

Research 2 Assignment Guide

The skills you develop in the three Research courses greatly contribute to you acquiring and demonstrating your **professional conduct and attitude**: namely, the ability to **use your research capabilities to improve MFL-education**. It is essential that professional teachers can correctly interpret and use data, conduct methodologically sound research, and **actively do their part in advancing the practices of their field**.

What is specific to *Research 2*?

The renewed course is aimed at facilitating the **development of research skills** in a systematic manner. Similar to the Research 1 course you have completed, Research 2 is no longer narrow in scope as you are able to spread your wings somewhat. Focusing on an educational issue / topic of choice (this could be a continuation or development of your first research project), you will further develop your ability to **formulate research questions, write a literature review and learn how to collect as well as interpret your own data**.

The course goal and form of assessment:

Welcome to the new and improved Research 1 and 2 course. Over the past couple of years, everything we do has become more digitalized. At the HU we try to adapt and improve our courses to suit the needs of our future teachers in such a way that you can develop your necessary teaching competencies, as well as improve your digital literacy skills. But how does this translate into research, and can it?

Research can **be presented in several ways**, for the first course you will be presenting your literature findings and data interpretation in the form of a video blog (**vlog**). As a product for the second research course, you will be creating a **research documentary** of the process and findings, which will eventually form your final presentation. Whilst developing your **research competency**, the use of this innovative presentation approach will enable you to focus on the development of both your academic writing and speaking skills, all while your digital literacy competency gets a kick-start.

The goal is to introduce you to and further develop your **research skills to encourage curiosity**, and to provide you with the **tools** to develop an implementable product at the end of your four-year journey as an educational student researcher. The course is therefore the first step taken to **develop your investigative abilities** for future educational innovation and improvement. Research 1 will introduce you to the first of several steps which will eventually lead you to the design of an educational product for your future internship school.

The elements you will be introduced to during your second research course:

- Orientation (Finding a topic of interest - a current educational issue).
- Formulating a research question to guide your investigation.
- Conducting and writing a literature review.
- Collecting and interpreting your own data.
- Presenting your findings (Report & Reflect).

- Making recommendations for future research.
- Making recommendations for possible products (solutions).

Assignment (Documentary) requirements:

Students create a documentary at a minimum of 10 and a maximum of 15 minutes.

Other recording options:

Any platform can be used to record the presentation of your product, as long as this can be added to a document via a link which can subsequently be uploaded to OnStage for assessment.

- A PowerPoint presentation using voice over recordings (with video).
- A Genially presentation using voice over recordings (with video).
- A Prezi using voice over recordings (with video).

The Documentary should include:

An Introduction (Orientation)

Briefly discuss how and why the assignment was obtained, provide some background information of the school and transition into your main research question.

- **Assignment** - An introduction to the topic of choice / issue being investigated.
- **School Context** - How or where this topic originated (through conducting desk search, due to observations or discussions at the internship school, discussions in class, past experiences).
- How this relates to the internship school (if you have one, but this is not a requirement) or how it is related to the educational environment in general.
- **Research Question** - A research question which guides the investigation into your topic of choice / issue. Appropriate sub-questions which breaks your main question into manageable chunks (literature based).

Literature review:

- A literature review based on research question and sub-questions. The literature review does not have to be handed in as a written product but will be used and referenced in your recording.
- Sections of the review which refer to theory should be visible within your video blog or voice over presentation.

Data Collection and Analysis:

- **Introduction** - Provide a brief introduction to this section. Describe the methods used and make sure you include the ethical implications here. You must refer to reliability and validity in this section too.
- **Methods** – Explain how your research was conducted. How did you collect your data? Why did you decide to do it this way? Support with theory.

- **Results and Conclusions** - 2. Interpret your results (show tables / graphs / images). Remember, this is not where you draw main conclusions, you are just telling the viewers what your data shows. Finally, draw conclusions related to the data findings.

Conclusion of the Research & Future Research Suggestions:

- Draw conclusions of your research as a whole. This section allows you to combine the findings from your literature review with the data based findings in order to draw a final conclusion.
- Make suggestions for future research based on what you have discovered.

Reflection:

Reflect on the research process.

- What did you learn?
- Did you achieve the main learning outcomes?
- What would / could you do differently next time?

Examples of Past Research 1 & 2 Topics:

- Students using the **target language** in the classroom.
 - Improving a specific skill that requires attention (pronunciation, writing etc.).
 - **Differentiating** by skill level, topic or learning style.
 - Incorporating **authentic and/or up-to-date materials** in a language classroom to **promote engagement**.
 - Designing a **reading programme** that considers **student interests**.
 - Increasing the amount of productive language exercises.
 - **Teaching grammar** in a **meaningful** and relevant way.
 - **Bridging performance gaps** in a mixed-level class (e.g., TTO or MBO)
- Giving **feedback** on **speaking tasks**.
 - Helping students with vocabulary and **avoiding rote learning**.
- **ICT tools** to **develop language skills**.
- **ICT tools** to promote **student engagement**.