

Dear students,

In our previous class, we found out that the first step to constructing your research project is to extensively look at previous related studies. We discussed the procedures you can follow to keep your readings organized, I showed some databases that are commonly used in the field of Education, and we concluded together that selecting good indexes and keywords is fundamental for an effective search. Continuing from our discussions on the importance of analyzing systematically previous studies in our field of research, this task will take you a step further: it is time to analyze the information and select the articles that can contribute to the elaboration of your project!

Hopefully, this assignment will provide you the opportunity to rehearsal this analytical process, at the same time that will give you insights on how to organize your methods in your project. My main aim is that by reading and reflecting on the findings of each of the articles you can get a deeper understanding of the topic you have chosen and the theoretical and methodological frameworks that have been used to investigate it. So, let's see what this activity is about.

I have selected 15 well-written articles on the three topics we have chosen in our last class: children's agency, inclusive education in higher education, and peer interaction in early childhood education. Thus, you can find 5 articles for each topic. The assignment consists of analyzing the articles and classifying them into two categories: **core information** and **supplementary information**.

In order for me to follow your analytical process and assist you through it, I ask that you write your reflections on each article and your justification for classifying the articles in one of the two categories. The written assignment should respect the limit of 1000-1500 words. You may use first-person and present verbs, as well as express yourself through pictorial inputs.

How should you proceed?

1. Choose your topic and read all of the articles related to it (this is the first and superficial reading that allows you to have an overview of the topic).
2. For the second reading (and now, the analysis) you will read the articles one by one and considering your interests, think what information is most relevant. Remember: 'to analyze' means to understand the whole through its parts. Thus, take each section of the article separately and explore the different types of information (theoretical, methodological and so on) it offers.
3. Make reflection notes during the entire process and not only in the end (it will support you to be consistent).
4. In hands with all the reflection notes, it is time to classify the articles. To do so, look at your notes and answer: is this information essential for my project (e.g., brings clarity to important concepts, ideas for methods, insights to the field) or is it supplementary (e.g., brings an interesting finding but not necessarily relevant for my project, tells about a different perspective of the topic that I will not address but should know about it). Based on this dialogue with your notes you can classify the articles. NOTE: it is ok to place all articles in one category if you judge they all contribute in the same way!

This process is really important as it allows you to learn how to organize the information. You will need to do this type of analysis many times for your master thesis!

5. Now is time for you to write the assignment. First, make a summary of key information from all your notes. This summary is broad, no need to specify what information came from what article but it is necessary that you connect the information in a coherent and fluid text (no bullet points). Then make a table to present your classification and justification (follow APA style).

Commented [JMF1]: Here, I am contextualizing the task in relation to the timeline of events in the course. By doing it, I refresh students' memories of what we have learned before, situating him/her for this new process.

Commented [JMF2]: I bring concepts that I've worked before, and I mediated the significance (or importance) of the topic for the student.

Commented [JMF3]: Here I am sharing with the student what is my aim with the task, indicating why the process is so important and why I wanted them to do it.

Commented [JMF4]: I always highlight what is most important of the task. Visual clues help students to organize themselves.

Commented [JMF5]: This is the main instruction for the task.

Commented [JMF6]: I point out my involvement and my commitment with the students learning process. This creates a feeling of trust supporting especially those that need a closer attention.

Commented [JMF7]: Clear suggestion for the structure of the task. This supports the students to calculate the time they need to invest in the task as well as helps them to create parameters for the work.

Commented [JMF8]: It is important that the students know what kind of cognitive functions they are using for the task. In many cases, students don't know how to proceed, what is the sequence of actions. I understand that it is important to inform them, help them not only with the content but with the process.

Commented [JMF9]: Be aware that students not always know what you are asking them to do. They don't have the concept.

Commented [JMF10]: Examples guide the students reflections. It scaffolds in a much effective way their reasoning while doing the task.

Commented [JMF11]: Here, I am again mediating the significance of the task. It as a reminder for encouragement after the long description. Also after the description students should be already planning how to do the task, this mediation supports motivation.

Commented [JMF12]: Again, very clear instructions. This also helps us teachers to create feedback for the students.

Conclude by writing one or two paragraphs explaining how this task has expanded your knowledge on the topic.

Wow now is done, it wasn't difficult at all!

I am looking forward to reading your assignments!

Commented [JMF13]: This is very important. It is not enough that students to the analysis correctly (or adequately) they should reflect how it provides them with new knowledge and skill. By asking this type of reflection I am prompting the awareness of their own modifiability.