

### RHE Module – Issues from workshop on research proposals (June 2008)

RESEARCH TOPICS	METHODS	RELIABILITY & VALIDITY	ETHICAL ISSUES	RESOURCE NEEDS
<ul style="list-style-type: none"> <li>• Effective assessment of Strategic Management modules (LD)</li> <li>• Evaluating a “personalised learning” approach to short placements (in health care field) (SM)</li> <li>• Evaluating the effectiveness of a “writing-modelling” approach for culturally and linguistically diverse students (HW)</li> </ul>	<ul style="list-style-type: none"> <li>• focus groups</li> <li>• questionnaires - open-ended (for small groups), quantitative (for wide survey)</li> <li>• semi-structured interviews – face to face, telephone</li> <li>• observations (of learning sessions)</li> <li>• analysis of student work (e.g. reflective reports)</li> <li>• finding ways to compare “old” and “new” approaches to teaching</li> </ul>	<ul style="list-style-type: none"> <li>• tutor involvement (too much subjectivity?)</li> <li>• using focus groups to illuminate anonymous questionnaires</li> <li>• obtaining authentic responses from students</li> <li>• voluntary factor (i.e. how either being forced to participate, or volunteering, might skew reliability of student input)</li> <li>• [R] selection of interviewees (similar issue to the one above)</li> <li>• [R] facilitation of focus groups (e.g. by the teacher-research or by an independent person) – similar to first issue?</li> <li>• [V] questionnaire design based on issues identified in focus group</li> <li>• [R] observation protocol (to enable replication of the research process)</li> <li>• [V] analysis of qualitative data (using themes, metaphors etc)</li> <li>• [V] “structured” vs “open” analysis of the research data</li> </ul>	<ul style="list-style-type: none"> <li>• role of the teacher-researcher</li> <li>• need to clarify the purpose of the research (clear, truthful, reportable)</li> <li>• need to reassure students that participation won’t influence their grades</li> <li>• permission/informed consent – verbal briefing (as well as/rather than a signed form)</li> <li>• need to ensure anonymity of participants</li> <li>• using assessed work as research evidence</li> </ul>	<ul style="list-style-type: none"> <li>• access to literature on research methods - see RHE module bibliography and use online Library Catalogue to check books in our HE Resource Collection</li> <li>• see suggested websites and online resources</li> </ul>

