

Developing Research Questions from the Literature Review

University of Tsukuba Summer
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SESSION 2

Segue from Literature Review to Research Questions

- Identify a 'hot' topic
- List some key words associated with the 'hot' topic (no more than 4)
- Carry out a search of the literature using the keywords (using eg. Sport Discus)
- Compile an annotated bibliography using Active Reading techniques (no more than 10 key references)

Research Questions

- The literature review assists you to identify ‘hot’ topics
- What is it I want to know about my ‘hot’ topic? = Research Questions (RQs – no more than 3)
- The literature review provides a precedent for asking the RQs
- The design of RQs is an iterative process
- Well written RQs will typically reflect (a) theoretical perspective/s on the ‘hot’ topic

RQs: Example 1

Title: The knowledge base for Physical Education Teacher Education (PETE): a comparative study of university programmes in England and Korea. (Lee, C-H, UoB)

- RQ1 - Applying Shulman's framework, what is the knowledge base for teaching physical education within university PETE programmes in England and Korea? Is any component of the knowledge base given priority? What are the interrelationships of the components?
- RQ 2 - What are the similarities and differences between the knowledge bases for teaching physical education in each country, and how might we explain these similarities and differences?
- RQ 3 - Is there any evidence, as argued by Siedentop and others, of a shift away from practical to theoretical content knowledge? What are the consequences for school physical education of this shift in the views of teacher educators, teachers and student teachers of physical education?
- RQ 4 - What is the future of PETE programmes in an academicised field?

RQs: Example 2

Title: Valuing the physically active life: Developing and sustaining health-based physical education in primary schools (Bowler, M. UoB)

- RQ1: What are the major elements of a health-based physical education pedagogical model that 'values the physically active life' in relation to 'Foundations', 'Teaching and Learning Features' and 'Implementation Needs and modifications'?
- RQ2: What teacher, school and community-based factors facilitate and impede the successful implementation and sustainability of programmes of health-based physical education?
- RQ3: What is the impact of a programme of health-based physical education on key stage 2 pupils' learning, motivation, intentions to be active and physical activity levels?

RQs: Example 3

Title: Relationships between body image, motivation and physical education experiences in 13-14 year old boys and girls (Kerner, C. UoB)

- RQ1: Are there between pupil and between class differences in the body image scores of 13-14 year old pupils within physical education?
- RQ2: Does physical education content (and associated participation requirements and teaching styles) impact on body image?
- RQ3: How does body image and motivation relate to perceptions of transfer of learning between school physical education and leisure time physical activity?

RQs: Example 4

Title: A study of the interpretation and delivery of the Foundation Phase in Wales, and its impact on the development of children's Physical Literacy (Wainwright, N. UoB)

RQ1: What are the main learning outcomes of the Foundation Phase in relation to Physical Literacy? And how are teachers interpreting these learning outcomes?

RQ2: To what extent are these outcomes being achieved?

RQ3: What processes might be impacting on the achievement of the main learning outcomes?

RQ4: How are physical literacy outcomes impacting on other learning outcomes across the curriculum of the Foundation Phase?

TASK: Consider your Summer School Task

- Identify the theoretical perspective/s on your 'hot' topic
- List the main literature informing at least one RQ
- Check that your key words appear in your RQs
- Write a short paragraph for at least one RQ to explain how the literature provides a precedent for asking the question