

Det gode speciale

Sammenhæng mellem teori og metode

Paneldebat tirsdag den 12. april 2011 om det gode speciale, oplæg ved

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Det gode speciale

- **Nøgleord: Relevans, argumentation, brug & sammenhæng**
- **Relevant og interessant problem**
- **Veldisponeret**
- **Velargumenteret – metatekster**
- **Teorier skal anvendes**
- **Valg af metoder: Hvad ved vi, hvad vil vi gerne vide, om det der skal undersøges?**
- **Akademisk fremstilling (skriftsprog, kilder)**

Den gode, empiriske undersøgelse

- "1 that the research was *technically good*: it did something very systematically, was 'tight and convincing', or was impressive in its design; was ingenious and creative in its methods;
- 2 that the research made a *contribution to knowledge*: that it established something that was not previously known in this way; for example, it proved something convincingly; or it showed something that changed our understanding of things; or it successfully put on the agenda a new type of question or set of questions; it changed our way of looking at certain things;
- 3 that the research achieved *something that mattered* – either universally, or specifically [...] (for example, it had obvious benefits to health; or it disrupted racism; or it generated useful evidence about the value of one approach to a particular area of teaching compared with other approaches)."

Yates, L. (2004). What does Good Education Research look like? Berkshire: Open University Press, p. 16f

Det, man siger, man vil gøre,
og det, man gør

Eksisterende forskning
og egen undersøgelse



Sammenhæng

Teori og metode

Problemformulering
og undersøgelsesmetode

Titel
(~~forord~~)
Indholdsfortegnelse



Baggrund (hvorfor er
det her relevant & interessant)

PF (hvad)

Afgrænsning
(Begrædsdefinitioner)
(Læsevejledning)

Metode (hvordan)

(Læsevejledning)
State of the art

Teori

≡ (state of the art)

Empiri

- Presentation of empiri
- Analyse/empirisk analyse
(- ~~konklusioner~~ ~~indsigtskraft~~)
Σ

Konklusion

Σ

Resumé
Litteraturliste

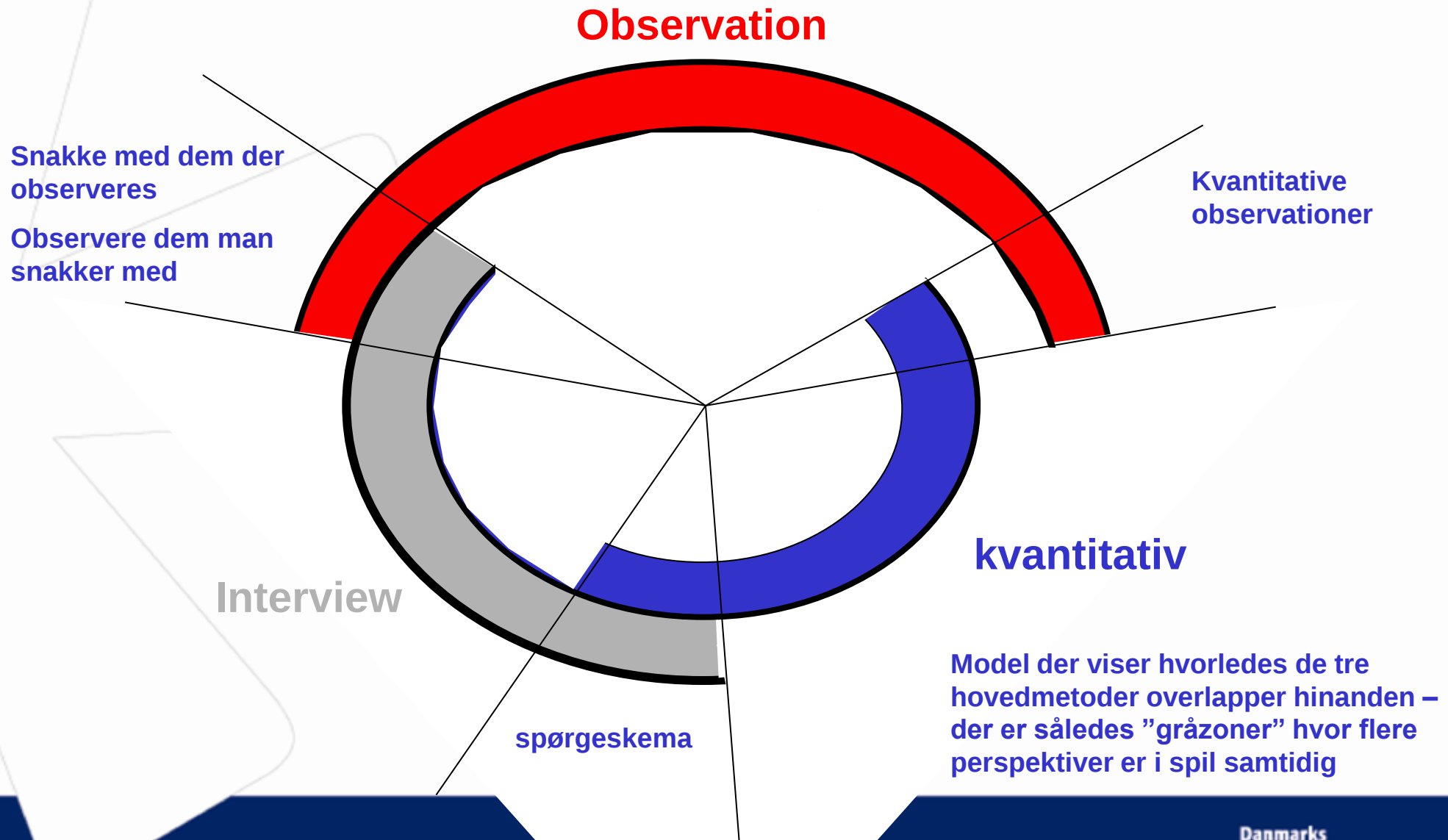
Forskellige forskningsmetodiske tilgange –1

	Fordele	Ulemper
Observation		
Interview		
Spørgeskema		

Forskellige metodiske tilgange –2

- Metoden skal passe til problemformuleringen: Har man, eller har man ikke, kategorierne?
- Metodetriangulering: Forskellige metoder på forskellige tidspunkter i forskningsprocessen

Kvalitative vs. kvantitative forskningsmetoder



Referencer

Allerup, P. (2005). Hvad er evidens i uddannelse og i professioner? *Agora*, 7 september 2005, 11-15.

Yates, L. (2004). *What does Good Education Research look like?* Berkshire: Open University Press.