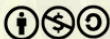




PRACTISING RESEARCH INSTRUCTION CARDS

More information is available at
<http://www.akoaootearoa.ac.nz>



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PRACTISING RESEARCH

The Practising Research cards are intended to be used as a teaching and learning tool at both an undergraduate and postgraduate level. Each deck of cards is divided into seven suits that explore key aspects of conducting research.

All cards give a brief explanation of a concept (eg Positivism, Interviewing, Data Analysis), and pose up to three reflective questions on the topic. They can be used in class settings, in tutorial sessions or as part of individual discussion within practicum or postgraduate supervision.

There are multiple ways that the cards can be used – the only limitation is your imagination! Here are a few suggestions to get you started.

STATIONS

The cards can be used to provide a focus for a small group learning activity in a class about research. This activity can be used with any of the following 'suits':

**Research Process, Epistemology,
Research Methods, Literature Review, Ethics**

- 1 Split the class into four to eight small groups. Take one suit and give each group one or two cards at random.
- 2 Each group selects a reader, a scribe and a reporter.
- 3 The reader reads the description on the card to the group.
- 4 The group discusses what they know about the topic on the card and the scribe takes notes.

- 5 Once the two cards have been discussed by one group they are passed onto the next group, so each group gets two new cards to consider.
- 6 After the cards have been seen and discussed by all of the groups, the feedback from the notes taken by the scribe is reported back and discussed by the whole group.

Although research is rarely as linear as text books lead us to believe, it is useful to have an understanding of the key steps involved in a research project and the order they should occur.

RESEARCH PROCESS

The research process cards can be used to explore the steps involved in research and deepen student's understanding. Variations of this activity can be undertaken in class settings, tutorial sessions or individual supervision.

- 1 Split the class into groups of approximately six people. Each group will need a copy of the research process cards.
- 2 Each group selects a scribe and a reporter.
- 3 Each group member selects one or two cards and reads the description on the card to the group.
- 4 The group discusses what they know about the research process and decides the ideal order for the cards. The scribe takes notes of the discussion.

- 5 The reporter then explains to the class the group's rationale for the order of the cards using the scribe's notes.

If this activity is being undertaken in a tutorial session then the group should debate and agree on an order for the cards, without then following the discussion with a feedback process. If the activity is being undertaken in supervision then the student should be asked to order the cards and then explain their rationale to the supervisor.

ALTERNATE APPROACHES

There are multiple ways in which research can be undertaken to address the same research question. The Epistemology and Research Methods suits can be used to explore these alternate approaches and deepen student's learning in either group tutorial sessions or individual supervision.

- 1 Shuffle the Epistemology and Research Methods cards.
- 2 The student(s) select(s) a card at random and then answer(s) the questions on the card in relation to their research project.
- 3 The student(s) explain(s) why they have decided to adopt or discount the particular epistemology or research method described on the card.
- 4 The supervisor or other students ask questions based on the answers to the questions on the card.

FEELINGS

Students engaged in research are faced with a range of positive and negative feelings. The Exploring Feelings suit can be used to prompt discussion about these feelings in either group tutorial sessions or individual supervision.

- 1 Spread the Exploring Feelings cards out on a desk.
- 2 The student(s) select(s) a card that connects with how they are currently feeling about their research project and read(s) the description. Students may select the same card as each other if this is being done in a group.
- 3 The student(s) answer(s) the questions on the card.
- 4 The supervisor or other students ask questions based on the answers to the questions on the card.

CHALLENGES

Students engaged in research are faced with a number of common challenges that they need to overcome. The Overcoming Challenges suit can be used in either group tutorial sessions or individual supervision to prompt discussion about ways to address the difficulties of research.

- 1 Spread the Overcoming Challenges cards out on a desk.
- 2 The student(s) select(s) a card that connects with challenges they are currently facing or have had to overcome in their research project, and reads the description. Students may select the same card as each other if this is being done in a group.
- 3 The student(s) answer(s) the questions on the card.
- 4 The supervisor or other students discuss the student/s responses.

PROJECT UPDATE

Every research project can be described using a mixture of the Practising Research cards. The cards can be used to facilitate discussion about the project or the phase of work being undertaken. This activity can be undertaken in tutorial sessions or individual supervision.

- 1 Select one or more suits from the Practising Research cards and lay them out on a table. If sufficient time is available then use the whole pack of cards.
- 2 The student(s) select(s) a card from each suit that they feel describes the current focus of their research project.
- 3 The student(s) explains their rationale for selecting the particular cards.
- 4 The supervisor or other students ask questions based on the rationale that's provided.

CLASS PRESENTATIONS

Tutors can select specific cards from the Ethics, Epistemology, Research Methods and Research Process suits, and ask students to provide the class with a 15-minute prepared presentation on the subject of the selected cards.

Alternatively, students might be asked to select a card from one of these suits themselves and prepare a presentation on the topic selected.

QUICK QUIZ & DISCUSSION FORMATS

The Epistemology, Research Methods and Research Process cards lend themselves to being used as the basis for an online 'quick quiz' as a means of revision; e.g. the tutor can use a multichoice format to test out knowledge on research process, methods, or any one of the specific epistemologies discussed in the cards.

Any of the questions posed on the Practising Research cards can be used as the basis for online and in class discussions.

REVISION

The Practising Research cards are useful as a revision or reflection tool. Individual students may use the cards to help order their thinking about key topics in research or to categorise concepts.

They might also use the Overcoming Challenges or Exploring Feelings cards as a prompt when writing a reflective journal or to prepare for supervision.

The Literature Review cards can be used to directly guide the writing of a review. Similarly, the Ethics cards can be used to help guide the writing of an Ethics application.

