



<b>MODULE NAME:</b>	<b>MODULE CODE:</b>
INTRODUCTION TO EDUCATION RESEARCH	INER7411

<b>ASSESSMENT TYPE:</b>	TAKE-HOME ASSESSMENT (PAPER ONLY)
<b>TOTAL MARK ALLOCATION:</b>	120 MARKS
<b>TOTAL TIME:</b>	This assessment should take you 2 Hours to complete, however you have 21 Hours (midnight to 9PM on the same day) to submit. This additional time has been allocated to allow for the download, completion and upload of your submission.

*By submitting this assessment, you acknowledge that you have read and understood all the rules as per the terms in the registration contract, in particular the assignment and assessment rules in The IIE Assessment Strategy and Policy (IIE009), the intellectual integrity and plagiarism rules in the Intellectual Integrity Policy (IIE023), as well as any rules and regulations published in the student portal.*

**INSTRUCTIONS:**

1. Please **adhere to all instructions**. These instructions are different from what is normally present, so take time to go through these carefully.
2. **Independent work is required**. Students are not allowed to work together on this assessment. Any contraventions of this will be handled as per disciplinary procedures in The IIE policy.
3. **No material may be copied from original sources, even if referenced correctly, unless it is a direct quote indicated with quotation marks.**
4. All work must be adequately and correctly referenced.
5. You should paraphrase (use your own words) the concepts that you are referencing, rather than quoting directly.
6. Marks will be awarded for the quality of your paraphrasing.
7. This is an open-book assessment.
8. Assessments must be typed unless otherwise specified.
9. **Ensure that you save a copy of your responses.**
  - 9.1 Complete your responses in a Word document.
  - 9.2 The document name must be your **name.student number.Module Code**.
  - 9.3 Once you have completed the assessment, upload your document under the **submission link** in the correct module in Learn.

## Referencing Rubric

Providing evidence based on valid and referenced academic sources is a fundamental educational principle and the cornerstone of high-quality academic work. Hence, The IIE considers it essential to develop the referencing skills of our students in our commitment to achieve high academic standards. Part of achieving these high standards is referencing in a way that is consistent, technically correct and congruent. This is not plagiarism, which is handled differently.

Poor quality formatting in your referencing will result in a penalty **of a maximum of ten percent being deducted from the percentage awarded**, according to the following guidelines. Please note, however, that **evidence of plagiarism in the form of copied or uncited work (not referenced), absent reference lists, or exceptionally poor referencing, may result in action being taken in accordance with The IIE's Intellectual Integrity Policy (0023).**

Markers are required to provide feedback to students by indicating **(circling/underlining) the information that best describes the student's work.**

**Minor technical referencing errors: 5% deduction from the overall percentage** – the student's work contains **five or more errors** listed in the minor error's column in the table below.

**Major technical referencing errors: 10% deduction from the overall percentage** – the student's work contains **five or more errors** listed in the major error's column in the table below.

**If both minor and major errors** are indicated, then 10% only (and not 5% or 15%) is deducted from the overall percentage. The examples provided below are not exhaustive but are provided to illustrate the error

<u>Required:</u> Technically correct referencing style	<u>Minor errors</u> in technical correctness of referencing style Deduct 5% from percentage awarded	<u>Major errors</u> in technical correctness of referencing style Deduct 10% from percentage awarded
<u>Consistency</u>  <ul style="list-style-type: none"> <li>The same referencing format has been used for all in-text references and in the bibliography/reference list.</li> </ul>	Minor inconsistencies. <ul style="list-style-type: none"> <li>The referencing style is generally consistent, but there are one or two changes in the format of in-text referencing and/or in the bibliography.</li> <li>For example, page numbers for direct quotes (in-text) have been provided for one source, but not in another instance. Two book chapters (bibliography) have been referenced in the bibliography in two different formats.</li> </ul>	Major inconsistencies. <ul style="list-style-type: none"> <li>Poor and inconsistent referencing style used in-text and/or in the bibliography/ reference list.</li> <li>Multiple formats for the same type of referencing have been used.</li> <li>For example, the format for direct quotes (in-text) and/or book chapters (bibliography/ reference list) is different across multiple instances.</li> </ul>
<u>Technical correctness</u>  <ul style="list-style-type: none"> <li>Referencing format is technically correct throughout the submission.</li> <li>Position of the reference: a reference is directly associated with every concept or idea.</li> <li>For example, quotation marks, page numbers, years, etc. are applied correctly, sources in the bibliography/reference list are correctly presented.</li> </ul>	Generally, technically correct with some minor errors. <ul style="list-style-type: none"> <li>The correct referencing format has been consistently used, but there are one or two errors.</li> <li>Concepts and ideas are typically referenced, but a reference is missing from one small section of the work.</li> <li>Position of the references: references are only given at the beginning or end of every paragraph.</li> <li>For example, the student has incorrectly presented direct quotes (in-text) and/or book chapters (bibliography/reference list).</li> </ul>	Technically incorrect. <ul style="list-style-type: none"> <li>The referencing format is incorrect.</li> <li>Concepts and ideas are typically referenced, but a reference is missing from small sections of the work.</li> <li>Position of the references: references are only given at the beginning or end of large sections of work.</li> <li>For example, incorrect author information is provided, no year of publication is provided, quotation marks and/or page numbers for direct quotes missing, page numbers are provided for paraphrased material, the incorrect punctuation is used (in-text); the bibliography/reference list is not in alphabetical order, the incorrect format for a book chapter/journal article is used, information is missing e.g. no place of publication had been provided (bibliography); repeated sources on the reference list.</li> </ul>
Congruence between in-text referencing and bibliography/ reference list  <ul style="list-style-type: none"> <li>All sources are accurately reflected and are all accurately included in the bibliography/ reference list.</li> </ul>	Generally, congruence between the in-text referencing and the bibliography/ reference list with one or two errors. <ul style="list-style-type: none"> <li>There is largely a match between the sources presented in-text and the bibliography.</li> <li>For example, a source appears in the text, but not in the bibliography/ reference list or vice versa.</li> </ul>	A lack of congruence between the in-text referencing and the bibliography. <ul style="list-style-type: none"> <li>No relationship/several incongruencies between the in-text referencing and the bibliography/reference list.</li> <li>For example, sources are included in-text, but not in the bibliography and vice versa, a link, rather than the actual reference is provided in the bibliography.</li> </ul>
In summary: the recording of references is accurate and complete.	In summary, at least 80% of the sources are correctly reflected and included in a reference list.	In summary, at least 60% of the sources are incorrectly reflected and/or not included in reference list.

**Overall Feedback** about the consistency, technical correctness and congruence between in-text referencing and bibliography:

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**This examination paper comprises of two sections: Sections A [60 Marks] and B [60 Marks].**

**Section A will examine your knowledge, understanding and the application thereof to a specific research design and proposed research study context. Section B will examine your knowledge and understanding of the themes and outcomes enclosed in the INER7411 module and its application to specific research scenarios.**

### **Section A: Education Research Design and Proposed Research Study Context**

#### **Question 1**

**(Marks: 60)**

This question and subsequent sub-questions are based on the scenario below, as well as your knowledge and understanding of various themes enclosed in the INER7411 module. Carefully peruse the scenario below, and then proceed to answer the questions that follow.

#### **Scenario:**

You have recently been appointed as a junior researcher at an Educational Research Consultant Agency in Johannesburg, Gauteng. Given your background in education and some experience in educational research, you have been stationed in the Unit for Educational Research. With the release of the 2021 grade 12 National Senior Certificate (NSC) results on 21 January 2022, some concerns rose by various stakeholders and educational institutions, as well as parents and matriculants alike, given the poor performance in particularly mathematics paper 1 and 2. The Department of Basic Education in response to this, reached out to your Agency to launch a study to understand some aspects of classroom practices with a specific focus on preparing matriculants for blind mathematics examinations during a “pandemic” school year.

The proposed study is set to be conducted at three public high schools with the top mathematics results in Gauteng. The study is explorative in nature and the research objective is to obtain insight and to further understand mathematical classroom practices in specifically grade 12 classrooms from a sample of teachers until data saturation is achieved. Grade 12 learners’ experiences during their final schooling year and specifically in the mathematics classroom is important in an attempt to understand and support matriculants to realise their potential and achieve to the best of their ability. This study however will focus only on the experiences of grade 12 mathematics teachers. The three high schools each have three mathematics classes of grade 12s annually, with a teacher allocated to each class.

**Answering Instruction:**

Please note that when answering questions below that requires you to make use of the elements enclosed in the scenario, coupled with your own words, NO in-text referencing is required.

However, wherever a question requires you to provide answers that refer to relevant literature, (i.e., the prescribed textbook or peer reviewed journal articles), you are required to include in-text references as part of your answer.

**Questions:**

<b>Q.1.1</b>	Formulate a <b>research title</b> that will be suitable for the proposed research study. The research title must be conducive of the elements enclosed in the scenario above and appropriate for its intended research design.	(4)
<b>Q.1.2</b>	What <b>research paradigm</b> would most probably be employed in a study of this nature? Identify a suitable paradigm and substantiate your choice by motivating its applicability in terms of the research design. Reference should be made to the proposed study.	(6)
<b>Q.1.3</b>	Name and discuss (motivate) the <b>research design approach</b> for this intended study (i.e., <b>qualitative</b> OR <b>quantitative</b> ).	(4)
<b>Q.1.4</b>	Comment on the <b>advantages</b> of the research design approach taken for this intended study with specific reference to the research strategy.	(4)
<b>Q.1.5</b>	Account for the <b>population</b> of this study. Reference should be made to the target and accessible population, respectively.	(6)
<b>Q.1.6</b>	Discuss the <b>nature of the sample</b> for the intended study.	(4)
<b>Q.1.7</b>	Name and discuss a suitable <b>sampling method</b> for the proposed study.	(4)
<b>Q.1.8</b>	Elaborate on the <b>Unit of Analysis</b> of this study.	(4)
<b>Q.1.9</b>	Select and explain the suitability of a <b>data collection method</b> for the intended study. Reference should be made to the proposed study.	(4)

<b>Q.1.10</b>	What is the <b>nature of the data</b> that will be collected for this study?	(4)
<b>Q.1.11</b>	Comment on the <b>timeline</b> that will structure the data collection for this study (i.e., <b>cross-sectional</b> OR <b>longitudinal</b> ).	(2)
<b>Q.1.12</b>	Demonstrate your understanding of the term <b>data saturation</b> during the data collection process, especially in a research design approach such as this study.	(2)
<b>Q.1.13</b>	Select and explain the suitability of a <b>data analysis method</b> that will (1) be well positioned for a research design approach such as in this case and (2) will complement the data collection method chosen in question Q.1.8.	(4)
<b>Q.1.14</b>	Explain the <b>generalisation</b> of the data and results for the proposed study.	(4)
<b>Q.1.15</b>	Comment on the <b>validity / reliability / trustworthiness</b> as applicable to a research design approach with reference to the analysis of the results, such in this case.	(4)

## Section B: Educational Research Theoretical Knowledge and Application

### Question 2

(Marks: 15)

This question is based on relevant theory, independent research, as well as your knowledge and understanding of various themes enclosed in the INER7411 module. Carefully peruse the scenario below, and then proceed to answer the questions that follow.

#### Scenario:

The Faculty of Education at The IIE implemented the IIE WIL006 Policy with a sub-section that specifically refers to the 80% class attendance of all education students. This policy is applicable to designated didactic modules of which students need to attend an average of 80% in order to gain access onto teaching experience in a given academic year. Researchers within the Faculty of Education are particularly interested in the experiences of students who attend 80% and more of their didactic classes in strengthening their confidence in subject knowledge for classroom delivery on their teaching experience. The researchers soon realised that in-depth interviews would not acquaint to the richness of the data they are interested in collecting for this study.

#### Question:

**Q.2.1** Discuss **survey designs** as a suitable data collection method which will include a larger sample size for the scenario above. (15)

To maximise your performance in this question, ensure that you include two resources (preferably from peer reviewed academic journals, i.e., peer reviewed journal articles), in addition to your prescribed textbook.

Your discussion must include:

- Nature of survey designs (3)
- Cross-sectional survey design strategy (3)
- Advantages of survey designs (3)
- Disadvantages of survey designs (3)
- The potential insight that will be gained from utilising such a design - and applying it to the scenario above (base your conclusions from the elements enclosed in the scenario above) (3)

Referencing Note: You are required to insert in-text references as part of your discussion in this question.

**Question 3****(Marks: 15)**

This question is based on relevant theory, independent research, as well as your knowledge and understanding of various themes enclosed in the INER7411 module. Carefully peruse the scenario below, and then proceed to answer the questions that follow.

**Scenario:**

You recently joined the Head Office of a private school franchise that is located in KwaZulu-Natal. Your role is purely to conduct research within the franchise to understand educational development and growth over the next 10 years, and to advise the CEO and the Board of possible interventions that would stem from your research findings and reports in an attempt to enhance educational practices at all the schools. The franchise currently has schools operating in KwaZulu-Natal (two), Limpopo (one), Gauteng (one), Western Cape (two) and the Free-State (two). You are interested in conducting an explanatory study to investigate a possible correlation between mandatory free periods for educators only and energy level restoration to manage teaching loads throughout a school day.

You have access to all of the educators at all eight schools across the country via email. The population and subsequent sample will have to consider including all the teachers across the country given the fact that the franchise is still growing. This approach would allow for a larger sample size.

**Question:**

<b>Q.3.1</b>	Name and discuss a <b>sampling strategy</b> that will be most suited for the intended study as illustrated in the scenario above. Pay special attention to the detail pertaining to the availability and access of the participants.	(15)
	To maximise your performance in this question, ensure that you include two resources (preferably from peer reviewed academic journals, i.e., peer reviewed journal articles), in addition to your prescribed textbook.	
	Your discussion must include:	
	<ul style="list-style-type: none"> <li>- The nature of the sampling (3)</li> <li>- Naming the sampling method (3)</li> </ul>	

	<ul style="list-style-type: none"> <li>- Overview of the sampling method (3)</li> <li>- Suitability of the sampling strategy for the intended study (6)</li> </ul>	
	<b>Referencing Note:</b> You are required to insert in-text references as part of your discussion in this question.	

**Question 4****(Marks: 15)**

This question is based on relevant theory, independent research, as well as your knowledge and understanding of various themes enclosed in the INER7411 module. Carefully peruse the scenario below, and then proceed to answer the questions that follow.

**Scenario:**

The purpose of applied research is to investigate practical issues in order to find solutions that can be implemented in practice. Applied research is undertaken to (1) investigate whether solutions to social problems can be found, (2) describe and assess social needs, (3) assess and evaluate existing policies and practices, (4) recommend and implement change and (5) identify new areas

of research. Applied research is therefore driven, or pragmatic. Researchers make use of various types of applied research in order to conduct and complete research studies.

**Questions:**

<b>Q.4.1</b>	Account for the utilisation of <b>correlational research</b> as a type of applied research. Your answer should include a comprehensive overview of this research strategy.	(10)
	To maximise your performance in this question, ensure that you include two resources (preferably from peer reviewed academic journals, i.e., peer reviewed journal articles), in addition to your prescribed textbook.	
<b>Q.4.2</b>	Provide an <b>example</b> (your own “mini” research scenario) with a specific focus on the Education sector, where a researcher is interested in conducting a study that is <b>correlational</b> in nature.	(5)
	<b>Referencing Note:</b> You are required to insert in-text references as part of your discussion in question 4.1 only.	



**Question 5****(Marks: 10)**

This question is based on relevant theory, independent research, as well as your knowledge and understanding of various themes enclosed in the INER7411 module. Carefully peruse the scenario below, and then proceed to answer the questions that follow.

Qualitative data analysis is referred to as the process of bringing order, structure and meaning to the mass of data. There are several ways of analysing qualitative data, and these methods are increasing in number as researchers try to make sense of our complex social and subjective world.

Elaborate on **discourse analysis** as a suitable qualitative data analysis method.

To maximize your performance in this question, ensure that you include two resources (preferably from peer reviewed academic journals, i.e., peer reviewed journal articles), in addition to your prescribed textbook.

Referencing Note: You are required to insert in-text references as part of your discussion in question 5.1.

**Question 6****(Marks: 5)**

This question is based on relevant theory, independent research, as well as your knowledge and understanding of various themes enclosed in the INER7411 module. Carefully peruse the scenario below, and then proceed to answer the questions that follow.

Qualitative data analysis is referred to as the process of bringing order, structure and meaning to the mass of data. There are several ways of analysing qualitative data, and these methods are increasing in number as researchers try to make sense of our complex social and subjective world.

**Q.6.1** Discuss **pure (basic) research** as an aim of research.

**(5)**

To maximise your performance in this question, ensure that you include two resources (preferably from peer reviewed academic journals, i.e., peer reviewed journal articles), in addition to your prescribed textbook.

Referencing Note: You are required to insert in-text references as part of your discussion in question 6.1.

**END OF PAPER**