**项目式学术英语课程**

**学习内容**

**Research Traditions (I)**

**ACTIVITY 1**

*Before you move on to work on your research design, it is necessary to be clear about some basic concepts. Work in groups to see if you can work out a simple definition of each of the following terms.*

* Methodology \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Methods \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Tools \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Theoretical approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Applied research approach\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Empirical research approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Inductive approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Deductive approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Descriptive approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Explanatory approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Positivist or outside research approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Interpretive or inside research approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Experimental approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Non-experimental approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Primary data approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Secondary data approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Self-reported data approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Observed data approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Qualitative approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Quantitative approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Mixed approach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**分析：**

* **Methodologies** refer to the overarching, macro-level frameworks that offer principles of reasoning associated with particular paradigmatic assumptions that legitimate various schools of research. Methodologies provide both the strategies and grounding for the conduct of a study. Examples here include scientific method, ethnography and action research.
* **Methods** refer to the actual micro-level techniques used to collect and analyse data. Methods of data collection include interviewing, surveying, observation and unobtrusive methods, while methods of analysis comprise quantitative strategies (i.e. statistics) and qualitative strategies (i.e. thematic exploration).
* **Tools** are the devices used in the collection of research data, such as questionnaires, observation checklists and interview schedules.
* **Theoretical approach** draws a general conclusion about the subject being studied, and thereby contributes to the growing body of research in different fields.
* **Applied research approach** applies the theoretical knowledge that already exists to specific areas of concern, such as in the area of policy, planning, or management.
* **Empirical research approach** involves collecting and analyzing different types of quantitative and qualitative data and examining both primary data collected by the researcher and secondary data obtained from other sources. Such research is designed to obtain data from the everyday world, though commonly the data has a theoretical or non-empirical aspect, too.
* **Inductive approach** involves gathering data from observation, describing and analyzing that information, and explaining the results of that analysis.
* **Deductive approach** iswhere the researcher starts with a hypothesis about how something might be expected to act. Then, to test that hypothesis, the researcher makes observations and analyzes these findings to determine if they support the hypothesis or not.
* **Descriptive approach** describes what is, as best the researchers can describe it, such as a pattern of behavior.
* **Explanatory approach** suggests why something has occurred, commonly by showing that one thing caused another to happen. To show this is a real association, not just due to coincidences, the following are required to show a sufficiently high level of connection at the required level of probability: a time priority whereby one thing takes place before another; a nonspurious relationship, whereby the relationship between two variables can’t be explained by a third variable; and a good rationale, which provides a reasonable explanation of why the two variables are related.
* **Positivist or outside research approach** is used to gather facts and observations about the way people behave and draw on theories and models to explain this behavior.
* **Interpretive or inside research approach** shows the way the people being studied view their own behavior or situation.
* **Experimental approach** is where the researcher creates an experimental condition that affects the environment or a situation the research subject is experiencing. The researcher then seeks to examine the effects of that condition on the subject, commonly by comparing the subjects in the experimental condition to subjects in a control group who haven’t been affected by that condition.
* **Non-experimental approach** is where the researcher looks at any differences which already exist between individuals or groups, rather than trying to manipulate different groups using an experimental method.
* **Primary data approach** is based on the researcher collecting new information.
* **Secondary data approach** is based on using existing data, such as when a researcher takes statistics collected by someone else and analyzes them to look for patterns or trends.
* **Self-reported data approach** is where people make reports about themselves, such as when a researcher asks people what they have done in the past or about their attitudes and goals for the future.
* **Observed data approach** is where the researcher makes observations of what people are actually doing, in contrast to having them self-report what they are doing.
* **Qualitative approach** is an approach to research highly reliant on qualitative data (words, images, experiences and observations that are not quantified). The researcher collects information about a small number of people, using observation, informal and in-depth interviewing, and participant observation. This approach is called ethnographic fieldwork when used to study a group. While this approach was developed by anthropologists, it is commonly used by sociologists.
* **Quantitative approach** is an approach to research highly reliant on quantified data (numerical data as well as concepts we code with numbers). It is based on doing a statistical analysis of data collected from a large number of people, such as from a survey with questions asking for numerical ratings or rankings.
* **Mixed approach** is an approach to research that utilizes both qualitative and quantitative data.

***Now read the titles, abstracts and key words of the papers in READING 1 to match the papers to the specific approaches used.***

**READING 1**

**PAPER A**

**Power and the Self-Ascription of Agency and Communion**

Magdalena Marszał-Wiśniewska & Magdalena Siembab

*Faculty of Psychology, Warsaw School of Social Sciences and Humanities*

**Abstract:** The present research refers to the relation between power and the self-ascription of agency and communion. One hundred and twenty participants — students of non-psychology majors — took part in the experiment conducted via the Internet. The participants were randomly assigned to three groups differing in the level of power primed: high power, low power and no power. The power was primed by having the participants recall situations of being in power over someone else (high power), being under someone else’s power (low power) or situations unrelated to power (no power). Participants’ self-ascription of agency and communion was measured twice — before and after power priming. Results showed that low power increases the self-ascription of communion whereas high power decreases the self-ascription of agency. The decrease in self-ascription of agency as a result of high power priming was influenced by the kind of interest pursued in stories described by the participants in the power priming task. This decrease was revealed only in the case of participants acting in another’s interest. The results are discussed in light of past research and possible implications.

**Keywords:** Power; Agency; Communion

Review:第二句前面不写motivation吗,gap是什么

海豹在雪地上

描述已自动生成

* Theoretical approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_
* Applied research approach**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_
* Empirical research approach **\_\_\_\_\_\_**One hundred and twenty participants students of non-psychology majors took part in the experiment conducted via the Internet**\_\_\_\_\_\_\_\_\_\_**\_
* Inductive approach **\_\_involves gathering data from experiment, describing and analyzing** relation between power and the self-ascription of agency and communion**.**
* Deductive approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_
* Descriptive approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_
* Explanatory approach **\_\_**\_Results showed that low power increases the self-ascription of communion whereas high power decreases the self-ascription of agency. **\_\_**\_\_\_
* Positivist or outside research approach **\_\_\_\_\_\_**One hundred and twenty participants students of non-psychology majors took part in the experiment conducted via the Internet**\_\_\_\_\_\_\_**
* Interpretive or inside research approach **\_\_\_\_\_\_\_\_\_\_\_\_**
* Experimental approach **\_\_\_\_\_\_**One hundred and twenty participants — students of non-psychology majors — took part in the experiment conducted via the Internet. **\_\_\_\_\_\_\_\_\_\_\_**
* Non-experimental approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_
* Primary data approach **\_\_\_\_\_\_\_\_One hundred and twenty participants students of non-psychology majors took part in the experiment conducted via the Internet\_\_\_\_\_\_\_\_\_**\_
* Secondary data approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* Self-reported data approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_
* Observed data approach **\_\_\_\_\_\_**Participants’ self-ascription of agency and communion was measured twice — before and after power priming.**\_\_\_\_\_\_\_\_\_\_\_**
* Qualitative approach **\_\_**not sure Participants’ self-ascription of agency and communion was measured twice — before and after power priming.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* Quantitative approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* Mixed approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PAPER B**

**Expectations of Brilliance Underlie Gender Distributions Across Academic Disciplines**

Sarah-Jane Leslie, Andrei Cimpian, Meredith Meyer & Edward Freeland

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*Department of Psychology, University of Illinois at Urbana-Champaign*

*Department of Psychology, Otterbein University*

*Survey Research Center, Princeton University*

**Abstract:** The gender imbalance in STEM subjects dominates current debates about women’s underrepresentation in academia. However, women are well represented at the Ph.D. level in some sciences and poorly represented in some humanities (e.g., in 2011, 54% of U.S. Ph.D.’s in molecular biology were women versus only 31% in philosophy). We hypothesize that, across the academic spectrum, women are underrepresented in fields whose practitioners believe that raw, innate talent is the main requirement for success, because women are stereotyped as not possessing such talent. This hypothesis extends to African Americans’ underrepresentation as well, as this group is subject to similar stereotypes. Results from a nationwide survey of academics support our hypothesis (termed the field-specific ability beliefs hypothesis) over three competing hypotheses.

* Theoretical approach **\_\_\_\_\_\_*We hypothesize that*\_\_\_\_\_\_\_\_\_\_**\_
* Applied research approach**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_
* Empirical research approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_
* Inductive approach **\_\_**.\_\_
* Deductive approach **\_\_\_\_\_\_\_\_**We hypothesize that**\_\_\_\_\_\_\_\_\_\_**\_\_
* Descriptive approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_
* Explanatory approach **\_\_**\_ ***suggests why*** gender imbalance in STEM subjects**\_ has occurred\_**\_\_\_
* Positivist or outside research approach **\_\_\_\_\_\_**Results from a nationwide survey of academics support our hypothesis (termed the field-specific ability beliefs hypothesis) over three competing hypotheses.**\_\_\_\_\_\_\_**
* Interpretive or inside research approach **\_\_\_\_\_\_\_\_\_\_\_\_**
* Experimental approach **\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_**
* Non-experimental approach **\_\_\_\_\_\_**Results from a nationwide survey of academics support our hypothesis (termed the field-specific ability beliefs hypothesis) over three competing hypotheses.**\_\_\_\_\_\_\_\_\_\_**\_\_
* Primary data approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* Secondary data approach **\_\_\_\_\_\_**Results from a nationwide survey of academics support our hypothesis (termed the field-specific ability beliefs hypothesis) over three competing hypotheses.**\_\_\_\_\_\_\_\_\_\_**
* Self-reported data approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_
* Observed data approach **\_\_\_\_\_\_\_\_**Results from a nationwide survey of academics support our hypothesis (termed the field-specific ability beliefs hypothesis) over three competing hypotheses.**\_\_\_\_\_\_\_\_\_**
* Qualitative approach **\_\_\_\_\_\_\_ across the academic spectrum, women are underrepresented in fields whose practitioners believe that raw, innate talent is the main requirement for success, because women are stereotyped as not possessing such talent.\_\_\_\_\_\_\_\_\_**\_\_\_
* Quantitative approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* Mixed approach **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

PAPER C-D 宋有哲提供了细粒度标注

**PAPER C**

**Progression and Individual Differences in Children’s Series Completion after Dynamic Testing**

Kirsten W. J. Touw, Bart Vogelaar, Floor Thissen, Sanne Rovers & Wilma C. M. Resing

*Developmental and Educational Psychology, Leiden University*

**Abstract:**

Background: The need to focus more on children’s abilities to change requires new assessment technologies in education. Process-oriented assessment can be useful in this regard. Dynamic testing has the potential to provide in-depth information about children’s learning processes and cognitive abilities.

Aim: This study implemented a process-oriented dynamic testing procedure to obtain information regarding children’s changes in series-completion skills in a computerised test setting. We studied whether children who received a graduated prompts training would show more progression in series-completion than children who received no training, and whether trained children would use more advanced explanations of their solutions than their untrained peers.

Sample: Participants were 164 second-grade children with a mean age of 7;11 years. Children were split into an unguided practice or a dynamic testing condition.

Methods: The study employed a pre-test-training-post-test design. Half of the children were trained in series-completion, and the other half did not receive any feedback on their problem solving. Using item response theory analysis, we inspected the progression paths of the children in the two conditions.

Results and conclusions: Children who received training showed more progression in their series-completion skills than the children who received no training. In addition, the trained children explained their solutions in a more advanced manner, when compared with the non-trained control group. This information is valuable for educational practice as it provides a better understanding of how learning occurs and which factors contribute to cognitive changes.

**PAPER D**

**School Performance, Social Networking Effects, and Learning of School Children: Evidence of** **Reciprocal Relationships in** **Abu Dhabi**

Masood Badri, Ali Al Nuaimi, Yang Guang & Asma Al Rashedi

*Abu Dhabi Education Council*

*UAE University*

**Abstract:** This study uses structural equations modeling to test a hypothetical social network model with applications to a sample of 34,896 school children in Abu Dhabi. The main independent constructs in the model are related to children’s attitude with regard to social networking, reasons for using social networks, things done on social networks, and topics used. The dependent constructs cover perceived school performance and social effects of social networking. The study will describe the relations among the various constructs. The effect of other variables, such as parental knowhow, is also investigated. Our work has improved our insight in the social networking model. Results support the idea of reciprocal relations among perceived performance, learning from social networking, and the effect of social networking. Evidence for a model that includes opposite pathways implies that the problem of social networking constructs, its antecedents, and possible consequences should be examined with caution.

**Keywords:** Social networking; School performance; Learning; Abu Dhabi

**PAPER E**

**Evolution and Revolution in Artificial Intelligence in Education**

Ido Roll & Ruth Wylie

*University of British Columbia*

*Arizona State University*

**Abstract:** The field of Artificial Intelligence in Education (AIED) has undergone significant developments over the last twenty-five years. As we reflect on our past and shape our future, we ask two main questions: What are our major strengths? And, what new opportunities lay on the horizon? We analyse 47 papers from three years in the history of the Journal of AIED (1994, 2004, and 2014) to identify the foci and typical scenarios that occupy the field of AIED. We use those results to suggest two parallel strands of research that need to take place in order to impact education in the next 25 years: One is an evolutionary process, focusing on current classroom practices, collaborating with teachers, and diversifying technologies and domains. The other is a revolutionary process where we argue for embedding our technologies within students’ everyday lives, supporting their cultures, practices, goals, and communities.

**Keywords:** Artificial intelligence in education; Intelligent tutoring systems; Interactive learning environments; Education revolution

Theoretical approach

Applied research approach

Empirical research approach

**→ Applied research approach (Artificial Intelligence in Education.)**

Inductive approach

Deductive approach

**→ Inductive approach (47 papers are described and analysed.)**

Descriptive approach

Explanatory approach

**→ Descriptive approach (Two main questions.)**

Positivist or outside research approach

Interpretive or inside research approach

**→ Cannot be judged and matched by title, abstract and key words alone.**

Experimental approach

Non-experimental approach

**→ Non-experimental approach (Cannot see a description of the experiment.)**

Primary data approach

Secondary data approach

**→ Secondary data approach (Paper is secondary data.)**

Self-reported data approach

Observed data approach

**→ Cannot be judged and matched by title, abstract and key words alone.**

Qualitative approach

Quantitative approach

Mixed approach

**→ Quantitative approach (Although these 47 papers are unquantified texts, a statistical analysis is necessarily required for the purpose of the study.)**

**PAPER G**

**Tackling IUU Fishing: Developing a Holistic Legal Response**

Barış Soyer, George Leloudas & Dana Miller

*Institute of International Shipping and Trade Law, Swansea University*

*Institute for the Oceans and Fisheries, University of British Columbia*

**Abstract:** Illegal, unreported and unregulated (IUU) fishing is a global problem, which threatens marine ecosystems in addition to putting food security and regional stability at risk. It is often linked to major human rights violations and even organized crime. Legal measures, such as introducing monitoring and surveillance systems or denying services to vessels engaged in IUU fishing, are often implemented at national and international levels to combat such practices. Academics and economists have suggested that IUU fishing might be discouraged equally well by taking the profit out of it. Building on this premise, this article analyzes the extent to which the availability of liability insurance contributes to the problem of IUU fishing. To this end, an empirical study has been carried out, which supports the contention that vessels suspected of involvement in IUU fishing have no serious difficulty in obtaining liability insurance from the market and insurance sector, thereby inadvertently facilitating IUU fishing. The authors conclude that to deter IUU fishing, access to insurance for those involved in it should be restricted. Some success can be achieved if certain steps are taken to improve the risk assessment procedures of underwriters. However, it is advocated that the most effective approach would be the reform of European Union or domestic legislation and putting providers of liability insurance under a clear positive obligation to refuse cover to those involved in IUU fishing.

**Keywords:** Illegal; Unreported and unregulated (IUU) fishing; Empirical study; Liability; insurance; Underwriting practices; European Union (EU) legislation; Brexit

Theoretical approach

Applied research approach

Empirical research approach

**→ Empirical research approach (An empirical study was carried out in this paper.)**

Inductive approach

Deductive approach

**→ Inductive approach (Empirical studies generally use inductive methods.)**

Descriptive approach

Explanatory approach

**→ Explanatory approach (Why** **IUU has occurred?)**

Positivist or outside research approach

Interpretive or inside research approach

**→ Positivist or outside research approach (The contention supported by empirical research.)**

Experimental approach

Non-experimental approach

**→ Non-experimental approach (Cannot see a description of the experiment.)**

Primary data approach

Secondary data approach

**→ Cannot be judged and matched by title, abstract and key words alone.**

Self-reported data approach

Observed data approach

**→ Cannot be judged and matched by title, abstract and key words alone.**

Qualitative approach

Quantitative approach

Mixed approach

**→ Mixed approach (Empirical research generally use mixed approach.)**