

A survey/research related to teaching or learning

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Abstract

The abstract is normally a single paragraph that states the main themes of the paper, provide some context to the survey/research being described. The methods for testing should be explained and any important findings noted.

Keywords

Your choice of keywords is critical to the discovery of your article from search engines like Google Scholar. Give this careful consideration and select a minimum of five keywords.

Introduction

This short section should explain what the survey was about and why it was carried out – as well as the context of its application (for example, whether it related to a particular module).

Background

Surveys and other research methods examine a range of issues (attitudes, usage etc.) but all are, in essence, aiming to provide a picture of the prevalence of something (enthusiasm, engagement, uptake of learning content, etc.) in relation to some model of the population. To set this up, it will be necessary to review the literature that shows that this issue is important and to

establish that there is a need for the survey or research application. You could, for instance, draw attention to the fact that work is out of date, or because the topic is new, or because no survey has been carried out in either the topic or with a particular population before. It might also be necessary to cite literature that describes the population being surveyed (e.g. Level 4 students, new teaching staff, etc.)

Methodology

This is a critical part of the paper; the most important element of a survey/research project's methodology will be the population model and the sampling methods. If the population has not been

carefully described in the Background section, it should be outlined here. The method of inviting individuals from the population to take part in the survey or research project should be described. Any distinctive features of the survey or research tool should be noted. For example, does it extend existing literature by using a standard instrument such as the learning styles inventory? Was it delivered online? Also, ethical considerations should be outlined (such as confidentiality, informed consent, whether ethical approval was sought). It may also be useful to include sample questions (or, at least, describe the type of questions – e.g. open ended, semi-structured) that were used. If hypothesis are being investigated, then these should be stated (and any variables assumed to be of importance should be defined). Also consider including brief information on any software used for analysis, for example, SPSS or NVivo. You may also wish to include if there were any methodological considerations – time or resource constraints could usher you towards implementing a survey as opposed to, a preferred, option of a focus group or interview data.

Findings

This section should summarise the results of the study. It will normally be necessary to

group these results under sub-headings; these could be split according to question type (e.g. open-ended, Likert responses), topic or group of respondents. It may be appropriate to include tables, charts and quotations in these sections, depending upon the types of questions asked.

Discussion

This is an opportunity to revisit the initial literature and show how the survey or piece of research has supported, challenged or illuminated this. You could use this section to highlight any limitations of the method, rather than in the methodology section. If doing so, remember to reflect on the implications of this for drawing inferences from the data.

Conclusions

This section is likely to focus on a few claims about the prevalence of a phenomenon. This might involve quite general statements or might single out interesting exceptions or anomalies. The implications of the study for policy, practice and/or research should be discussed, and any new questions raised by the study should be identified. .