**Orientation to Different Research Approaches**
AURA Course Research 1

Course Pack
September, 2015



**About the African Universities’ Research Approaches (AURA) Capacity Development Programme**

The **African Universities’ Research Approaches Programme (AURA)** sought to strengthen research and teaching practices in East Africa through a blended learning approach – mixing online and face to face courses.  AURA, a two-year programme, funded by UK AID, was implemented from November 2014 to September 2016 by the project consortium, consisting of: the Institute of Development Studies (IDS), the Information Training and Outreach Centre for Africa (ITOCA), and Loughborough University.

The overarching aim of the programme was to address continent-wide goals to support African universities to co-create a context-specific educational framework that would: address the need for locally generated research knowledge by skilled researchers (and graduates); and support faculty to nurture strong research and information capabilities by modelling how to create research-rich, and pedagogically innovative, teaching and learning environments.

AURA completed the following deliverables:

* The co-development of three research capacity courses that provided targeted support to academics (and students) to design, develop, and peer review, 5 responses to ‘live’ research calls, and strengthen current post-graduate research proposals
* Two teaching courses that strengthened capacity to design people-centred and technology-enhanced learning environments using evidence-informed teaching practices
* Application was a key aspect of the educational framework, and all participants were required to demonstrate comprehension of the course content through assessed course assignments, dialogic tasks and the development of curriculum enrichment plans.
* The programme took a cross-organisational approach by working with academics, technical and administrative staff in multi-disciplinary teams (called the ALIRT teams) to identify how to cost-effectively implement and support the achievement of institutional goals

The following educational framework is available to download through a creative commons license as individual course packs:

Three research courses:

* Orientation to different research approaches – known as R1
* Orientation to ‘researcher-led’, analytical research approaches - known as R2
* Research communications in social media – known as R4

Two teaching courses:

* Introduction to Teaching and Learning theory – known as T1
* Technology-enhanced learning approaches – known as T3

All of the course packs are aimed at educators in higher education institutions primarily in Africa but are also applicable to educators and other training/service providers in other parts of the world. Resources are can be re-used, adapted, or remixed (where indicated by the license) as long as the resulting materials are fully attributed.

AURA, a two-year programme, funded by UK AID, was implemented from November 2014 to September 2016.



To watch the video [R1-V01], please click here: <https://youtu.be/Yho7JFDwrpg>

Siobhan Duvigneau, AURA Programme Manager, provides an introduction to the AURA Programme, to the consortium partners and participating partners from East Africa, and gives an overview of the aims and rationale of the programme.

**The AURA Programme Consortium and Partners**

The AURA Programme, led by the Institute of Development Studies in partnership with the Information Training and Outreach Centre for Africa and Loughborough University, worked with four universities - Jimma University, Kenyatta University, Muhimbili University of Health and Allied Sciences (MUHAS) and Strathmore University, and was aimed at academics working in health, business and other academic disciplines.

**Acronyms**

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| ALIRT | Academic department, Library, ICT Services, Research unit and Teaching unit |
| AURA | African Universities’ Research Approaches Programme  |
| IDS | Institute of Development Studies, UK |
| ITOCA | Information Training and Outreach Centre for Africa |
| LMS | Learning Management System |
| LO | Learning Outcome |
| R1 | Research Course One |
| R1\_F2F-D1-S1 | Research Course One Face-to-face Course-Day 1-Session 1 |
| R1\_PA-W1-S1 | Research Course One Post Activity-Week 1-Session 1 (Post-Online Phase) |
| R1\_PRA-W1-S1 | Research Course One Pre Activity-Week 1-Session 1 (Pre-Online Phase) |
| R1-H01 | Research Course One-Handout 01 |
| R1-P01-S1 | Research Course One-PowerPoint Presentation 01-Session1 |
| R1-R01 | Research Course One-Reading 01 |
| R1-TV01 | Research Course One-Transcript of Video 01 |
| R1-V01 | Research Course One-Video 01 |
| R2 | Research Course Two |
| R4 | Research Course Four |
| T1 | Teaching Course One |
| T3 | Teaching Course Three |

**List of Resources**

**Course Overview**

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| **Resource Unique Identifier** | **Title & Description** |
| R1\_Course Overview | **Overview**: AURA Research Course 1 (R1). |
| R1-V01 | **Resource: Siobhan Duvigneau introduces the AURA Programme (course overview).** Siobhan Duvigneau. AURA Programme Manager, provides an introduction to the AURA Programme, to the consortium partners and participating partners from East Africa, and gives an overview of the aims and rationale of the programme. [Link: <https://youtu.be/Yho7JFDwrpg>] |

**Pre-Online Activities**

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| **Resource Unique Identifier** | **Title & Description** |
| R1\_PRA-W1&2-S1 | **Session 1 Pre-online Activity (Weeks 1 & 2): Session plan.** Guidance notes for facilitators/educators. |
| R1-V02 & R1-TV02 | **Resource Session 1: Jethro Pettit on the different research world views (video & transcript).** Pettit explains that a paradigm is a world view and that in their book Denzin and Lincoln talked about competing paradigms in social research. There are four main competing paradigms of research, namely positivist paradigm, sometimes called post positivism, interpretivist or constructivist approach to research, critical perspective on research, and participative paradigm. Pettit also explains the importance of these distinctions as well as how various world views influence the nature of our research.[Link: <https://www.youtube.com/watch?v=RB7RLV03TJ8>] |
| R1-V03 & R1-TV03 | **Resource Session 1: Professor John Gaventa outlines the key distinctions between ‘citizen-led’ and ‘researcher-led’ approaches (video & transcript).** Over the last twenty years, many researchers have made the distinction between ‘citizen-led’ (also called ‘community-led’) and ‘researcher-led’ approaches to investigating issues. Professor John Gaventa briefly outlines the key distinctions between these approaches; discusses the assumptions or values that underpin these approaches, bearing in mind that these are labels of convenience and, finally, comments on the benefits or usefulness of making these distinctions. Gaventa points out that these distinctions are stereotypical and idealised extremes whereas in reality, although these extremes may be chosen, often research will combine different approaches and apply mixed methodologies.[Link: <https://www.youtube.com/watch?v=HEy4YTnY4II>] |
| R1-R01 | **Resource Session 1: Navigating wicked problems in development, Ben Ramalingam (blog article).** In this blog article, Ben Ramalingam presents an in-depth comparison between wicked and tame problems in development research.  |
| R1-H01 | **Handout Session 1: Glossary of key concepts in research**. The handout "Glossary" provides a list of definitions and explanations of key concepts that are part of the AURA Research One Course (R1) (e.g. ontology, epistemology, methodology, participative research, citizen-led research, researcher-led research, community-based, wicked problems, and tame problems). |

**Face to Face Activities**

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| **Resource Unique Identifier** | **Title & Description** |
| R1\_F2F-D1-S2 | **Session 2 Face to Face Course (Day 1): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P01-S2 | **PowerPoint Presentation Session 2: Introduction to R1 Course & Outcomes**. This presentation provides guidance for session 2 as introduction to the course outcomes, the ice-breaker activity, the rules of the course, and the formative assessment technique (e.g. mood monitor) used during the course. |
| R1\_F2F-D1-S3 | **Session 3 Face to Face Course (Day 1): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P02-S3 | **PowerPoint Presentation Session 3: Introduction to citizen-led & researcher-led approaches to research**. This presentation clarifies that the purpose of this session is to enable learners to appreciate that research can be approached in fundamentally different ways. Quotes from R1-V03 (Gaventa) can be used to prompt discussion in groups on the different research perspectives discussed in the video lecture by Prof John Gaventa. |
| R1\_F2F-D1-S4 | **Session 4 Face to Face Course (Day 1): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P03-S4 | **PowerPoint Presentation Session 4: Perceptions of visual phenomena– Experiential exercise**. The learning outcomes of the session are presented. In addition, guidelines are provided to facilitate the first of a series of experiential exercises: discussion on the image of a Necker Cube. The purpose of this activity is to promote the experience of using a visual cue to demonstrate that the same object can be perceived in different ways. |
| R1\_F2F-D1-S5 | **Session 5 Face to Face Course (Day 1): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P04-S5 | **PowerPoint Presentation Session 5: The Analytical & Holistic Approach**. This presentation outlines the learning outcomes of the session, and provides guidelines and prompting questions for the individual and group activities. The purpose of this session is to help learners identify a distinctive analytical approach to research writing using the language of ‘science,’ and thus experience the distinction between analytical explanations and experiencing a phenomenon. In this session, learners will focus on language and text, in contrast to the previous session during which we focused on visual imagery. |
| R1-H02 | **Handout Session 5: The Analytical Approach - Quote by Paul Churchland**. This handout provides a quote by Paul Churchland describing one way of observing a phenomenon. |
| R1\_F2F-D1-S6 | **Session 6 Face to Face Course (Day 1): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P05-S6 | **PowerPoint Presentation Session 6: A rose - a botanical perspective**. This presentation outlines the learning outcomes of the session, and provides guidelines and prompting questions to guide learners through an experiential activity that enables them to identify analytical approaches to the definition of phenomena. Learners will experience the difference between analytical and holistic processes, the different languages the two use to define the phenomena, and the possible benefits of applying a participatory approach to define phenomena. |
| R1\_F2F-D1-S7 | **Session 7 Face to Face Course (Day 1): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P06-S7 | **PowerPoint Presentation Session 7: A reflective, professional practice**. This presentation provides activities to introduce learners to reflective practices and to writing reflective journals, which is a compulsory task required in all the courses delivered by the AURA programme. That is why the presentation is “universal” and requires to be tailored to different contexts and target audience (e.g. educators or researchers). |
| R1\_F2F-D2-S8 | **Session 8 Face to Face Course (Day 2): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P07-S8 | **PowerPoint Presentation Session 8: Introduction to Day 2 and its outcomes.** This presentation outlines the learning outcomes of the session, and guides the facilitator through a quick recap of what was covered during the previous day, prompting learners to share their reflections. |
| R1\_F2F-D2-S9 | **Session 9 Face to Face Course (Day 2): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P08-S9 | **PowerPoint Presentation Session 9: 'Wicked' and 'tame' problems**. This presentation outlines the learning outcomes of the session on wicked and tame problems, and provides guidance to prompt learners’ reflection on the relationship between wicked and tame problems and good research questions. |
| R1\_F2F-D2-S10 | **Session 10 Face to Face Course (Day 2): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P09-S10 | **Power Point Presentation Session 10: Conceptualise your research landscape**. This presentation outlines the learning outcomes of the session, which enables learners to conceptualise and map the research landscape through a net mapping activity that will be conducted in groups. The purpose of the exercise is especially to guide learners in the process of drafting their research question, using a strategic and participatory approach to help them reflect on the knowledge landscape. |
| R1\_F2F-D2-S11 | **Session 11 Face to Face Course (Day 2): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P10-S11 | **PowerPoint Presentation Session 11: Evaluate your research questions**. This presentation outlines the learning outcomes of the session, and provides prompting questions to stimulate learners’ reflection on the impact of their wicked and tame research questions, which they would have drafted in the previous sessions. They will do so while working within groups and then report back to the wider group, which will peer assess them using the provided rubric [R1-H03]. This activity will help learners to give and receive constructive feedback and enhance their research questions based on that.  |
| R1-H03 | **Handout Session 11: Rubric for peer review activity on evaluating research questions.** This handout provides a rubric that learners could use during the activity of session 11, in order to assess the wicked and tame research questions of their peers. The rubric clarifies the criteria learners should cover when presenting their research questions and that they are assessed against. |
| R1\_F2F-D2-S12 | **Session 12 Face to Face Course (Day 2): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P11-S12 | **PowerPoint Presentation Session 12: Wrap up and Reflection.** This presentation outlines the learning outcomes of the session, provides prompting questions to stimulate learners’ reflection individually or in pairs, and provides the guidelines for the reflective journal task. |
| R1\_F2F-D3-S13 | **Session 13 Face to Face Course (Day 3): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P12-S13 | **PowerPoint Presentation Session 13: Introduction to Day 3 and its outcomes.** This presentation outlines the learning outcomes of the session, and guides the facilitator through a quick recap of what was covered during the previous days, prompting learners to share their reflections. |
| R1\_F2F-D3-S14 | **Session 14 Face to Face Course (Day 3): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P13-S14 | **PowerPoint Presentation Session 14: Contextualise research**. This presentation outlines the learning outcomes of the session, and support learners’ reflection through a guided activity on identifying research paradigms. |
| R1\_F2F-D3-S15 | **Session 15 Face to Face Course (Day 3): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P14-S15 | **PowerPoint Presentation Session 15: Mapping the information landscape.** This presentation outlines the learning outcomes of the session, and provides guidelines for the activity “mind the gap” in small groups to agree on what evidence needs to be validated in research questions, and a mind mapping activity to identify useful resources to contextualise research. |
| R1\_F2F-D3-S16 | **Session 16 Face to Face Course (Day 3): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P15-S16 | **PowerPoint Presentation Session 16: Searching techniques.** This presentation outlines the learning outcomes of the session, and introduces learners to various searching techniques, providing tips and common challenges. It also provides guidelines for activities designed for learners to apply the concepts introduced by the facilitator. Learners will create concept clusters and synonyms, a concept table and search strategy, and find an article on a research database. |
| R1-H04 | **Handout Session 16: Concept table and search strategy activity.** The handout provides a template that learners can use to create a concept table using clustered keywords associated with their research questions in order to craft a search strategy. |
| R1\_F2F-D3-S17 | **Session 17 Face to Face Course (Day 3): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P16-S17 | **PowerPoint Presentation Session 17: Critical evaluation of information sources.** The presentation outlines the learning outcomes of the session, and analyses the structure of a good article and the main criteria learners could apply to critically evaluate their sources. It also provides guidelines for an activity to identify the “quality” of the information source. |
| R1\_F2F-D3-S18 | **Session 18 Face to Face Course (Day 3): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P17-S18 | **PowerPoint Presentation Session 18: Gaining credibility in your research field.** The presentation outlines the learning outcomes of the session, and guides learners in identifying evaluation criteria to assess the online profiles of professional figures as well as their own. Guidelines to the activities can be also found and that will enable learners to identify strategies they could undertake to gain credibility in their field. |
| R1\_F2F-D3-S19 | **Session 19 Face to Face Course (Day 3): Session Plan.** Guidance notes for facilitators/educators. |
| R1-P18-S19 | **PowerPoint Presentation Session 19: Wrap up and Reflection.**This presentation outlines the learning outcomes of the session, provides prompting questions to stimulate learners’ reflection, and an introduction to the online phase that is delivered at the end of the face-to-face course. |

**Post-Online Activities**

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| **Resource Unique Identifier** | **Title & Description** |
| R1\_PA-W2-S20 | **Session 20 Post online Activity (Week 2): Session plan.** Guidance notes for facilitators/educators. |
| R1-P19-S20 | **PowerPoint Presentation Session 20 (Week 2): Online discussion.** This presentation provides guidelines to elicit discussion and reflection during a two-hour facilitated discussion, which takes place in a synchronous modality (i.e. on a specific time and day) on week 2 of the post online phase of the course. The purpose of this discussion is to review key concepts covered throughout the entire course, address possible areas of confusion highlighted by the final assignment, and provide constructive feedback to the learning peers on their perspectives on research approaches in an online collaborative space and across institutions. |
| R1-H05 | **Handout Session 20 (Week 2): Qualitative rubric for peer assessment.** This handout provides a checklist that learners can refer to during the facilitated discussion (R1\_PA-W2-S20), in order to provide constructive feedback to their learning peers on their perspectives on research approaches in an online collaborative space and across institutions. The rubric aims to help learners structure their feedback to make sure it is relevant and constructive.  |

**Process Definition**

AURA R1 – Orientation to different research approaches - comprises three main components, namely two online phases delivered before and after a three day face-to-face course, which have been organised in 20 sessions.

Each session file contains the following:

1. Overall Description and indicative time of delivery
2. Learning outcomes
3. Recommended modality (i.e. face-to-face or online)
4. Overview of the main learning activities
5. Formative assessment strategies
6. Course material recommended to deliver the session
7. Presentation’s slides with facilitation instruction (text in bold), a script for the facilitator as a support for the delivery of the session (text in italics), and a section on the formative assessment techniques recommended (text underlined)

The course content was organised into independent sessions, discrete units that users could pick and choose from, without necessarily having to deliver the entire course. This cost-effective approach to e-learning aimed to design objects that future users could easily re-use, edit, and tailor to different contexts, levels of expertise, and target audiences. However, a significant level of dependency among the sessions of the course is preserved and made explicit in the facilitation instructions.

**Research Course One (R1): Overview**

Researchers are often strong in certain types of research; however, they would benefit from a broader understanding of research approaches, which would better respond to the increasing need of undertaking multi-disciplinary research, and would also crucial to then help people to develop these capabilities.

AURA Research Course One aims to enable learners to distinguish between different approaches to research and in particular to understand distinctions such as researcher-led and citizen-led, holistic and systemic as well as analytical approaches to research, and ‘wicked’ and ‘tame’ problems. They will also be able to apply the conceptual frameworks to research questions within these different approaches.

Throughout the phases of the course, learners will draft and refine the research questions they would like their research to investigate and map the information landscape that could support and justify it. They will be able to identify gaps in previous research and also clarify who the stakeholders, who would be interested in and benefit from the research, could be.

The learning activities designed will focus on strengthening the skills and attitudes associated with the critical evaluation of information sources and tools and, consequently, of the data provided by those resources. In addition, all the phases planned for the research courses will stimulate learners to critically reflect on their learning journey, and on what they have experienced, how they would modify some aspects of it, develop them, or improve them to also be able to apply these practices to their own institution in the future.

The design of the research courses tried to provide learners with resources and activities that could make them experience learner-centred approaches, which could also be applied in their teaching and learning context in addition to promoting reflection on their research. Lastly, learners will contribute to the creation of communities of practice that are transdisciplinary and cross-institutional.

**Method of Delivery: Blended Learning Approach**

Research Course One adopts a blended approach, in which a face-to- face course was planned between two online phases; a self-directed online phase prior to an experiential three day face-to- face course, and a final online phase to apply the skills and knowledge acquired and further reflect on the learning experience.

In the sessions of R1, the suggested modality is indicated based on this delivery model. However, we encourage the users of this course pack to reflect on their own learning environment and contextualise the materials to fit their learning context. The duration of the sessions is also indicative and can be expanded if the sessions are delivered in a context that allows for more time.

In order to share course material with learners, it is recommended to choose an online learning platform considering aspects such as such as usability, scalability, pricing, technical and pedagogical aspects.

It is important to take into consideration that learners should be able to access the learning materials once the course has ended or they should be able to easily store the material (availability).

The learning platform should provide learners with a secure environment; therefore, it is advised to reflect on whether the online environment should be public or private and related positive and negative aspects of both options (security). Either ways, participants should be made aware of the status of the learning platform they work in and whether their contribution is shared with the peers only or with a wider audience.

A learning platform should be chosen based on a needs’ assessment process, considering some of the aspects mentioned earlier. It is recommended to pilot the platform chosen, and collect feedback from a small population of users before launching it.

Regardless of the online platform chosen to host the course, it is strongly recommended to provide learners with an introductory training session, and continuous technical support throughout the course. Resources, such as short video tutorials and handouts, should also made available to learners in addition to synchronous online or face-to-face training sessions.

The learning platform should be well organised and the course resources should be preferably in the same location. Nevertheless, the structure should not be too rigid and attendees should not be required to go through all course material in a specific order. "Novice learners frequently do not know what they do not know, but experts frequently have a pretty good idea. You can trust them to get the information they need if you make sure that it's easily available and applicable" (Dirksen, 2011). To make sure that the site structure follows this principle, it is recommended to implement a flexible, yet organised, structure. Below a few suggestions:

* Have a short introduction to each of your resource to allow participants to know whether they want to look at it or not without having to ‘open’ it.
* Clarify which resource is compulsory or elective.
* Organise content per topic rather than week/day/period
* Organise similar resources in folders and clearly denominate them
* Make sure your attendees have time to work on their own problems and to relate the course material to their work/research interest and reinforce their understanding through activities (compulsory and elective) that cover that content.
* Create short videos of max 10-15 minutes. The attention spam, especially for a teacher-centred lecture format, is not longer than 5 minutes, so it is recommended to have short chunks of videos even on the same topic.
* Write a short introduction to any videos (or more generally to any course resource) you upload to your online platform to facilitate participants in the selection of the resource they wish to see. Provide a transcript and subtitles to make sure your resource is easily accessible to a diverse audience with different needs (usability & flexibility).
* Agree with interviewees on the questions you would like to ask. Make sure you divide a topic(s) in subtopics with different questions so that you can edit them and have shorter videos.

In order for attendees to engage and familiarise with the courses content, it is important to provide them with opportunities to reflect and elaborate on it with their learning peers. Interactive online discussions are recommended. The process of creating discussion forums varies depending on the online platform chosen.

Regardless of the tool, it is recommended to include a short prompt to introduce and clarify the topic discussed in that particular thread, specific details concerning the length of each response, and its assessment (if it applies). This prompt would be located under the title of the threat to make sure participants can choose the conversation they want to take part in.

Reference:

Julie, Dirksen (2012). *Design for How People Learn (Voices That Matter)*, New Riders.

**Pre Face-to-face Online Phase: Overview**

The pre-online phase of R1 runs over two weeks prior to the face-to-face course. During that time, learners can actively engage with the learning resources and with individual and group activities. The pre-online phase is designed around two main sessions. During the first session (lasting either a week or up to 2 weeks), learners have to complete compulsory and elective activities asynchronously, meeting the given deadlines. During the second session (lasting one day), learners are asked to participate in a two-hour-facilitated discussion that takes place in a synchronous modality, that is to say on a specific time and day. The purpose of this discussion is to enable learners to share their reflections with the wider community, and further elaborate on one of the resources shared with immediate formative feedback. In order for learners to have time to individually engage with the course material prior to the second session of the online intervention, it is crucial that the facilitator (or instructional technologist in charge of the online intervention) makes the learning resources available on the learning platform, and shares them with the attendees at least one week prior to the two hour facilitated discussion (see Session 1/Week Two/PRA).

**Overall learning outcomes:**

1. Identify key concepts and format of R1
2. Distinguish between two fundamental approaches to undertaking research (i.e. holistic and analytical)
3. Identify the characteristics of these two approaches in terms of the understandings that can be derived from their application
4. Relate the diverse approaches to their own research

**Overall learning objectives:**

1. Familiarise yourself with the facilitator(s) and the other learners as well as their areas of research interest
2. Determine how the intervention could benefit faculty, support staff, postgraduate and undergraduate students
3. Familiarise with diverse approaches to research and relate them to your own research
4. Help create a community spirit among the learners

**Face-to-face Course: Overview**

R1 includes a 3 day face-to-face course that aims to promote the distinction between two fundamental approaches to research, the citizen-led (i.e. holistic) and research-led (i.e. analytical) approaches. This highly experiential course will enable researchers and academics to reflect on current research practices, and the implication(s) for how research is presented. The two main course outcomes require attendees to craft two research questions drawing on citizen-led and researcher-led approaches, and produce a learning journal reflecting on the efficacy/usefulness of the course.

**Overall learning outcomes:**

1. Distinguish between two fundamental approaches to undertaking research i.e. ‘holistic’ and ‘analytical’ approaches to research
2. Analyse research questions characteristics and the implications for choosing a research question
3. Adapt your research and research questions to a citizen-led and researcher-led approach
4. Apply the techniques to identify ‘good,’ appropriate data and information that help contextualise and justify your research

**Overall learning objectives:**

1. Comprehend the implications of taking a holistic or analytical approach in terms of the research strategy that would follow
2. Recognise that distinctive research orientations and research questions have different characteristics that imply distinct research methodologies and have implications for how research is presented
3. Understand the need to justify research in relation to previous knowledge

**Post Face-to-face Online Phase: Overview**

The post online phase of R1 runs over one week, and it is delivered after the face-to-face course. This session is designed to enable learners to reflect individually on the approaches learnt and experienced during the online phase and the face-to-face course, and re-elaborate them through three activities, two of which are compulsory and one elective. Learners will complete an individual assignment in which they will refine the research questions they worked throughout the entire course, and illustrate the implications of taking a holistic or analytical approach in terms of the research strategy that would follow. As an elective activity they will give and receive peer feedback with the support of a peer assessment rubric to improve their research questions and, finally, they will be asked to attend a two-hour synchronous discussion.

**Overall learning outcomes**:

1. Finalise your research questions to reflect a citizen-led and researcher-led approach
2. Analyse your research questions characteristics and the implications for choosing them
3. Illustrate the implications of taking a holistic or analytical approach in terms of the research strategy that would follow
4. Apply the techniques to identify ‘good,’ appropriate data and information that help contextualise and justify your research
5. Provide constructive feedback to and discuss your colleagues' research questions

**Overall learning objectives**

1. Interact with a community of academics to discuss your research questions
2. Refine and reflect on your research goals and questions
3. Framing your own research through a participatory approach
4. Building a community of practice through a constructive and collaborative approach