Delivery guide: SAGE Research Methods training activity

Our Trainers have put together this delivery guide to accompany the SAGE Research Methods training activity. This document will provide guidance if you plan on using the activity in a training session you are running: it provides a series of tips and suggestions to help you facilitate the activity, and a model of the activity table itself, to help users understand what is expected of them during the task.

If you want to learn more about this database, explore more of our training resources, or get in touch with the SAGE Training team who will be happy to help you!

Activity overview…

• This activity helps users learn how to use SAGE Research Methods by inviting them to create a profile, set up a reading list, and use the browse and search functions to find relevant content that might help them with a current project or assignment they are working on. Once they have identified suitable content, participants can add those resources to their list. The activity also encourages critical-thinking, as it asks participants to reflect on why they have chosen each resource, and how they might apply it to their work.
• We suggest that this activity is used after participants have been given an introductory presentation to the product, especially if the audience is less confident using online databases such as SAGE Research Methods.
• If you would like to deliver an introductory presentation on this product, we recommend using the SAGE Research Methods training presentation, hosted on our Training Resource Centre.
• This activity can be set to last from around 15 minutes to 30 minutes, depending on the experience level of the audience, and the time you have available in your session. If you want to run a shorter version of the activity, you may like to invite participants to find just one good resource, rather than completing the whole table.

Facilitating the activity…

1. Start by making sure that all general questions related to the product or the platform have been answered.
2. Explain the task by holding up the table of the worksheet and explaining that they will need to complete the table with information about resources they find on the SAGE Research Methods platform. We recommend that you provide the activity instructions before handing out the worksheet, so that participants can focus on you, rather than getting distracted reading the worksheet.
3. Make sure you clearly emphasise how long they have for the activity, and that you may ask some volunteers to share their findings with the rest of the group after the task.
4. Display the completed table model on the presentation screen and leave up for the duration of the activity. The model is available on the next page of this delivery guide.
5. Hand out the worksheet.
6. During the activity, walk around the room slowly and calmly, to observe the participants and ensure everyone is on task. If anyone is struggling, you can help them individually; if lots of people struggle with a similar issue, it’s a good idea to review this with the group after the activity but before closing the session.
7. Give time warnings halfway through the activity, and five minutes before you will end the task.
8. When time is up, bring the attention back to the front of the room and invite two or three people to share their findings.
9. Before closing the session, review any common issues, and invite any final questions from the group.
<table>
<thead>
<tr>
<th>Resource title and content type</th>
<th>Why do I like this resource?</th>
<th>How could I use this resource?</th>
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</thead>
<tbody>
<tr>
<td><strong>Project Planner: What Is A Systematic Review?</strong></td>
<td>Sets the research process out clearly defined research stages. Contains checklists and questions for students and researchers to consider before they move on to the next research stage. Links out to explore other content within the platform.</td>
<td>Building on knowledge from the short definition given in the Methods Map, students can read this Project Planner entry, and explore some of the links to learn about related concepts and discover other content on the platform. Explore how the systematic review fits into the research stage of ‘Data Collection’ and the wider process.</td>
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<td><strong>Book chapter: ‘Synthesising Evidence: Systematic Reviews, Meta-Analysis and Preference Analysis’ In: Research Methods for Clinical and Health Psychology</strong></td>
<td>‘One-stop shop’ resource containing enough detail of how to do a systematic review, and some of the key debates in this area. Includes: history of development; detailed considerations and things to be aware of; meta-analysis; combining qualitative and quantitative evidence.</td>
<td>‘Essential’ reading on the list because it covers so much detail in one chapter. The list of 6 revision questions gets students to recall knowledge from the chapter, which could be used for an in-class discussion.</td>
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<td><strong>Book chapter: ‘Practical Systems for Systematic Reviews of Research to Inform Policy and Practice in Education’ In: Developing Educational Leadership</strong></td>
<td>The EPPI-Centre is a centralised resource for people who wish to undertake and/or use the results of systematic reviews of research in education. He details how the EPPI-Centre go about their process of systematic review, and the role it plays in supporting and facilitating research and researchers.</td>
<td>This book chapter gives students practical advice about undertaking systematic reviews in the context of a professional research centre. It encourages students to think beyond academic applications of the systematic review, so could be useful discussion tool for a seminar class.</td>
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