

Ethical Considerations For Your Inquiry

You cannot:

- Identify any students by name or school.
- Identify your place of practicum.
- Directly cite an expert who you have interviewed (for instance, your SA or other school staff).
- Use data collected in the classroom or examples of student work.

You can use the following:

- School websites, public class blogs, Ministry documents, school board policy documents.
- Your own lesson plans, reflections and assignments, providing they adhere to the guidelines above.
- Observations you have made in class that you cite generally, as suggested below.

How you may phrase your field notes:

- Write: “In speaking with other educators, I have come to understand some educators feel
- “Based on my observations, I have come to realize/ understand/believe.....”
- “In my opinion

Please AVOID making broad based statements/claims without supporting research. Example: Many students prefer to show their thinking using projects rather than tests (you would need to cite this).

Writing Recommendations

Researchers voice:

_____ Researcher’s name (date of publication goes in the brackets),

- acknowledge
- according to _____
- agree with
- argues
- asserts
- cautions
- compares

- concludes
- contends
- continues
- concur with
- defines
- describes
- determines
- entertains
- explores
- explains
- finds
- identifies
- illustrates
- issues
- indicates
- infers
- insists
- locates
- maintains
- manipulates
- notes
- posits
- obtains
- offers
- proposes
- postulates
- reasons
- reports
- states
- shows
- stipulates
- suggests
- summarizes
- supports
- writes

Examples of Connectives

- *To indicate generalizations*
Generally speaking, in my opinion, it is evident that, it can be argued that, some scientists (historians, experts, etc.) believe
 - *To add examples or details*
For example, for instance, one example of this is, for one thing, such as
 - *To add information or evidence*
In addition, moreover, furthermore, also
 - *To identify a conclusion*
In conclusion, finally, to sum up, therefore, for these reasons, in the final analysis
 - *To identify cause and effect*
Consequently, accordingly, thus, therefore, in order to, for this reason, because (of), as a result (of)
 - *To compare or contrast*
Also, likewise, the same, similar, equally, both, neither, too, as well, parallel, in common
More, less, fewer, the most (least, fewest), bigger (biggest), smaller (smallest)
Twice as much as, twice as many as, half as much as, a quarter of
Second highest, third largest
Three times as many as, three times more than, three times larger than
Ten percent more than, five percent less than
Alternatively, by contrast, but, yet, whereas, on the other hand, however, nevertheless, conversely
Unless, otherwise, instead (of)
Despite, in spite of, although, even though, inasmuch as, notwithstanding
 - *To indicate time and sequence*
First, second, third
Before, after, subsequently, prior to, next, then, after that, finally
While, meanwhile, simultaneously, contemporaneously, during
Invariably, always, usually, often, sometimes, occasionally, seldom, rarely, hardly, never
Briefly, temporarily, permanently, forever, for the time being, for the foreseeable future, for the next 10 years
 - *To illustrate spatial organization*
By, in, on, over, up, down, into, beside,
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