

Incubator for
Clinical Education
Research

Welcome

The session will start in a few minutes.

Please use the chat for any questions.

Twitter: @ClinEdResearch #ClinEd

Website: <http://tiny.cc/clinedresearch>



SUPPORTED BY
NIHR | National Institute for
Health and Care Research



SUPPORTED BY
NIHR | National Institute for
Health and Care Research

5 tips for starting a research project: From an idea to a research question

Dr Bryan Burford, Newcastle University

Dr Megan Brown, Imperial College London

Twitter: @ClinEdResearch #ClinEd

Website: <http://tiny.cc/clinedresearch>





A different type of knowledge

In clinical research, we might measure heart rate

In ClinEdR we might be interested in things like:

- Attitudes
- Identity
- Wellbeing
- Learning

How do we define knowledge around those concepts?

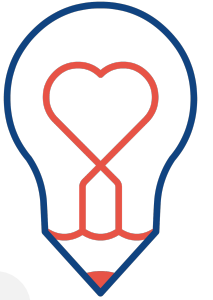
Tip 1: Take
time to
establish
what you're
interested in



What are you interested
in?



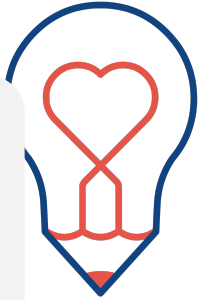
Take an idea from your
practice...



Tip 2: Find your focus



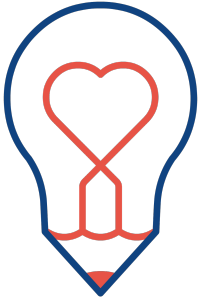
Aims are broader, **research questions** are more precise



You'll rarely fully fulfil an aim, but your research should answer your questions



Play with aims and questions to find your focus

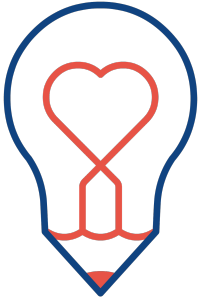


Aim: To [verb] [phenomenon]

To explore student experiences of simulation

To examine student experiences of simulation

To measure student experiences of simulation



Aim: To [verb] [phenomenon]

To explore student experiences of simulation

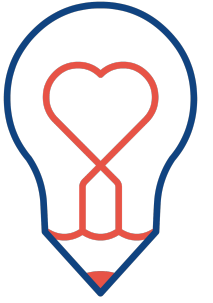
To examine student experiences of simulation

To measure student experiences of simulation

To measure student stress during simulation

To examine student stress during simulation

To explore student stress during simulation

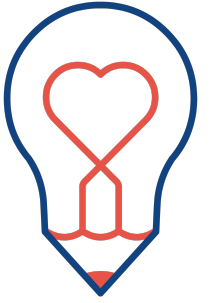


How do students describe their experience of simulation?

How does medical student stress change following simulation?

How is physiological stress affected by student participation in simulation?

How are medical students' subjective and objective stress associated?



Tip 2: Find your focus

Write

- Write different versions of questions around your topic

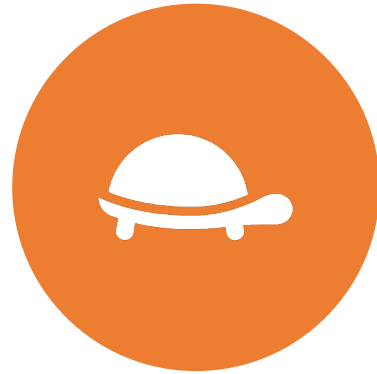
Reject

- Reject the ones that you're not interested in

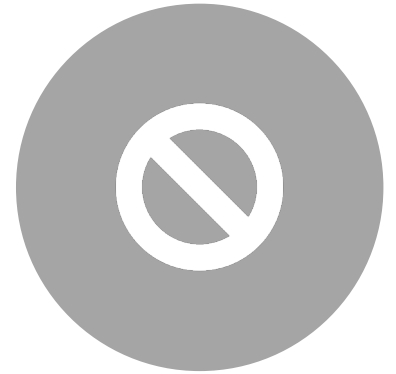
Think

- Think about practicalities

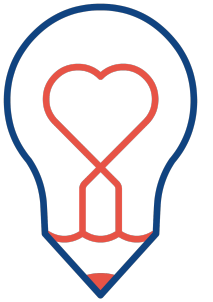
Tip 3: Don't
think about
methods
just yet



REALLY!



NOT YET



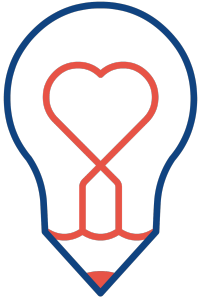
Tip 4: Define your reality

Where does the thing you're interested in exist?

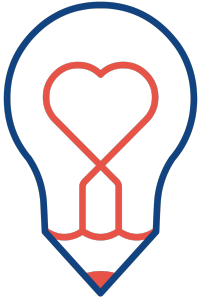
How can you find out about it?

Think about the verbs

Can you draw on theory?



Where does
the thing
you're
interested in
exist?

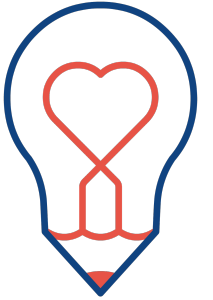


Does it exist in the real world or in the individual?

Is it behaviour, attitude or belief?

Is it objective or subjective?

How can you
find out
about it?

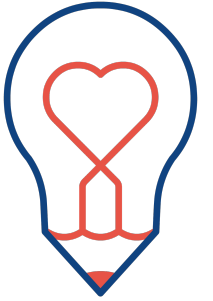


What form does knowledge take? How will you know it when you see it?

Is the knowledge you're interested in represented by numbers/values or words?

Knowledge of a single concept can take different forms – consider your options.

Think about
the verbs

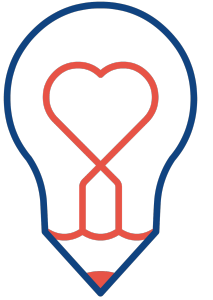


To **explore** student experiences of
simulation

To **examine** student experiences of
simulation

To **measure** student experiences of
simulation

Can you draw on theory?



Theory is a conceptual framework for describing and understanding our topic and our findings.

Theories may be educational, psychological, sociological, anthropological.

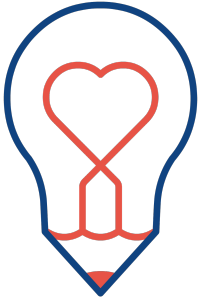
Read around to find something that adds value to your work.



SUPPORTED BY

NIHR | National Institute for
Health and Care Research

Questions?



Tip 5: Refine aims and research questions

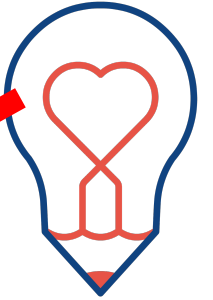


Review your aims and RQs
with theory and assumptions
in mind.

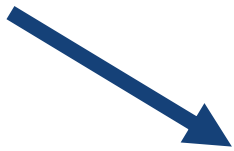


Which ones are what you're
really interested in?

Onwards to methods....

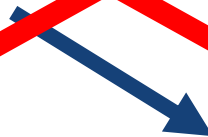


Idea



Aim/
questions

Literature/theory

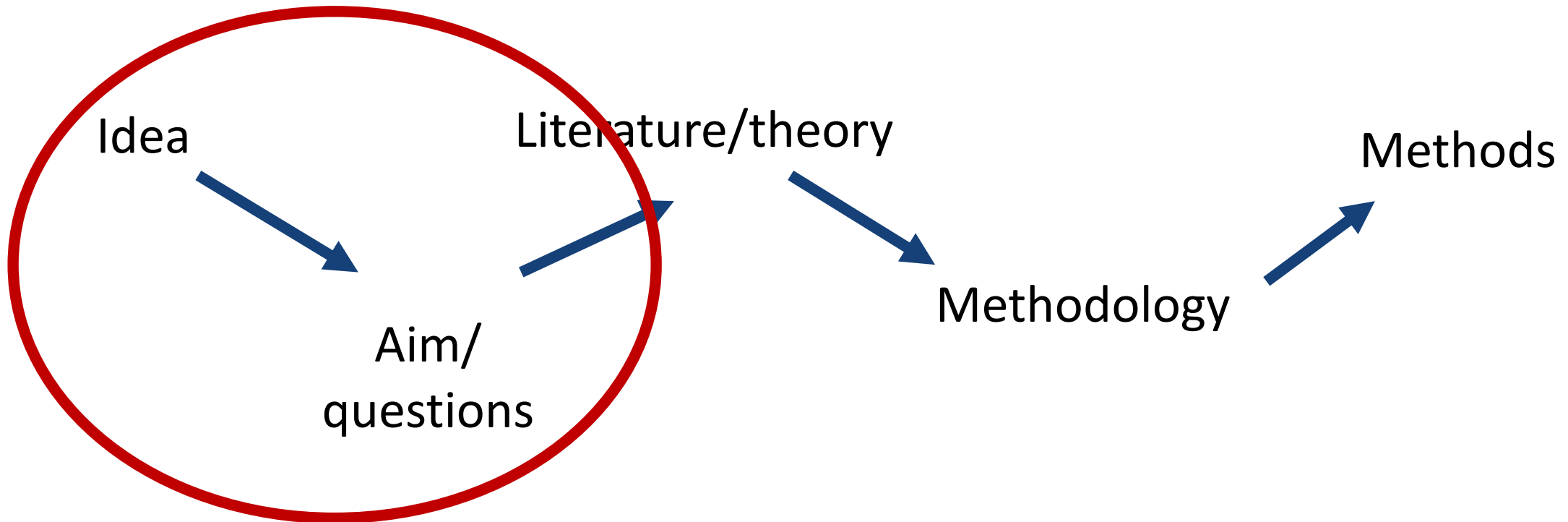
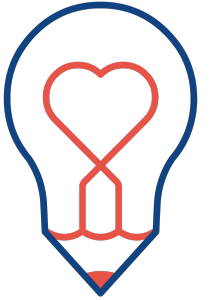


Methodology

Methods



Your research **will** tell a nice linear story



Summary

Tip 1: Take time to establish what you're interested in

- Draw on experience, reading, hunches

Tip 2: Find your focus

- Write, re-write, and work out what you're really interested in

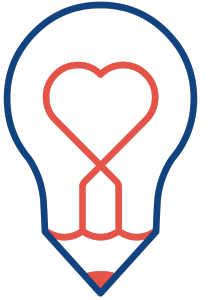
Tip 3: Don't think about methods too soon

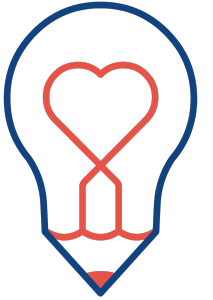
Tip 4: Define your reality

- Define terms, consider theory.

Tip 5: Refine aims and research questions

- Rewrite, refine, choose.





Resources

- ASME Textbook: Researching Medical Education. 2015. Wiley & Sons.
- Johnston J, Bennett D, Kajamaa A. How to... get started with theory in education. The clinical teacher. 2018 Aug;15(4):294-7.
- Mattick K, Johnston J, de la Croix A. How to... write a good research question. The clinical teacher. 2018 Apr;15(2):104-8.
- Young M, LaDonna K, Varpio L, Balmer DF. Focal length fluidity: research questions in medical education research and scholarship. Academic Medicine. 2019 Nov 1;94(11S):S1-4.



SUPPORTED BY
NIHR | National Institute for
Health and Care Research

Thank you!

Dr Bryan Burford, Newcastle University

Dr Megan Brown, Imperial College London

Twitter: @ClinEdResearch #ClinEd

Website: <http://tiny.cc/clinedresearch>





SUPPORTED BY
NIHR | National Institute for
Health and Care Research

Next webinars

23rd May 2022 6-7pm

Making the most of your Research Design Service; optimising involvement of patients and public in your research.

Speakers: Prof Sophie Park (London) & Dr Steven Blackburn (RDS)

Chair: Dr Adedoyin Alao (Newcastle)

26th May 2022 6-7pm

Aligning research questions to methodologies.

Speakers: Prof Thomas Gale (Plymouth) & Prof Karen Mattick (Exeter)

Chair: Dr Laura Lindsey (Newcastle)/ Mr Matt Byrne (Oxford)