



Online research methods resources: their impact on students' research capability and self-view

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Structure of this seminar

- An introduction to the resources
- Using the resources at UH and Mary Hare
- Evaluation of the resources – what did we learn about the efficacy of online resources in supporting student learning about research methods and their self-view as researchers?
- Discussion – what is your experience?

The resources

- Produced by School of Education in collaboration with UH Online
- Designed to support student learning at each stage of the research process
- [A preview!](#)

Using the resources at UH

- MSc Practice-based Research students on part-time, UH-based programme
- MA Education students taught off-site

Using the resources at Mary Hare

- MA/MSc Deaf Education Studies (partner) students, part-time and off-site
- Became available for their 'final hurdle', but could recommend all as part of preparing their first submission of whole draft
- Long-term planning includes student-led periodic workshops in future for collaboration and motivation
- New UH online resources have given us means of underpinning these student-led workshops; and a trial is underway for the year to come

An evaluation: learning about the resources

- Student voice via online questionnaire
- Overall rating for the format of the resources: satisfactory/good

They were very clear to follow and the next and previous buttons worked effectively so you could go back and check anything you hadn't quite grasped.

They gave a helpful overview and therefore supported me in learning about the stages of the research process.

An evaluation: learning about how students used the resources

They are useful but I was alerted to them too late in the course.

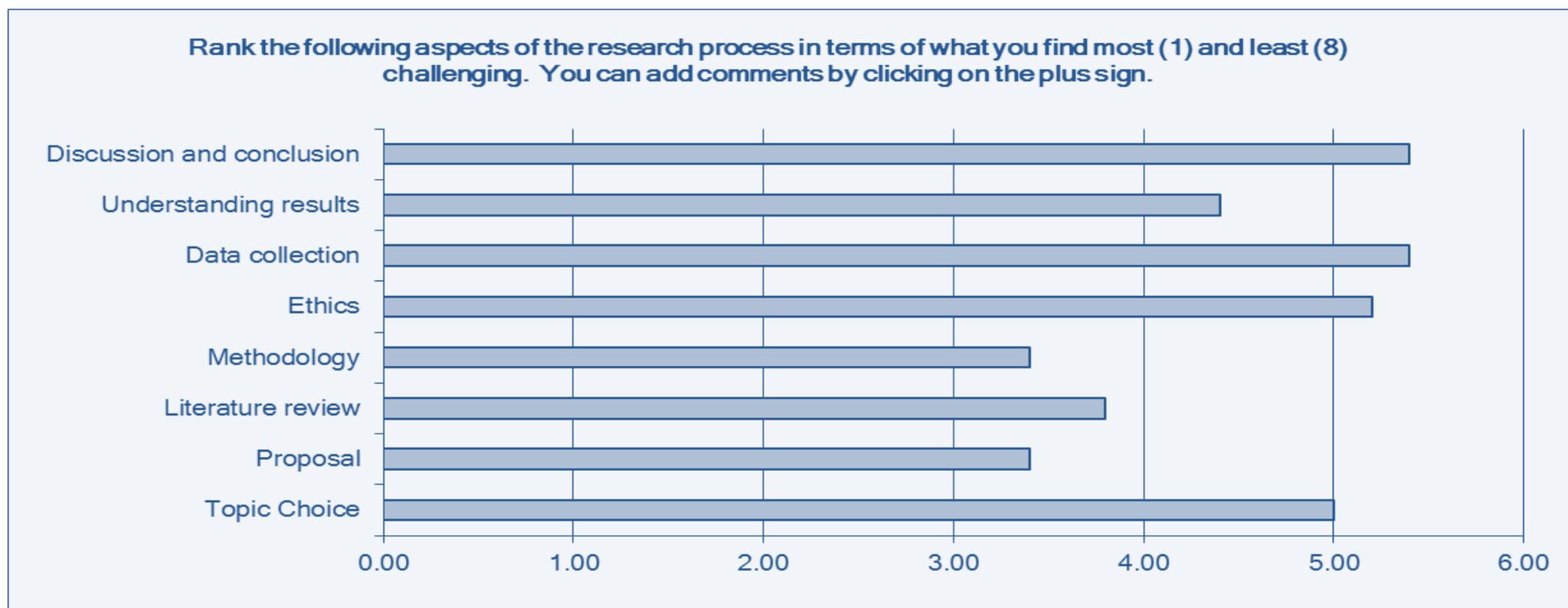
The writing one is one I will keep returning to when I am writing my final section.

I had difficulty accessing them – I was able to access the auditory clips but not the visuals.

I used them to support my understanding and to become clearer about things like research terminology.

An evaluation: learning about students' self-view as researchers

Areas students find most challenging:



An evaluation: learning about students' self-view as researchers

- All respondents identified themselves as practitioners, with research being a task they undertook rather than being part of their core professional identity
- The resources did not seem to support students in developing a more confident self-view in terms of undertaking research:
 - could be due to timing, levels of integration in the programme ...

Some thoughts

What conditions have to be in place to allow blended learning resources to fulfil their potential?

Is there an optimum time to introduce such resources?

Will students in practice-based disciplines always locate their identity as a practitioner rather than researcher and does this matter?



Over to you!

