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Part 1

Getting Started

1 The Enquiring Mind in Action

One of the most interesting developments in higher education and further education in the UK and internationally over the last few years has been a move to encourage students to become involved with research as early as possible in their study. This recognises that research is not an exclusive activity for the dons of ancient universities or the scientists who are pushing the boundaries of our knowledge concerning, for example, medical practice, but that it can also be seen as a natural part of the way in which we go about learning. Most universities have focused provision for learner development and there is an organisation in the UK called the Association for Learning Development in Higher Education (ALDINHE) with this focus. Two major centres for developing students as researchers are at the University of Gloucester, led by Professor Mick Healey, and Oxford Brookes University, led by Professor Alan Jenkins, while the University of Brighton, for example, has developing students as researchers at the heart of its learning and teaching strategy.

These are all ways of recognising how important it is for you as a student to develop your enquiring mind, and your research approaches and skills. Research approaches and skills will be useful not only in your studies at university but in employment and life, because they are ways of thinking about the world and knowledge construction as well as ways of going about your own work.

As a student, you make a contribution to knowledge. You do not just digest it and repeat it, you make it. Making knowledge is based on asking questions, rather than taking things for granted. Instead, you wonder why? How? When? What does this mean? How might that be done? What if this were different? How does it work in that context? What do we really mean by whatever facts we are given, views we are meant to adopt, or beliefs we are told about? Why does it matter?

These and others are the most common questions that underlie our research.

By research, I am suggesting a continuum of approaches and activities (see Figure 1.1), which can be defined at one end of the continuum as the 'blue skies', groundbreaking, highly complex, intellectual, world-shattering, erudite research, which is the traditional view of research carried out full time by the highly intellectual few, and leading to substantial change and knowledge. This has to begin somewhere though, and at the

This chapter considers:

- ▶ the enquiring mind in action;
- ▶ research underpinning all learning – enthusiasm, motivation, theories, usefulness;
- ▶ different kinds of research;
- ▶ how you have always been a researcher of sorts;
- ▶ when you could use different kinds of enquiry and research in all your learning – research skills audit;
- ▶ your work for assessments, including essays, presentations and group work;
- ▶ research for larger projects;
- ▶ research approaches, strategies and techniques;
- ▶ skills for research.

other end of the continuum, we are defining research as a relatively everyday enquiry approach which has a robust research design, involves much careful work and is:

- questioning what seems taken for granted;
- problematising or asking thoughtful questions about issues, practice, events, fields;
- following up hunches and identifying problems;
- making suggestions, testing out assumptions or hypothesising;
- working to find out what is the case;
- not taking ideas and information, arguments and assertions for granted but checking them;
- wondering;
- setting out with a high level of organisation, focus and rigour to try and find out;
- then analysing the data, writing well and presenting the research and its findings and contribution in an appropriate shape – project report, assignment, dissertation. . . .

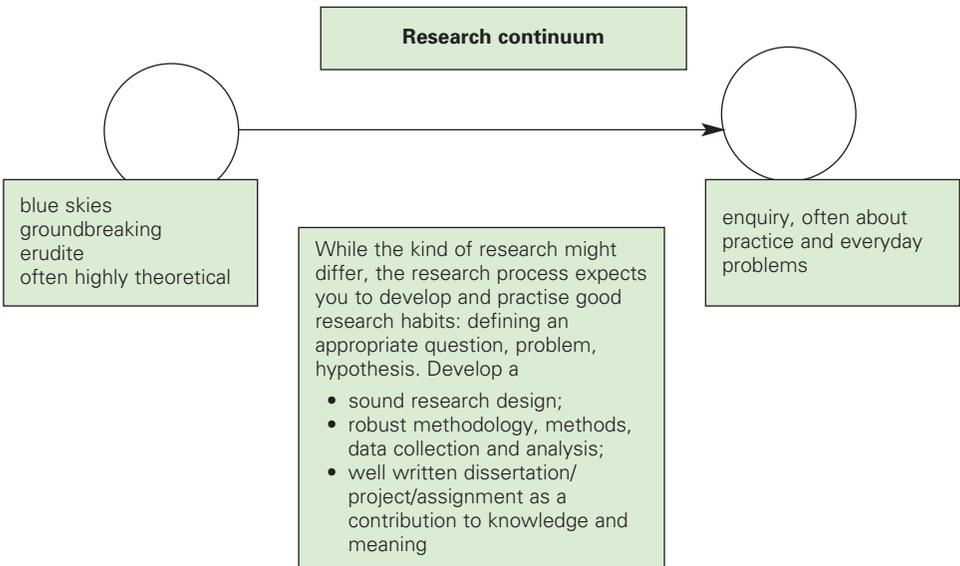


Figure 1.1

Activity

Can you identify where any of your own current or recent pieces of research might lie on this continuum?

With the first few steps of enquiry and well-planned, systematic, exploratory work, with the thinking and problematising and then the managing of information and thoughts which emerge from this process, you will have started on the first stage of your research career. This can help you to develop good research habits for the future, whether you undertake world-shattering research, or continue to use research practices as a matter of everyday enquiry and robust hard work, for example, in your employment. Those who develop such an effective approach to research and enquiry, with a problematising outlook on the world and sound research practices, have begun to be effective researchers. Enquiry and research become second nature, and the rigorous questioning, exploring, management and thinking, working out and talking about this new meaning, this new knowledge, will soon start to become a skill of your own, useful on an everyday basis in life and work, as well as during your formal study.

● You have always been a researcher of sorts

Of course, you will have been carrying out some elements of research for projects and to answer questions at school, college or in the workplace since your first few days there. You will have been asking questions which led to the need to carry out some investigation, some research, since you first became interested in studying at all. You will also have been developing research and enquiry approaches and skills even in more everyday contexts, such as exploring where to go on holiday, how to grow seeds successfully, how to fix things around the house, how to train your dog, how to find the right kind of music system, and how to buy the right kind of items for your needs from the products on eBay.

Activity

Please consider:

What kind of enquiry or research have you been involved with already?

- for assignments
- in the workplace
- in everyday life

There is a range of everyday research practice. Usually, this starts with spotting an issue, need or problem, developing a hunch or a strong sense that something is or is not working in practice. This is followed by developing a question, or a hypothesis, i.e. a statement about a situation that you want to test. Then you decide how to go about the enquiry, begin the enquiry through information searching and finding out, contradictions, perhaps, and patterns. When you look closely at the information, you begin to identify continuities, themes, patterns and contradictions, critical responses, differences and variations. You weigh these up, consider the evidence and then make a decision,

decide on ways forward based on weighing up these different views, arguments and evidence.

How am I using the term 'research' in this continuum? Let's look at different uses of the word in practice. Some research is experimental, some exploratory. Some sets out to explain phenomena, some to answer questions or to test a hypothesis, a belief or assumption presented as a statement to be tested.

● **Some explanations of terms: hypothesis and research question**

A hypothesis is an assumption or belief which you are going to test, by performing an experiment to explore how, and if, it is or is not true. You would develop a hypothesis if you were undertaking scientific research or the sort of social science research which depends on testing an assumption – for example, that most people who steal come from deprived backgrounds (not true, as it happens) or that children who are lone or first born are more likely to succeed in education than those who are in the middle of large family groups (true it seems), or to underpin an experiment, for example, testing with a control group and a research group how the research group responds to some stimulus such as three healthy meals a day. Verma and Beard (1981, p. 184) are quoted in Judith Bell's (1999) *Doing Your Research Project* for their definition of a hypothesis:

A tentative proposition which is subject to verification through subsequent investigation. It may also be seen as the guide to the researcher in that it depicts and describes the method to be followed. In many cases hypotheses are hunches that the researcher has about the existence of relationship between variables.

A hypothesis informs or drives research which enables you to *experiment* with something, *test* whether something is the case. You are likely to be using a hypothesis if you believe that the world is fixable, facts can be discovered and known and that there are rules and laws governing what happens which can be identified and proven. This is research based on a positivistic paradigm (see Chapter 5).

A research question is a way of exploring the world and finding out about how and why something takes place and people respond, in context. Research based in a post-positivistic or interpretivist research paradigm (see Chapter 5) is likely to use a research question.

Please continue to think what kind of research you have been involved in, what your views are of what the word means, and what kinds of research you are involved with in your courses now.

Kinds of research in practice: Examples

- 1 He spent years in his laboratory researching the ways of turning base metals into gold.
This kind of research involves scientific apparatus and lengthy endeavour. In the case of alchemy, which is based on a belief, it required lots of very thorough practical experimentation, and a lot of faith – unfounded as it happens, as gold was not created.
- 2 She spent her time in the library researching – looking through the archives of her favourite author to write a book.
This is historical or archival document research and it involves setting about selective reading and note taking from a source or series of sources. The notes are then used as data or evidence of whatever it is the researcher is looking for in the archives – information about a life, times, critical responses – and form part of her line of argument in her own writing.
- 3 He was determined to research the origin of the species and set off on a long voyage to a distant island in the Galapagos, where he found some species that had not yet been seen by others, and by years of careful scrutiny and comparisons with other species he was able to determine some important new ideas and information about evolution.
This is a long-term study based initially perhaps on some experience, or on a hunch? Some lucky accidents? Perhaps he thought there might be some unproven theories about how animals and people developed, and finding some strange creatures set him off to discover whether this hunch was true, or perhaps he discovered them almost accidentally and then developed the theory. In one version, he is testing and proving (or disproving) theories and hunches; in another, discovering, developing theories, then testing and proving (or disproving).
- 4 He wanted the job badly and so carried out research into it.
This is a quicker and more practical activity with a single goal, but has some of the same characteristics as other research. He probably looks into the company he wants to work for on the Internet, then asks around, finds out some specific things about their practices and how they are thought of by others. This is some background information – it produces a sense of the company for him, so he can decide whether he wants to work for them and what to emphasise in his own application and then interview, should he get one. This kind of research probably does not take long and, indeed, it is short term, to answer just a few fast questions, but it is underpinned by several important questions about the company, such as – their practices? their identity? what people think about them? what they do? This is a fact-finding activity, but it helps him to put an application then a good interview together.
- 5 I was asked to produce a report and give a presentation on the environmental effects of housing for a development on the outskirts of town. I gathered information about numbers of houses, pollution, parking, effects on the

countryside, and infrastructure and presented this to those who had commissioned the report.

This is commissioned, probably quickly executed, project-based research that addresses specific questions set by others, and gathers a variety of appropriate information in order to present one or more cases and make recommendations, so that those who commissioned it, and others, can make up their minds about future actions.

- 6 She wanted to develop a course for mature women returners to education, but she did not know very much about what subjects they would be interested in, how they might study, their learning backgrounds, when they might study and how successful such students were so far. She looked through the registration information and the qualifications information of her own university and contacted the national statistical bodies who compile national statistics (Higher Education Statistics Agency (HESA) in the UK). She matched information about entry qualifications to the quality of the degrees gained by mature women returners without standard qualifications (A levels) and discovered patterns of high attainment which suggested that this group, if it was a group, could be successful in higher education. In order to find out what the students perceived as enabling them to be successful, she developed an interview schedule and interviewed a number of mature women student returners at her own university.

This is social science, educational research within a post-positivistic mixed methodology – both quantitative statistics and qualitative data based on perceptions using mixed methods, i.e. quantitative data collected in surveys and analysed locally or nationally, and qualitative interviews asking for interpretations and perceptions.

Some of this research starts with an idea, a hunch, an interest, a problem. Some of it stops with just gathering facts, and might well be based on the belief that all research is facts that can be gathered. These facts, however, need to be within a framework – of a question or an agreement. The facts need interpreting, and the facts you gather are all dependent on what you are asking, where and how you are asking, and even the reason for asking, because that helps interpret and shape them. Just gathering facts and information in itself is an early, necessary stage of research but not enough.

● Research is fundamental to how we learn

Research is a fundamental way of asking questions and finding out answers (and discovering debates about these answers and how to interpret them). It is a fundamental element in how we learn. So, how does it work?

- Experience, some ideas and thoughts, some questions, an interest in finding out how, why, when, what if, what if not, or what does it mean?
- You will always need a question, problem, hunch, or hypothesis. These are beliefs or questions, based on evidence or assumptions which need to be tested (hypothesis) or explored and addressed (question). They are enabled by developing a research design of manageable and realisable methods, to test your hypothesis or to ask your question about your object of enquiry.
- Then, a systematic exploration of a focused question, problem or hypothesis, using underpinning theories and concepts (broadly speaking – ideas), methodology and methods (beliefs about how knowledge is created, how information is gathered and interpreted, and the ways to gather that information).
- Foraging for sources of information and gathering information which relates to that question or idea, and analysing and interpreting it.
- Building a case or a claim using and managing your interpretation of information, your data, and writing about or otherwise presenting what you have found and interpreted. This is underpinned by theorising, and so contributing to our increase in knowledge (information – factual conclusions) and our further understanding (conceptual conclusions).
- You might *or might not* prove your point, answer your question, prove or disprove your hypothesis, or solve your problem. Research is fickle, what you find might not be what you were looking for, and a negative result or more questions are just as important to the research endeavour as proving your point! But you will contribute to knowledge and meaning in finding out, and you will develop your research skills further if your work has been using rigorous, well-organised, well-managed research methods. From the data and information you find, you will have forms of evidence to back your ideas, arguments and claims, and you will have been practising your writing in a variety of forms, including notes, categorising and summarising, analysing and explaining, reflecting, arguing, referencing and evidencing whatever you say.

As you come to the end of your piece of research, however long or short, it is important to remember you cannot make a claim without having some selected, focused evidence – facts, experimental data, quotations from interviews or from books, some discussion and interpretation of this, and a claim.

One of my mottos is:

No evidence without a claim, and no claim without evidence.

You could outline everything you have found out, but that is not really contributing to research, knowledge and meaning, it is just collecting for the sake of it. You can't claim to have solved a problem, found a solution or expanded our understanding unless you

can show you have read, asked questions about, managed the data and interpreted it and that it can start to illustrate or prove what you are claiming.

There is another popular motto: Research is both **inspiration** – the ideas, the problems, the definitions of the issues, a creative set of movements when you interpret what you have found with theories, and the words of others helping you to theorise and to focus, and lots of **perspiration** – it is rigorous, you read, you collect information and data, you select, interpret, write and present in a range of ways. It is imaginative, thoughtful, full of ideas and well organised. It needs to be:

- critical – of ideas and information, to question them;
- conceptual – work at the level of theorising, of ideas not just facts, presenting information in a theorised, argued form;
- and creative – adding something new to our understanding and knowledge.

Being good at this broad range of skills is an excellent basis for all forms of learning and work in the future.

You will be asked to carry out relatively small research activities in your everyday study as a student, even if no one actually defines this as research. Remember, you are not being called upon to invent something from scratch, split the atom or find a new species. Effective research practices are good learning and enquiry habits. They will be useful in your everyday life and your study. Get into good habits early on.

● **Larger research projects**

Much of your research will be for the major project or dissertation in the third year. Most universities expect students to be involved in such projects to develop dissertations or similar lengthy pieces of work. As with smaller activities, it is a good idea to think ahead and beyond the research itself and consider:

- How might this help me focus on something which could lead to a job in the future?
- How might this be useful?
- How might it be sufficiently unusual and original?

Some students find that if they take a world-, experience- and life-related research project, this might be of direct interest to future employers looking for exactly this kind of focus, and the skills that go with it to produce both the research, and its presentation in a written or/and spoken form.

Some such topics might include research into:

- the micro-financing of market stalls in your home town;
- the advertising and marketing image of short haul flights on a low cost airline;
- provision of day-care centres for the elderly;

- how schools have tackled truancy;
- reasons behind and effects of contradictory policies about drug use in night shelters for the homeless;
- the relationship between historical context and the imaginative representation of it in poetry by First World War poets;
- how students of weaving use fashion collections as an influence on their work.

And any number of other topical, interesting, focused areas that relate to the ‘real world’. It is possible not only that you can pursue your own interest, but that the topics themselves might be of interest to future employers, could be developed further and feed into your portfolio or CV ready for applications for courses or jobs.

● Skills and practices for Research

It is useful to consider some of the skills and practices which you will use in research. Some of these you may be familiar with, and if you think about it, you have already developed some of the skills in work at school, college or paid employment. The development of other skills should be possible through engaging with this book and its activities, while some others will need you to plan and find opportunities to develop.

Activity

Look at the skills audit below and note where you can rate your own skills and skills needs.

| Research-related practices & skills | A strength | Quite good | Needs development | Some experience |
|--|------------|------------|-------------------|-----------------|
| Identifying research needs and topics | | | | |
| Framing and asking research questions | | | | |
| Developing Literature reviewing | | | | |
| Theorising topics and underpinning questions with theories | | | | |
| Developing a workable conceptual framework | | | | |
| Developing research designs | | | | |
| Time management | | | | |
| Good numeracy | | | | |
| Writing skills | | | | |
| Problem identification and problem solving | | | | |
| Self-motivation | | | | |
| Working to an agreed research brief | | | | |

| Research-related practices & skills | A strength | Quite good | Needs development | Some experience |
|--|------------|------------|-------------------|-----------------|
| Communication with other people | | | | |
| Selecting and using methodology | | | | |
| Using quantitative research methods | | | | |
| Using qualitative research methods | | | | |
| Seeking out and acquiring primary sources | | | | |
| Finding and using secondary sources | | | | |
| Carrying out fieldwork effectively | | | | |
| Gathering data effectively | | | | |
| Taking notes | | | | |
| Selecting, summarising, synthesising, analysing, reflecting on notes | | | | |
| Managing data – cataloguing, categorising, labelling, documenting | | | | |
| Analysing statistical data | | | | |
| Analysing text and other data, noting patterns, themes, discussion | | | | |
| Developing an argument | | | | |
| Writing in a coherent, readable manner | | | | |
| Referencing | | | | |
| Presenting an argued research case | | | | |
| Finishing work off in time and to a good standard | | | | |

Once you have audited your skills so far, you might talk with your tutor or supervisor about skills you need to develop, seek out helpful books (some of those referenced at the end of the chapters here, in the 'Further reading' sections, for example) and plan how you might work to develop these skills further. The same audit appears at the end of this book for you to consider how far you have developed your skills, and how you might offer evidence of them to a future employer.

● Research for small-scale assessments

Essay

The most common form of assessment during term time is an essay. Research to be carried out for an essay is a small-scale version of the kind of research you would do for a project or dissertation.

Activity

Below is a short email exchange between a tutor and a student which helps the student to plan research for an essay. Please read it and consider how the dialogue helps the student to shape the work they need to do in order to ensure that this is a manageable and also a conceptual and critical piece of work, achievable in the time available.

Kat: After our lecture on fairytales and Angela Carter and the feminists, the other day, I want to write my essay about fairytales.

T: That sounds interesting – what is it about fairytales that interests you? Do you have:

A theme

A question

Some particular fairytales and what they might represent, in mind?

Kat: I thought I would look at the history of fairytales and then take several of them and write about them and what they are teaching (they are teaching something – right? not just entertaining us??), and then look at Carter, Namjoshi, Winterson, and the Virago books of fairytales and see what they are doing and if they are changing them and if so why and what effects this has. Or maybe I'll look at different fairytales in different cultures and see what the differences are and why.

Or I could just do an in-depth study of one author and how she has rewritten fairytales and why?

T: Great – you are getting closer to a question here –

There are three possibilities – why don't you get a side of A4 and write a bullet-pointed list – a bit on each about what your question or the issue is about the tales that interest you, whose fairytales you'll use, which tales you'll use, and see which of these three questions really interests you and looks possible.

Kat: I just did that and I'd like to do the first one – the others felt more difficult – I'm not sure how I would find out about the cultural differences, and just looking at the one author won't give me the space to develop an argument about fairytales and their changes when written by feminists.

T: Good – now you've chosen one you want which is do-able – but I think you might be doing too much for a 2,000-word essay!

A few more thoughts –

- Can you narrow this down a bit?
- How much history do you think you need? What is it in there for? – to tell us all about where they come from? How they developed? Who collected them? How they changed? How they are affected by cultural difference and over time?
- How many stories do you think you can write about so that you don't end up just briefly telling us the story? Can you narrow it down maybe to one or two fairytales? One or two authors? And then work out what it is you think is happening, the change, why, how?

- If you want to look at the effect – how would you go about that? Are you going to ask a group of people, your friends maybe, in an interview or a questionnaire? Or do you want to stick to exploring the tales set in the context of the critical discussion about how they were developed and used, and how or if the feminist authors, particularly the one(s) you choose, have rewritten them? With this you would not be asking people about their responses but dealing with the debate between the critics and using your own critical response about the ways in which they have changed the tales and to what effect. What do you think?

Kat: Well, it was more that Carter seems to rewrite them – Little Red Riding Hood was the one I was interested in – and I wondered how and why she was rewriting them.

T: Why do you think? See what Marina Warner says in *From the Beast to the Blonde* on the ways fairytales would teach children how to behave socially, what to expect – and that this tended to develop stereotypes of women as either delicate victims in need of protection (by men, from men) or wicked stepmothers/fairies/hags attacking other women (as in 'Snow White'). Have you looked at Patricia Duncker's article in *Literature and History* on 'rewriting the fairytales'? (they are both on the reading list). She thinks Carter rewrites but doesn't fundamentally change the social instructions underlying the tales, because those are embedded socially – what do you think? And what do you think Carter's rewrite of Little Red Riding Hood, i.e. 'The Company of Wolves', is arguing? How? Where?

Kat: OK I think I'll give a brief outline of the history – about a paragraph, mentioning that the old women would retell the tales but the collectors and publishers were men – Perrault, the Brothers Grimm.

Then I'll research the Little Red Riding Hood story, work out what it is telling young people, read Warner and Duncker, and a few others, and use their theories about gender stereotypes and myths and then see what I think is happening in 'The Company of Wolves' – how does that sound?

T: Great! It is focused and you have some useful background research (try Zipes and Bettelheim on the history and use of fairytales) and critical research in there (Warner, Duncker) – now what we need is a title, a short plan, an idea of how long it is going to take you – and I look forward to seeing it in draft. If you have any questions just get in touch and we'll meet when you have got some way into it.

What has this exchange helped to develop? My thoughts about it are that it helps focus on:

- A topic area, and the start of a research question.
- A narrower set of questions and sources to work with so that it is possible to focus down and not get swamped with too many examples and details.
- Some historical background – but not too much because the focus of the essay is not history.

- Some response background – but not too much because the focus of the essay is not people’s responses.
- A developing line of argument about women writers, particularly Carter, rewriting the tales to effectively critique the stereotypes.

Kat’s **research action points** might look like this:

- 1 Find out about the history of fairytales.
- 2 Read selected bits of Marina Warner and all of Duncker’s essay.
- 3 Reread both Little Red Riding Hood in a couple of examples and Carter’s tale and work out what stereotypes she is challenging and how effectively I and the critics think she is challenging them.
- 4 Get writing!

● **Research for presentations**

If you are preparing a presentation, you will need to go through the same kind of planning of the research area, narrowing to a question, deciding on where to carry out your research and what kind of research, and then developing a timeline to get the work done. Consider the length of the presentation. You will need to carry out more research than you can share with the audience in order to cut it back to the key points to show and talk through. Knowing more about the field ensures you present a sense of confidence, and can answer questions which might go beyond the information and arguments you present.

With a presentation you would need to allow further time to prepare handouts and probably PowerPoint® slides to deliver the presentation.

You would need to identify and determine:

- Key points to put in bullets on the PowerPoint slides.
- Illustrations to keep your audience interested.
- A handout with the outline of the talk and the PowerPoint slides (six to a page, pure black and white and framed, or fewer to a page and space for notes).
- A handout with quotations or graphs (as appropriate to your topic) for deeper exploration, perhaps beyond the presentation itself.
- Some questions for the audience to consider, to get them involved in the talk.

Sometimes it is really helpful to have to present your research before you write it up in an essay, project or dissertation because by having to cut it right down to the question, research area, findings and argument, with some illustration/evidence and a conclusion, you have the perfect skeleton on which to hang all the information, examples and argument you have been developing in your research and work. It helps narrow the focus and clarify the argument.

● **Research in groups**

You might well be asked to carry out a research project with a few of your colleagues or friends. This has all the benefits and all of the potential problems of group work with the process of research as the focus. Researching with friends or colleagues in a small group:

- Probably cuts down the amount of work you have to do yourself.
- Forces you all to brainstorm, then narrow down a topic to a manageable question and research design.
- Ensures you identify different elements of the work to be done to gather the primary and secondary sources.
- Ensures you produce good notes and have a clear understanding of the material and your argument – because you have to share it with your colleagues even before anyone else sees it and you must make sense of it for that purpose in the first instance.
- Forces you to manage the time – if you plan the work, time the carrying out of elements of the research, plan when you will meet to share and explain what you have done and put it together;
- start to write up parts of the group work;
- then shape and refine it so it is a whole without excess overlapping or repetition, and with a coherent argument running through it. If it is a group presentation ensure that you have time to rehearse so it runs smoothly and the research, the question, argument, evidence and quality of the presentation are all properly developed.

Beware! Don't:

- Allow one person to do all of the work. There are team roles you can take into consideration and develop but you still all need to be carrying out the research in your own sections. One person might be a better planner, so that can be his/her role (and perhaps you can learn from this and be the planner next time), but if he or she does all of the work you won't be learning how to research and it won't really be your work or your mark.
- Let anyone get away with doing little or nothing. Share the work out evenly and come together to explain what you are finding out and what it means, where the gaps are and what to do to pull the whole into a group effort to present and/or write up.
- Leave yourselves too little time.
- Underestimate how long it takes to share, understand and get a sense that this is a group effort in a coherent piece.

The skills you learn in a group research activity are all those of research more generally but with the added skills of team-working, communication, better planning and management. These will all be very useful as you move through and beyond your degree and use your research skills, because we are often asked to develop projects with others and to find ways of co-presenting.

Activity:

Think ahead – what research might you be interested in carrying out?

Answering these questions will help you to identify research areas in which you might be interested and to plan for future work.

- What fascinates you?
- What could be useful for a future job?
- What addresses a gap in knowledge so that you have something to contribute?
- What can realistically be researched in the time available in your context?
- Who can help you with this? Provide IT support, supervision, peer support?
- Will you be able to access primary sources (original material) and secondary sources (critical and commentary material about your areas)?
- Is this piece of research 'do-able' in the time available?
- Can you create a manageable action plan to carry it out?
- What has an initial literature search suggested about the field, what work is in it, what's been found out already, what is topical, and what are the main issues and arguments in the field?
- How might your work fit in with this? And develop some areas further?

Summary

In this chapter we have considered:

- Enquiry and research as everyday and useful approaches and skills.
- Developing aspects of research activities from questions to completion.
- Research leading to useful skills for employment.

Further reading

Bell, J. (1999) *Doing Your Research Project* (Buckingham: Open University Press).
 Davies, M. B. (2007) *Doing a Research Project* (Basingstoke: Palgrave Macmillan).

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