



Expression of Interest content guidelines

Introduction

These guidelines should be read in conjunction with the Expression of Interest format document. **Two types** of research projects will be funded and where the information is different this is clearly indicated. You will also need to refer to the other documents provided in the information pack.

Format and presentation of an Expression of Interest

To assist the selection panel, you must follow the specified format and numbering system. It is acceptable to crossreference information you feel you may be repeating. A completed cover sheet should be attached. Please use a typeface, point size, line spacing, and layout that are easy to read. Expressions of Interest should be 6–10 pages, with a maximum of 10 pages (this does not include project team biographies or CVs or the cover page). Note that the Expression of Interest is the first stage of a two-stage selection process.

1. Cover Page

This is supplied as a template to fill in and must accompany all applications.

2. Title of the research project

Please provide a short working title for your research. This should reflect the nature of your project.

3. Project type, category, and total amount sought

Please indicate which type of research project (**Type I or II**) you are applying for. If you are applying for **Type I** indicate whether it is Category A or B. If your project is to continue beyond 2010, you must state clearly the amount of funding you seek for the second year (2011), and (if relevant) for a third year (2012). Note that future funding is subject to ongoing government funding, and to satisfactory performance in the first funding cycle. **All figures are GST inclusive.**

Type I: *Research projects: Building knowledge about teaching and learning*

Type I projects will have **two** categories—**A** and **B**.

Category A will be large-scale projects of **three** years. Each of the major projects approved in 2010 will be eligible for up to \$450,000, with a maximum of \$150,000 available in any one year.

Category B will be medium-sized projects of **up to two years**. A maximum of \$200,000 will be available for any one project, with no more than \$100,000 granted in any one year.

Type II: Research projects: Exploratory studies

Type II (**Category C**) projects are to be smaller scale projects of **up to two years**. A maximum of \$130,000 will be available for any one project, with no more than \$65,000 granted in any one year.

4. Description of proposed project and its context: Its strategic value in terms of the TLRI programme

The proposal must demonstrate how the project will address Principles One and Two in the overview document and the TLRI strategic priorities of *consolidating and building knowledge* and *identifying and addressing gaps in our knowledge*. The rationale for the proposed project must be explicitly stated and the problem it seeks to address described. Refer to *TLRI 2010: Building knowledge about teaching and learning* and the general information and overview documents in this pack.

5. Research design and methodology: The project's research value in terms of the TLRI

The proposal must demonstrate how the project is consistent with Principles Three and Four and how it provides research value (see the overview document). Note that this section is of key importance to the selection committee, and our past experience suggests that having an outside reader review this section is a helpful practice. Please be sure that you do all of the following:

OUTLINE OF RESEARCH DESIGN AND METHODOLOGY

1. **Pose a research question that advances learning in the field and contributes to what is already known.** You need to make a convincing argument that this question is necessary for New Zealand at this point. What else has been written about this field, both in New Zealand and internationally? What is known? Why is this a central question to investigate at this time?
2. **Clearly describe a research design and data-collection methods which follow logically from the questions themselves.** In both Type I and Type II projects you need to provide a clear methodology so that readers are convinced that these methods will provide valid and reliable data and enable you to answer the questions. What types of data do you intend to collect? Why did you select one data-collection method over another? How can the selection committee be convinced that your data collection is appropriate for your study?

For Type II projects please include a rationale that clearly states why your project is suitable to be a Type II. Note that Type II projects are qualitatively different from Type I projects rather than simply smaller versions of Type I (as was the case in previous years). The most successful applicants will explain these differences clearly, so that the reviewers can understand why their Type II applications are particularly innovative and emergent.

3. **Create a data-analysis plan that gives an idea of how the data will be managed and analysed and how these data will then answer the research question(s).** What will you do with all the data once they come in? By what method will you create statistical analyses or qualitative coding systems? Because Type II projects may rely on more innovative methodologies and investigate topics where there is less known, it is very possible that you will not know exactly what you will discover until after you have collected your data. This is to be expected. It needs to be clear, however, that you will have a strategy for dealing with whatever comes up and that you will be able to make good use of the data in order to answer the questions.
4. **Detail the quality-assurance processes.** Please be clear and specific about how you will ensure that the data you collect will be high quality. You need to describe, for example, the peer-review processes you will use throughout the study.

PROJECT TEAM: PEOPLE INVOLVED AND THEIR RESPECTIVE ROLES WITHIN THE PROJECT

5. **Show consideration of the context of practice in which the research will be conducted and give careful thought to the relationships and roles within the project team and issues such as knowledge, ownership, power, and decision making.** Please discuss the rationale for the partnership and why the partnership is the right way for you to find the answers to your research questions. You should also think through your partnership model and be clear and specific about how you're going to be sure that each partner's knowledge is welcomed and each partner learns. In Type I projects, please clarify what you mean by "partnership": which people will do which sort of tasks? Why? What kind of training will project members require? Who will supply the training? In Type II projects, you will need to make a convincing argument to show how the thinking of each partner will build and contribute to the data collection and analysis.
6. **Type I projects need to have a principal investigator who has experience leading research projects (if co-led, at least one of the leaders need to be an experienced researcher).** In the proposal it needs to be demonstrated how opportunities will be provided for developing the expertise of less experienced researchers. Because the TLRI is charged with building capacity and capability in educational research in New Zealand, the reviewing committee will look to be certain that there are opportunities for the next generation of New Zealand scholars to be mentored through this process. Who will be mentored and what is the process you will use?

Type II projects will involve a team of researchers and practitioners that is led either by an experienced researcher or an experienced practitioner. If the latter, the team requires an experienced researcher acting as an adviser. The reviewing committee will be looking for assurance that the team has the research experience and capability to conduct the proposed research, and the practice experience and capability to ensure close connections to practice. Applicants from an institution that does not have access to an experienced researcher to guide the research project may contact the TLRI ttri@nzcer.org.nz who may be able to link you with an appropriate person.

6. Practice value

The proposal must demonstrate how the project is consistent with Principle Five and the TLRI strategic priorities of having an *impact on practice* and an *impact on learning*. It must illustrate how the research might inform current and future practice and its potential to provide insights into student learning. It also needs to outline the team's approach to dissemination. Refer to overview document.

The nature and scale of your project will determine both what is possible and what is appropriate.

7. Project timetable

Please provide an indicative timetable for your project, including starting and finishing dates and key milestones. This can be in the form of a short table or a list that sets out each stage of the project and details key project milestones.

7. Appendix. Project team: Curricula vitae

Please provide CVs for the key members of the project team, giving relevant experience, qualifications, recent relevant publications, and research experience. These should be no longer than one page for each team member, so please highlight the most relevant work experience for each project team member, and how this will benefit the intended research.

8. Referees

Please provide the names and contact details of two people who can comment on researchers' capabilities to complete the proposed research successfully. It is important that these referees can comment in a professional, work-related capacity.

Submission of Expression of Interest

Please submit four unbound hard copies of your Expression of Interest by 5 pm **on Wednesday 12 May 2010 to:**

Teaching and Learning Research Initiative

C/- NZCER

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178–182 Willis Street

P.O. Box 3237

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