Week 3 Lesson Plan

**Session length:** 1 hour 30 mins

**Session leaders:**

**Room set up:** One table per group

**Materials required:** USB with teaching slides, whiteboard pens, flipchart paper and markers

**Lesson Objectives:**

1. What are qualitative and quantitative study designs?
2. How do we interpret research findings?
3. What is ethics in research and why is it important?
4. How do you develop a research study?

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| **Time** | **Duration** | **What happens?** | **Slide number** |
| Before | N/A | * Set up room (one table per group), prepare all materials for activities, edit slides if necessary.
 | N/A |
| 09:00-09:05 | 5 mins | * Remind students where in the course we are and check if there are any questions.
* Remind students of the ground rules.
 | 1-3 |
| 09:05-09:15 | 10 mins | * Ask students to feedback their research questions to the rest of the group – they will have more opportunities to refine their research question with the help of their mentor in Weeks 4-7.
 | 4 |
| 09:15-09:30 | 15 mins | * Discuss with students why we would use qualitative research methods and give an example of a qualitative study from SELCoH.
* Give a brief description of how to analyse qualitative data using thematic analysis.
 | 5-16 |
| 09:30-09:40 | 10 mins | * Discuss with students why we would use quantitative research methods and give an example of a quantitative study from SELCoH.
 | 17-23 |
| 09:40-09:55 | 15 mins | * Introduce students to the idea that we need to be careful when interpreting research findings and not just take everything at face value.
* Discuss issues of validity, reliability and generalizability and the importance of critical appraisal.
* Explain the concepts of selection bias, information bias and confounding, and discuss how the risks can be reduced.
* Discuss the issue of reverse causality.
 | 24-29 |
| 09:55-10:10 | 15 mins | * “RESEARCH VIGNETTES” ACTIVITY
* Ask students individually to reach through one or more vignettes. Each vignette is a brief description of a research situation which encompasses several different ethical issues.
* Ask for feedback on each of the vignettes, discussing each point (and any that weren’t raised) with the whole group.
* Ask for ideas from the whole group about how each ethical issue could have been addressed, what could have been done differently, and so on.
 | 30-31 |
| 10:10-10:20 | 10 mins | * Introduce the students to the Tuskegee study and discuss ethical issues (see slides for questions).
 | 32 |
| 10:20-10:25 | 5 mins | * Explain the steps required to develop and conduct a research study.
 | 33 |
| 10:25-10:30 | 5 mins | * Set homework and make sure students understand what is expected.
* Remind students of the deadline.
 | 34-35 |