



# Professional Enquiry Methods

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# Aim of the session

- To consolidate and explore professional enquiry methods?

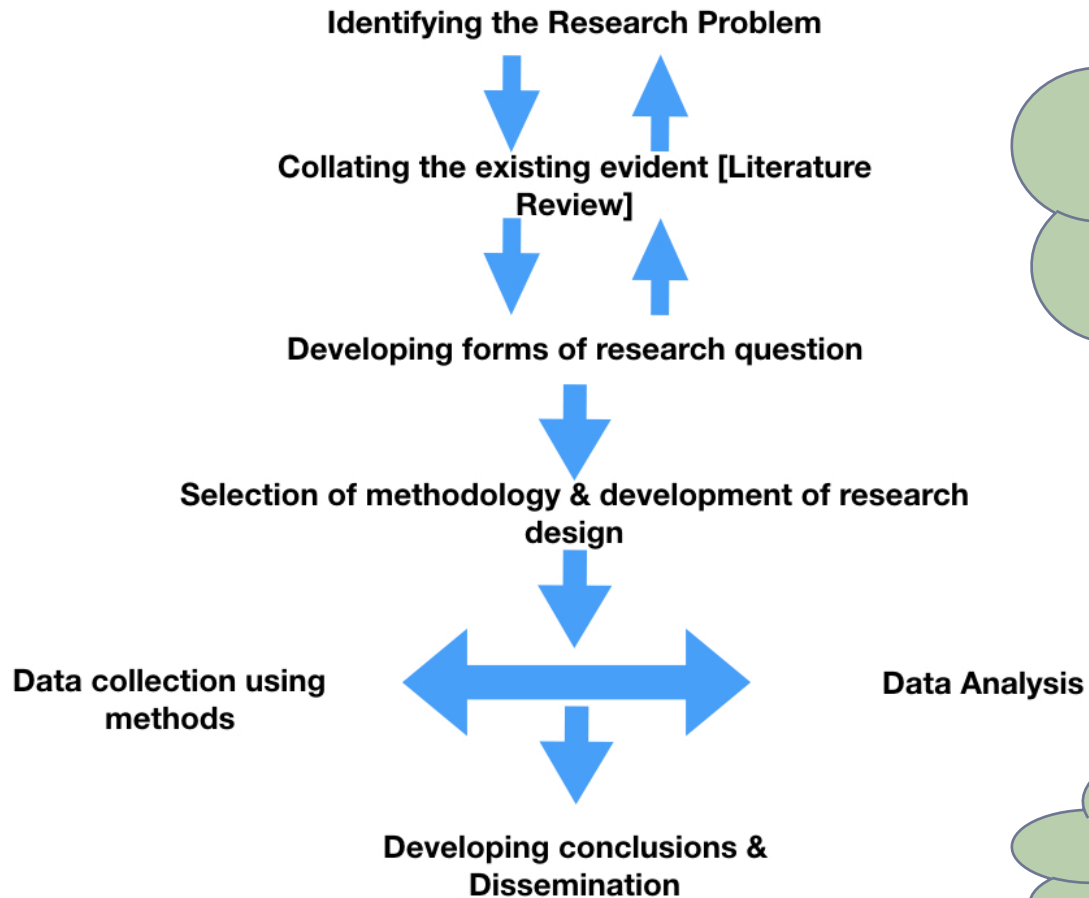


# Activity 1



- What have **you** achieved since the last meeting?
  - Rules of engagement – one at a time.....
- 1 minute to present – no interruptions
- 1 minutes to ask questions

# How do we determine the method we will use?



## **Methodology** =

overarching set of principles/guidelines to frame development of questions (e.g. qualitative/quantitative methodologies)

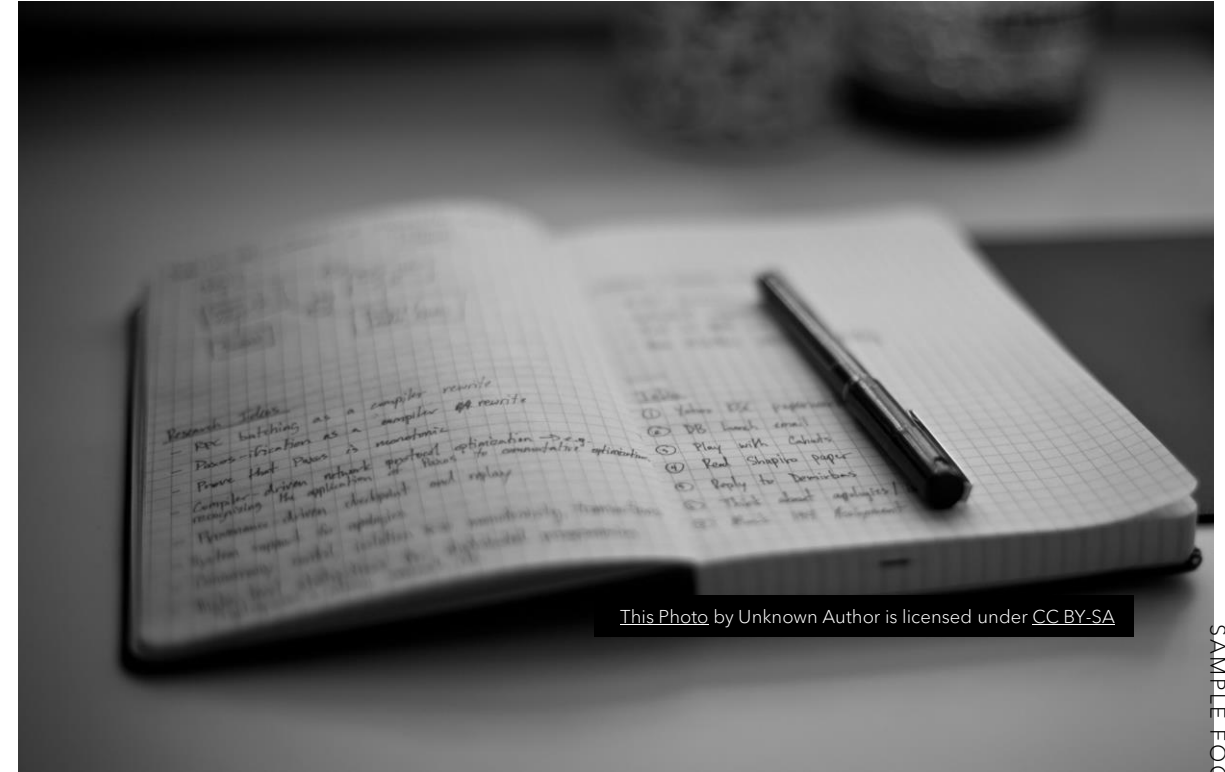
## **Design** = the

blueprint on how to address the enquiry question (e.g. Action Research)

**Method** = The tools to collect data (e.g. observations)

# Enquiry Methods

- You have started to plan your research with the 5 'Ws'
- *Next ..*
- You move on to 'HOW' you are going to collect your data?
- **Enquiry Methods** - tools you use to gather data



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## Activity 2 in a group

- What are the **advantageous** and **disadvantageous** of using these methods?
- What top tips would you give for using these methods?



Interviews  
Focus Groups  
Visual Methods  
Surveys  
Reflections (diaries)  
Observations

National Foundation for Education Research (NFER) - <https://www.nfer.ac.uk/for-schools/free-resources-advice/research-in-schools-how-to-guides/>





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# Focus groups and Interviews Feedback



# Interviews & Focus groups



- Allow researchers to understand phenomena from the **participant's perspective** (Patton, 2002).
- Allow participant's feelings, thoughts, intentions and behaviours that took place in a previous point in time - cannot be achieved through observations (Patton, 2002)



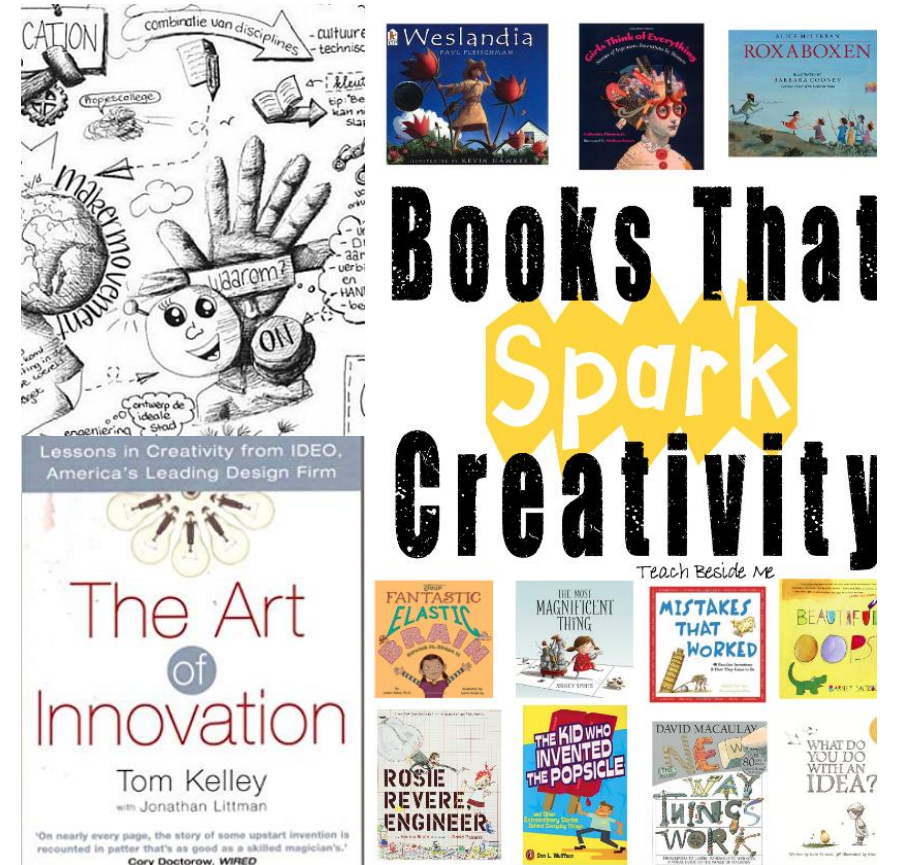
# Focus groups

- Used to canvas **opinions** on exiting concepts and projects.
- May need to **verify** the findings with other methods
- Make sure the participants are **representative** .
- *Can be expensive*



# Focus groups

- Getting the most from a focus group using (relevant) probes.
- Why?



# Strengths and Challenges of Focus Groups

Potential strengths focus / discussion groups	Challenges with conducting focus / discussion group	Solutions?
Provides a number of different perspectives on a selected theme / question i.e., generates discussion & questions	Point of discussion can get off-track	
Helps people remember issues	Some people are not prepared to contribute, or be as open and honest as they would in one-to-one interviews.	
Allow group-dynamics to be explored wouldn't have arisen in one-to-one interviews	Powerful identity person dominates discussion	
Participants can bounce ideas/viewpoints off each other	Difficult to extract individual views Other people may contaminate an individual's view	
Participants interaction useful to analyse		



# Interviews

- What is the **purpose** of the interview?
- What are the different type of interviews? What are their key features?

Unstructured	Semi – Structured	Structured
<ul style="list-style-type: none"><li>• Conversational</li><li>• In depth</li><li>• Partnerships - interviewer and interview partner</li><li>• Rapport - prior</li><li>• Trust</li><li>• Remain alert</li><li>• Natural emergence of topics (Patton, 2002).</li></ul>	<ul style="list-style-type: none"><li>• Same topics throughout but can be used interchangeably</li><li>• Interview guide</li><li>• Helps make most of limited time available</li><li>• Most common</li></ul>	<ul style="list-style-type: none"><li>• Carefully worded questions asked in same order to every participant</li><li>• Does not tend to include probes or follow on questions</li><li>• Interview guide</li><li>• Helps make most of limited time available</li></ul>

(Dawson, 2017; Ennis & Chen, 2012, Patton, 2002)

# Top tips - Focus / Discussion Groups & Interviews

1. Relationship / **rapport** , make participants feel comfortable
  2. Get participants **talk** as much as possible - in relation to **aim** / theme
  3. Interview guide - more systematic, comprehensive interviewing process
  4. Semi-structured interview guide is **flexible**
  5. **Know** your interview guide
  6. **Listen** attentively, respond & be flexible
  7. Use of **probes** - can you explain, elaborate
  8. Use of **gestures** - nodding
- (Kreuger, 1998; Patton 2002; Rapley, 2004)*

# Top tips- focus / discussion group

- 9. Include **all** members - every individual to contribute to the discussion
- 10. No more than **8** people
- 11. Consideration for gender, personality, roles (SMT)
- 12. Meeting with participants prior to focus / discussion

*(Kreuger, 1998; Patton 2002; Rapley, 2004)*



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# Feedback on Surveys and Observations

# Surveys, questionnaires



- Can capture the views of a **large representation** of the intended audience.
- Always **pilot** .... **Why?**
- Make sure the questionnaire has an **aim / purpose**
- Be very considered in the **type** of questions you ask
- Analyse results by **correlating** the answers of 2 or more question.
- Consider how you get the survey out there.... Any examples?

# Surveys

- Surveys are **not the tool** to use to ask participants to *recall past behaviour* or *describe recent behaviour*, the reflection will not be accurate reflection of their actions. It is much easier to remember how you **felt** than what you **did**.
- Use to **reach a large** audience where you aim to **quantify** concepts and analyses for **significant** difference.
- Tips ... keep them brief and don't ask two questions in one. Mixture of open questions (but not too many) and multiple choice.



# Surveys

- Style of questions that should be avoided ... why?
  1. Are you excited about what we'll do next?
  2. Do you think our sales team was not unhelpful, or were they helpful?
  3. How long did it take you to complete the process and on what day of the week did you do it?
- Avoid absolutes / closed questions ..... they force a directionality to the answer.
- Avoid too many open questions, they are harder to analysis.

However, what people  
say they do, and what  
peoples actually do ...  
sometimes don't  
correlate....

- Why?

What people say,  
what people do, and  
what they say they do  
are entirely different  
things.

Margaret Mead

# Observations

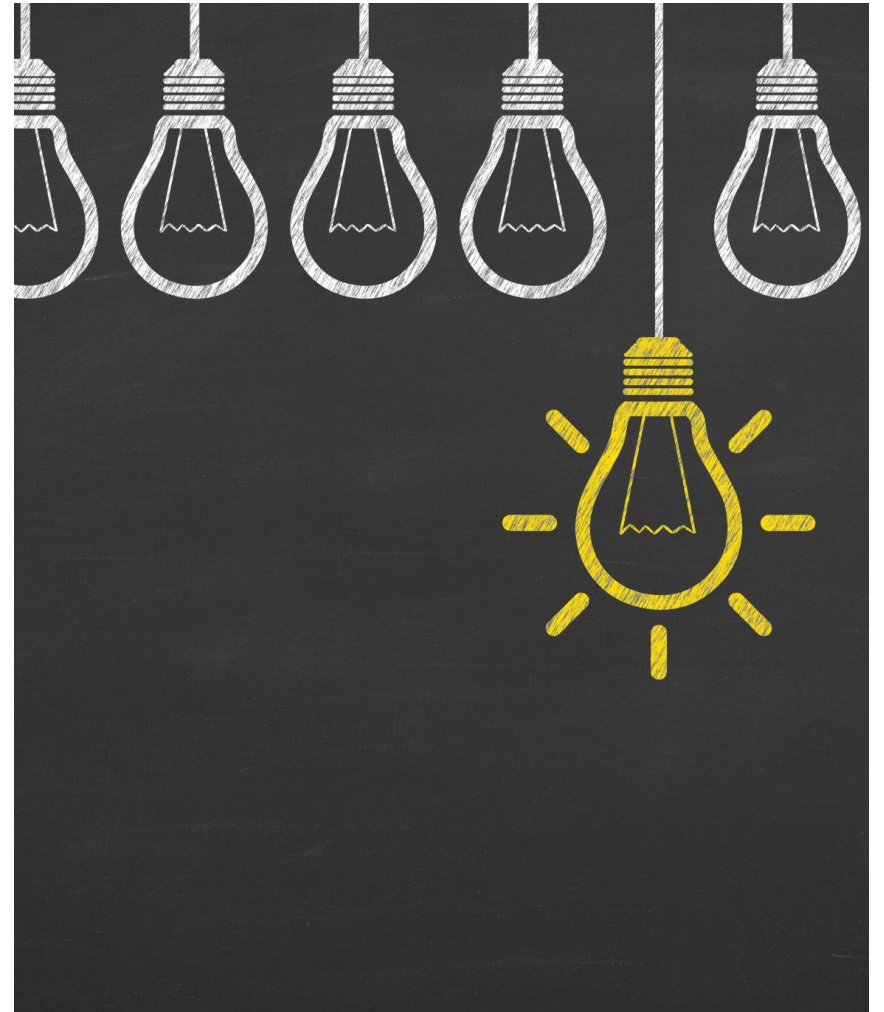


- Observations is about understanding how people behave
- Puts the researcher **within** the context of the study... *make sure you blend in!*
- Can be used to understand **existing behaviour** and to understand / evaluate the implementation of a **new** idea.
- This method is the **difference** between **behaviour** and **opinion**.

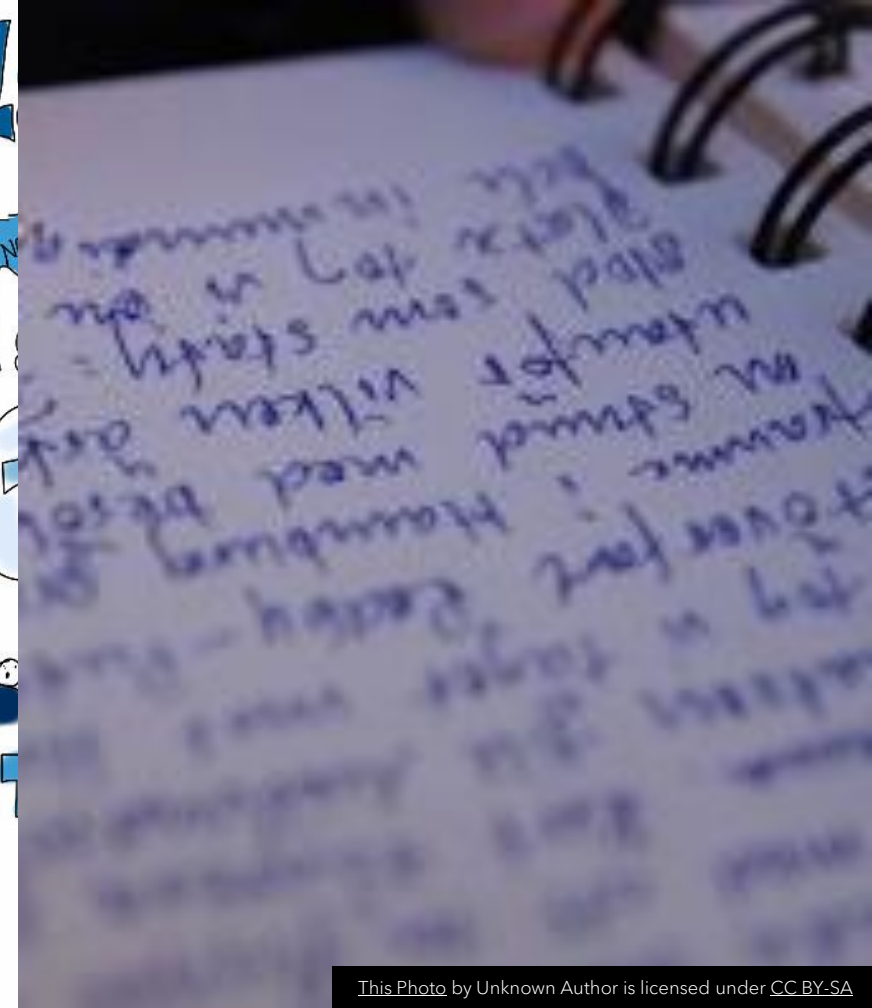


# Observations

- **Watch** and **Listen** & capture the act in its **intended** environment.
- Capture the data.
- Can be used to gain insights and to test ideas early and frequently.



# VISUAL THINKING



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SAMPLE FOOTER TEXT

# Visual Methods

- Visual Methods in general
- Pupil – centered methods

# Mind maps

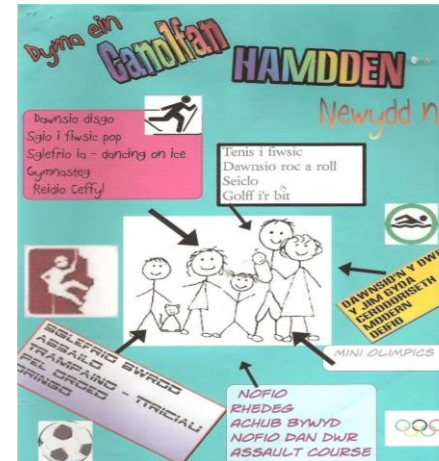
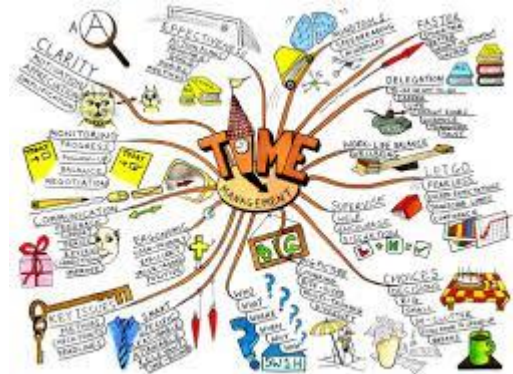
## Photos

## Pupil interaction

## Drawings

## Video's

## Role play

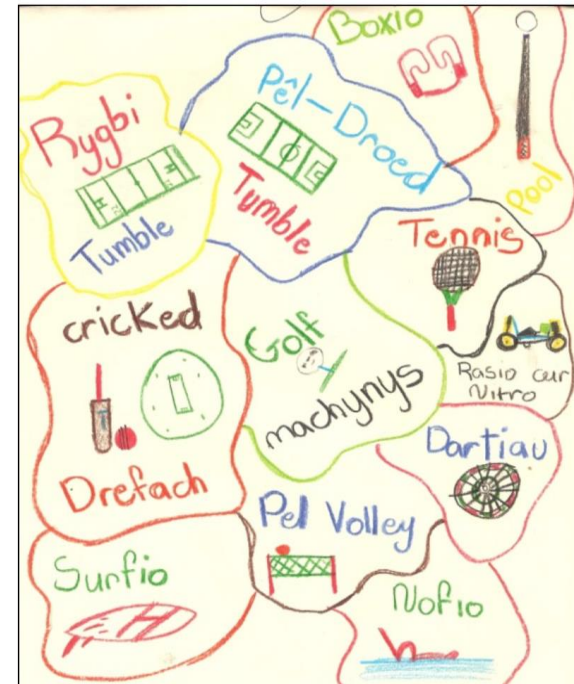


What type of activities do you do in to support learning?



# Pupil-Centred Classroom Activities

- Researchers found **less confident pupils/children** to be more challenging to engage and as a result may have underrepresented or neglected voice in research



**Key:** Boxio = boxing;  
Pel-droed = football; Pel  
volley = volley ball;  
Nofio = swimming.  
\*Note the name of the  
club attended is placed  
under the activity



# Pupil-Centred Classroom Activities

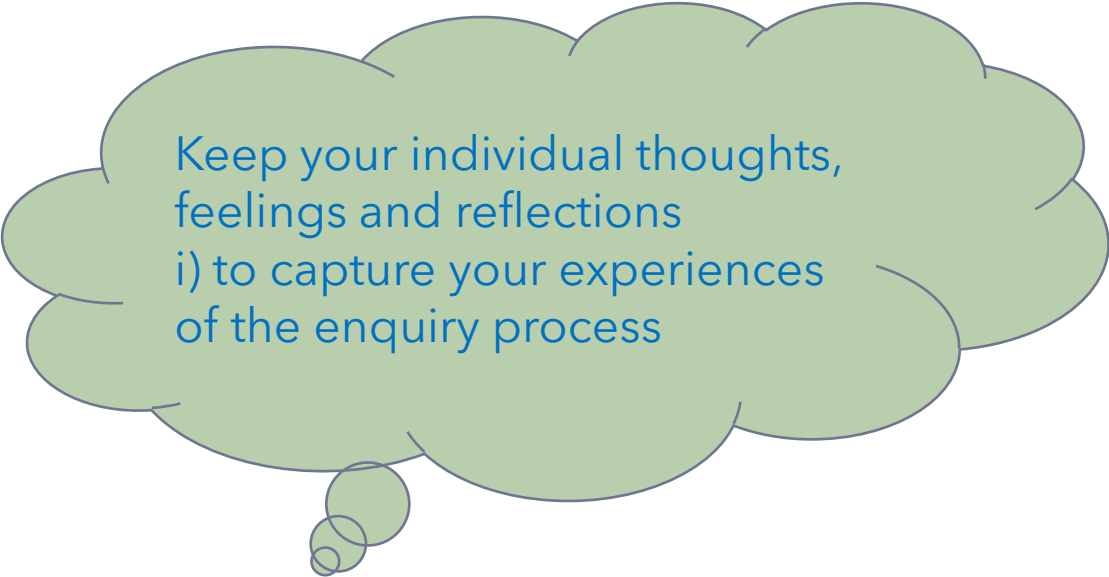


# Strengths and Challenges of Visual Methods

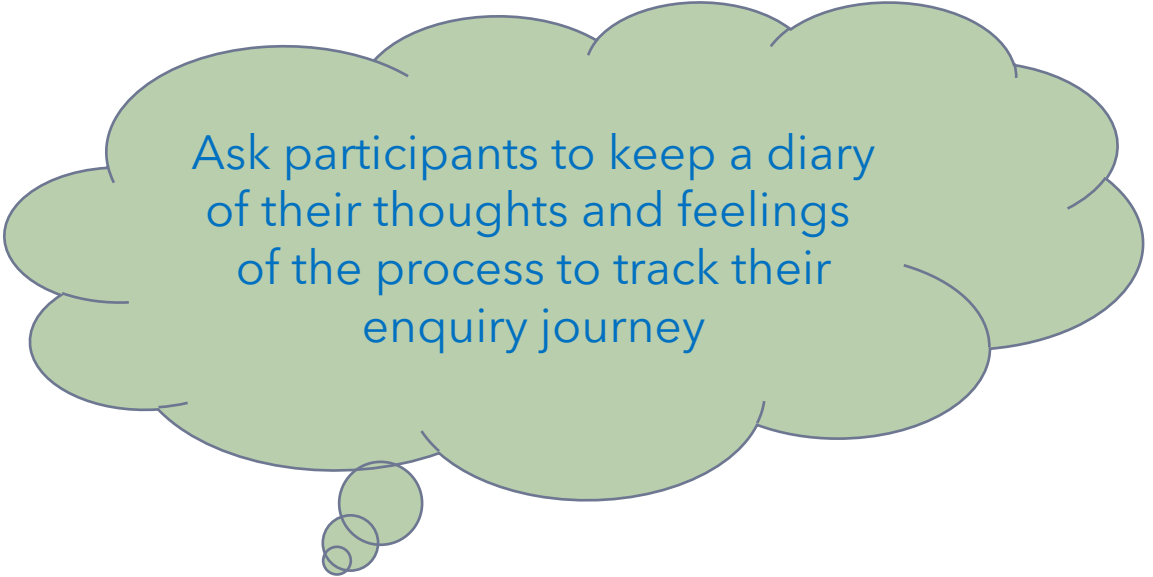
Potential strengths visual methods	Challenges with visual methods	Solutions?
Extensive scope of participant recruitment and engagement	Limitations of what can be represented visually	
<b>Additional depth</b> - provide complementary insights that enrich understanding of participants' lives	Difficulty of interpretation and analysis - coding of complex visuals	
Can be used as probes for other methods i.e., focus groups	Additional ethical considerations for methods such as photos / videos	
Videos – additional dimensions - <b>interaction &amp; body language</b> , Can enhance <b>reflection</b>		

# Reflections

- Used for **different purposes**



Keep your individual thoughts, feelings and reflections  
i) to capture your experiences of the enquiry process



Ask participants to keep a diary of their thoughts and feelings of the process to track their enquiry journey



Day in the life of ...

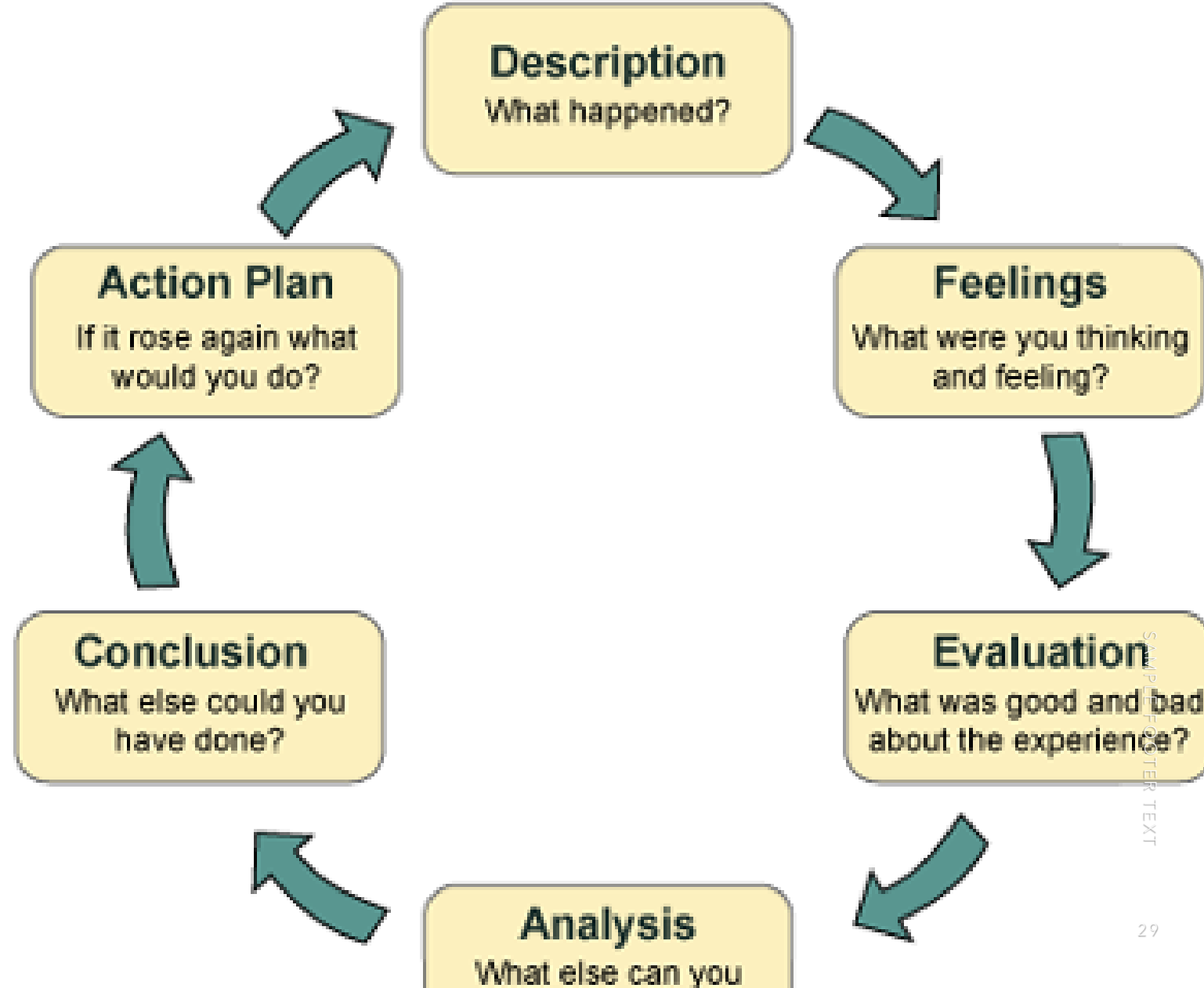
What?	So What?	Now what? (Action)
This is the description and self awareness level and all questions start with the word what	This is the level of analysis and evaluation when we look deeper at what was behind the experience.	This is the level of synthesis. Here we build on the previous levels these questions to enable us to consider alternative courses of action and choose what we are going to do next.
<b>Examples:</b> What happened? What did I do? What did others do? What was I trying to achieve? What was good or bad about the experiences	<b>Examples:</b> So what is the importance of this? So what more do I need to know about this? So what have I learnt about this	<b>Examples:</b> Now what could I do? Now what do I need to do? Now what might I do? Now what might be the consequences of this action?

## Borton's (1970) Reflective Frameworks



# Gibbs Reflective Cycle

## Gibbs' (1988) Reflective Cycle



# Adapted Reflective Framework from Gibbs & Cropley's framework

- What happened? & What action did you take?
- What were the consequences (effects or outcomes) of this action?
- What if anything, would you have done differently? Why?
- What did you learn from this event?
- What action, further thoughts & questions were generated from this event?

Adapted Reflective Framework from Gibbs & Cropley's framework



# Reflections

Potential strengths reflective diaries	Challenges with reflective diaries	Solutions?
Can help you understand and empathise with the participant /s	Time constraint of an additional task for participants	
Is an intellectual and affective activity - can lead to new understanding of practice (practitioner effectiveness)	Determining who the reflections are written for? Personal? Organisation? Wider audience?	
Can help inform some anticipated challenges		
Develops critical thinking, self-improvement, self-awareness	(Cropley et al., 2010; Knolwes et al., 2007)	

# Increasing the quality of your 'enquiry'



- Pilot
- Participants
- Lit / Contextual review – tried and tested methods



# How does enquiry begin?

As a collaboration (between educators, and between educators and their students)

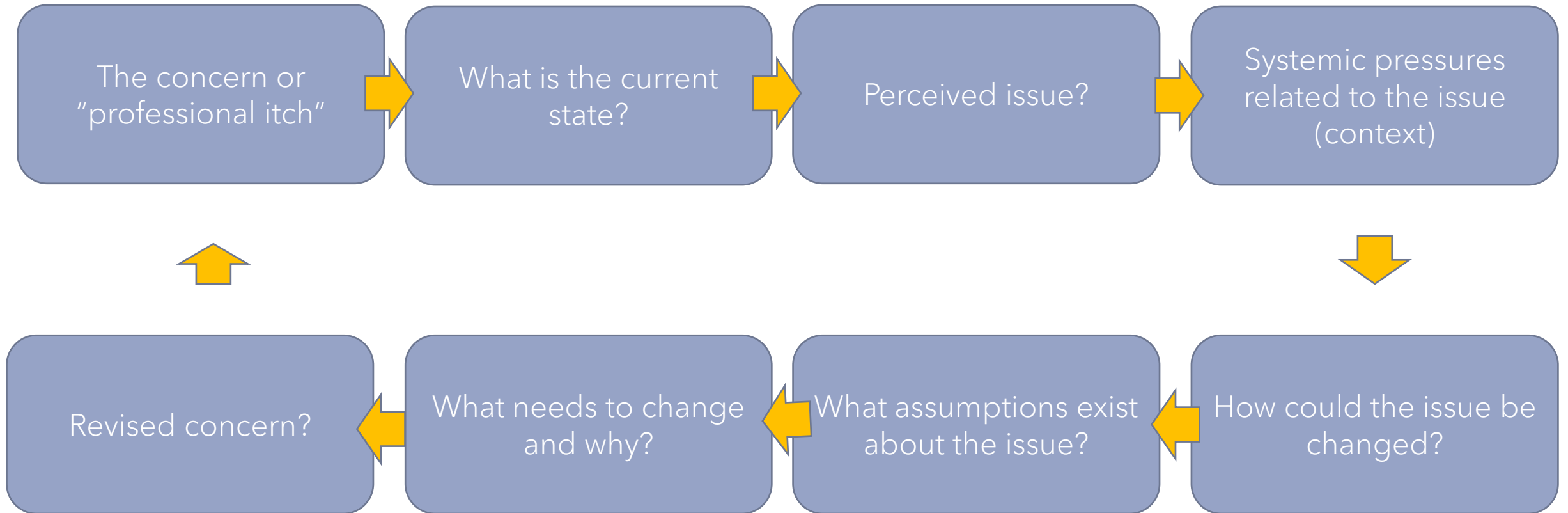
A focus often develops from a “professional itch” or “hunch” or from a series of noticings in practice (focussed around learner needs)

Consider the contexts that a focus is occurring in, with who in what situations and why?

This leads to refining your focus in terms of your context: described as the: **The 5 Ws**

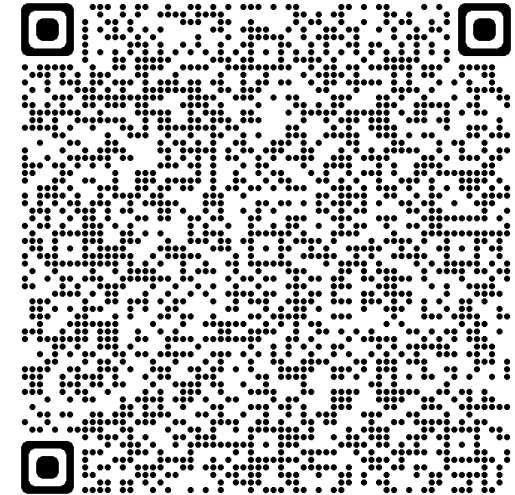
- What? Why? Who? Where? and when?

# Daly et al (2020) dialogic framework of enquiry concerns?



# Your Enquiry Question

- Resource on fig share, the session titles AM session 2 29.11



# References

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