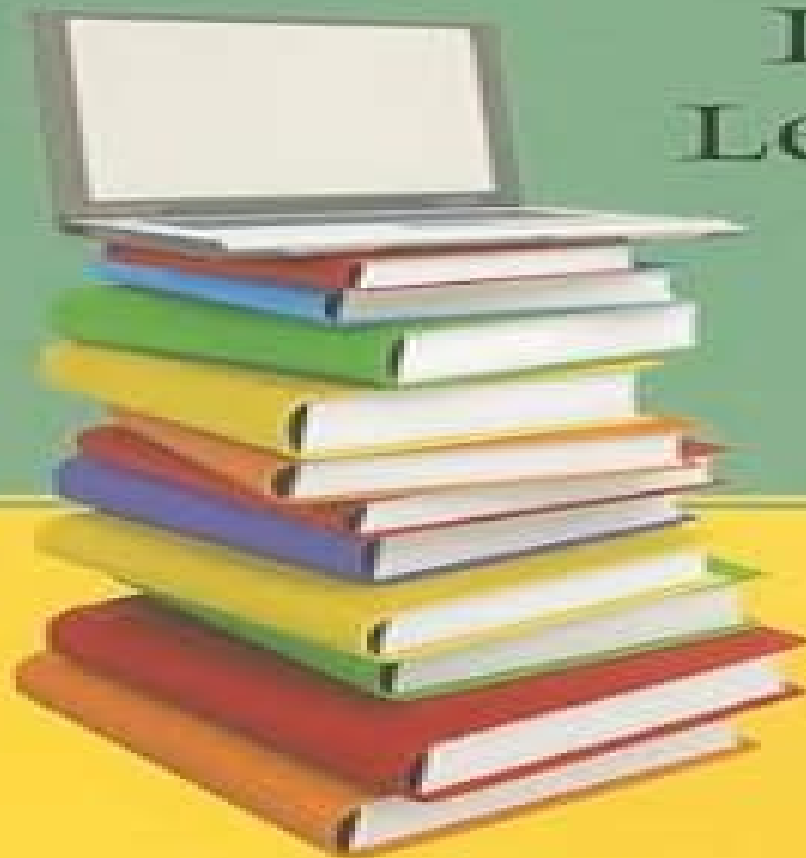


Doing your Research Project in the Lifelong Learning Sector



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Doing Your Research Project In The Lifelong Learning Sector

Vicky Duckworth



Doing Your Research Project In The Lifelong Learning Sector:

Doing Your Research Project In The Lifelong Learning Sector Tummons, Jonathan, Duckworth, Vicky, 2012-10-01
This book guides new researchers through the different stages of small scale or practitioner research *EBOOK: Doing your Research Project in the Lifelong Learning Sector* Jonathan Tummons, Vicky Duckworth, 2012-10-16 This book guides student researchers through the different stages of small scale or practitioner research a common component of study for students training to work in the lifelong learning sector The authors look at the entire research journey from planning a research topic and framing research questions through the process of data collection and analysis to writing up and presentation Using a step by step approach the book tackles common thorny issues such as Understanding the different genres of research Discussion of qualitative and quantitative approaches to research The importance of forming research questions and of locating them within current research literature How to do a literature review Dealing with permissions access and ethics The nuts and bolts of research methods Interpreting data and writing up research findings Together with case studies and examples of real life research projects that have been completed by the authors own students this book tackles research in a student friendly and accessible style carefully unpacking and defining the different terms concepts and theories that students need to know when beginning research for the first time This book is essential reading for students who are training to work in the lifelong learning sector or practitioners who are undertaking CPD to maintain their license to practice Many teachers training in the lifelong learning sector as well as those going on to do foundation honours and masters degrees in education find the prospect of carrying out educational research for the first time daunting Thus far they have been reliant on generic educational research textbooks Jonathan Tummons and Vicky Duckworth s excellent work now guides them clearly and supportively through the research journey in a way which is underpinned by the authors deep understanding of both the sector and nature of the challenge of the research task to the student using an informal and accessible written style Andy Armitage Head of the Department of Post Compulsory Education at Canterbury Christ Church University UK This book combines sound practical advice with an exploration of the philosophical and methodological concepts underpinning educational research Often drawing on the authors own experiences it makes a convincing case for the practitioner as researcher and draws clear and appropriate attention to the purposes uses and dissemination of small scale research Susan Wallace Professor of Continuing Education Nottingham Trent University UK

Teaching in Further Education L. B. Curzon, Jonathan Tummons, 2013-11-07 Jonathan Tummons has sensitively updated Curzon s long established Teaching in Further Education ensuring that not only does this new edition provide the academically rigorous approach of previous editions but it also offers an up to date guide to current practice and research Topics covered include Theories of learning The teaching learning process Instructional techniques Assessment and evaluation Intelligence and ability This is the complete guide for those training to work in the Further Education sector

How to be a Brilliant FE Teacher Vicky

Duckworth,2013-09-05 How to be a Brilliant FE Teacher is a straightforward friendly guide to being an effective and innovative teacher in post compulsory education Focussing on practical advice drawn from the author s extensive and successful personal experience of both teaching and training teachers it offers sound guidance underpinned by the latest research theory and policy in the field Structured around the questions that all new teachers and lecturers ask in their first teaching post it is an introduction to both essential teaching skills and what to expect from working in this exciting fast paced sector Key chapters cover The learners who they are diversity and motivation What will actually happen organising teaching technology and resources How to keep your students interest understanding and responding to learning styles How will I know if they ve learned it assessment and feedback Making sure it s working student evaluation reflecting on and improving practice Packed throughout with information about where to find the best materials and resources to support your teaching this book also offers sensible advice on balancing home and life working effectively with your colleagues and progressing in your career How to be a Brilliant FE Teacher will be a source of support and inspiration for all those embarking on their initial training and first post in the sector as well as qualified professionals looking for reassuring fresh ideas **Beyond**

Economic Interests Keiko Yasukawa,Stephen Black,2016-02-10 Over the last two decades an increasingly economic discourse has dominated discussions about adult literacy and numeracy This book provides critiques of and alternative narratives to the dominant discourse Authors provide tools and methodologies of critique including ways of seeing how policies in the countries of focus come to be captured almost completely by the interests of business and industry as well as how to critically interpret the data that policy makers use to justify their priorities But adult literacy and numeracy practitioners and learners find spaces and places to pursue learning that matters for the lived experiences of adults and their communities Beyond Economic Interests presents the struggles and achievements of practitioners and learners that lead the readers of the book to critically appreciate that a counter narrative to the purely economic discourse of adult literacy and numeracy is much needed and possible *Understanding Behaviour 14+* Vicky Duckworth,Karen Flanagan,Karen

McCormack,Jonathan Tummons,2012-10-16 Dealing with challenging behaviour is a fundamental concern of all trainee teachers and even more so for those who are training to work with pupils age 14 whether within a secondary school context or post compulsory college context This book will equip the practitioner with the skills required to implement change within problematic relationships and environments and to explore a range of possible reasons as to why students behave in the way they do Understanding Behaviour 14 challenges existing paradigms in order to break down barriers substituting and encouraging professional responsibility for promoting positive relationships rather than the passive acceptance of unwanted behaviors or a reliance on a culture of blame Key features of the book include A brief and effective solution focused approach Challenging existing paradigms Consideration of the process of reflection and evaluation Effective approaches to providing an inclusive classroom This essentially moves away from thinking about difficult or bad students and towards thinking about

difficult relationships or environments This process of change allows the practitioner to reflect in a far more constructive and objective manner also allowing the practitioner to acknowledge their own feelings in this process The effective management of the behaviour of 14 learners has become a key issue across the school and lifelong learning sectors The new Ofsted Schools Common Inspection Framework and Initial Teacher Education Framework have behaviour management as a central focus The raising of the participation age RPA will require teachers to manage the learning of a wider range of students in an increasingly broader spectrum of institutional contexts Understanding Behaviour 14 will be a welcome resource for these teachers whether more or less experienced The authors recognize that there are no quick fixes to deal with what are extremely complicated relations and situations and avoid a tips for teachers approach to behaviour management They emphasise the importance of understanding why students behave the way they do and with an excellent blend of theory and practice encourage teachers to use reflection and to take solution rather than problem based approaches to managing behaviour The text is highly accessible and issues are practically grounded in real life case studies Andy Armitage is Head of The Department of Post Compulsory Education Canterbury Christ Church University UK He recently completed a year s secondment to Ofsted as an inspector of Initial Teacher Education

Teaching Higher Education Courses in Further Education Colleges Jonathan Tummons, Kevin Orr, Liz Atkins, 2013-09-18 As the number of higher education HE courses offered in further education FE settings increases so does the need for teachers and trainee teachers to develop their teaching skills This text is written for all teachers and trainee teachers in FE It considers what it means to teach HE in FE and how an HE environment can be created in an FE setting The text covers day to day aspects of teaching including planning and assessment giving guidance on the unique needs of HE students Chapters on research and quality assurance support the reader in developing some advanced teaching skills This is a practical guide for FE teachers and trainee teachers as the sector adapts to the needs of education today

Research Methods for Social Justice and Equity in Education Liz Atkins, Vicky Duckworth, 2019-02-21 Research Methods for Social Justice and Equity in Education offers researchers a full understanding of very important concepts showing how they can be used as a means to develop practical strategies for undertaking research that makes a difference to the lives of marginalised and disadvantaged learners It explores different conceptualisations of social justice and equity and leads the reader through a discussion of what their implications are for undertaking educational research that is both moral and ethical and how it can be enacted in the context of their chosen research method and a variety of others both well known and more innovative The authors draw on real practical examples from a range of educational contexts including early childhood special and inclusive education and adult education and cultures located in both western and developing nations in order to exemplify how researchers can use methods which contribute to the creation of more equitable education systems In this way the authors provide a global perspective of the contrasting and creative ways in which researchers reflect on and integrate principles of social justice in their methods and

their methodological decision making It encourages the reader to think critically about their own research by asking key questions such as what contribution can research for equity and social justice make to new and emerging methods and methodologies And how can researchers implement socially just research methods from a position of power This book concludes by proposing a range of methods and methodologies which researchers can use to challenge inequality and work towards social justice offering a springboard from which they can further their own studies

Learning Trajectories, Violence and Empowerment amongst Adult Basic Skills Learners Vicky Duckworth, 2013-11-20 Learning Trajectories Violence and Empowerment amongst Adult Basic Skills Learners offers deep insights into the lives of marginalised communities and the link between learning literacy and violence not previously carried out in depth in a small scale study It breaks the negative stereo types of adults who struggle to read and write who are often labelled and stigmatised by dominant discourses and in doing so exposes why and how Basic Skills Learners often find themselves in marginal positions The structural inequalities many face from childhood to adulthood across the private and public domains of their lives are revealed and probed thus challenging neo liberalism claims of an apparently egalitarian social field The learners narratives expose the contradiction complexities and ambivalences they experience in their daily lives and how they try to make sense of them from their structural positioning as basic skills learners in a society based on inequality of opportunity and choice Applying a feminist qualitative longitudinal ethnographic and participatory approach the book offers a critical perspective drawing on Bourdieu s work as the theoretical framework as well as using a range of feminist sociologists of education literature on the ethics of care and critical literacy pedagogy including the New Literacy Studies The author s personal position as an insider with insider knowledge of marginalised communities is also woven throughout the chapters and offers insights into the struggles conformity and resistance faced by the participants in the study The book contributes to the debate on the impact of violence on learning and its link to class gender and basic skills as well opening up a discussion on the power of a critical curriculum to empower people across the domains of their lives It will be valuable reading for trainee teachers teachers education and sociology students postgraduate students as well as literacy specialists researchers academics policy makers and managers of public services

A Journal on Vocational Teaching and Education Rajeswari Raj, 2015-03-27 As an architect and technical lecturer I share my experiences from when I was teaching higher education students whilst doing the initial teacher training course at the same time These are my reflections as I was learning and teaching at the same time I systematically overcame difficulties by applying the principles I learned My hope is that this book will give the readers some strategies that they can apply in their own settings This book is also about the place of education in society and my thoughts on how effective education can be It also touches upon the various learning styles ideologies and how to prepare a scheme of work and overreaching philosophies It contains various resources and links that I found invaluable It is about what being a professional means my own personal journey as a teacher and how that has made

me understand and relate to people more effectively **Critical Perspectives on Educational Policies and Professional Identities** Richard Waller,Jane Andrews,Timothy Clark,2024-06-04 The collection features the cutting edge work of 14 doctoral graduates from the University of the West of England UWE exploring the issue of education policy and its impact on professional identities including changing professional and policy contexts confronting doctoral candidates and their peers

Teaching in the Lifelong Learning Sector Peter Scales,2008-03 Linked to the new Lifelong Learning UK standards for teachers trainers and tutors this highly practical and accessible book explores the fundamental aspects of teaching and learning drawing on the most recent theories and developments **Studies in the Education of Adults** ,1987-10

Curriculum Studies in the Lifelong Learning Sector Jonathan Tummons,2009-05-27 An accessible yet critical up to date analysis of the curriculum in the learning and skills sector Lifelong Learning ,1987 Convergence ,1977

Theatre 2001 Society of London Theatre,2001 Australian Journal of Mining ,1998-02 Subject Guide to Books in Print ,1996 **Graduating Engineer** ,1990

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