



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: HRMC00Y : Research Methods
<u>SEMESTER</u>	: Second
<u>EXAM</u>	: December 2019

<u>DATE</u>	:	<u>SESSION</u>	
		Prof C Long Dr F Naude	
<u>ASSESSOR(S)</u>	:	Dr K Fonseca	
<u>MODERATOR</u>	:	Dr van Staden	
<u>DURATION</u>	:	3 HOURS	<u>MARKS</u> : 100

NUMBER OF PAGES: 5 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
2. Number your answers clearly.
3. Each question should take approximately 30 minutes.
4. Write Questions 1 & 2 in one booklet, and Questions 3, 4 & 5 in the second booklet.

SECTION 1: QUALITITATIVE RESEARCH METHODS QUESTIONS 1 & 2**QUESTION 1: The research process and design [25]**

- 1.1 In your own words describe the key difference/s between ordinary (lay) and scientific knowledge. (4)
- 1.2 Draw a flow chart in which you show the key components of the scientific research process. The diagram should indicate the flow of logic of these components using shapes with clear labels. (5)
- 1.3 Clarify the difference between research design and research methodology. (4)
- 1.4 Provide a brief explanation for each design type below and give a suitable example for each type. (8)
- 1.4.1 *Ethnography*
- 1.4.2 *Narrative research*
- 1.4.3 *Experimental research*
- 1.4.4 *Practitioner research*
- 1.5 Name two commonly used methods of data collection in qualitative research and explain the advantages of each. (4)

QUESTION 2 [25]

As a novice researcher, you are writing a proposal for your BEd Honours research project. Use the sections below to describe your study.

- 2.1 Choose a topic for your research in the broad field of childhood education and narrow it down to a researchable issue. (1)
- 2.2 Write a short discussion ($\frac{3}{4}$ page) of the research problem and motivation for your study, using literature to make your argument. Here include an explanation of the problem, the context and the gap in the research. (10)
- 2.3 Now set a research question/s. (2)
- 2.4 Write a short explanation ($\frac{3}{4}$ page) of your research design including a discussion of how you intend generating data and analyzing it. (8)
- 2.5 Briefly describe how you will aim for validity and reliability in the study. (4)

SECTION 2: QUANTITATIVE RESEARCH METHODS

Question 3: Rasch measurement theory

[10]

Georg Rasch conceptualized the Rasch model in the 1950s. The model is used by many researchers and in all large scale assessments to some degree. The term Rasch measurement theory is used to describe the entire theory and practice.

What properties of the Rasch model justify it being called a “measurement theory”?

How is measurement in the social sciences similar to or different from measurement in the natural sciences?

Write an argument justifying the use of the term measurement. Also qualify the use of the term in the social sciences.

Question 4: Large Scale Assessment

[20]

In **large scale assessments**, such as the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS), processes are put in place to ensure fairness, for example by selecting a representative sample, and ensuring validity and reliability of the test instruments. In spite of thorough and careful planning, there might still be issues of fairness and validity in the outcomes of large scale assessments.

Describe the procedures in place for identifying the population for the study, the sampling processes, and the test design. Discuss also the limitations inherent in large scale testing.

QUESTION 5: Survey Research

[20]

The **Assessment for Learning in International Contexts (ALIC) Study** project conducted a survey of teachers’ formative assessment practices, and the values they hold with regard to such practices. The researchers distributed questionnaires to teachers in five countries outside of the UK. There was a relatively low survey return rate. The study required practicing teachers to complete a questionnaire, with a central statement, for example, *I give feedback to the learners daily*, which they were required to endorse positively or negatively.

5.1 From the short paragraph above, and from your knowledge of the study, discuss firstly some limitations of the study, and then suggest some ways of improving the trustworthiness of the outcomes. (10)

5.2 Table 1 below shows the results of a survey of 160 Foundation Phase teachers' responses to survey questions. Discuss these results in terms of the degree of endorsement (agreement) and the values- practices gap. (10)

Table 1: Gaps between teachers' assessment values and practices

Item	Statement	Values Important/ Crucial (%)	Practices often/ mostly (%)	Values Practices gap (%)
A4	The feedback that my learners receive helps them improve.	100	93	7
A3	The main emphasis in my assessments is on whether my learners know, understand or can do prescribed elements of the curriculum.	97	50	47
A30	I regularly discuss with learners ways of improving learning how to learn.	83	83	0
A23	Learners' learning objectives are determined mainly by the prescribed curriculum.	80	90	-10
A29	Learners are given opportunities to assess one another's work.	63	70	-7
A6	Learners are given opportunities to decide their own learning objectives.	53	20	33

Total: 100 marks