School Intervention Data Analysis Overview

# Timeline:

* June
  + 6th – 23rd Initial data analysis meetings
  + 30th Upload and translation of survey responses into English
* July
  + 24th Draft reports due to CG
* August
  + 4th Comments on draft reports returned
  + 21st Final version of report due to CG for integration into deliverable
* September
  + 1st Deliverable sent for review

# Data sets:

* Interviews (students and teachers)
* Observations (video, written and audio – may vary by context)
* Surveys (pre and post)
* Reflections (teachers)
* Teaching documents (activity plan, resources for teaching, etc)
* Artefacts of learning (completed games, photographs of initial brainstorming, etc)

# Data analysis:

4 forms:

* Constant comparative analysis with triangulation – inductive approach to identifying issues most pertinent to participants, using other data sets to triangulate.
  + Interviews and reflections are primary sources
  + Observations, surveys and artefacts are secondary sources
* (If relevant) Critical incident technique – identify events that were significant in the action and explore them in depth
  + May be may be identified through written observation notes, interviews or reflections
  + Observations (video, audio or written) and artefacts of learning are primary data sources, followed by interviews and reflections
  + All other data secondary, including the results of the constant comparative analysis
* Descriptive statistics
  + Survey data
  + Include analysis by age and gender where relevant
* Evidence of learning
  + Will come from the above analyses and/or artefacts of learning
  + Link to the AP

# Report Outline:

Template available in separate document in same folder

* Context
  + Overview of school (do not name, but describe type of school etc.), students (numbers, demographic details), subject, teacher (demographic details), researcher role and activity plan.
* Summary of data
* Findings (including quotes, images, etc)
  + Constant comparative
    - Provide a brief note on inter-rater reliability (how it was done and result)
    - Organise by final categories – use diagrams if helpful
    - Provide table overview of categories and codes at the end of this section
  + Critical incident
    - Description of incident
    - Implications
  + Descriptive statistics
  + Evidence of Learning
    - Provide a brief overview of the learning activity, followed by a table of learning outcomes (taken from the activity plan).
    - Organise findings by learning outcome.
    - If the learning outcomes changed during the intervention, please describe what changed and why.
    - Provide evidence in the form of screenshots, quotes, survey data, link to previous sections etc.
* Insights
  + Summary of findings – bringing evidence from multiple sources.
  + Key issues for consideration – consider needs of teachers, teacher educators and their students (PD or initial teacher education), school students, technology development
  + Use bullet points
  + Remember to highlight BOTH successes and areas for development.