**SEDA workshop tasks: Sally Brown, November 2015.**

**Learn this:**

**Hey diddle diddle, the median’s the middle,**

**You add then divide for the mean,**

**The mode is the one that you use the most,**

**And the range is the difference between.**

**Discuss this:**

**You are course leader for a course where students are undertaking a module aimed to foster graduate capabilities. You have been developing this for some time and you are proud of the outcomes, so you are keen to write about the experience. You have ethical approval for your overall research, but when writing it up for a journal you think you would like to use some real student voices. You have looked through the most recent course evaluations and find some really positive comments about your new approach and because you have good filing systems you can look at free response comments from five years back, before you led the course, and you can see a tremendous difference in the positivity of the students in the kinds of things they say. What are the ethical issues around using direct quotes from student evaluations?**

**Lucy’s story**

**Lucy was running a 2-year funded project (£20,000) to investigate the impact of peer assessment on improving students’ ability to be effective in group work. She had had problems from the outset, finding it really difficult to recruit a project officer to help her with the work (it took three months to get the paperwork through HR) and when she eventually did recruit someone she had to move office as part of a departmental reorganisation and there was no desk in the new location for the new project officer. The professor with whom she had been working left the university at very short notice to move to Australia, and she felt under-supported, so changed the nature of her study so she felt competent to manage it by herself. Getting ethical approval for her refined study took another three months. She had intended to run her studies over two academic years, but because of a late start she knew she couldn’t do this within the agreed timescale. Additionally, having originally planned to run questionnaires with students online, there was a major IT problem in the week she intended to do them, which was just before the students left for the summer, so she was forced to run paper versions. The return rate was very low as there was a big student party on the evening of the day she planned to do it and quite a few students stayed away from class (getting ready? Pre-loading?)**

**How would you advise Lucy to cope with the current situation?**

**What could Lucy have done earlier on to prevent some of this happening?**

**Draft a bid**

**You have the opportunity to bid for £1,000 to research some aspect of educational development for a project to be undertaken and delivered within a year.**

**Here are the criteria:**

1. **demonstrate awareness of, and build on, current literature in educational development.**
2. **Entail appropriate and achievable methodology within the context and timescale of the project (including ethical implications where relevant).**
3. **Identify clear implications for educational development, and impact beyond the individual’s immediate practice.**
4. **Include a realistic project plan with timescale, deliverables and providing value for money.**
5. **Indicate a track record in pedagogic research and evaluation (excepting the ‘developing researcher’ award where you will be expected to demonstrate how you will be supported to achieve the criteria above).**

**Identify some area of your own practice you would like to research, and write the opening sentence, plus bullet points of what you would plan to do.**