



**WELCOME TO THE ECUK
RESEARCH COMMUNITY:
CONVERSATION 4
SEPTEMBER 26TH
12.30-2.30PM**

Dr. Louise Gilbert, ECUK Cofounder

DATE OF NEXT MEETING: TUESDAY 26 MARCH, 2024, 12.30-2.30PM

EMOTION COACHING RESEARCH COMMUNITY (ECRC) MEETING 4

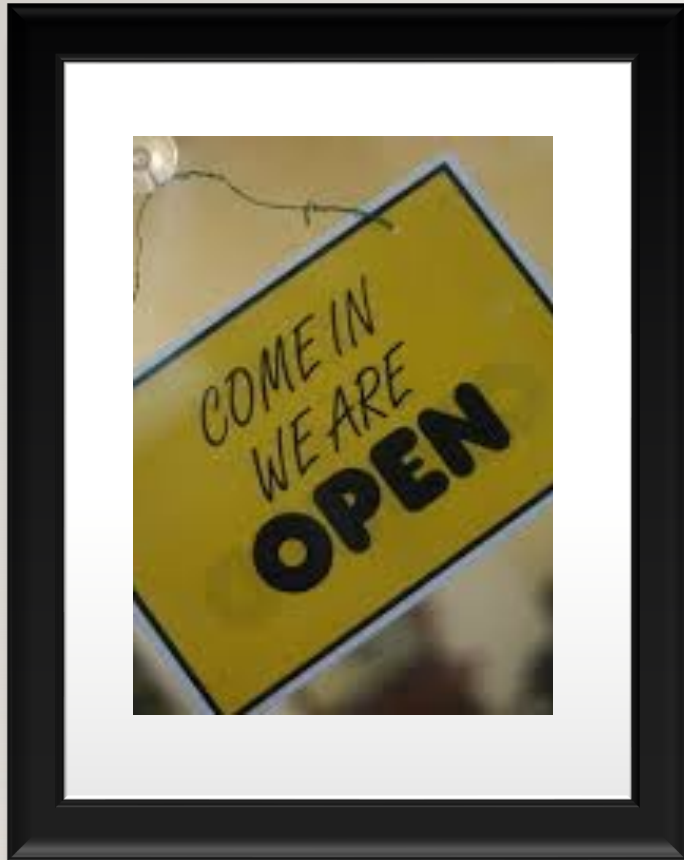
The Emotion Coaching Research Community (**ECRC**) has been created in response to practitioners' requests for an online forum to meet and connect with like-minded others.

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.

WELCOMETOYOUALL



WELCOME

Practitioner Presentation: Nicky Shaw

Early Years Teaching Fellow, Strathclyde University

‘It helps me get my power back’

Young Children's views on Emotion-Coaching Experiences

Practitioner Presentation: Lisa Gentle

Norland College Research Associate

‘ A brief overview: Staff perceptions and experiences of an Attachment Aware Schools (AAS) project’

Opportunities to share:

Update on Emotion Coaching research experiences

Research Focus Spot: Louise Gilbert

Methods and Data

Date of next meeting: Tuesday 26 March, 2024, 12.30-2.30pm



NICKY SHAW:

Early Years Teaching Fellow
Strathclyde University

"It helps me get my power
back"

Young Children's views on
Emotion-Coaching
Experiences



Lisa Gentle

**Norland College Research
Associate**

“ A brief overview: Staff perceptions and experiences of an Attachment Aware Schools (AAS) project”

- Pupil development
- Opportunities for growth and change
- Barriers to growth and change

Lisa Gentle: lisa.gentle@norland.ac.uk www.linkedin.com/in/lisagentle

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

1. INTRODUCTIONS AND RESEARCH INTERESTS/ACTIVITIES
2. DESCRIBE WHAT INFORMATION YOU NEED TO INVESTIGATE YOUR EC RESEARCH INTEREST?
3. IN YOUR ROLE/SETTING WHAT SOURCES OF INFORMATION ARE 'ALREADY OUT THERE' THAT COULD BE USEFUL?

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

AFTER ABOUT **25 MINUTES** YOU WILL BE NOTIFIED THAT THE ROOM IS CLOSING, AND YOU WILL BE RETURNED TO THE **MAIN MEETING**

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

****Please note: Someone needs to volunteer to be the spokesperson and share your discussions with the rest of the group ****
Thankyou for being that person!

Are you... Research Interested...

Are you ... Research Active...

1. Introduce yourself and briefly share....

What interests you about Emotion Coaching research, have you a **specific area of** interest?

What research are you doing, what **motivated you** to do this research ?

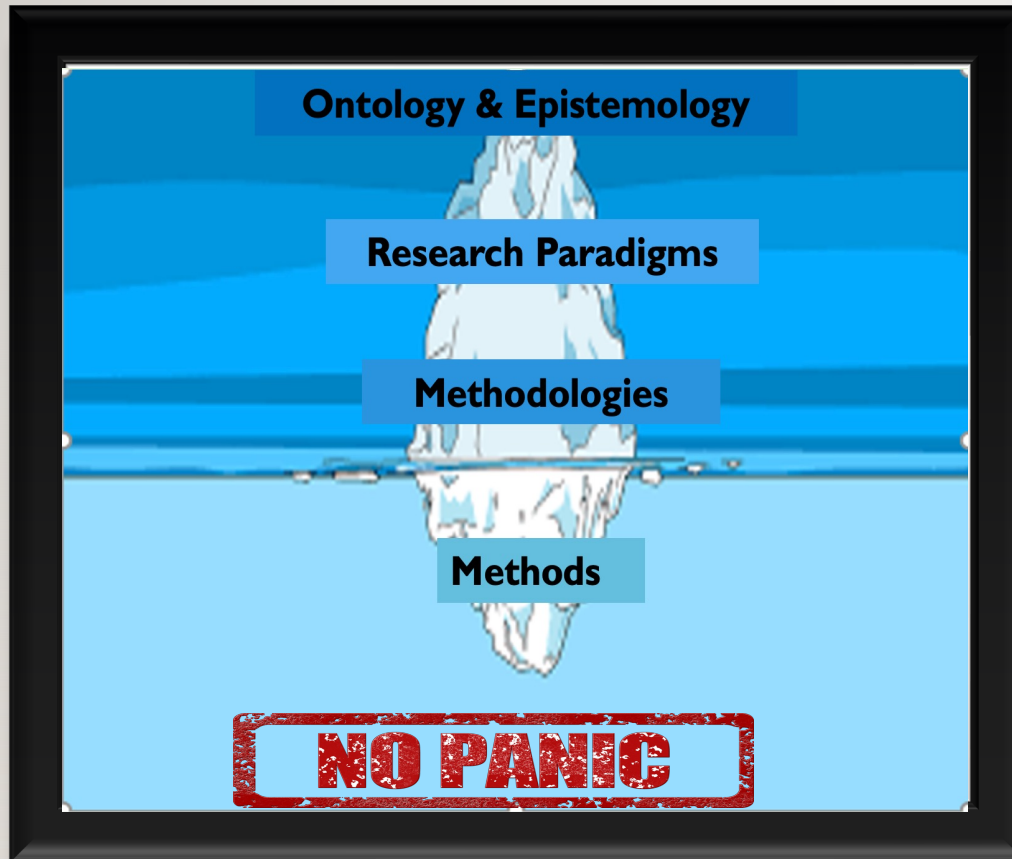
2. Group Discussion

1. Describe what information you need to investigate your **EC** research interest?

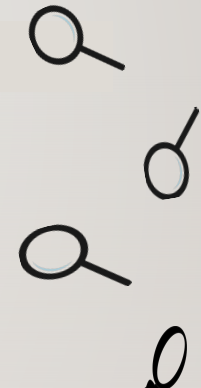
2. In your role/setting what sources of information are 'already out there' that could be useful?

TODAY'S FOCUS FOR RESEARCH SHARING

RESEARCH FOCUS SPOT 4



**Methods
and
Mumbojumbo**



'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)

RECAP THIS FAR...

- **Ontology:** What exists in the real world
- **Epistemology:** How do we create knowledge
- **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
- **Your choice of methods** demonstrates your commitment to ‘**a version of the world**’ and ‘how you- the researcher- can come to know that world’.

Research methodology, research methods and their tools:
YouTube: <https://www.youtube.com/watch?v=vifGBH-0Wns&t=11s>

METHODOLOGY DETERMINES METHOD: QUALITATIVE, QUANTITATIVE AND MIXED METHODS

Qualitative



Mixed



Quantitative

Interested in understanding individual/collective perceptions

Doubt whether social facts/truths exist

Question that scientific approach is applicable to researching humans

More likely to use non-numerical data

Broader and less prescriptive research questions which may or may not then narrow in focus as research progresses

Combining quantitative and qualitative methods may offer a more **holistic understanding** of the topic

Collect facts and study the relationship of one set of facts to another

Structured and predetermined questions, conceptual frameworks and designs

Methods that are likely to produce quantifiable and possibly generalizable conclusions

Seen as the 'scientific approach'

Qualitative and quantitative data tools: <https://www.youtube.com/watch?v=mUfYXr4VKgl>

ADVANTAGE OF METHOD STYLE:

Qualitative

Explore behaviour in the field

Study interpersonal and cultural topic

Gather data on emotions, beliefs and personal characteristics

Recognises and allows reflection on your own experience as part of the research process

Smaller number of participants

Helps to understand definitions of societal constructs such as anxiety

Research focus can change

Quantitative

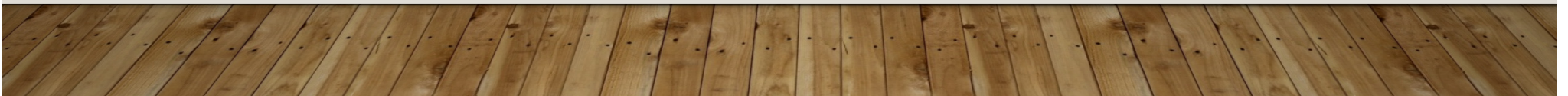
More objective and strictly defined

Statistics can be applied to test, retest and confer interpretations

Methods can be replicated and automated

Work with larger populations

Findings can be generalized to greater populations



POTENTIAL DISADVANTAGE

Qualitative

Unanticipated results that contradict
Ethics for participation often complex
Complexity and time-consuming research process
Findings cannot be conferred by statistical significance
Not generalisable to population
Size matters! –perceived as less credible than large scale
Risk of research bias by researcher

Quantitative

No acknowledgement of human thoughts and feelings
Research driven by chosen research tools
Provides broad general descriptions of populations but less focus on variability
Fixed with research focus and need to comply to prescribed mode of delivery

Differing research methods need differing data collection tools

POTENTIAL SOURCES OF DATA



The extent of data collection will be guided by time available and access

WHAT IS QUALITATIVE DATA?



- **Qualitative** data can be observed through our senses: sight, smell, touch, taste, and hearing. The focus is not on accurate measuring or numbers. Therefore, colours, shapes, and textures of objects are **qualitative** observations.
- **Data** that approximates or characterizes the attributes, characteristics, properties, relationships of a thing (phenomenon).
- **Data** that attempts to reflect understanding of individuals/others perception of the world
- **Simply put:** Qualitative data largely **describes** whereas quantitative data **defines**.



Methods guide your choice of tools to collect the data to investigate your research topic

WHICH DATA TOOLS?

INVESTIGATION



Triangulation refers to using more than one method to collect the data. It is seen as validating and adding credibility to your piece of research



- Questionnaires
- Surveys
- Interviews
- Observations
- Other data sources, incl. documents, pictures, audio, diaries, logs, critical incidents, blogs and vlogs

‘most 100 hr research projects are likely to be limited to single method’ (Bell and Waters, 2018)

QUESTIONNAIRE

- Set out to collect information for analysis
- Written lists of questions/ pictures- designed by you
- Focus on facts and opinions
- Involve direct yes/no or more indirect questions- Likert scale
- Open and closed questions
- Assumption that if you want to find out- JUST ASK
- Can be postal, personal, electronic
- Easily record large numbers of respondents
- Simple and controlled focus
- Standardized approach to delivery of question
- Respondent needs to be able to read
- Planning, cost, bias, response permission, length,
- Language ambiguity, vagueness, detail, accuracy

Likert Scale determine the strength of feeling or attitude to the statement. Usually 3,5 or 7 point scale. They can ascend or descend

QUESTIONS AND THE LEVEL OF DETAIL

Closed Questions

Question	yes	no
I use Emotion Coaching in my role.		
Emotion Coaching helps me to feel more in control when dealing with emotional behaviours		
Emotion Coaching helps me to give a consistent response to children's emotional behaviour		

Likert Scale Questions

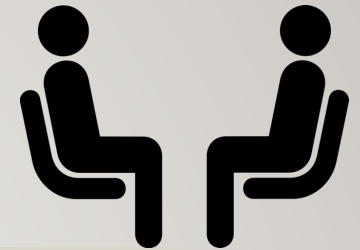
Question	Your response
I use Emotion Coaching in my role.	Disagree 1 2 3 4 5 Agree
Emotion Coaching helps me to feel more in control when dealing with emotional behaviours	Disagree 1 2 3 4 5 Agree
Emotion Coaching helps me to give a consistent response to children's emotional behaviour	Disagree 1 2 3 4 5 Agree

Open Questions

Question	In what way?
I use Emotion Coaching in my role.	
Emotion Coaching helps me to feel more in control when dealing with emotional behaviours	
Emotion Coaching helps me to give a consistent response to children's emotional behaviour	

research evidences that descending -ordered Likert response scales generate more positive responses from respondents than ascending-ordered scales (Chyung, Kennedy and Campbell, 2018)

ARE INTERVIEWS REALLY 'INTER-VIEWS' ?



- Are you a Miner or Traveller (looking for specific information or getting an overview of the experience)?
- Are you seeking to confirm a theory/ your views or trying to find out more about new things and others?

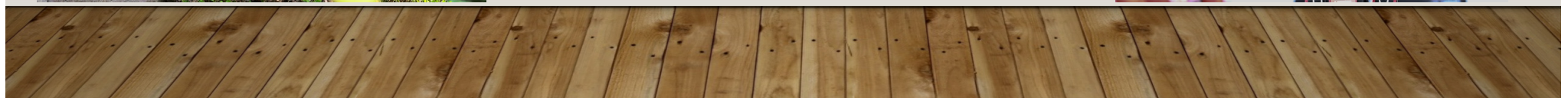
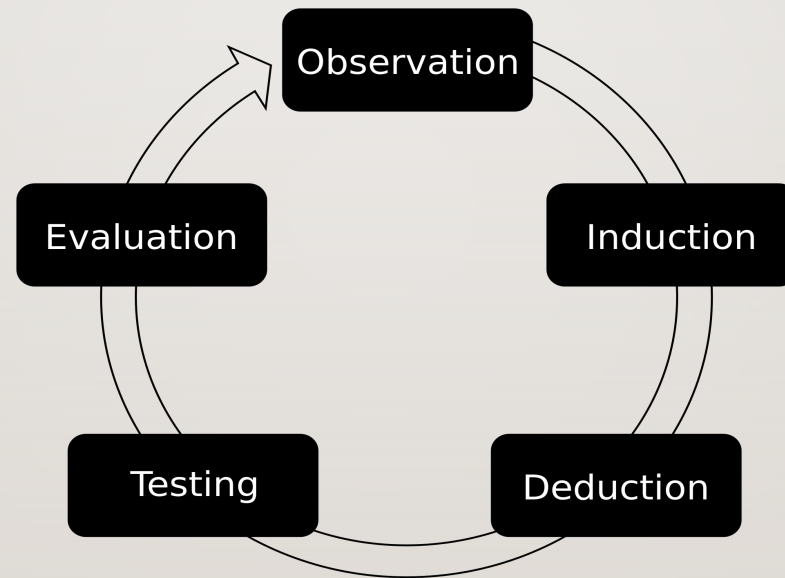
Your Interviews...

- Do you have a specific focus and only want to concentrate only on that or
- A topic to focus on, but interested/willing to find out what else may emerge or
- No real agenda wait to see what the participant wants to say
- Do you see yourself as involved and contributing to the data created or separate and collecting data from the participant



Deductive and Inductive Research

OBSERVATIONS: OVERT... COVERT... INVOLVED OR OBSERVER?



RECORDING YOUR DATA

You could...

Write verbatim

Take notes

Time sampling

Audio Recording

Videoing/pictures

Participant Diaries

Blogs/Vlogs

Considerations ...

Ethics: power disparity

Confidentiality

Storage

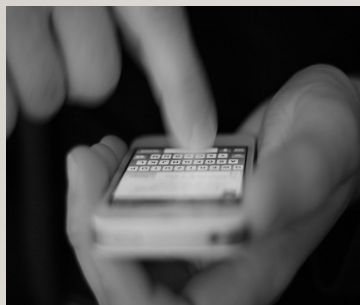
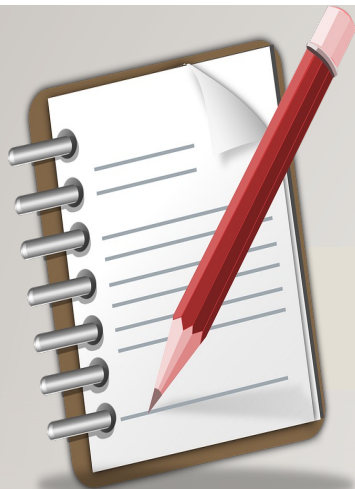
Accuracy/reliability

Recording contexts

Nonverbal communications

Hawthorn effect

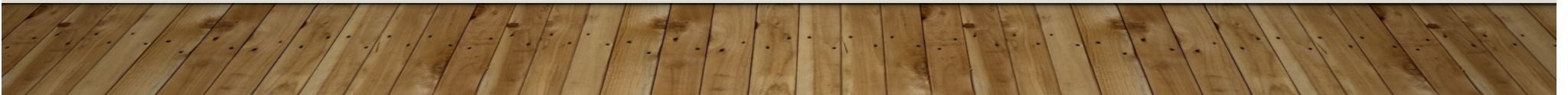
Transcribing 1hr=10hrs



GOOD PRACTICE MEANS THINKING ABOUT...

No harm as a result of your research

- Planning each stage: prepare to carry out research, carry out...
- Realistic about time available
- Reliability of data opportunities and sources
- Numbers of willing participants
- Gathering data and storing data
- Recording and analysing data
- Consent and ownership of data
- Will the methods chosen give you the data that **you** need to discuss and answer **your research question?**
- Be knowledgeable about the methods chosen, advantages and disadvantages
- Keep a research diary to evidence **your engagement** in the research journey
- Start a personal research dictionary for your research project to keep a record/ list of research definitions used (reference sources)



**THE DATE OF NEXT MEETING:
TUESDAY 26 MARCH, 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 to do**
PLEASE JUST

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

If you have any suggestions about what you would like to see included in the meeting, do let me know- this space and time is your space and time

Thank you

Thank you all for your time and contributions and look forward to seeing you all again soon- why not share with a friend and bring them along next time

REFERENCES AND FURTHER INFORMATION

- Evidence-Based Survey Design: The Use of Ascending or Descending Order of Likert-Type Response Options
- [Chyung, Y.](#), [Megan Kennedy, M.](#), & [Campbell, I.](#) (2018) Evidence-Based Survey Design: The Use of Ascending or Descending Order of Likert-Type Response Options. *Performance Improvement*, 57(9), pp.1-60.
<https://doi.org/10.1002/pfi.21800>
- <https://www.simplypsychology.org/likert-scale.html>
- Bell, J. and Waters, S.(2018) *Doing your research project, 7th ed.* Maidenhead: Open University Press