

The logo for NPEP (National Professional Enquiry Panel) is located in the top left corner. It consists of a series of yellow, dashed, curved lines that form a partial arc, suggesting a stylized 'N' or a path.

NPEP

Using Literature to Scope your Enquiry

29th November 2022

A solid blue circle is positioned in the bottom right corner of the white circle, partially overlapping the orange background.

Evaluative vs Explorative

- Evaluating a programme / intervention. Often positivist approaches are used.
- Exploring, especially relationships in an open-ended way. Interpretivist / constructivist paradigms – we are looking for meaning.



Developing a research question



Feasible → Interesting → Novel → Ethical → Relevant

Literature search and review

- Scoping the project: the literature should be relevant to your project
- Key sources of literature in the field:
suggested readings and advice from HEIs
 - National Masters
 - Talk Pedagogy
- Defining key terms: beyond dictionary definitions – highlighting tensions, debates and different perspectives
- Where to find resources
 - EBSCO
 - Hwb





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A searchable database of full text education journals.

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Education Source

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As this is an external website resources are available in English only

Getting started in EBSCO

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For tips on searching and navigating in EBSCO, please click on the help icon (the question mark) beside the search bar.

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Relevance Page Options Share

1. A vocational stream for social care workers: A case study.



By: Thompson, Sally. *Australian Journal of Adult Learning*, Apr2020, Vol. 60 Issue 1, p22-43, 22p, Database: Education Source
This article is a case study of an attempt by a team of VET teachers, researchers and users of social services to develop a more effective, knowledge rich, vocational stream qualification in the ...
Subjects: Social workers; School dropouts; Case studies; Job qualifications; Vocational guidance; Outcome-based education; Australia; Vocational Rehabilitation Services

PDF Full Text (1.6MB)

Page: 1

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Accounting for discrepancies in teachers' attitudes towards evidence use and actual instances of evidence use in schools

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ABSTRACT

While beneficial, the consistent and regular use of evidence to improve teaching and learning is proving difficult to achieve in practice. This paper attempts to shed new light on this issue by examining the question: 'If using evidence to inform teaching practice is rational behaviour, why aren't all teachers engaged in it?' It first explores whether the evidence-informed practice (EIP) beliefs and perspectives of teachers align with their evidence-use behaviours; second it assesses what factors prevent teachers/schools that wish to engage in EIP from doing so. Using a Gradient Boosted Tree predictive model to analyse data from a survey of 696 practitioners in 79 schools, the findings suggest that, to increase EIP, school leaders need to: (1) promote the vision for evidence use; (2) illustrate how research enhances aspects of teaching and learning; and (3) establish effective learning environments. School leaders' broader commitment to EIP, and the interplay between EIP and accountability are also explored.

ARTICLE HISTORY

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KEYWORDS

Evidence-informed practice; research use; knowledge mobilisation; rational behaviour; Gradient Boosted Tree predictive model

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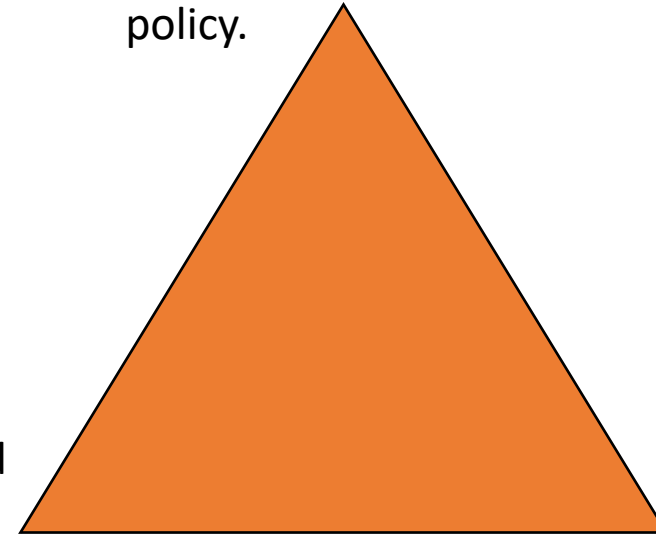


What do I need to read?

Theory: theory relating to topics (eg distributed leadership, experiential learning, Vygotsky etc); theory relating to research methods (ontology, epistemology, methodology); books and published theory pieces.

Policy: relevant policy context; background and history to the topic; 'grey' literature, government reports, published national policy.

Practice: published studies, reviews, published information; journal articles, professional body websites (eg BERA)



Ethics

- [Ethics and guidance | BERA](#)
- Institutional process and affiliation
- Gatekeepers and guardians
- Risks: data collection and findings
- Details of the whole process (how many interviews? How will they be recruited? Transcription process? Risk management?)



Data collection methods

- Survey / questionnaire
- Interview
- Focus group
- Creative (e.g. photo voice, modelling, vignette)
- Testing
- Interventions
- ...
- Think about: participation and collaboration

