

Quick & Dirty

Research Methods for the (Virtual) Classroom

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About Me

Teacher-researcher

Phonology acquisition

Straightforward methods for the
classroom



What are you talking about?

Outline

- Motivations
- Example problems
- Results for you

Motivations

Why research the classroom?

- Always room for improvement
- More effective = more satisfying

Why research the classroom?

- Mostly new for us
- Enquiry will help us if (when?) we do it again

Why use naive methods?

- Time
- Money
- Openness
 - Easy to replicate

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Example problems



***WHAT KINDS OF
QUESTIONS DO YOU
ASK?***

Example Problems

Tally the
question type

- Display
- Referential

Too many display?

Not enough referential?

Syntactic complexity effects
(Brock, 1986)

Paper

A simple tally. If you might lose concentration, you could voice record yourself to listen to later.



Example problems

Who do you
spend your time
with?

- Which groups do you gravitate to?
- Who do you avoid?
- Who do you call on?
 - And does it correlate to grades?

Video

Easier to get the time. Can use ELAN (n.d.) for more detailed analysis.

THE JESUS AND MARY CHAIN

PSYCHO CANDY

Example problems

Feedback

Unimodal?

Multimodal?

Preference? (Nash & Winstone, 2017; Winstone et al., 2017)

Efficacy

A/B Test

Try one way, then the other. Which gives better results? Which is preferred?

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Results for you

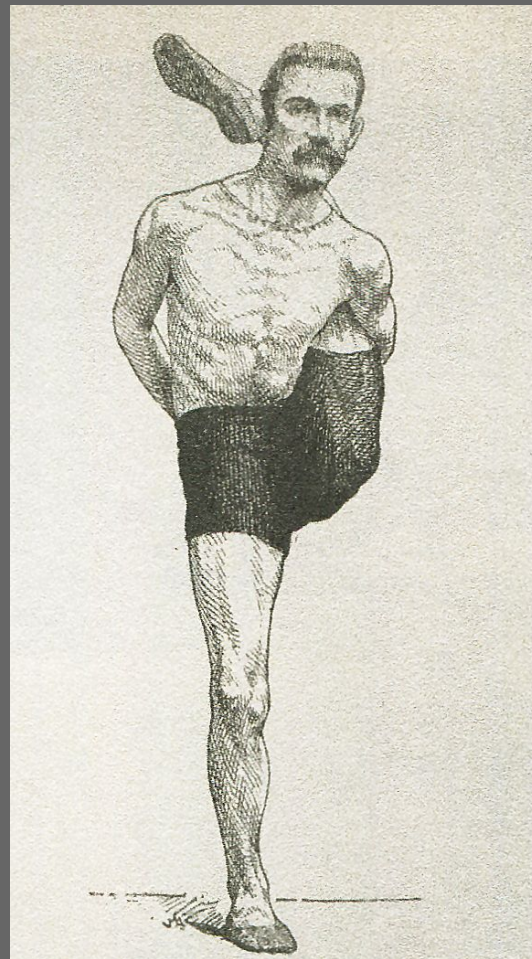
Results

Equity

Avoid unconscious biases

(c.f. Freire, 2000: notions of “hidden curriculum”).

Avoid tying yourself in knots



References

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Get in touch!

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Your questions...

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