommer, B. & Sommer, R. (1991) *A Practical Guide to Behavioural Research: Tools and techniques*. 3rd edn. Oxford: Oxford University Press. [Chapter 4 – Observation]

Walsh, D. (1998) 'Doing ethnography'. In C. Seale (Ed.), *Researching Society and Culture*. London : Sage.

5.9 Interviewing

Core Readings:

Punch, K.F. (1998) *Introduction to Social Research: Quantitative and qualitative approaches*. London: Sage. [Chapter 9: pp. 174- 184]

Drever, E. (1995) *Using Semi-Structured Interviews in Small-Scale Research: A teacher's guide*. Edinburgh, Glasgow: SCRE Publication [Chapter 4 – Planning and Preparation]

Minichiello, V.; Aroni, R.; Timewell, E. & Alexander, L. (1995) *In-Depth Interviewing: Principles, techniques, analysis*. 2nd edn. Melbourne, Australia: Longman. [Chapter 5 – The interview process]

Recommended Readings:

Bailey, K. D. (1987) *Methods of Social Research*. 3rd edn. New York: The Free Press. [Chapter 8 – Interview studies]

Bell, J. (1987) *Doing Your Research Project: A guide for first-time researchers in education and social science*. England: Open University Press. [Chapter 8 – Planning and conducting interviews]

Berg, B. L. (1998) *Qualitative Research Methods for the Social Sciences*. 3rd edn. Boston: Allyn & Bacon. [Chapter 4 – A dramaturgical look at interviewing and Chapter 5 – Focus group interviewing]

- Brenner, M.; Brown, J. & Canter, D.(Eds.)(1985) *The Research Interview: Uses and approaches*. London: Academic Press.
- Burgess, R.G. (1984) *In the Field: An introduction to field research*. London: George Allen & Unwin. [Chapter 5 – Methods of field research 3: Interviews as conversations]
- Burns, R.B. (1994) *Introduction to Research Methods*. 2nd edn. Melbourne, Australia: Longman. [Chapter 16 – Unstructured interviewing and Chapter 20 – Structured interview and questionnaire surveys]
- Chirban, J.T. (1996) *Interviewing In-Depth: The interactive-relational approach*. Thousand Oaks, CA: Sage.
- Cohen, L & Manion, L. (1990) *Research Methods in Education*. 3rd edn. [Chapter 13 – The interview]
- Douglas, J.D. (1985) *Creative Interviewing*. Beverly Hills, CA: Sage.
- Flick, U. (1998) *An Introduction to Qualitative Research*. London: Sage. [Part Three: Verbal Data. Chapters 8 – 11]
- Foddy, W. (1993) *Constructing Questions for Interviews and Questionnaires: Theory and practice in social research*. Cambridge: Cambridge University Press.
- Fontana, A. & Frey, J.H. (1998) 'Interviewing: The art of science'. In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage.
- Gilbert, N. (1996) 'Qualitative interviewing'. In N. Gilbert (ed.), *Researching Social Life*. London: Sage.
- Glesne, C. & Peshkin, A. (1992) *Becoming Qualitative Researchers: An introduction*. White Plains, New York: Longman. [Chapter 4 – Making words fly]
- Gorden, R.L. (1980) *Interviewing: Strategy, techniques and tactics*. Homewood, IL: Dorsey.
- Holstein, J. A. & Gubrium, J. F. (1995) *The Active Interview*. Thousand Oaks, CA: Sage.
- Kahn, R. & Cannell, C. F. (1957) *The Dynamics of Interviewing: Theory, techniques and cases*. London, Sydney: Wiley International.
- Kane, E. (1985) *Doing Your Own Research: How to do basic descriptive research in the social sciences and humanities*. London: Marion Boyars. [Chapter 6 – Interviews]
- Kvale, S. (1996) *Interviews: An introduction to qualitative research interviewing*. Newbury Park, CA: Sage.
- McCracken, G. (1988) *The Long Interview*. Beverly Hills, CA: Sage.

May, T. (1993) *Social research: Issues, methods and process*. Great Britain: Open University Press. [Chapter 6 - Interviewing: Methods and process]

Mishler, E.G. (1986) *Research Interviewing: Context and narrative*. Cambridge, MA: Harvard University Press.

Morgan, D.L. (1988) *Focus Groups as Qualitative Research*. Newbury Park, CA: Sage.

Powney, J. & Watts, M. (1987) *Interviewing in Educational Research*. London: Routledge.

Rubin, H. J. & Rubin, I.S. (1995) *Qualitative Interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.

Sarantakos, S. (1998) *Social Research*. 2nd edn. Melbourne: Macmillan Education Australia.

Seale, C. (1998) 'Qualitative interviewing'. In C. Seale (Ed.) *Researching Society and Culture*. London: Sage.

Seidman, I. E. (1991) *Interviewing as Qualitative Research: A guide for researchers in education and the social sciences*. New York, London: Teachers College Press.

Silverman, D. (Ed.) (1997) *Qualitative Research, Theory, Method and Practice*. London: Sage. [Part IV: Interviews]

Sommer, B. & Sommer, R. (1991) *A Practical Guide to Behavioural Research: Tools and techniques*. 3rd edn. New York: Oxford University Press. [Chapter 8 – Interview]

Spradley, J. P. (1979) *The Ethnographic Interview*. New York: Holt, Rinehart & Winston.

Stewart, D. & Shamdasani, P. (1990) *Focus Groups: Theory and practice*. Newbury Park, CA: Sage.

Vaughn, S.; Schumm, J. S. & Sinagub, J. (1996) *Focus Group Interviews in Education and Psychology*. Thousand Oaks, CA: Sage.

Wilson, M. (1996) 'Asking questions'. In R. Sapsford & V. Jupp (Eds.), *Data Collection and Analysis*. London: Sage.

Woods, P. (1991) *Inside Schools: Ethnography in educational research*. London, New York: Routledge. [Chapter 4 – Interviews]

Wragg, E. C. (1980) *Conducting and Analysing Interviews. Rediguide II*. University of Nottingham School of Education.

5.10 Surveys and Questionnaires

Core Readings:

Punch, K.F. (1998) *Introduction to Social research: Quantitative and qualitative approaches*. London: Sage. [Chapters 5 & 6]

Babbie, E. (1986) *The Practice of Social Research*. 5th edn. Belmont, CA: Wadsworth. [Chapter 9 – Survey Research]

Borg, W. R. & Gall, M.D. (1989) *Educational Research: An introduction*. 5th edn. New York: Longman. [Chapter 11 – The methods and tools of survey research]

Recommended Readings:

** Sage Publications produce a set of books entitled *The Complete Survey Kit: Volumes 1 – 9* **

Volume 1: *The Survey Handbook* by Arlene Fink

Volume 2: *How to Ask Survey Questions* by Arlene Fink

Volume 3: *How to Conduct Self-administered and Mail Surveys* by Linda Bourque & Eve Fielder

Volume 4: *How to Conduct Interviews by Telephone and in Person* by James Frey & Sabine Oishi

Volume 5: *How to Design Surveys* by Arlene Fink

Volume 6: *How to Sample in Surveys* by Arlene Fink

Volume 7: *How to Measure Survey Reliability and Validity* by Mark Litwin

Volume 8: *How to Analyze Survey Data* by Arlene Fink

Volume 9: *How to report on Surveys* by Arlene Fink

Bailey, K. D. (1987) *Methods of Social Research*. 3rd edn. New York: The Free Press. [Chapter 5 – Survey sampling; Chapter 6 – Questionnaire construction and Chapter 7 – Mailed questionnaires]

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. 2nd edn. Great Britain: Open University Press. [Chapter 7 – Designing and administering questionnaires]

Burns, R.B. (1996) *Introduction to Research Methods*. 3rd edn. Melbourne, Australia: Longman. [Chapter 24 – Attitude surveys and Chapter 25 – Structured interview and questionnaire surveys]

Dooley, D. (1995) *Social Research Methods*. 3rd edn. U.S.A: Prentice-Hall. [Chapter 7 – Survey data collection: Issues and methods in sample surveys]

Fowler, F. J. (1998) 'Design and evaluation of survey questions'. In L. Bickman & D. J. Rog (Eds.), *Handbook of Applied Social Research Methods*. Thousand Oaks, CA: Sage.

Frankfort-Nachmias, C. & Nachmias, D. (1992) *Research Methods in the Social Sciences*. 4th edn. Great Britain: Edward Arnold. [Chapter 11 – Questionnaire construction]

Jaeger, R.M. (1988) 'Survey research methods in education'. In R. M. Jaeger (Ed.), *Complementary Methods for Research in Education*. Washington, DC: American Education research Association.

Kane, E. (1985) *Doing Your Own Research: How to do basic descriptive research in the social sciences and humanities*. London: Marion Boyars. [Chapter 7 – Questionnaires]

Mangione, T.W. (1998) 'Mail surveys'. In L. Bickman & D.J. Rog (Eds.), *Handbook of Applied Social Research Methods*. Thousand Oaks, CA: Sage.

May, T. (1993) *Social Research: Issues, methods and process*. Great Britain: Open University Press. [Chapter 5 – The use and design of questionnaires]

Schofield, W. (1996) 'Survey sampling'. In R. Sapsford & V. Jupp (Eds.), *Data Collection and Analysis*. London: Sage.

Seale, C. & Filmer, P. (1998) 'Doing social surveys'. In C. Seale (Ed.), *Researching Society and Culture*. London: Sage.

Sommer, B. & Sommer, R. (1991) *A Practical Guide to Behavioural Research: Tools and techniques*. 3rd edn. New York: Oxford University Press. [Chapter 9 – The questionnaire and Chapter 10 – Attitude and rating scales]

5.11 Documents, Archival Sources and Material Culture

Core Readings:

Finnegan, R. (1996) 'Using documents'. In R. Sapsford & V. Jupp (Eds.), *Data Collection and Analysis*. London: Sage.

Macdonald, K. & Tipton, C. (1993) 'Using documents'. In N. Gilbert (Ed.), *Researching Social Life*. London: Sage.

Recommended Readings:

Atkinson, P. & Coffey, A. (1997) 'Analyzing documentary realities'. In D. Silverman (Ed.), *Qualitative Research: Theory, method and practice*. London: Sage.

Bailey, K.D. (1987) *Methods of Social Research*. 5th edn. New York: Free Press. [Chapter 12 – Document study]

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. 2nd edn. Great Britain: Open University Press. [Chapter 6 – The analysis of documentary evidence]

Berg, B. L. (1998) *Qualitative Research Methods for the Social Sciences*. 3rd edn. Needham Heights, MA: Allyn & Bacon. [Chapter 8– Unobtrusive measures in research and Chapter 9 – Historiography and oral tradition]

Borg, W.R. & Gall, M.D. (1989) *Educational Research: An introduction*. 5th edn. New York” Longman.

Burgess, R.G. (1984) *In the Field: An introduction to field research*. George Allen & Unwin. [Chapter 6 - Methods of field research: Using personal documents]

Jupp, V. (1996) 'Documents and critical research'. In R. Sapsford & V. Jupp (Eds.), *Data Collection and Analysis*. London: Sage.

Kane, E. (1985) *Doing Your Own Research: How to do basic descriptive research in the social sciences and humanities*. London: Marion Boyars. [Chapter 9 – Written sources]

May, T. (1993) *Social Research: Issues, methods and process*. Great Britain: Open University Press. [Chapter 8 – Documentary research]

Merriam, S. B. (1988) *Case Study Research in Education: A qualitative approach*. San Francisco: Jossey-Bass. [Chapter 7 – Mining data from documents]

Sarantakos, S. (1998) *Social Research*. 2nd edn. Melbourne: Macmillan Education Australia. [Chapter 12 – Indirect methods of data collection]

Sommer, B. & Sommer, R. (1991) *A Practical Guide to Behavioural Research: Tools and techniques*. 3rd edn. New York: Oxford University Press. [Chapter 12 – Personal documents and archival measures]

5.12 Data Analysis Strategies

Core Readings:

Coffey, A. & Atkinson, P. (1996) *Making Sense of Qualitative Data: Complementary Research Strategies*. Thousand Oaks, CA: Sage. [Chapter 2 – Concepts and coding]

Creswell, J.W. (1998) *Qualitative Inquiry and Research Design: Choosing among five traditions*. Thousand Oaks, CA: Sage. [Chapter 8 – Data analysis and representation]

Strauss, A. L. (1987) *Qualitative Analysis for Social Scientists*. U.S.A: Cambridge University Press. [Chapter 1 – Introduction]

Recommended Readings:

Bailey, K.D. (1987) *Methods of Social Research*. 3rd edn. New York: The Free Press. [Chapter 14 – Coding and data reduction]

Burgess, R.G. (1984) *In the Field: An introduction to field research*. London: George Allen & Unwin. [Chapter 8 – Recording and analyzing field data]

Flick, U. (1998) *An Introduction to Qualitative Research*. London: Sage. [Chapter 15 – Coding and categorization; Chapter 16 – Sequential analysis and Chapter 17 – Text interpretation: An overview]

Glesne, C & Peshkin, A. (1992) *Becoming Qualitative Researchers: An introduction*. White Plains, NY: Longman. [Chapter 7 – Finding your story: Data analysis]

LeCompte, M.D. & Preissle, J. (1993) *Ethnography and Qualitative Design in Educational Research*. 2nd edn. London: Academic Press. [Chapter 7 – Analysis and interpretation of qualitative data]

Maykut, P. & Morehouse, R. (1994) *Beginning Qualitative Research: A philosophical and practical guide*. London: The Falmer Press. [Chapter 8 – Qualitative data analysis: An overview and Chapter 9 – Qualitative data analysis: Using the constant comparative method]

Rossmann, G.B. & Rallis, S. (1998) *Learning in the Field: An introduction to qualitative research*. Thousand Oaks, CA: Sage. [Chapter 7 – Analyzing and interpreting data]

Sarantakos, S. (1998) *Social Research*. 2nd edn. Melbourne: Macmillan Education Australia. [Chapter 14 – Analysis and interpretation]

Seale, C. & Kelly, M. (1998) 'Coding and analyzing data'. In C. Seale (Ed.), *Researching Society and Culture*. London: Sage.

5.13 Literature Review

Core Readings:

Murray Thomas, R. (1998) *Conducting Educational Research: a comparative view*. Westport, CT: Bergin & Garvey. [Chapter 4 – Surveying the professional literature]

Sommer, B. & Sommer, R. (1991) *A Practical Guide to Behavioural Research: Tools and techniques*. 3rd edn. [Chapter 3 – How to do a literature review]

Recommended Readings:

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. 2nd edn. Great Britain: Open University Press. [Chapter 4 – Reviewing the literature]

Borg, W. R. & Gall, M.D. (1989) *Educational Research*. 5th edn. New York: Longman. [Chapter 4 – Reviewing the literature]

Creswell, J. W. (1998) *Qualitative Inquiry and Research Design: Choosing among five traditions*. Thousand Oaks, CA: Sage. [Chapter 2 – Use of the literature]

Hart, C. (1999) *Doing a Literature Review: Releasing the social science research imagination*. Sage: London.

Thomas, R.M. (1998) *Conducting Educational Research: a comparative view*. Westport, CT: Bergin & Garvey. [Chapter 4 – Surveying the professional literature]

5.14 Policy Analysis

Core Readings:

- Ball, S. (1994) *Education Reform: A critical and post-structural approach*. Buckingham, Philadelphia: Open University Press.
- Bone, R.; Ball, S. & Gold, A. (1992) *Reforming Education and Changing Schools*. London: Routledge.
- Dudley, J. & Vidovich, L. (1995) *The Politics of Education: The Commonwealth Schools policy 1973 – 1995*. Australian Education Review No 36. Melbourne, Victoria: ACER.
- Ham, C. & Hill, M. (1993) *The Policy Process and the Modern Capitalist State*. 2nd edn. Brighton: Wheatsheaf Books.
- Hogwood, B. W. & Gunn, L. A. (1984) *Policy Analysis for the Real World*. Oxford: Oxford University Press.
- Ranson, S. (1996) 'Education policy'. In P. Gordon (Ed.), *A Guide to Educational Research*. London: The Woburn Press.
- Rist, R. (1998) "Influencing the policy process with qualitative research". In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage.
- Taylor, S.; Rizvi, F. Lingard, B. & Henry, M. (1997) *Educational Policy and the Politics of Change*. London: Routledge.

5.15 Writing up the Findings and the Major Paper

Core Readings:

Punch, K.F. (1998) *Introduction to Social Research: Quantitative and qualitative approaches*. London: Sage. [Chapter 12 – Research writing]

Maykut, P. & Morehouse, R. (1994) *Beginning Qualitative Research: A philosophical and practical guide*. London: The Falmer Press. [Chapter 10 – Communicating the outcomes of qualitative research]

Rossman, G.B. & Rallis, S.F. (1998) *Learning in the Field: An introduction to qualitative research*. Thousand Oaks, CA: Sage. [Chapter 8 – Presenting the learnings]

Recommended Readings:

Back, L. (1998) 'Reading and writing research'. In C. Seale (Ed.), *Researching Society and Culture*. London: Sage.

Bell, J. (1993) *Doing Your Research Project: A guide for first-time researchers*. Great Britain: Open University Press. [Chapter 12 – Writing the report]

Berg, B.L. (1998) *Qualitative Research Methods for the Social Sciences*. 3rd edn. Needham Heights, MA: Allyn & Bacon. [Chapter 12 – Writing research papers: Sorting the noodles from the soup]

Burns, R.B. (1998) *Introduction to Research Methods*. 3rd edn. Melbourne: Macmillan Education Australia. [Chapter 23 – The qualitative research report]

Borg, W.R. & Gall, M.D. (1989) *Education Research: An introduction*. 5th edn. New York: Longman. [Chapter 21 – Preparing the research report]

Flick, U. (1998) *An Introduction to Qualitative Research*. London: Sage. [Chapter 19 – Writing qualitative research]

Gibaldi, J. (1995) *MLA Handbook for Writers of Research Papers*. 4th edn. New York, NY: MLA of America.

Glesne, C. & Peshkin, A. *Becoming Qualitative researchers: An introduction*. White Plains, NY: Longman. [Chapter 8 – Writing your story: What your data say]

Judd, C. M.; Smith, E. R. & Kidder, L.H. (1991) *Research Methods in Social Relations*. 6th edn. Orlando, Florida: Holt, Rinehart & Winston. [Chapter 19 – Writing the research report]

Kane, E. (1985) *Doing Your Own Research: How to do basic descriptive research in the social sciences and humanities*. London: Marion Boyars Inc. [Chapter 12 – Writing the research paper]

Merriam, S. B. (1988) *Case Study Research in Education: A qualitative approach*. San Francisco: Jossey-Bass. [Chapter 11 – Writing the case study report]

Murray Thomas, R. (1998) *Conducting Educational Research: A comparative view*. Westport, CA: Bergin & Garvey. [Chapter 14 – Where to publish and Chapter 15 – How to publish]

Richardson, L. (1998) 'Writing: A method of inquiry'. In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage.

Sarantakos, S. (1998) *Social Research*. 2nd edn. Melbourne: Macmillan Education Australia. [Chapter 19 – Reporting]

Slavin, R.E. (1984) *Research Methods in Education: A practical guide*. Englewood Cliffs, New Jersey: Prentice-Hall. [Chapter 11 – Writing up the project: Dissertations and articles]

Sommer, B. & Sommer, R. (1991) *A Practical Guide to Behavioural Research: Tools and techniques*. 3rd edn. New York: Oxford University Press. [Chapter 20 – Writing and reviewing a research report]

SECTION 6

Appendices

THE UNIVERSITY OF WESTERN AUSTRALIA



THE GRADUATE SCHOOL OF EDUCATION MASTER OF EDUCATION

UNIT: _____

STUDENT NAME: _____

MAJOR PAPER ASSESSMENT CRITERIA

Students are expected in their written assignment to demonstrate:

	1	2	3	4	5
• A clear statement of the theme or problem to be addressed					
• A demonstrated level of discrimination in choosing appropriate readings to underpin the work					
• A clear understanding of key knowledge and concepts that demonstrates depth and breadth					
• A degree of original thought					
• Engagement in some critique of sources used					
• A clear and logical structure					
• Clear and appropriate language					
• A consistent use of some standard referencing procedure					

KEY

- 1 Outstanding
- 2 Excellent
- 3 Good work, few flaws
- 4 Some good points, several flaws
- 5 Unsatisfactory, some serious flaws

GENERAL COMMENTS

Grade: _____

Supervisor's signature: _____ Date: _____