

Unit/Topic:
EDUCATION –
METHODS IN
CONTEXT

Key Words: 'Methods in Context'; Application skills; experiments; labelling.

Context of lesson: Part of sustained focus on Application skills in relation to developing student understanding of the demands of 'methods in context' examination questions.

Learning Objectives:

1. Knowledge and Understanding of research methods.
2. Application of methods in the context of education.

We Are Learning To...

Develop the skills of application so that students will be fully prepared for a Unit 2 Question 2 (methods in the context of education) on experiments.

Learning Outcomes:

Students will generate a number of statements regarding 'Methods in Context' which can be used in answers to exam questions about **experiments**.

By the end of the lesson...

All: will have a list of the research characteristics of labelling, pupils, teachers, classrooms and schools and of types of experiments.

Most: will be able to connect one or two research characteristics of issue to characteristics of method.

Some: will be able to connect several such characteristics.

Timings

Bell Activity/Starter: Read the exam-style question in Webb, Westergaard, Trobe and Steel on p.179. What are examiners looking for? Diagram on whiteboard contributed to by students/teacher. What do we want to produce in this lesson to use in an answer to a question like this?

Differentiation

Main Learning Activities (individual, pair, group, whole class).

- **Review** the research characteristics of pupils, teachers, classrooms and schools by individual student re-reading of Webb, Westergaard, Trobe and Steel pp.169-171.
- **Check student understanding** of the key concepts of validity, reliability and representativeness by students working in pairs, taking turns to explain what each means to their partner.
- **Main activity:** work in four groups/pairs of students using Webb, Westergaard, Trobe and Steel pp.177-178 on 'Using experiments to investigate education'.

Each group takes one of the following aspects of using experiments in educational research: (practical issues, validity, representativeness, reliability) and prepare a 4-6 sentence statement on this aspect of using official statistics in educational research.

Students should add any additional points from their own knowledge of methods in general and/or labelling – so students should also re-read pp.103-105 as well.

Each statement should include the phrase 'this is particularly a limitation/strength of experiments when studying labelling because...'

- **Report** back to class as whole.
- **Class discuss** whether each statement is specific to the study of labelling/education or whether it is simply a general statement about methods. If the latter, students should be challenged to re-word the statement.

Plenary (Consolidating and Reflecting)

Pin statements to a wall diagram and copy this into student notes:

1. The research characteristics of labelling/pupils/teachers/classrooms/schools
2. Characteristics of experiments as applied to study of education

Individual follow-up work: write 6/8 statements applying experiments to the study of labelling that students could use in an answer to the question on p.229 in Webb, Westergaard, Trobe and Steel.

Unit/Topic:
EDUCATION –
METHODS IN
CONTEXT

Key Words: 'Methods in Context'; Application skills; questionnaires; parental attitudes.

Context of lesson: Part of sustained focus on Application skills in relation to developing student understanding of the demands of 'methods in context' examination questions.

Learning Objectives:

1. Knowledge and Understanding of research methods.
2. Application of methods in the context of education.

We Are Learning To...

Develop the skills of application so that students will be fully prepared for a Unit 2 Question 2 (methods in the context of education) on official statistics.

Learning Outcomes:

Students will generate a number of statements regarding 'Methods in Context' which can be used in answers to exam questions about **questionnaires**.

By the end of the lesson...

All: will have a list of the research characteristics of parental attitudes, parents and schools and of types of questionnaires.

Most: will be able to connect one or two research characteristics of issue to characteristics of method.

Some: will be able to connect several such characteristics.

Timings

Bell Activity/Starter: Read the exam-style question in Webb, Westergaard, Trobe and Steel on p.193. What are examiners looking for? Diagram on whiteboard contributed to by students/teacher. What do we want to produce in this lesson to use in an answer to a question like this?

Differentiation

Main Learning Activities (individual, pair, group, whole class).

- **Review** the research characteristics of parents and schools by individual student re-reading of Webb, Westergaard, Trobe and Steel pp.169-171.
- **Check student understanding** of the key concepts of validity, reliability and representativeness by students working in pairs, taking turns to explain what each means to their partner.
- **Main activity:** work in five groups/pairs of students using Webb, Westergaard, Trobe and Steel pp.191-192 on 'Using questionnaires to investigate education'.

Each group takes one of the following aspects of using official statistics in educational research: (operationalisation, samples, access/response rate, practical issues, anonymity/detachment) and prepare a 4-6 sentence statement on this aspect of using official statistics in educational research.

Students should add any additional points from their own knowledge of methods in general and/or parental attitudes to education – so students should also re-read pp.93-96 as well.

Each statement should include the phrase 'this is particularly a limitation/strength of questionnaires when studying parental attitudes because...'

- **Report** back to class as whole.
- **Class discuss** whether each statement is specific to the study of parental attitudes/education or whether it is simply a general statement about methods. If the latter, students should be challenged to re-word the statement.

Plenary (Consolidating and Reflecting)

Pin statements to a wall diagram and copy this into student notes:

1. The research characteristics of parental attitudes/schools
2. Characteristics of questionnaires as applied to study of education

Individual follow-up work: write 6-8 statements applying questionnaires to the study of parental attitudes that students could use in an answer to the question on p.193 in Webb, Westergaard, Trobe and Steel.

Unit/Topic:
EDUCATION –
METHODS IN
CONTEXT

Key Words: 'Methods in Context'; Application skills; unstructured interviews; pupil subcultures.

Context of lesson: Part of sustained focus on Application skills in relation to developing student understanding of the demands of 'methods in context' examination questions.

Learning Objectives:

1. Knowledge and Understanding of research methods.
2. Application of methods in the context of education.

We Are Learning To...

Develop the skills of application so that students will be fully prepared for a Unit 2 Question 2 (methods in the context of education) on unstructured interviews.

Learning Outcomes:

Students will generate a number of statements regarding 'Methods in Context' which can be used in answers to exam questions about **unstructured interviews**.

By the end of the lesson...

All: will have a list of the research characteristics of pupil subcultures, pupils, teachers, classrooms and schools and of types of unstructured interviews.

Most: will be able to connect one or two research characteristics of issue to characteristics of method.

Some: will be able to connect several such characteristics.

Timings

Bell Activity/Starter: Read the exam-style question in Webb, Westergaard, Trobe and Steel on p.205. What are examiners looking for? Diagram on whiteboard contributed to by students/teacher. What do we want to produce in this lesson to use in an answer to a question like this?

Differentiation

Main Learning Activities (individual, pair, group, whole class).

- **Review** the research characteristics of pupils, teachers, classrooms and schools by individual student re-reading of Webb, Westergaard, Trobe and Steel pp.169-171.
- **Check student understanding** of the key concepts of validity, reliability and representativeness by students working in pairs, taking turns to explain what each means to their partner.
- **Main activity:** work in six groups/pairs of students using Webb, Westergaard, Trobe and Steel pp.202-204 on 'Using interviews to investigate education'.

Each group takes one of the following aspects of using official statistics in educational research: (practical issues, access and responses rate, the interviewer as 'teacher in disguise', group interviews, validity, reliability) and prepare a 4-6 sentence statement on this aspect of using official statistics in educational research.

Students should add any additional points from their own knowledge of methods in general and/or pupil subcultures – so students should also re-read pp.105-107 as well.

Each statement should include the phrase 'this is particularly a limitation/strength of unstructured interviews when studying pupil subcultures because...'

- **Report** back to class as whole.
- **Class discuss** whether each statement is specific to the study of pupil subcultures/education or whether it is simply a general statement about methods. If the latter, students should be challenged to re-word the statement.

Plenary (Consolidating and Reflecting)

Pin statements to a wall diagram and copy this into student notes:

1. The research characteristics of pupil subcultures/pupils/teachers/classrooms/schools
2. Characteristics of observation as applied to study of education

Individual follow-up work: write 6-8 statements applying unstructured interviews to the study of pupil subcultures that students could use in an answer to the question on p.205 in Webb, Westergaard, Trobe and Steel.

Unit/Topic:
EDUCATION –
METHODS IN
CONTEXT

Key Words: 'Methods in Context'; Application skills; structured observation; unstructured observation; labelling.

Context of lesson: Part of sustained focus on Application skills in relation to developing student understanding of the demands of 'Methods in Context' examination questions.

Learning Objectives:

1. Knowledge and Understanding of research methods.
2. Application of methods in the context of education.

We Are Learning To...

Develop the skills of application so that students will be fully prepared for a Unit 2 Question 2 (methods in the context of education) on observational methods.

Learning Outcomes:

Students will generate a number of statements regarding 'Methods in Context' which can be used in answers to exam questions about **observation**.

By the end of the lesson...

All: will have a list of the research characteristics of labelling, pupils, teachers and classrooms and of types of observation.

Most: will be able to connect one or two research characteristics of issue to characteristics of method.

Some: will be able to connect several such characteristics.

Timings

Bell Activity/Starter: Read the exam-style question in Webb, Westergaard, Trobe and Steel on p.217. What are examiners looking for? Diagram on whiteboard contributed to by students/teacher. What do we want to produce in this lesson to use in an answer to a question like this?

Differentiation

Main Learning Activities (individual, pair, group, whole class).

- **Review** the research characteristics of pupils, teachers and classrooms by individual student re-reading of Webb, Westergaard, Trobe and Steel pp.169-171.
- **Check student understanding** of the key concepts of validity, reliability and representativeness by students working in pairs, taking turns to explain what each means to their partner.
- **Main activity:** work in six groups/pairs of students using Webb, Westergaard, Trobe and Steel pp.215-217 on 'less structured observational methods'.

Each group takes one of the following aspects of using observation in educational research: (practical issues, ethical issues, validity, Hawthorne Effect, representativeness, reliability) and prepare a 4-6 sentence statement on this aspect of using observation in educational research.

Students should add any additional points from their own knowledge of methods in general and/or labelling – so students should also re-read pp.103-105 as well.

Each statement should include the phrase 'this is particularly a limitation/strength of observation when studying labelling because...'

- **Report** back to class as whole.
- **Class discuss** whether each statement is specific to the study of labelling/education or whether it is simply a general statement about methods. If the latter, students should be challenged to re-word the statement.

| | |
|---|--|
| <p>Plenary (Consolidating and Reflecting) Pin statements to a wall diagram and copy this into student notes:</p> <ol style="list-style-type: none"> 1. The research characteristics of labelling/pupils/teachers/classrooms 2. Characteristics of observation as applied to study of education <p>Individual follow-up work: write 6-8 statements applying less structured observation to the study of labelling that students could use in an answer to the question on p.217 in Webb, Westergaard, Trobe and Steel.</p> | |
|---|--|

| | | |
|--|--|------------------------|
| <p>Unit/Topic: EDUCATION – METHODS IN CONTEXT</p> | <p>Key Words: 'Methods in Context'; Application skills; official statistics; ethnicity; educational achievement.</p> | |
| <p>Context of lesson: Part of sustained focus on Application skills in relation to developing student understanding of the demands of 'Methods in Context' examination questions.</p> | | |
| <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding of research methods. 2. Application of methods in the context of education. <p>We Are Learning To... Develop the skills of application so that students will be fully prepared for a Unit 2 Question 2 (methods in the context of education) on official statistics.</p> | <p>Learning Outcomes: Students will generate a number of statements regarding 'Methods in Context' which can be used in answers to exam questions about official statistics.</p> <p>By the end of the lesson... All: will have a list of the research characteristics of ethnicity and educational achievement, pupils, teachers, classrooms and schools and of types of official statistics. Most: will be able to connect one or two research characteristics of issue to characteristics of method. Some: will be able to connect several such characteristics.</p> | |
| <p>Timings</p> | <p>Bell Activity/Starter: Read the exam-style question in Webb, Westergaard, Trobe and Steel on p.229. What are examiners looking for? Diagram on whiteboard contributed to by students/teacher. What do we want to produce in this lesson to use in an answer to a question like this?</p> | <p>Differentiation</p> |

| | |
|---|--|
| <p>Main Learning Activities (individual, pair, group, whole class).</p> <ul style="list-style-type: none"> • Review the research characteristics of pupils, teachers, classrooms and schools by individual student re-reading of Webb, Westergaard, Trobe and Steel pp.169-171. • Check student understanding of the key concepts of validity, reliability and representativeness by students working in pairs, taking turns to explain what each means to their partner. • Main activity: work in four groups/pairs of students using Webb, Westergaard, Trobe and Steel pp.226-227 on 'Using official statistics to investigate education'. <p>Each group takes one of the following aspects of using official statistics in educational research: (practical issues, validity, representativeness, reliability) and prepare a 4-6 sentence statement on this aspect of using official statistics in educational research.</p> <p>Students should add any additional points from their own knowledge of methods in general and/or ethnicity and educational achievement – so students should also re-read relevant parts of Topic 3 as well.</p> <p>Each statement should include the phrase 'this is particularly a limitation/strength of official statistics when studying ethnicity and educational achievement because...'</p> <ul style="list-style-type: none"> • Report back to class as whole. • Class discuss whether each statement is specific to the study of ethnicity and achievement/education or whether it is simply a general statement about methods. If the latter, students should be challenged to re-word the statement. | |
| <p>Plenary (Consolidating and Reflecting) Pin statements to a wall diagram and copy this into student notes:</p> <ol style="list-style-type: none"> 1. The research characteristics of ethnicity and achievement/pupils/teachers/classrooms/schools 2. Characteristics of observation as applied to study of education <p>Individual follow-up work: write 6/8 statements applying official statistics to the study of ethnicity and educational achievement that students could use in an answer to the question on p.229 in Webb, Westergaard, Trobe and Steel.</p> | |

Unit/Topic:
EDUCATION – METHODS IN CONTEXT

Key Words: 'Methods in Context'; Application skills; documents; educational policy.

Context of lesson: Part of sustained focus on Application skills in relation to developing student understanding of the demands of 'methods in context' examination questions.

Learning Objectives:

1. Knowledge and Understanding of research methods.
2. Application of methods in the context of education.

Learning Outcomes:

Students will generate a number of statements regarding 'Methods in Context' which can be used in answers to exam questions about **documents**.

| | | |
|---|--|------------------------|
| <p>We Are Learning To... Develop the skills of application so that students will be fully prepared for a Unit 2 Question 2 (methods in the context of education) on documents.</p> | <p>By the end of the lesson... All: will have a list of the research characteristics of educational policy, schools, government and of types of documents. Most: will be able to connect one or two research characteristics of issue to characteristics of method. Some: will be able to connect several such characteristics.</p> | |
| <p>Timings</p> | <p>Bell Activity/Starter: read this question: Assess the strengths and limitations of documents in the study of educational policies. What are examiners looking for? Diagram on whiteboard contributed to by students/teacher. What do we want to produce in this lesson to use in an answer to a question like this?</p> | <p>Differentiation</p> |
| | <p>Main Learning Activities (individual, pair, group, whole class).</p> <ul style="list-style-type: none"> • Review the research characteristics of schools and government by individual student re-reading of Webb, Westergaard, Trobe and Steel pp. 169-171. • Check student understanding of the key concepts of validity, reliability and representativeness by students working in pairs, taking turns to explain what each means to their partner. • Main activity: work in five groups/pairs of students using Webb, Westergaard, Trobe and Steel pp.227-228 on 'Using documents to investigate education'. <p>Each group takes one of the following aspects of using documents in educational research: (practical issues, ethical issues, validity, representativeness, reliability) and prepare a 4-6 sentence statement on this aspect of using documents in educational research.</p> <p>Students should add any additional points from their own knowledge of methods in general and/or educational policy – so students should also re-read relevant parts of Topic 7 in the Education chapter as well.</p> <p>Each statement should include the phrase 'this is particularly a limitation/strength of documents when studying educational policies because...'</p> <ul style="list-style-type: none"> • Report back to class as whole. • Class discuss whether each statement is specific to the study of educational policy/education or whether it is simply a general statement about methods. If the latter, students should be challenged to re-word the statement. | |
| | <p>Plenary (Consolidating and Reflecting) Pin statements to a wall diagram and copy this into student notes:</p> <ol style="list-style-type: none"> 3. The research characteristics of educational policy/schools/government. 4. Characteristics of documents as applied to study of education. <p>Individual follow-up work: write 6-8 statements applying documents to the study of educational policy that could be used in answer to the question in Starter activity.</p> | |