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UV9102A General Course in Qualitative Research Methodology

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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 classroom dialogue. 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.

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, Hennessey and colleagues conducted

Transparency of Research Process

Hennessey 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>