

## Feedback from RHE Participants (2004-2008): comments analysed against main themes

Comments	A	B	C	D	E	F	G	H
"The discussion sessions enabled all participants to air their views with the focus on understanding the relevance of different methodological approaches, e.g. normative, interpretive, critical and postmodern."	√	√	√				√	
"Assessment was also in line with the focus of the module: assessment topics were individually chosen and based upon the needs of each individual participant. For me this was a very strong point as it allowed me to tie in both previous work within MALTHE and link forward to the dissertation. It also allowed me to identify where my weaknesses existed, in the context of educational research, and address these with appropriate reading, planning and writing."			√		√	√		√
"As a student I have experienced both lectures and seemingly unstructured debate. Both are less effective (than the above: an overview, interactivity, resource text, writing drafts) in helping me to learn."	√					√	√	
"I came to the module being already familiar with the content covered. Nevertheless, the opportunity to refresh knowledge and ideas was very useful. The interactive approach made the learning process more enjoyable."		√					√	
"My understanding of research was increased and the module added to existing knowledge but also aided a more focused approach to research into teaching and learning."		√	√	√				√
"My understanding has been broadened tremendously: it has also helped me to critically evaluate the positivist paradigm by placing into context with alternative paradigms. Even the distinction between 'method' and 'methodology' is not something that most well grounded positivists would recognise. In terms of researching my teaching it has enabled me to realise that a qualitative approach can not only be more relevant to a quantitative approach but that it can yield information that is more valid to the educational setting."	√		√	√				
"As a teacher on Research Methods ...the qualitative side of the syllabus has been expanded to include the topic of experimental design for qualitative methods and the constructive criticism of quantitative methodology has been enlightened by my knowledge gained from the RHE module."		√	√					√
"In general, the module provided me with: (a) new information in some methodological paradigms that I was acquainted with but I had never applied them before to any research project (b) assisted me in viewing and integrating knowledge and information from all other modules of MALTHE, in multiple ways. I believe that this is the most important module of the MALTHE course; every course participant, no matter how knowledgeable and aware of research methods, should attend it!"	√	√	√					√
[The dissertation proposal and RM audit] "has been, to my opinion, an important component for measuring applicability skills (the first) and general understanding (the second). At the beginning I did not quite understand the balance between the two assessment components... Later on, though, while I was completing my RM Audit, I realised the importance of this component and its learning potential."					√	√		
"By concentrating on paradigms rather than research techniques you have been able to deliver a curriculum that promotes depth of thinking rather than the rather 'dry' and one-dimensional methodology module characteristic of other subject areas. I found the discussions of paradigms both intellectually stimulating and rewarding."	√		√					
"The significant value of the RHE module is that it 'validates' the 'art' of research...It demonstrates the nature of research methodology and qualifies the approaches that we have taken, or will take in the future in delivering research projects. From my perspective, it has made me far more 'sure' and confident of my abilities in the subject of academic research, and research as a whole."		√						√

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Module “brought all strings together” and generated ideas for new questions to research – “fuel to think about my own dissatisfaction with conventional teaching [of X topic]”.	√			√				√
“Examining RHE from the perspective of research paradigms and methodological issues foregrounds the fundamental questions which inform the selection of appropriate methods. The process led me to a clear understanding of the inter-relationship between my personal and pedagogical philosophies and the way in which they shape my approach to RHE ... Previous experience of trying to learn about research (at first degree level) left me with the impression that I was being shown how to use a range of tools without understanding what I was supposed to be doing with them, or how to judge when one tool was ‘better’ than another. The RHE module succeeded in providing me with this crucial contextual understanding.”	√	√	√					√
“Peer discussion in the seminars was an important part of the learning process for me – the range of research experience, together with sharing problems encountered, clearly demonstrated the complexities of RHE and helped me identify my own approach... Additionally, it was very valuable to hear [the tutors] debating methodological and ethical issues.”		√	√				√	√
The assessments “gave the learning its personal, real-world relevance, identifying my current research skills and those I plan to develop in relation to a specific research focus. The process of completing the skills audit helped me: understand what ‘counts’ as research ... [and] the process of defining and planning my research project by taking me step-by-step through the different sections.”			√	√	√	√		
“HERG workshop: very valuable. Hearing about research projects from an extended group of people added a new dimension to the RHE experience ... their work illustrating that what I was learning in RHE provides the basis for an on-going process of investigation and development.”							√	√
“The sessions attended were very informative, covering the wide range of research theory. The use of published articles to reinforce the various research approaches as well critique these for the respective studies, was excellent.”	√		√					
“Sessions were very interactive, allowing sharing and learning from tutors as well as peers.”							√	√
“MALTHE covered less ground [compared to other RM courses] but it allowed you to focus on areas that were of particular concern. There was more self-directed study but that worked well for me.”				√				√
“I thought the reflective action plan worked well and the way the outcomes were focussed as much around developing your skills as a researcher as developing a robust proposal.”				√	√	√		
<b>Verbal comments at Course Committee (June 2005)</b>	A	B	C	D	E	F	G	H
Looking at research through specific case studies of different paradigms worked well	√	√	√					
RM audit very useful, if a bit daunting to start with. The assessment is very motivating (for later dissertation research) and keeps us focused and on track.				√	√	√		
Workshops very useful, especially with regards to making links between own and others’ research ideas/issues							√	√

### Themes

A = paradigm perspective; B = refresh knowledge; C = increased understanding; D = more focused & confident in approach to research; E = RM audit; F = dissertation proposal; G = interactive sessions; H = integrative (different research approaches, research & teaching)