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| Research on the application of educational theory, where educational theory is writing lessons in the Certificate IV in Training and Assessment as argument maps, could benefit my training and assessment environment by connecting what you need to do to satisfy a goal in a lesson with achieving that goal. |

**Part B: Research Purpose**

Explain the purpose and context of the research to be conducted?

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| Purpose of the research to be conducted:  To draw charts of lessons in argument map form.  Context of the research to be conducted:  To construct models of the objects mentioned in the lessons using argument maps. |

**Research Brief**

You are now required to put together a brief (using the template below) on the research that you are now going to conduct.

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| Identify rationale for research | **To enable groups to write argument maps together.** |
| Proposed research procedures | **To ask groups to split off and take care of parts of argument maps.** |
| Methodology to be used | **To ask group members to each take responsibility for a reason (step in the lesson) in the argument map.** |
| Timeframe | **6 months** |
| Resources Required | **Paper, pens.** |
| Budget | **$6** |
| Legal and ethical considerations for the research | **Possible copyright in the ideas mentioned during the activity.** |
| Expected Outcomes. | **Groups will produce an argument map representing a lesson, linking the parts together, making the lesson easier to follow.** |

**Collection of Data**

Discuss three (3) data collection methods used (e.g. surveys, interviews, focus groups, observation, comparative review, creative studies) and discuss their fitness for purpose against the mock research brief.

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| Data Collection Method 1: | surveys |
| Surveys could be used to record whether reasons in the argument map were correct and good. | |
| Data Collection Method 2: | interviews |
| Interviews could be used to ask whether a reason was said, read or calculated, and the sources for this. | |
| Data Collection Method 3: | observation |
| Observation could be used to check all team members were working independently, and contributing to the group equally. | |

**Part C: Managing Activities and Evaluating Outcomes**

1. Identify criteria that could be used to evaluate the achievements of research outcomes.

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| Criteria that should be used to evaluate the achievements of research outcomes are:   1. The individual has written a reason. 2. The pair, or a group of three have connected their reasons together. 3. The group has checked the conclusion is the goal of the lesson. |

1. Explain why these criteria are appropriate

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| These criteria are appropriate because:   1. The individual writes a good reason. 2. The pair, or a group of three write a good inference. 3. The group is in agreement about the argument map making the lesson easier to teach. |

1. Describe how research activities could be managed effectively.

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| Research activities should be managed effectively by recording changes from previously drafted argument maps, with annotations about whether a draft part should be changed. |

**Conclusions and Recommendations**

1. Explain why it is important to report relevant conclusions and make recommendations to your organisation, after completing a research study.

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| It is important to report relevant conclusions and make recommendations to your organisation, after completing a research study because your organisation needs the updated information to make sure key performance indicators are met. |

1. Describe how to create effective recommendations when concluding research.

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| When concluding research, you should create effective recommendations by recording them in a word processed document with a clear heading. |