

**Main title goes here**

Tony Tan

Centre for Educational Measurement

University of Oslo

UV9102A General Course in Qualitative Research Methodology

Prof Marte Blikstad-Balas and Prof Monika Bærøe Nerland

31 March 2022

### Paper Selected

Hennessey, S., Kershner, R., Calcagni, E., & Ahmed, F. (2021). Supporting practitioner-led inquiry into classroom dialogue with a research-informed professional learning resource: A design-based approach. *Review of Education*, 9(3), 1–48. <https://doi.org/10.1002/rev3.3269>

### Paper Summary

Hennessey et al. (2021) presented a qualitative research project aimed at supporting practitioner-led inquiry into classroom dialogue. Using a design-based approach involving 74 participants ranging from early education to the tertiary levels, the authors examined the effectiveness of the Teacher Scheme for Educational Dialogue Analysis (T-SEDA) resource pack for promoting teachers' implementation of dialogic pedagogy. By examining data derived from surveys, inquiry reports and interviews, Hennessey and colleagues reported significant effect sizes attributable to the T-SEDA in participating classrooms in terms of classroom dialogue implementation.

This paper began with a clear and purposeful introduction. The authors motivated their study with research gaps and limitations from unidirectional intervention designs — an argument naturally led to a design-based research (DBR) methodology. A brief description of DBR was then given followed by listing its distinctive features. These paragraphs served non-specialists particularly well in terms of scaffolding and contextualising this project. Subsequently, Hennessey and colleagues linked T-SEDA's design principles to DBR by explicitly positioning practitioners as contributors to research knowledge. The introduction section ended with an outline, giving readers a clear structure and purpose for this paper.

### Credibility Examination

This study has a mix success in establishing its research credibility.

### Internal Coherence

Internal coherence refers to the connection between the research questions and the research design. The authors listed two research questions: a) “Why might individual practitioners engage with and disengage from T-SEDA inquiry?” and b)

“What are the organisational structures and circumstances supporting engagement with T-SEDA in different local settings?” and employed a design-based approach in exploring the answers. In answering the “why” question, Hennessy and colleagues conducted

### **Transparency of Research Process**

Hennessy et al.’s ([2021](#)) study is highly transparent in its research process. Under the guidance of Creswell and Creswell ([2018](#), pp. 185–187), the study authors have demonstrated a purposeful selection of participants, discussed the recruitment strategy, commented on the number of participants, indicated the type of data that had been collected

### **Validation Strategies**

## **Discussion**

## References

- Creswell, J. W., & Creswell, J. D. (2018). *Research design* (5th ed.). SAGE.
- Hennessey, S., Kershner, R., Calcagni, E., & Ahmed, F. (2021). Supporting practitioner-led inquiry into classroom dialogue with a research-informed professional learning resource: A design-based approach. *Review of Education*, 9(3), 1–48. <https://doi.org/10.1002/rev3.3269>