

**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><b>Plenary</b> (Consolidating and Reflecting) Pin statements to a wall diagram and copy this into student notes:</p> <ol style="list-style-type: none"> <li>1. The research characteristics of labelling/pupils/teachers/classrooms</li> <li>2. Characteristics of observation as applied to study of education</li> </ol> <p><b>Individual follow-up work:</b> 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><b>Unit/Topic:</b> <b>EDUCATION – METHODS IN CONTEXT</b></p>	<p><b>Key Words:</b> 'Methods in Context'; Application skills; official statistics; ethnicity; educational achievement.</p>	
<p><b>Context of lesson:</b> Part of sustained focus on Application skills in relation to developing student understanding of the demands of 'Methods in Context' examination questions.</p>		
<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge and Understanding of research methods.</li> <li>2. Application of methods in the context of education.</li> </ol> <p><b>We Are Learning To...</b> 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><b>Learning Outcomes:</b> Students will generate a number of statements regarding 'Methods in Context' which can be used in answers to exam questions about <b>official statistics</b>.</p> <p><b>By the end of the lesson...</b> <b>All:</b> will have a list of the research characteristics of ethnicity and educational achievement, pupils, teachers, classrooms and schools and of types of official statistics. <b>Most:</b> will be able to connect one or two research characteristics of issue to characteristics of method. <b>Some:</b> will be able to connect several such characteristics.</p>	
<p>Timings</p>	<p><b>Bell Activity/Starter:</b> 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><b>Main Learning Activities</b> (individual, pair, group, whole class).</p> <ul style="list-style-type: none"> <li>• <b>Review</b> the research characteristics of pupils, teachers, classrooms and schools by individual student re-reading of Webb, Westergaard, Trobe and Steel pp.169-171.</li> <li>• <b>Check student understanding</b> of the key concepts of validity, reliability and representativeness by students working in pairs, taking turns to explain what each means to their partner.</li> <li>• <b>Main activity:</b> work in four groups/pairs of students using Webb, Westergaard, Trobe and Steel pp.226-227 on 'Using official statistics to investigate education'.</li> </ul> <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"> <li>• <b>Report</b> back to class as whole.</li> <li>• <b>Class discuss</b> 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.</li> </ul>	
<p><b>Plenary</b> (Consolidating and Reflecting) Pin statements to a wall diagram and copy this into student notes:</p> <ol style="list-style-type: none"> <li>1. The research characteristics of ethnicity and achievement/pupils/teachers/classrooms/schools</li> <li>2. Characteristics of observation as applied to study of education</li> </ol> <p><b>Individual follow-up work:</b> 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><b>We Are Learning To...</b> 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><b>By the end of the lesson...</b> <b>All:</b> will have a list of the research characteristics of educational policy, schools, government and of types of documents. <b>Most:</b> will be able to connect one or two research characteristics of issue to characteristics of method. <b>Some:</b> will be able to connect several such characteristics.</p>	
<p>Timings</p>	<p><b>Bell Activity/Starter:</b> 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><b>Main Learning Activities</b> (individual, pair, group, whole class).</p> <ul style="list-style-type: none"> <li>• <b>Review</b> the research characteristics of schools and government by individual student re-reading of Webb, Westergaard, Trobe and Steel pp. 169-171.</li> <li>• <b>Check student understanding</b> of the key concepts of validity, reliability and representativeness by students working in pairs, taking turns to explain what each means to their partner.</li> <li>• <b>Main activity:</b> work in five groups/pairs of students using Webb, Westergaard, Trobe and Steel pp.227-228 on 'Using documents to investigate education'.</li> </ul> <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"> <li>• <b>Report</b> back to class as whole.</li> <li>• <b>Class discuss</b> 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.</li> </ul>	
	<p><b>Plenary</b> (Consolidating and Reflecting) Pin statements to a wall diagram and copy this into student notes:</p> <ol style="list-style-type: none"> <li>3. The research characteristics of educational policy/schools/government.</li> <li>4. Characteristics of documents as applied to study of education.</li> </ol> <p><b>Individual follow-up work:</b> 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>	