UNIVERSITY OF JOHANNESBURG

FACULTY OF EDUCATION

MAY / JUNE

EXAMINATION 2016

PROGRAMME:	BEd Honours
MODULE:	Research Theory and Methods
CODE:	RTM0017
TIME:	2 Hours
MARKS:	100
EXAMINER:	Prof G Lautenbach
MODERATOR:	Prof D Van Der Westhuizen

(This paper consists of 4 pages)

INSTRUCTIONS:

1. Complete all questions.
2. This is an *open book examination*. Students may use any text books, learning guides, or written notes they have made and brought with them.
3. No use of Internet or mobile devices allowed.
4. Use the examination booklets provided.

QUESTION 1: Below, find an excerpt from a research proposal. Considering the excerpt, respond to the questions that follow:

The use of Information and communications technologies (ICTs) is essential to build capacity in education (Department of Education, 2004). This is also one of the strategic thrusts for the national development plan focusing on the development of 21st century skills in the information age. ICTs offer many new learning opportunities. A selection of Web 2.0 technologies are freely available to users including social software and applications which allow users to share, collaborate and interact with one another. However, not all schools in South Africa are able to offer ICT enriched teaching and learning opportunities. Primary schools in general are battling with ways in which to introduce innovations that excite learners. Barriers to entry include budget constraints, a shortage or lack of trained staff and technical support, and the lack of ability and creativity on the side of the educator. These are also some of the barriers exposed in the 2010 e-maturity survey conducted in Gauteng schools (Amory, 2010; Lautenbach, 2011). Although the school where I am currently employed ranked highly in the abovementioned e-maturity survey in 2010, and was identified as one of the most e-mature schools, educators and learners at the school still do not fully exploit the potential of available educational technologies. In response to this problem, this research is conceived in an attempt to challenge both educators and learners to engage with educational technologies and to transform their teaching and learning strategies. Although this intervention could have been implemented in any learning area I have chosen to use my own field of interest as a focus for this study. As a second language specialist I have conceived the learning activities for a section of the syllabus to include the conceptualization and production of multimedia videos in a second language using available technologies. In this process learners will be challenged to actively participate in the process of activating and transforming their own learning.

1.1 Provide a suitable title for the above qualitative research project. All aspects of a good title should be included. (3)

1.2 Formulate a good **qualitative research question** to address the topic in the excerpt above. (3)

1.3 What methods of sampling would be most appropriate for the proposed research? Justify the selection of the sampling methods that you propose. (4)

1.4 *How* would you collect data from the participants in this study? Name and briefly describe at least 2 methods. (4)

1.5 What research design would be most appropriate in being responsive to the issues raised in the excerpt? (4)

(18)

QUESTION 2: Below, find the titles of two proposed research studies. Consider each and respond to the question that follows:

a. *The effect that learning technology workshops has on older teachers in secondary schools in Gauteng.*

b. *How women principals of township schools experience school leadership challenges in their daily work.*

Indicate whether each of these studies (a and b individually please) are best suited to a **qualitative** or **quantitative** approach and provide reasons for each answer (4)

(4)

QUESTION 3:

3.1 A friend asks you to explain what qualitative research is. Provide a short answer that includes at least 6 characteristics of qualitative research. (6)

3.2 In some schools, there are certain qualities that have been ingrained into the culture and ethos of the school as a whole. In other words, there is an underlying culture that is unique to that school.
As a researcher, your aim is to determine what that underlying culture is. Describe how you would do this research in a qualitative study? Mention all phases of the qualitative process from selection of participant's right up to the process of data analysis. (8)

3.3 Write one (short) introductory paragraph to a qualitative research project on any relevant topic of your choice to demonstrate good, flowing academic writing. Your paragraph should introduce the broad context of the research and end with a simple and focused research problem. (10)

(24)

QUESTION 4: Consider the excerpt below taken from the "Ethics" section of a research proposal. Read the scenario and answer the questions that follow:

Child fosterage – the practice in which children leave their birth families to live with other members of their extended community – is a long established practice in South Africa. Traditionally the process involves a reciprocal relationship, with the child providing domestic help in return for care, financial support and other assistance. Increasingly, however, agents are using this traditional practice to recruit girl children and then to traffic them into domestic labour. In place of the promised care and assistance, these children are vulnerable to exploitation and abuse.

Researchers designed a questionnaire-based study to identify the challenges related to reproductive health among girls aged between 13-17 years who live outside of their family home and do domestic labour. They also want

to find out about their family background, how they were recruited, the type of work they are expected to do as labourers, their "relationship" with their "employees". Of course some questions are personal and probing.

Trained interviewers move house to house and inquire whether there are any children in this age group in foster care that do domestic chores. If the answer is positive they then use some deception to explain that they are doing a study on the health needs of fostered children and ask permission from the foster parent to interview the child. They then ask the child for signed informed consent. To minimize risks to the children they are then interviewed in private. Each interviewer will have a "safe" interview schedule to revert to in case the foster parent/employer should enter the room. The children are prepared for this possibility…

4.1	Have the researchers taken adequate precautions to ensure the safety of the participants? Explain briefly.	(4)
4.2	Identify at least four (4) risks that are present in this study that will be considered by the Research Ethics Committee. Explain why each of the identified risks could be considered as an ethical risk.	(8)
4.3	Is the deception that is used in this study justified? Explain briefly.	(4)
4.4	Explain what "informed consent" during research entails.	(4)
4.5	Explain how and why participants in research could be considered/become "vulnerable participants" with at least 4 examples of who can be seen as vulnerable.	(10)

(30)

QUESTION 5:

5.1 The References List below contains at least ten (10) errors. Rewrite the list using APA style. Remove unnecessary text. Underline text that should be in italics:

> Sarah Tshabalala. Taking narrative seriously. A chapter found in a book by Dobby, N. & Potter, Y.S. (Eds.) called Qualitative research in action. Published in Walnut Creek by Hobbit Press. pp. 273 – 296. 2003
>
> Benjamin, JS (1989) The culture of learning. In the journal "Educational Researcher", Volume18, first edition for the year 1989, pages 32 - 41.

(10)

5.2 Describe at least 5 (five) aspects that a researcher should consider when engaging in a qualitative interview. (10)

5.3 What challenges relating to ensuring confidentiality arise when focus group interviews are conducted? (4)

(24)

TOTAL [100]