**Session 3: Introduction to research methods (and what can I do from my desk?) SESSION PLAN**

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| **Target learners:** *(Who are they, what is their experience, how many learners are there and what is the setting for the teaching?)* |
| **Session description:** *(Type of session, length of session, name(s) of teacher(s) & background 1 hour + up to 2 hours independent work*  An introduction to research methods, covering key definitions (quantitative and qualitative, primary & secondary) and going on to look at desk research, to be used as a stepping-off point for young people to conduct their own research online or via libraries. |
| **Student-centeredness considerations:** |

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| **Learning outcomes:**  *By the end of the session and independent work, students should be able to:* | **Assessment:**  *(Constructively aligned with learning outcome)* |
| **LO1:** Recognise the difference between primary and secondary research. | **A1:** Participation in recap questions at end of the session. |
| **LO2:** Describe what desk research is and why it is useful. | **A2:** Discussion and interactions during session. |
| **LO3:** Outline some methods for desk research ie. using browsers, websites, tools, and their reliability. | **A3:** Choosing some methods for their own desk research and knowing how to make them as reliable as possible. |
| **LO4:** Breaking down your topic / question and methods to use the best key words to find appropriate information relating to your topic. | **A4:** Being able to carry out their own desk research as their independent work task. |
| **LO5:** Recognising the need for citations / referencing when doing research. | **A5:** Recording sources found when completing their desk research. |

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| **Materials required for the session:** |
| 1. ‘Introduction to research methods’ PowerPoint. 2. ‘Word To Word desk research’ activity worksheet (printed out, one per person). 3. Access to internet, including Wikipedia, for each student (via laptops, phones, tablets, etc). 4. Flipchart paper / somewhere to write down discussion ideas. 5. ‘Desk research independent task’ document for each student, plus ‘Desk research DIY’ worksheet. |

**Session 3 details:**

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| **Time** | **Length** | **Description (including teaching activities and resources)** | **Young researcher activities** | **Lead** | **LO mapping** |
|  | 10 mins | Welcome, and use session 3 Powerpoint ‘An introduction to research methods’ to introduce key terms – allow a few minutes for contributions and discussion. What is a method? What is a research method? Do you know any ways we can collect data? | PPt slides 1-5 Contributions to discussion and working out key term meanings | Teacher | LO1 |
|  | 3 mins | What is desk research?  Ask young people what they think desk research is about.  Reveal bullet points on next slide | PPt slides 6-7  Contributing ideas. | Teacher | LO2 |
|  | 8 mins | What’s your favourite type of cake?  Follow instructions on slide – do poll in the room on favourite type.  Then give a few mins to do some research.  Discuss and ask what they found. Which websites have they visited? Can they be trusted? Are they really revealing research or just somoene’s opinion? | PPt slide 8  Contributing favourite cake vote, and doing research on phone. | Teacher and students doing research | LO2 |
|  | 2 mins | Discuss how we can find more reliable results using academic databases. | PPt slide 9 - 10 | Teacher | LO3 / LO4 |
|  | 10 mins | Talk through the stages of doing desk research by finding the best key terms and phrases, and knowing how to search for them.  Ask for contributions and ideas at each stage, including keywords to search for and looking at the codes for more detailed research. | PPt slides 11-14  Discussion and contributions | Teacher | LO4 |
|  | 8 mins | ‘Word to Word desk research activity’ - young people to fill out activity sheet, using internet access. | Applying knowledge. | Young researchers | LO3 / LO4 |
|  | 10 mins | Discussion about information found out about in the activity.  Everyone introduces their research question / topic and says the 3 facts that they could use as part of their research. | Discussion and. knowledge application. | Young researchers / teacher | LO4 |
|  | 3 mins | The need for referencing / citations and keeping track of where you find information that you may use in your research. Mention there are different ways of referencing eg Vancouver/Harvard. | PPt slide 16-17 | Teacher | LO3 |
|  | 2 mins | Explanation of independent work tasks. Give out worksheet for independent tasks. Any questions? | PPt slide 18 | Teacher | LO4 / LO5 |
|  | 4 mins | Quick knowledge check if time – write down or say out loud their answers, and go over correct answers on next slide. | PPT slide 19  Applying knowledge. | Young researchers | LO1 / LO2 |

**Reflection**

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| **Strong points of session** |
| **Weak points of session** |
| **To what extent were learning outcomes achieved?** |
| **Possible modifications to delivery?** |
| **For next time** |
| **Reflective comment** |