

CTSN RESEARCH  
SUPERVISION SESSION  
16<sup>TH</sup> SEPTEMBER 2019

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Jill Trinder and Martin Lee

# GETTING THE MOST OUT OF THE PARTNERSHIP

What do you believe the ideal PGCE Tutor/Student relationship should be like?

What do you think each student's hopes are likely to be?

Are there any possible tensions or barriers that might need to be overcome?

# THE ROLE OF THE RESEARCH SUPERVISOR

3 important attributes:

- Friendly, approachable and flexible;
- Knowledgeable and resourceful;
- Encourage students to work and plan independently.

Effective supervision means:

- Supervisors are able to establish good and professional relationships with students;
- Giving support and guidance;
- Providing continuous motivation and inspiration.

Adapted from Ghani et al (2012)

# ACTION RESEARCH PROJECT GUIDANCE

Through strategically timed, individual tutorials, you will aim to:

- *guide the student in refining their aim, title/question and research design;*
- *facilitate/negotiate where appropriate;*
- *guide them in the exploration of relevant literature;*
- *guide the student in fine-tuning research procedures;*
- *help students to understand AR relationships;*
- *provide oral comments on the student's plans for chapters;*
- *provide formative feedback on a 500-word extract from the student's literature survey (November)*

# WRITING AT LEVEL 7

What is masters level writing?



0:06 / 2:40



AUTHOR: JILL TRINDER

# LEVEL 7

***Activity:*** *In the envelope are 10 descriptors (adapted from guidance provided by the QAA and FHEQ)*

*With your partner, pair them up into the 5 UoG Assessment Domains:*

- 1 Content, knowledge and understanding*
- 2 Range and relevance of research informed evidence*
- 3 Cognitive/Intellectual skills*
- 4 Communication, organisation and presentation*
- 5 Referencing, sourcing, acknowledging and coverage*

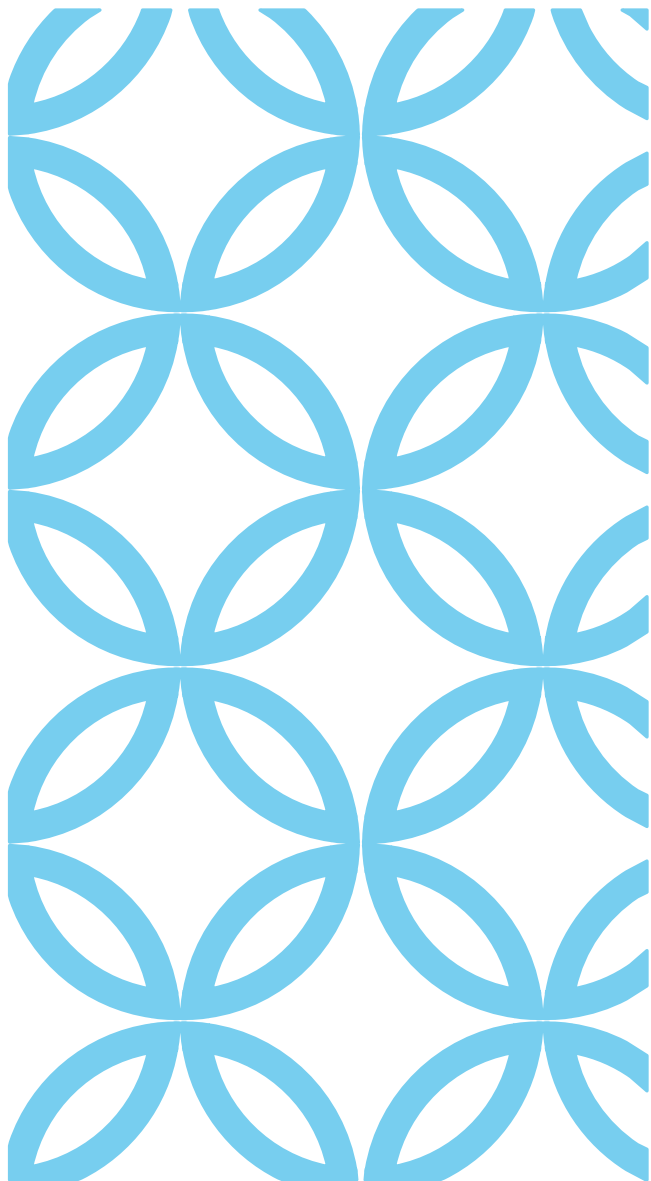
# MENTIMETER

Go to [www.menti.com](https://www.menti.com)

Use code: 53 83 1

Add up to 6 words or phrases drawn from your table discussion that embody Level 7 writing.

Let's look at this in a word cloud...



## LET'S TAKE A LOOK AT SOME LEVEL 7 EXTRACTS

**NB. WE DON'T ALWAYS ASSESS AGAINST ALL FIVE DOMAINS.**

**ARE YOU ABLE TO IDENTIFY SOME LEVEL 7 FEATURES IN THESE EXTRACTS?**

**WHAT FEEDBACK MIGHT YOU PROVIDE ON THIS WRITING EITHER TO IDENTIFY GOOD PRACTICE OR THINGS TO THINK ABOUT IMPROVING OR EXTENDING?**

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## Level 7 Assessment Criteria

	<b>Exceptional 80%+</b>	<b>Excellent 70-79%</b>	<b>Good 60-69%</b>	<b>Pass 50-59%</b>	<b>Fail 49% and below</b>
<b>Knowledge and understanding of literature</b>	<p>Outstanding engagement with the assignment aims and learning outcomes and demonstrating considerable originality in approaching educational debates.</p> <p>Authoritative, original interpretation of and engagement with an extensive range of relevant literature. Skilful application of key concepts.</p> <p>Work shows systematic, comprehensive understanding of the relationship between theory and practice.</p>	<p>Excellent engagement with the assignment aims and learning outcomes.</p> <p>An authoritative grasp of a wide range of literature and sophisticated conceptual understanding gained through an in-depth examination of appropriate resources.</p> <p>Original interpretation of a wide range of relevant literature.</p> <p>Demonstrated engagement with and application of key concepts.</p> <p>Clear evidence of observations and research undertaken in the classroom, applied to practice and used to substantiate arguments.</p>	<p>A clear, systematic engagement with the assignment aims and learning outcomes.</p> <p>A good understanding of relevant literature and key concepts. Presents a thorough review of relevant literature and is consistently critical in the analysis of a range of sources.</p> <p>With a good grasp of key <u>concepts</u> the action research is carefully targeted to address the identified issue.</p>	<p>An acceptable engagement with the assignment aims and learning outcomes.</p> <p>A sound understanding of relevant literature and key concepts. Background reading is evident and key concepts are adequately explored in the literature review.</p> <p>The action research is informed by background reading and interventions are planned to test improvements to practice</p>	<p>A limited engagement with the assignment aims and learning outcomes. Weak grasp of key concepts and limited use of literature. Material cited is either irrelevant or insufficiently current.</p> <p>Work shows little understanding of the relationship between theory and practice.</p> <p>The action research undertaken is flawed and/or insufficiently focused to address the identified issue.</p>

	<b>Exceptional 80%+</b>	<b>Excellent 70-79%</b>	<b>Good 60-69%</b>	<b>Pass 50-59%</b>	<b>Fail 49% and below</b>
<b>Analysis and application</b>	<p>Insightful and innovative contribution to developments within a professional context.</p> <p>Demonstrates critical analysis and synthesis of complex ideas.</p> <p>An original analysis of key approaches and theories which shows creativity in the application of knowledge and learning.</p> <p>Exceptional fluency and confidence in the use of the literature and current thinking. Attempts to generate own models for theory in the light of the arguments presented and/or in the light of broader educational debates.</p> <p>Consideration of ethical issues demonstrated.</p>	<p>Integrated and innovative application of learning to a professional context. A high level of criticality.</p> <p>Demonstrates rigorous analysis of key approaches and theories, shows creativity in the application of knowledge and learning.</p> <p>Arguments are contextualised within current research and literature. Presents counterarguments, identifies key issues / problems and justifies conclusions.</p> <p>Consideration of ethical issues demonstrated.</p>	<p>Thorough consideration of relationship between theory and practice.</p> <p>Good level of analysis and criticality.</p> <p>Evidence of critical evaluation of practice by the application of theory.</p> <p>Shows some creativity in the application of learning and knowledge.</p> <p>Arguments are contextualised within recent research and literature.</p> <p>Consideration of ethical issues demonstrated.</p>	<p>Discussion of the implications of theory for practice.</p> <p>Deals with ideas/issues with satisfactory creativity.</p> <p>Demonstrates understanding of the key approaches and theories, shows creativity in the application of knowledge and learning.</p> <p>Some analysis and criticality evident</p> <p>Some attempt is made to apply theory to practice.</p> <p>Consideration of ethical issues demonstrated.</p>	<p>Evidence of awareness of relevant critical issues is insufficient. Limited ability to link theory and practice.</p> <p>Shows little understanding of creativity in the application of knowledge. Limited awareness of how to deal with ideas/issues creatively.</p> <p>A tendency to description rather than analysis.</p> <p>Inadequate consideration of ethical issues.</p>

	<b>Exceptional 80%+</b>	<b>Excellent 70-79%</b>	<b>Good 60-69%</b>	<b>Pass 50-59%</b>	<b>Fail 49% and below</b>
<b>Communication</b>	<p>Scholarly writing that could provide the basis for wider dissemination. Strong rationale, extremely well planned and sharply focused. Coherent and original argument rigorously pursued.</p> <p>Assured and highly articulate writing that observes all academic conventions in style and content.</p> <p>All literature is correctly and consistently referenced within the text and bibliography/reference section</p>	<p>Impressive writing style that shows clarity and precision in presenting arguments.</p> <p>Clear, well structured, fluent and engaging writing that observes all academic conventions in style, content and Standard English.</p> <p>Cogent argument consistently applied.</p> <p>All literature is correctly and consistently referenced within the text and reference section.</p>	<p>Clear writing style and organisation. Coherent structure and clear expression. Good rationale, clear focus, consistent, carefully structured argument. Work correctly presented in standard English</p> <p>The work observes all academic conventions in style, content and Standard English.</p> <p>All literature is consistently referenced within the text and bibliography/reference section.</p>	<p>Clear writing style and organisation. Work correctly presented in standard English</p> <p>There is some attempt to present a clear argument.</p> <p>The work observes academic conventions, in style, content, and standard English.</p> <p>All literature is consistently referenced within the text and bibliography/reference section.</p>	<p>Lack of coherence and clarity in presentation and/or structure.</p> <p>Poor focus with limited rationale and issues ill defined.</p> <p>Limited evidence of relevant background reading.</p> <p>The work does not observe academic conventions in style, content or standard English.</p> <p>Many referencing errors in the text, in the list of references, or both.</p>

# THE RESEARCH QUESTION

Start by encouraging your student to think about something that has interested or puzzled them from their own experiences or reading.



This may include something they think could be done better or something they want to understand more fully.

This may be tricky for trainee teachers as they have limited experience to draw upon.

Could they consult their research partners ie. their pupils?

How might this work and what pitfalls should they avoid?

# THINGS TO THINK ABOUT

1. The timescale and word-count will have a significance on the breadth and depth. What is realistic within the context of the investigation?
2. What elements of practice and interest can they combine?
3. To find a focus for research one needs to combine a personal interest with existing research in the field. How does existing research help narrow their focus further?
4. What are their biases and preconceptions? What will they need to be aware of as they undertake the research?
5. Does the student's question clearly identify the elements of their research and indicate to the reader the main aim and focus of the investigation?
6. Does the question provide a narrow focus for the collection of data but broad potential scope for analysis?

# STARTING POINTS...



Why do some children find learning to tell the time difficult?



How can I get pupils to ask more questions?



What makes outdoor learning so appealing to some children?



How does pupils' physical development affect their learning?



What do children actually learn through role play?



Do mixed attainment groups work for all learners?



Why is reading aloud to children seen as important?

# What do children read outside of school?

What are children's/ teachers' perceptions of...?

How do...?

In what ways...?

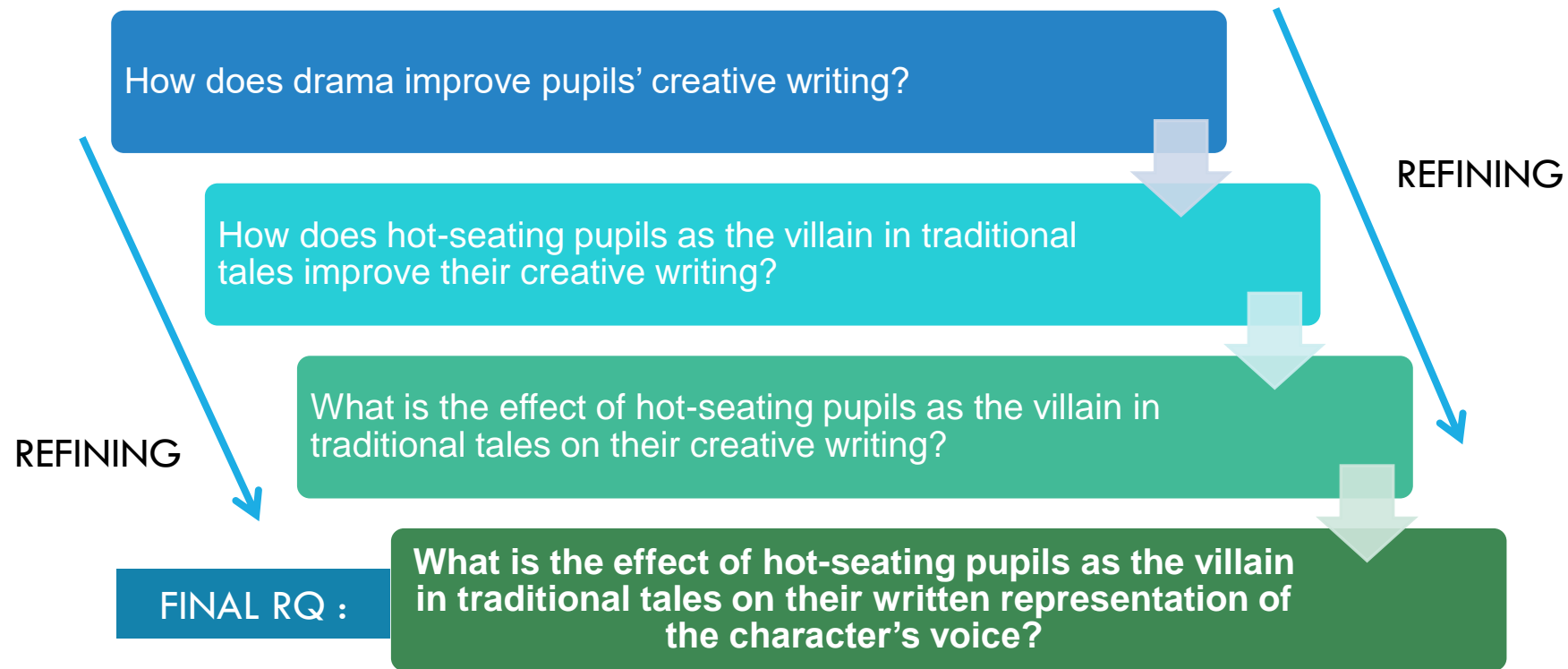
What is the effect of...?

To what extent does...?

What are children's responses to...?



# EXAMPLE - REFINING THE RESEARCH QUESTION







INARIK VIA GETTY IMAGES

**READ, READ, READ...  
THEN READ SOME MORE**

AUTHOR: JILL TRINDER

# THINGS TO CONSIDER WHEN READING ANYTHING

- What does the author intend to do in the writing?
- What is the problem that the author is trying to resolve?
- What concepts are being used to develop a solution to the problem?
- What evidence does the author bring to bear on the issue?
- Does the author argue the point well? How does this work fit with your views of your own education?
- How does this work fit in with your views of what you have observed in classrooms so far?
- How does this work fit in with other work that you may have read about the subject so far?
- Have your views altered after reading this work?

Adapted from Elaine Wilson's chapter 'Becoming a Reflexive Teacher'  
in *School-based Research: A guide for education students* (2009) London: Sage

Cottrell, S (2008) *The Study Skills Handbook (3<sup>rd</sup> ed.)* New York: Palgrave MacMillan (p.286)

<b>Descriptive writing</b>	<b>Critical analytical writing</b>
<b>States what happened</b>	Identifies the significance
<b>States what something is like</b>	Evaluations strengths and weaknesses
<b>Gives the story so far</b>	Weighs one piece of information against another
<b>States the order in which things happened</b>	Makes reasoned judgements
<b>Says how to do something</b>	Argues a case according to the evidence
<b>Explains what a theory says</b>	Shows why something is relevant or suitable
<b>Explains how something works</b>	Indicates why something will work (best)
<b>Notes the methods used</b>	Identifies whether something is appropriate or suitable
<b>Says when something occurred</b>	Identifies why the timing is of importance
<b>States the different components</b>	Weighs up the importance of component parts
<b>States opinions</b>	Gives reasons for selecting each option
<b>Lists details</b>	Evaluates the relative significance of details
<b>Lists in any order</b>	Structures information in order of importance
<b>States links between items</b>	Shows the relevance of links between pieces of information
<b>Gives information</b>	Draws conclusions

## PAST PROJECT TITLES:

To what extent does objective led planning encourage and extend children's learning in reception?

To what extent does mastery teaching impact on the progress of a higher ability year 7 mathematics class?

Do Daily Phonic Interventions lead to Accelerated Progress for Lower Attainers?

To what extent do rewards help to encourage reading?

Are Children More Responsive to Self-Assessed Feedback Than Teacher Given Feedback?

Do Cooperative Learning Structures Reduce Mathematics Anxiety?

To what extent does rotating roles in practical lessons affect the feeling of involvement for students in group work?

Challenging learners through a stratified seating plan.

Can 'excellent examples' of peers' written work guide more able students to improve their own writing?

An investigation into the effects of rewards and sanctions on student achievement and attitude to learning in a year 8 English class.

To what extent can behaviour specific praise be used to promote a growth mindset in lower achieving students?

How can visual scaffolding devices be used more effectively to support lower attaining literacy pupils with their vocabulary learning?

The effect of differentiated grouping on low level disruption.

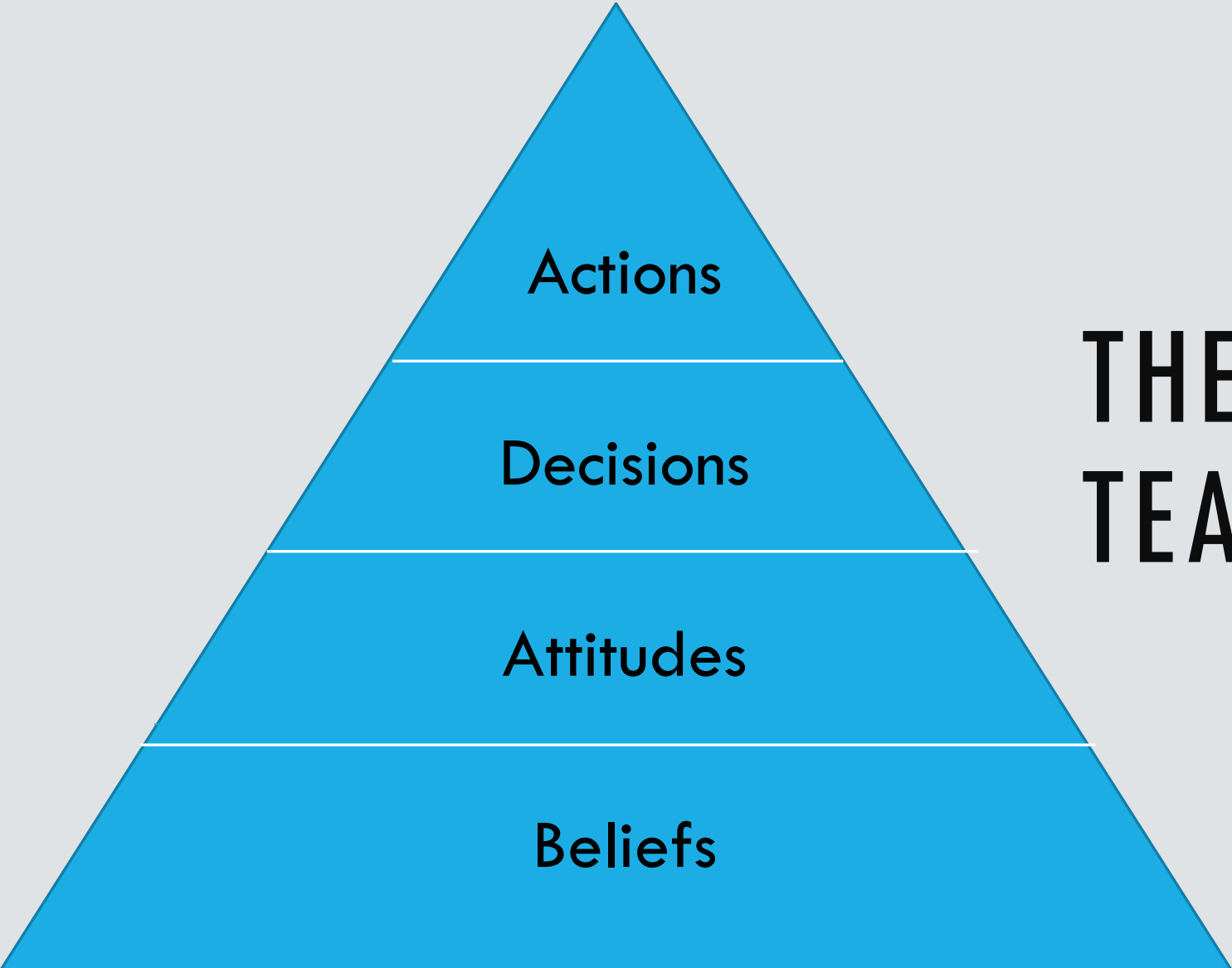
To what extent does descriptive feedback have a positive effect on pupil progress?

# UNDERSTAND THE LIMITATIONS OF YOUR ENDEAVOURS

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# THE REFLEXIVE TEACHER

# THE PROJECT STRUCTURE

## Introduction

This chapter identifies the rationale and aims for the project. These may be professional and personal. There may be secondary questions identified.

## Literature Review

Demonstrates awareness and understanding of current issues in the chosen area of investigation and ability to develop an argument.

The chapter considers whether viewpoints from different sources agree or differ and what research has taken place previously.

The writer demonstrates an awareness of which articles and/or findings are especially significant.

They aim to examine strengths and weaknesses of what has gone before.

# THE PROJECT STRUCTURE CONTINUED

## Methodology

Should provide sufficient detail for someone else to replicate the work, detailing:

The research approach taken along with the reasons why;

Who or what was researched, the numbers involved, how and why they were selected;

The ethical issues raised by the research and how these were addressed;

The research methods chosen along with a justification for the choices;

Timescale and any changes from the planned methodology.



# THE PROJECT STRUCTURE CONTINUED

## Analysis and Discussion

This chapter presents the results of the research and analyses and discusses the findings in relation to the original research question/aims outlined in the Introduction.

It should also consider the research findings in relation to the literature.

It should not attempt to **MAKE** the data fit the research question.

It may include extracts from spoken words or observational notes, tables or graphs.

There should not be large amounts of raw data in the chapter.

# THE PROJECT STRUCTURE CONTINUED

## Conclusion

Summarises the project's findings

Identifies what the research data have enabled the student to learn about the aspect of teaching and learning under consideration

Avoids making sweeping generalisations and acknowledges that the action research is small-scale

Considers how the new understanding will aid the student's professional development

Identifies next steps where appropriate

# ALL RESEARCH MUST BE ETHICAL

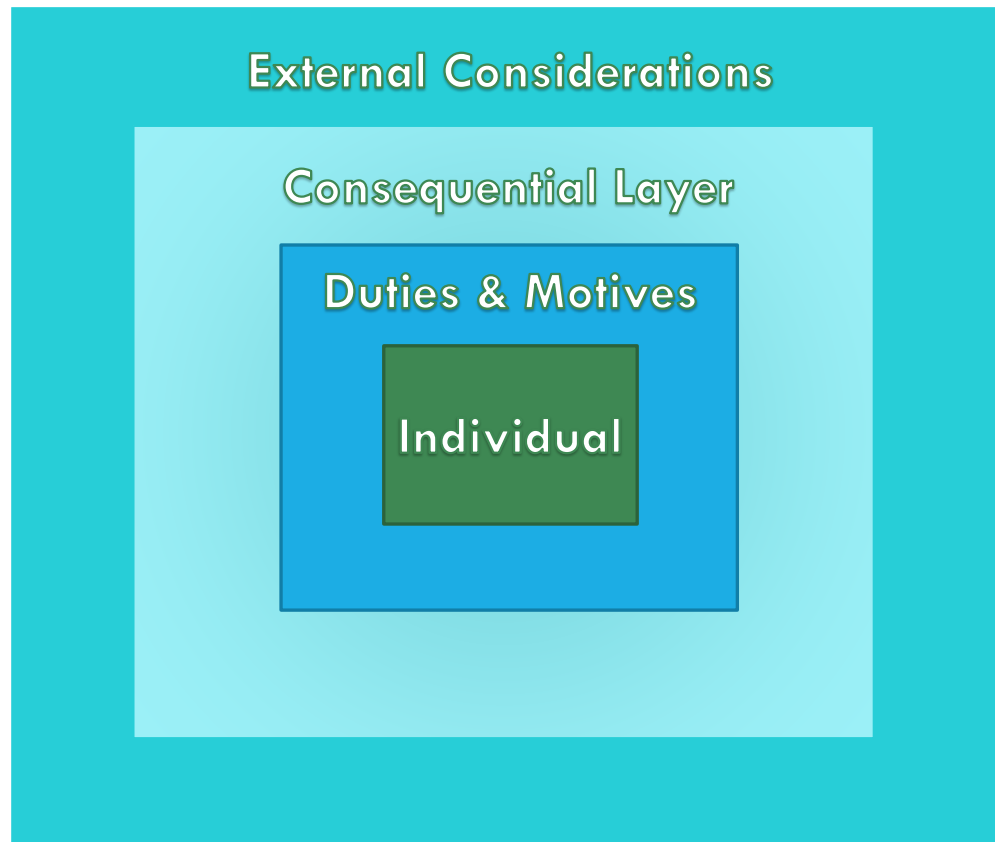


- Honesty
- Integrity
- Within the Law

**Integrity of Research:**  
*Is there enough data to draw conclusions, evidence accurately and remain open about your assumptions?*



# SEEDHOUSE'S (1998) ETHICAL GRID



## External Considerations:

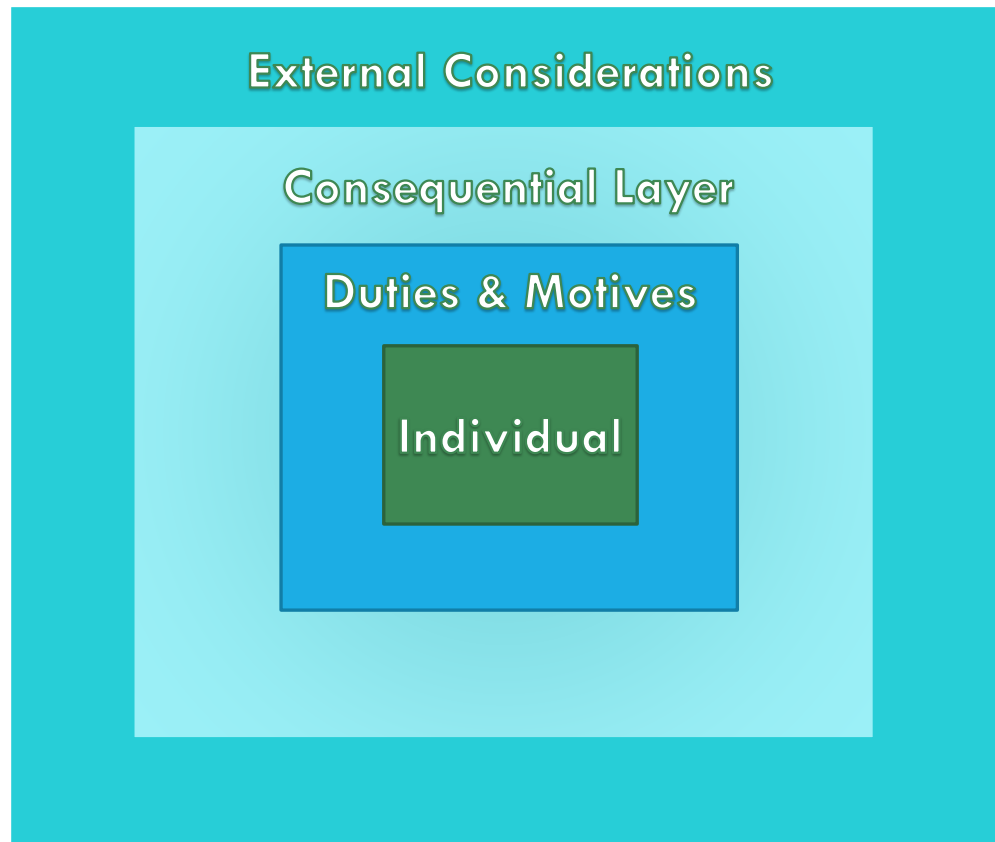
*What is the relationship between the group I am working with? How does this affect the participants?*

*Do I need written permissions?*

*Have I made efficient use of the resources available to me - including people's time?*

*Have I got enough evidence to back up my conclusions and recommendations?*

# SEEDHOUSE'S (1998) ETHICAL GRID



## **Consequential considerations:**

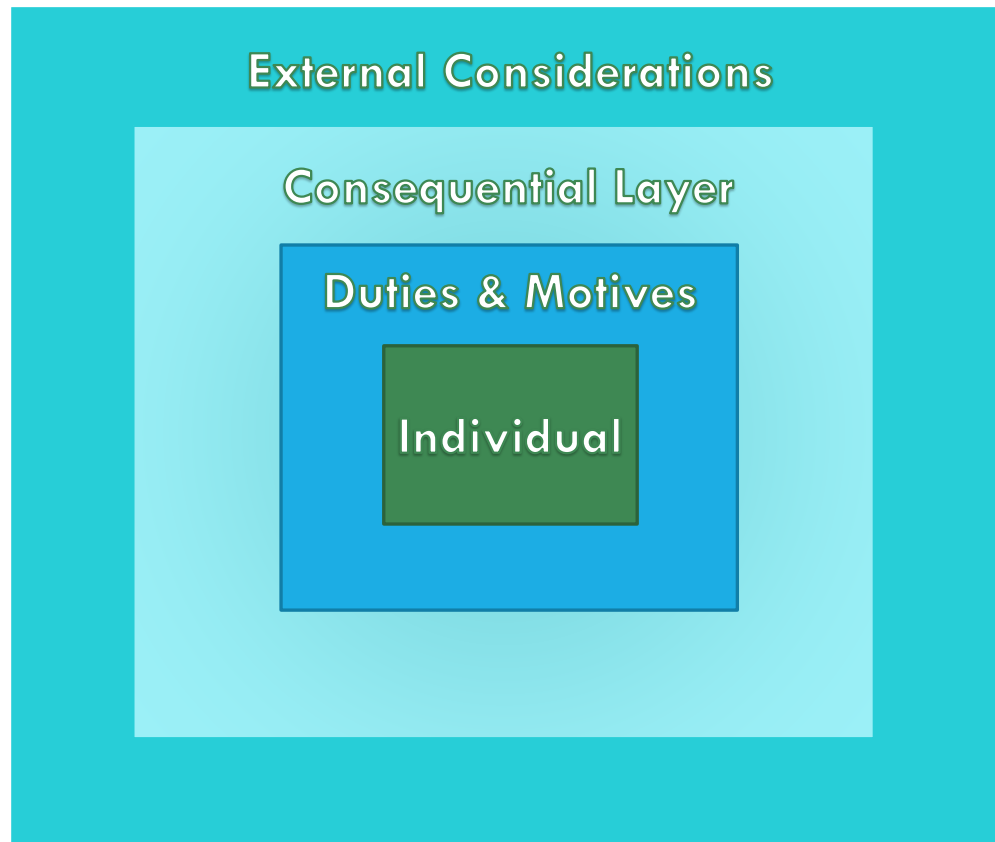
*Does everyone involved know what I am doing and why?*

*Are they aware that they can withdraw if they wish?*

*How will I ensure confidentiality?*

*Is this a worthwhile area to research? Am I contributing to the greater good?*

# SEEDHOUSE'S (1998) ETHICAL GRID



**Deontological considerations**  
(duties and motives):

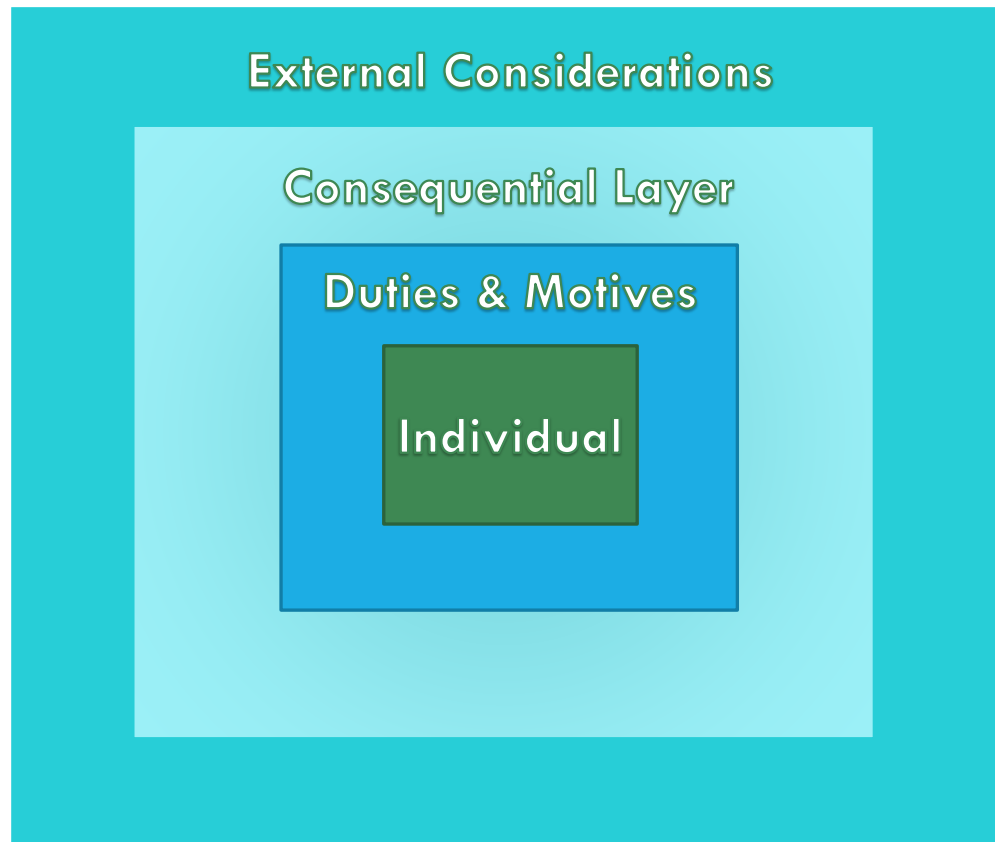
*Have I been honest with everyone who might be affected by this research?*

*Have I treated all participants fairly?*

*How will I report unpopular findings?*

*Is there another way I could carry out this research that would bring greater benefits to those involved?*

# SEEDHOUSE'S (1998) ETHICAL GRID



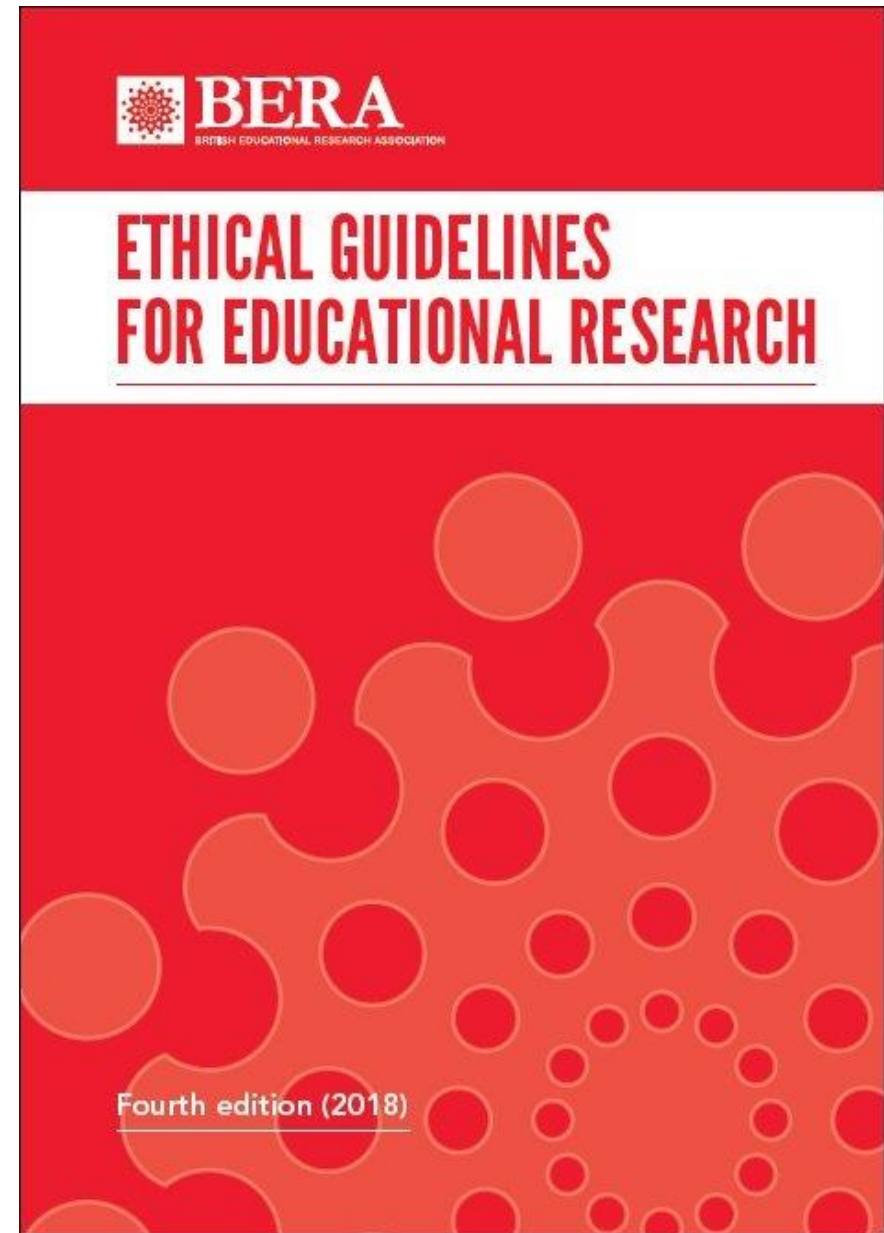
## **Individual/Relational considerations:**

*Am I making unreasonable demands on anyone?*

*What steps will I take in my methodology to ensure the validity and reliability of my findings?*

*How will I demonstrate my respect for all participants?*

BERA (2018) ETHICAL  
GUIDELINES FOR  
EDUCATIONAL RESEARCH



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# AVOIDING PLAGIARISM

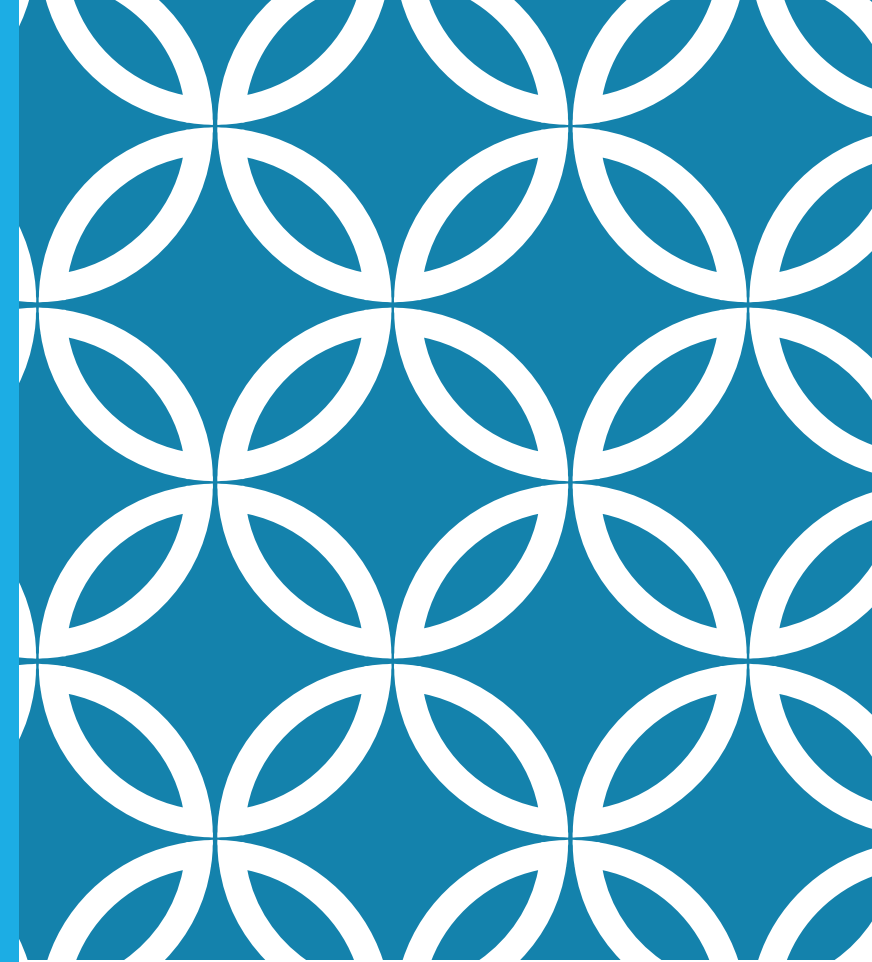
Useful links:

<https://www.gre.ac.uk/articles/ils/credibility-and-avoiding-plagiarism>

<https://www.plagiarism.org>

# ENCOURAGE YOUR STUDENTS TO:

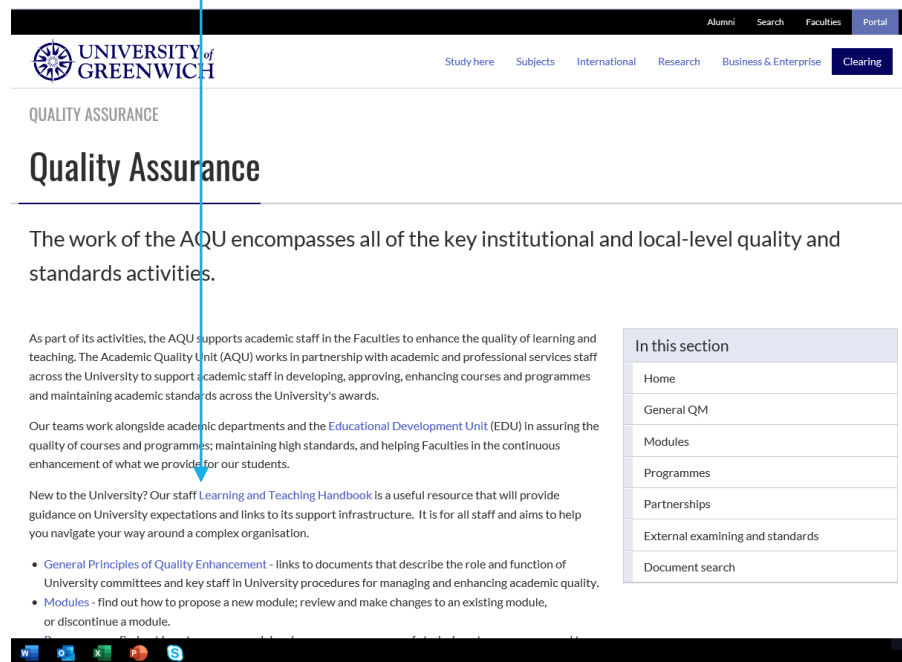
- Prepare for each tutorial (have an agenda)
- ‘Drive’ each tutorial – ask questions, make suggestions and propose solutions
- Make sure you are provided with any key information in advance e.g. chapter outlines
- Make notes of agreed actions and timescales
- Complete their actions within the agreed timescale



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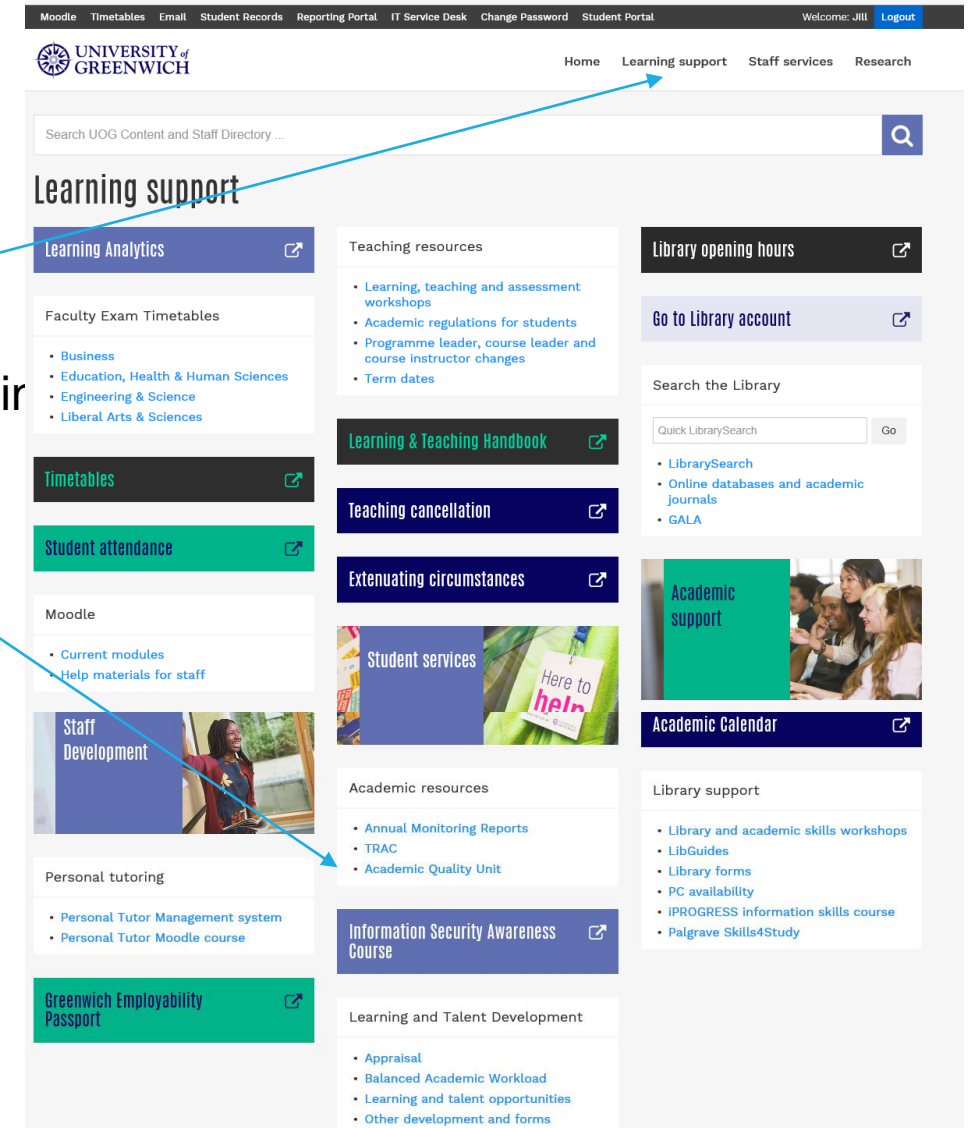
# RULES AND REGULATIONS

1. Log in to the staff portal
2. Click on the Learning & Support section
3. Select Academic Quality Unit (middle column) and log in
4. Open Learning and Teaching Handbook



The screenshot shows the 'Quality Assurance' page on the University of Greenwich website. The header includes the university logo and navigation links like 'Study here', 'Subjects', 'International', 'Research', 'Business & Enterprise', and 'Clearing'. The main content area is titled 'Quality Assurance' and contains a paragraph: 'The work of the AQU encompasses all of the key institutional and local-level quality and standards activities.' Below this, there is a section 'As part of its activities, the AQU supports academic staff...' and another section 'Our teams work alongside academic departments...'. A table titled 'In this section' lists various links: Home, General QM, Modules, Programmes, Partnerships, External examining and standards, and Document search. A blue arrow points from the 'Learning & Support' section in the adjacent screenshot to the 'Quality Assurance' page.

In this section
<a href="#">Home</a>
<a href="#">General QM</a>
<a href="#">Modules</a>
<a href="#">Programmes</a>
<a href="#">Partnerships</a>
<a href="#">External examining and standards</a>
<a href="#">Document search</a>



The screenshot shows the 'Learning support' page on the University of Greenwich website. The header includes the university logo and navigation links like 'Home', 'Learning support', 'Staff services', and 'Research'. A search bar is present at the top. The main content area is titled 'Learning support' and contains several sections: 'Learning Analytics', 'Faculty Exam Timetables' (with links for Business, Education, Health & Human Sciences, Engineering & Science, and Liberal Arts & Sciences), 'Timetables', 'Student attendance', 'Moodle' (with links for Current modules and Help materials for staff), 'Staff Development', 'Personal tutoring' (with links for Personal Tutor Management system and Personal Tutor Moodle course), and 'Greenwich Employability Passport'. On the right side, there are sections for 'Teaching resources' (with links for Learning, teaching and assessment workshops, Academic regulations for students, Programme leader, course leader and course instructor changes, and Term dates), 'Learning & Teaching Handbook', 'Teaching cancellation', 'Extenuating circumstances', 'Academic resources' (with links for Annual Monitoring Reports, TRAC, and Academic Quality Unit), 'Information Security Awareness Course', and 'Learning and Talent Development' (with links for Appraisal, Balanced Academic Workload, Learning and talent opportunities, and Other development and forms). At the bottom right, there are sections for 'Library opening hours', 'Go to Library account', 'Search the Library' (with a search bar and 'Go' button), 'Academic support', 'Academic Calendar', and 'Library support' (with links for Library and academic skills workshops, LibGuides, Library forms, PC availability, iPROGRESS information skills course, and Palgrave Skills4Study).

Available on the UoG portal:

<https://docs.gre.ac.uk/rep/sas/academic-regs#>

- The Role of the External Examiner
- Applying for Extenuating Circumstances
- Appeals Process

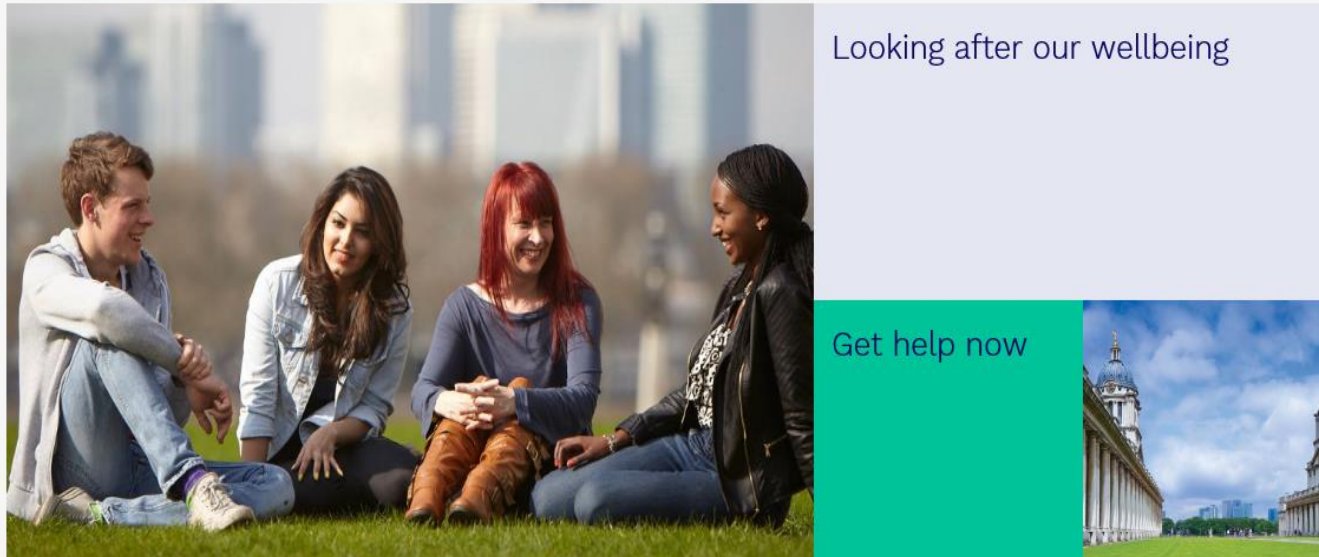


## **Academic Regulations For Taught Awards**

With effect from the 2019-2020 academic year

# Wellbeing hub

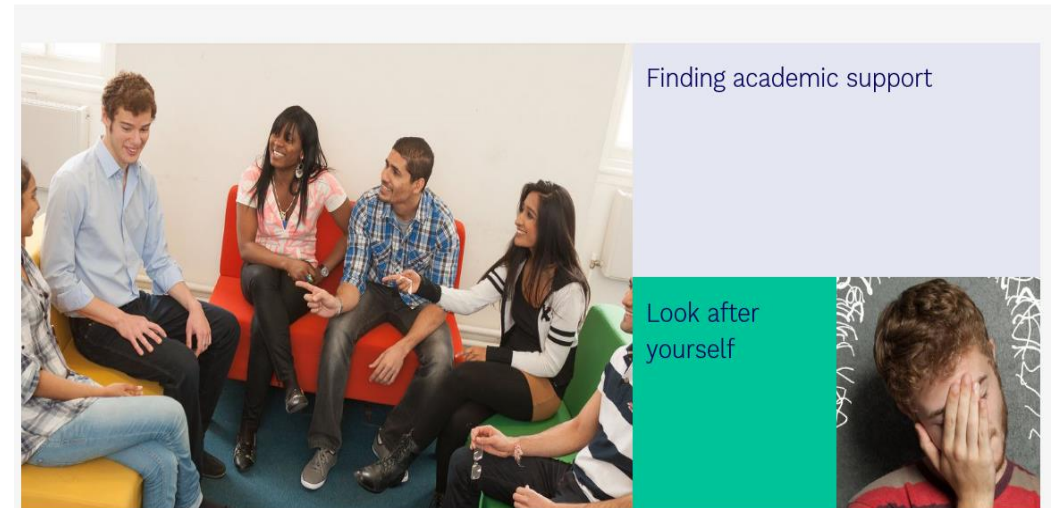
## Wellbeing



- # STUDENT SERVICES:
- WELLBEING
  - ACADEMIC SKILLS SUPPORT



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The University subscribes to the [Skills4Study](#) service which provides a wide range of resources and exercises to support you in your studies.

To book an appointment with an academic support tutor or librarian please use our [online booking service](#).

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**CHANGE  
STARTS  
HERE**

**That's it for today**

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# TWO RESEARCH TRADITIONS

## 1. Positivist

Truth is 'out there'

World is logical and obeys rational laws

Human interactions are part of scientific law

Hypothesise to prove [true or] false

Experiments with large sample sizes and a wide view

Objective results that are not affected by researcher

Generalise from findings



# TWO RESEARCH TRADITIONS

## 2. Interpretivist

Social world is created by shared cultural understandings of situations

Negotiated meanings

Human interaction is complex and diverse

Multiple understandings

Smaller samples that provide the 'close up'

Results that cannot be generalised

