

## WELCOME TO THE ECUK RESEARCH COMMUNITY:

### CONVERSATION 5

**MARCH 26<sup>TH</sup>**

**12.30-2.30PM**

Dr. Louise Gilbert, ECUK Cofounder

**DATE OF NEXT MEETING: TUESDAY 15 OCTOBER, 2024, 12.30-2.30PM**

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## EMOTION COACHING RESEARCH COMMUNITY (ECRC) MEETING 5

The Emotion Coaching Research Community (**ECRC**) has been created in response to practitioners' requests for an online forum to meet and connect with like-minded others.

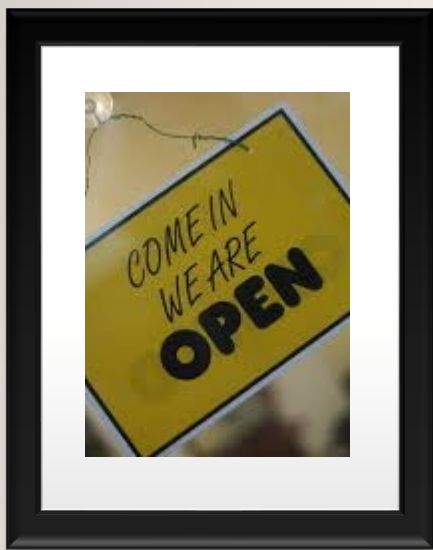
The ECRC group is an **inclusive, practitioner-focused community** to facilitate, support and sustain ethical and credible Emotion Coaching research in educational and community settings.

It is an **online community** welcoming everyone interested in **exploring, starting or wanting to share** their Emotion Coaching research journeys.

It is an exciting venture and important to Emotion Coaching UK.

**WELCOME TO YOU ALL**

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**Practitioner Presentation: 'Secondary school practitioners' Emotion Coaching experiences'**

**Emma Smith:** Educational Psychologist, Kirklees Council:

**Practitioner Presentation: 'Exploring Video Enhanced Reflective Practice (VERP) to promote the Emotion Coaching Model of Engagement'**

**Denise McCarten:** Senior Specialist Educational Psychologist:  
Horizons Specialist Academy Trust & Abbey Hill Academy & Sixth Form, Stockton -on Tees:

**Practitioner Presentation: 'Changing hearts and minds: starting Shropshire's Emotion Coaching journey'**

**Lindsay Armstrong,** Assistant Head Teacher, Shropshire Virtual Schools

**Opportunities to share practice:** Update on Emotion Coaching research experiences

**Research Focus Spot: 'Organising research data -helping not hindering!':** Louise Gilbert, ECUK Cofounder

**Date of Next Meeting: Tuesday 15 October, 2024, 12.30-2.30pm**

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**EMMA SMITH:**

Educational Psychologist,  
Kirklees Council

**'Secondary School practitioners' Emotion Coaching experiences'**

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## DENISE McCARTEN

Senior Specialist Educational  
Psychologist: Horizons Specialist  
Academy Trust & Abbey Hill Academy  
& Sixth Form, Stockton -on Tees

***‘Exploring Video Enhanced  
Reflective Practice (VERP) to  
promote the Emotion  
Coaching Model of  
Engagement’***

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## Lindsay Armstrong

Assistant Head Teacher, Shropshire  
Virtual Schools

***‘CHANGING HEARTS  
AND MINDS’***

***STARTING SHROPSHIRE’S  
EMOTION COACHING  
JOURNEY’***



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YOU WILL SOON BE INVITED TO JOIN A BREAK-OUT ROOM TO SHARE:

1. PLEASE INTRODUCE YOURSELF AND BRIEFLY DESCRIBE YOUR RESEARCH INTERESTS/ACTIVITIES
2. HOW COULD THE RESEARCH FINDINGS AND IDEAS DISCUSSED SUPPORT YOU ON YOUR EMOTION COACHING JOURNEY?

**YOUR BREAK-OUT ROOM INVITE WILL POP-UP ON YOUR SCREEN- YOU JUST NEED TO CLICK ON IT TO ACCEPT**

AFTER ABOUT **15 MINUTES** YOU WILL BE NOTIFIED THAT THE ROOM IS CLOSING, AND YOU WILL BE RETURNED TO THE **MAIN MEETING**

ALL GROUPS CAN **BRIEFLY SHARE** RESEARCH HIGHLIGHTS AND DISCUSSIONS

**Please note:**  
**SOMEONE** needs to **VOLUNTEER** to share your discussions with the rest of the group  
**THANKYOU** for being that person!

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Are you... Research Interested...	Are you ... Research Active...
<b>1. Introduce yourself and briefly share....</b>	
<b>What interests you</b> about EC research, do you have a <b>specific area of interest?</b>	<b>What research</b> are you doing and why?
<b>2. Group Discussion: <i>Today we are mainly discussing ...</i></b>	
<b>In what ways can EC research and others' EC experiences help to start and/or support your interests and you on your research journey?</b>	

**TODAY'S FOCUS FOR RESEARCH SHARING**

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**Ontology & Epistemology**

**Research Paradigms**

**Methodologies**

**Methods**

Data → ← Data

Data → ← Data

## RESEARCH FOCUS SPOT 5

Data

Organisation

to

help not hinder

“knowing’ changes overtime and through our engagement with ourselves, with others and with the natural world”

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## QUICK RECAP ...

- **Ontology:** What exists in the ‘real world’
- **Epistemology:** How do we create ‘knowledge’
- **Research Paradigms:** Disciplines have their own historical &/or preferred ways of knowing and researching: research paradigms can believe knowledge is deductive & value free or that knowledge is inductive & value laden
- **Methodology:** a general approach to studying research topics- includes justifying your use of qualitative or quantitative methods, or a mixture of both, and why
- **Methods:** demonstrates your commitment to ‘**a version of the world**’ and ‘how you- the researcher- can come to know that world’- qualitative, quantitative and mixed methods
- **Data:** the words, numbers, images gathered to investigate the research topic

Today’s focus is on ‘how to handle data to help not hinder your research’

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**Science** represents “*a state of mind or attitude and the organizational conditions that allow that attitude to be expressed*”

(Mays and Pope, 1995: 109)

## However

‘Language is the only means we have to consider what we see and to communicate our understanding of social phenomena’

(Milliken and Schreiber, 2012:687)

## Therefore

There needs to be caution with the explication of meanings of words and phrases used by the participants and researchers alike

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Qualitative terms	Quantitative terms
Correlational	Causal
Inductive	Deductive
Reflection	Hypothesis
Reflexivity	Operationalise
Open system experiment	Closed system experiment
Sampling, saturation	Independent, dependent and Confounding variables
verisimilitude	confidence level
confirmability	Statistical significance,

**All Research**  
needs to evidence **research integrity**.

Achieved through evidencing:

- sensitivity to context
- commitment and rigour
- coherence and transparency
- impact and importance

**Terminology:** <https://writing.colostate.edu/guides/guide.cfm?guideid=90>

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## RESEARCH RIGOUR

- a term used to evidence the trust or confidence in the findings of the research study

**Qualitative Rigour** is evidencing: Credibility, Dependability, Confirmability, Transferability

**Quantitative Rigour** is evidencing: Validity, Reliability, Objectivity and Generalizability

*'To understand any given part, you look to the whole, to understand the whole, you look to the parts'*

(Smith, Flowers and Larkin, 2009: 28)

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## QUALITATIVE RESEARCH RIGOUR

Described by : Credibility, Dependability, Confirmability, Transferability

**Credibility:** allows others to recognize the **experiences** contained within the study through the interpretation of the participants' experiences.

**Dependability:** explicit accounts of methods, analysis and decision-making processes so it can be checked and verifies by independent researcher

**Confirmability:** clarity on involvement of self, keeping an open mind, willing to consider alternative and competing explanations

**Transferability:** The ability to transfer research findings/methods from one group to another. Provision of a dense description of the population studied by describing the demographics and geographic boundaries of the study.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7055404/>

<https://atlasti.com/guides/qualitative-research-guide-part-3/rigor-transparency>

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## QUANTITATIVE RESEARCH RIGOUR

Described by : Validity, Reliability, Objectivity and Generalisability

**Validity:** are the data the right kind for investigating the topic and have they been measured correctly

**Reliability:** would the research instrument produce the same results on different occasions

**Objectivity:** Absence of bias, impartial and neutral in terms of researcher influence

**Generalizability:** applying the findings to other examples of the phenomena at a general or universal level

<https://jcu.pressbooks.pub/intro-res-methods-health/chapter/3-7-quantitative-rigour/#~:text=Rigour%20is%20accomplished%20in%20quantitative%20research%20by%20measuring%20validity%20and%20reliability.&text=These%20concepts%20affect%20the%20quality,their%20applicability%20to%20broader%20populations.&text=Validity%20refers%20to%20the%20accuracy,it%20sets%20out%20to%20measure>

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## CORE PRINCIPLES OF RESEARCH ETHICAL RIGOUR:

All codes of research conduct are driven by the fundamental premise that in the '*pursuit of knowledge researchers must not ruthlessly use any means at their disposal*', emphasising 'the ends do not justify the means in the pursuit of knowledge' (Denscombe, 2010: 331).

### British Educational Research Association (BERA) guidance (2011)

states that '*the responsibilities of the researcher is first and foremost to the participant, but also to the sponsors of the research, to their fellow educational researchers, the educational professional, policy makers and to the general public.*

### The British Psychological Society (BPS) guidelines (2014:1)

promote the principles of '*respect for the autonomy, privacy and dignity of individuals and communities, scientific integrity, social responsibility and maximizing benefits and minimizing harm*'. The aim is for researchers to use the '*code as a resource for their own thinking*

BPS guidance appears more prescriptive reflecting historically, psychologists adopted a largely positivistic-informed experimental research epistemology, necessitating standardisation and accountability to conform to defined validity status for research findings

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## ETHICAL PRINCIPLES FOR ALL RESEARCH PROJECTS

*'Thinking is not optional'* for any researcher (BPS,2014:3-4)

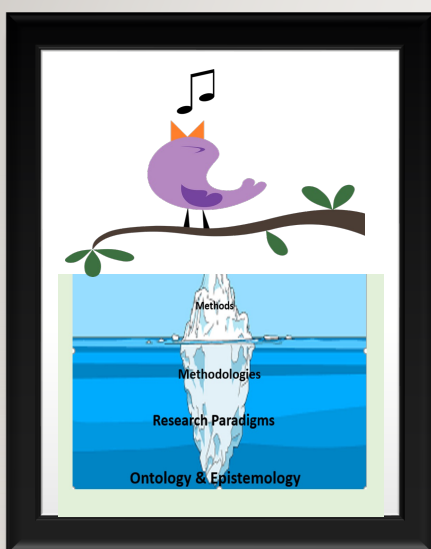
1. Participants interests should always be protected: they should not suffer as a consequence of involvement, avoid any psychological harm, no personal harm as a result of disclosing information
2. Participation should be voluntary and based on informed consent
3. Researchers should operate in an open and honest manner
4. Research should comply with the laws of the land

(Denscombe,2010)



Denscombe, M. (2021) The Good Research Guide for small-scale social; research projects. London: Open University Press

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### Why do Emotion Coaching Research?

*“A bird doesn't sing because it has an answer, it sings because it has a song”*

*Maya Angelou*

**Next meeting:** we'll explore examples of the differing ways the use of Emotion Coaching and Emotion Coaching journeys in educational and community settings have been researched

Scientific explanation and progress are found *'not in moving from the complex to the simple, but in the replacement of a less intelligible complexity by one which is more so'* (Levi-Strauss, 1962:248).

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**THE DATE OF NEXT MEETING:  
TUESDAY 15 OCTOBER, 2024, 12.30-2.30PM**

If you would like to share your EC research or talk about your research experiences and journey the ECUK Research Community **is the place for you**

**PLEASE JUST LET ME KNOW**

Drop me an email [emotioncoachinguk@gmail.com] and let me know what you would like to talk on, and we can make it happen!

**Would you be interested in sharing and shaping these research meetings with me?**

**IF SO...PLEASE LET ME KNOW AS THIS SPACE AND TIME IS YOUR SPACE AND TIME!**

**Thank you all for your time and contributions**

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**SOME FURTHER SUPPORTIVE RESOURCES.....**

- British Educational Research Association (BERA) Guidance (2018)  
<https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>
- British Psychological Society Guidance (2021) <https://www.bps.org.uk/guideline/bps-code-human-research-ethics>
- Free Open to Learn Open University course on Ethics in Education:  
<https://www.open.edu/openlearn/mod/oucontent/view.php?id=82216&section=6>
- <https://www.meshguides.org/guides/node/446>
- <https://writing.colostate.edu/guides/pdfs/guide90.pdf>- useful glossary of terms you may come across in research
- <https://qdacity.com/research-rigor/>- useful comparison of research rigour in qualitative and quantitative research

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