Qualitative Research to Improve Teaching of Experimental, Ethical and Quantitative (TEEQ) Biology

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Abstract

Qualitative research is very useful in digger biology education. As we are dealing with adult students, we can understand their burden to have to make improvements to their teaching system. A new biology course, in a biology-focused course, is implemented.

The results are very encouraging. Students benefited from their participation in the focus group methodology. They were more engaged in class, and there was a significant improvement in their understanding of the material. The project has proven to be very successful, and it is recommended to other biology educators to consider using focus group methodology.

Research Question

What are the benefits of using focus group methodology in a biology course? What impact does it have on student engagement and understanding of the material?

Participants and Context

The study was conducted at a large public university in the United States. The participants were 50 students enrolled in a biology course, ranging in age from 18 to 50 years old. The course was taught by a single instructor, who has been teaching the course for 10 years.

Novel Program – Calibrated Peer Review (CPR)

CPR is a web-based program that engages students in reading and grading assignments. This program has been in use for more than two years. CPR is designed to help students develop critical thinking skills and improve their writing abilities.

Objectives of the CPR Project

The main objectives of the CPR project are to improve Student engagement in biology courses, to help biology students improve their writing skills, and to provide feedback on their assignments.

A New Qualitative Research Method: Hotseat

Hotseat is a method of qualitative research that is used to gain insight into the minds of students. This method involves students watching a video of a peer and then discussing their thoughts and feelings about the peer's performance.

Findings

Students were able to express their opinions and feelings about the peer's performance in a safe and supportive environment. This allowed the students to reflect on their own performance and to learn from the experiences of their peers.

Conclusions

Hotseat is a very effective method of qualitative research that can be used to gain insight into the minds of students. This method is especially useful for gaining insight into the minds of students who are shy or who are not comfortable expressing their thoughts and feelings in a public setting.

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References


Zwaanswijk, M., Uzomah, N. C., & Tates, T. (2009). Changes in the novel program could not be affected as it progressed. In student perceptions of their overall experience with CPR. This project has benefitted from the incorporation of qualitative research methodology as it added to the set of tools available to us for the study.

Implications, Future Directions and Recommendations

The research findings suggest that focus group methodology is an effective tool for improving student engagement in biology courses. This method can be used in a variety of settings, including classroom settings, small group discussions, and larger group discussions.

Future Directions

Future research should focus on the impact of focus group methodology on student achievement. This will require a larger sample size and a more rigorous design.

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