

FED ERC Seminar

Identifying Gaps in Previous Research and Developing a Line of Investigation: Issues and Examples

Date & Time: 27 Nov 2015, 13:00 – 14:00 (Light lunch begins at 12:30pm)

Venue: Room 3038, Faculty of Education (E33)

Language: English

Audience: UM Staff / Postgraduate Students

Enquiries & Registration: Mr. Brendan Lei (FED_Event@umac.mo); Tel: 8822-4120

** Complementary light lunch will be provided.*

Abstract

One of the most critical challenges facing graduate students as well as young and middle-aged scholars is how to find ways to identify gaps in previous research in their own chosen fields and pursue a line of investigation that can advance their academic careers. Typical questions may include: Where am I supposed to start? How can I identify research gap so that I am not just duplicating existing research? How can I develop and sustain a line of investigation which will allow me find a job and get promoted? This seminar attempts to tap into these types of questions, by providing general guidelines as well as concrete examples and practical illustrations. Possible topics include: (a) what are some of the characteristics of a useful (or good) research gap (e.g., intellectual merit, broad impact, interest, and feasibility), (b) where to look for research gap and be mindful of potential tradeoffs (e.g., sampling, variable, and treatment), (c) how to identify and provide compelling arguments about addressing research gap (e.g., searching, re-searching, presenting, and organizing one's arguments), (d) how to follow up what one has started in previous publications (e.g., the use of quantitative and qualitative approaches), and (e) how to strategically think ahead about the question of "what is next?" (e.g., collaborating with a colleague or serving as a reviewer for a journal article).

Speaker



A significant amount of Prof Xu Jianzhong's scholarly activity has been focused on teaching and learning in the school and home settings, in home-school relationships, and in partnerships with families from diverse cultural backgrounds. He has developed a line of research on specific habits of self-regulation in homework – students' effort in managing their own homework. Over the last 15 years, Prof Xu has also pursued a line of research on how to reach out to students and their families from diverse backgrounds. He has conducted a series of qualitative studies in New York, Philadelphia, and Mississippi to better understand (a) worldviews of a black family in an inclusion program, (b) the worldviews of a mixed heritage family in one urban middle school, (c) the use of newly added resources in urban schools to improve student achievement, (d) the perspectives of exemplary African American teachers about how to make science homework work, and (e) the perspectives of exemplary African American teachers about how to promote student interest in science.