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# The solution room: Optimisation of primary research for Senior Health



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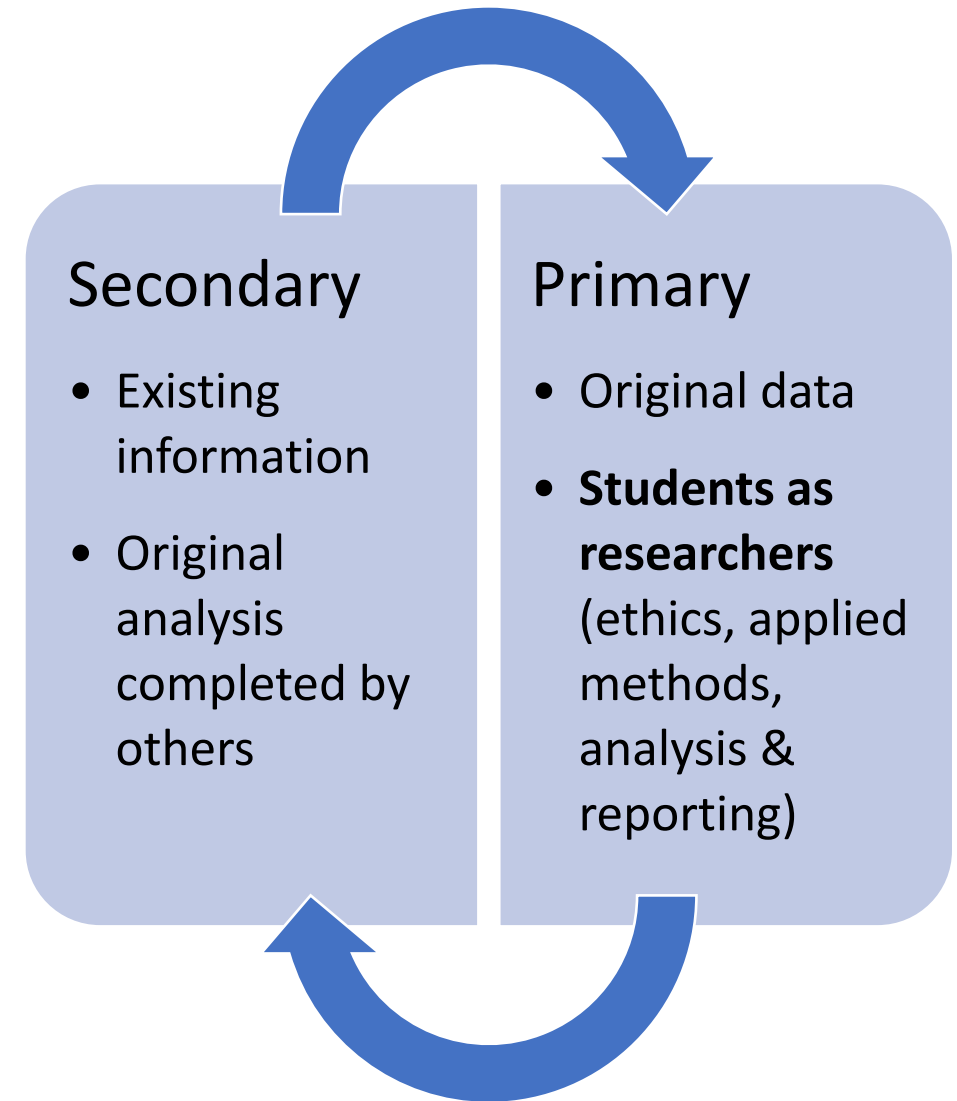


# Overview

1. Primary & secondary research
2. Senior Health: Systematic primary research processes
3. Health Inquiry Model & primary research data
4. Senior syllabus skill sets, data literacy & a need for optimisation
5. Examples of challenges, reflective thinking & prioritisation
6. The solution room

# Primary & secondary research

- Some schools utilise legacy data



# The scientific method adapted for Senior Health research

What do we want to investigate?  
What do we want to know?  
What is already known?  
Proposed explanation based on preliminary evidence  
How will the research be conducted?  
What primary data will be collected?  
How will the quantitative and/or qualitative data be managed?  
Does the data support the hypothesis?  
What conclusions can be drawn?  
What are the key findings, strengths and limitations of the investigation?  
How will the findings inform future research?

1. **OBSERVATIONS**

2. **RESEARCH QUESTION(S)**

3. **BACKGROUND RESEARCH**

4. **HYPOTHESIS**

5. **METHOD** (research design & ethics)

6. **DATA COLLECTION**

7. **DATA ANALYSIS & CONCLUSIONS**

8. **REPORT RESULTS**

*Systematic processes*

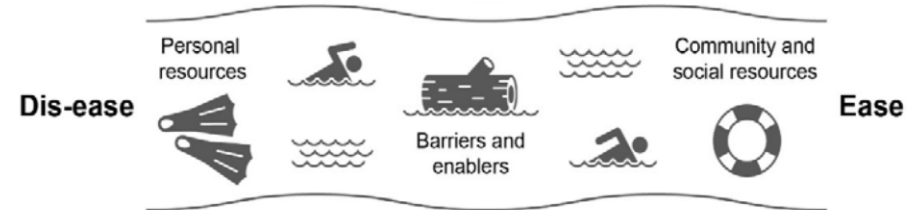
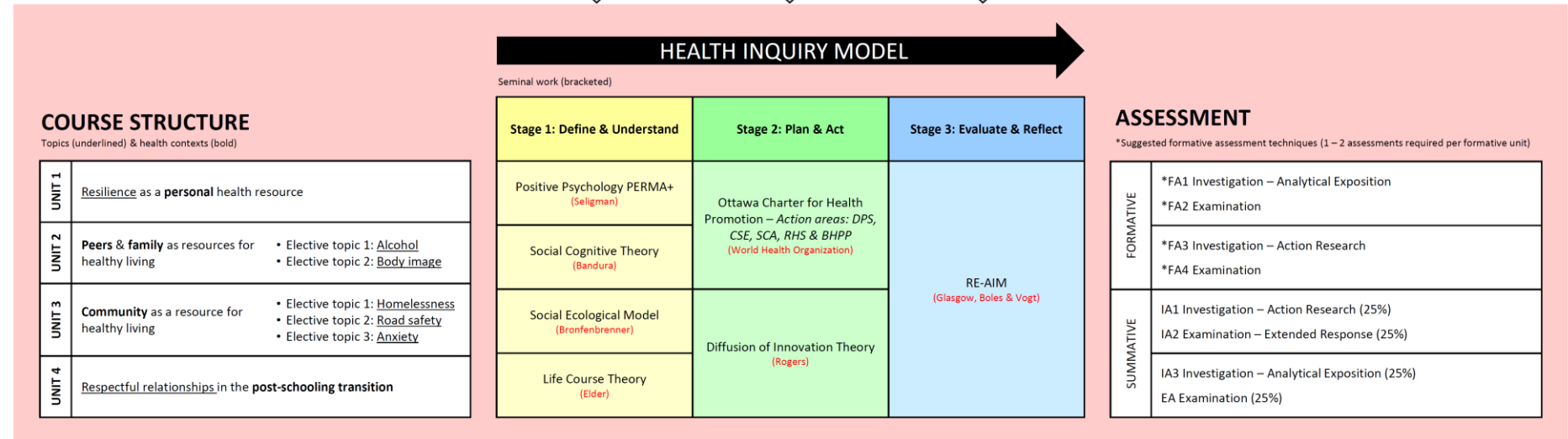
# Health General Senior Syllabus 2019 v1.2

## Summary map

How do your students currently utilise primary data within the HIM?

**OVERARCHING APPROACHES<sup>1</sup>, FRAMEWORKS<sup>2</sup> & RESOURCES<sup>3</sup>**

- Salutogenic Model of Health<sup>1</sup> (Antonovsky) & Strengths-based approach<sup>1</sup>
- Determinants of Health<sup>2</sup> (AIHW Conceptual Framework)
- Ottawa Charter for Health Promotion – *Enable, Mediate & Advocate*<sup>2</sup> (World Health Organization)
- Framework for Health Promotion Action<sup>2</sup> (Murphy & Keleher)
- Health Literacy – *Functional, Interactive & Critical*<sup>3</sup> (Nutbeam)
- Social Justice Framework – *Equity, Diversity & Supportive Environments*<sup>3</sup>



\*River of Life' metaphor diagram published with permission (Source: QCAA Health General Senior Syllabus 2019 v1.2 p. 10)

# Senior syllabuses – Three skill sets

## 1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Health content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

- Health provides a valuable opportunity for authentic learning and development of all skill sets
- What are the strengths of your cohorts?

**Syllabus extract:** QCAA Health 2019 General Senior Syllabus v1.2 (p.6)  
[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_health\\_19\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_health_19_syll.pdf)

# Data literacy

Inquiry driven **primary** research commands a range of planning, management, analytical and communication skills.

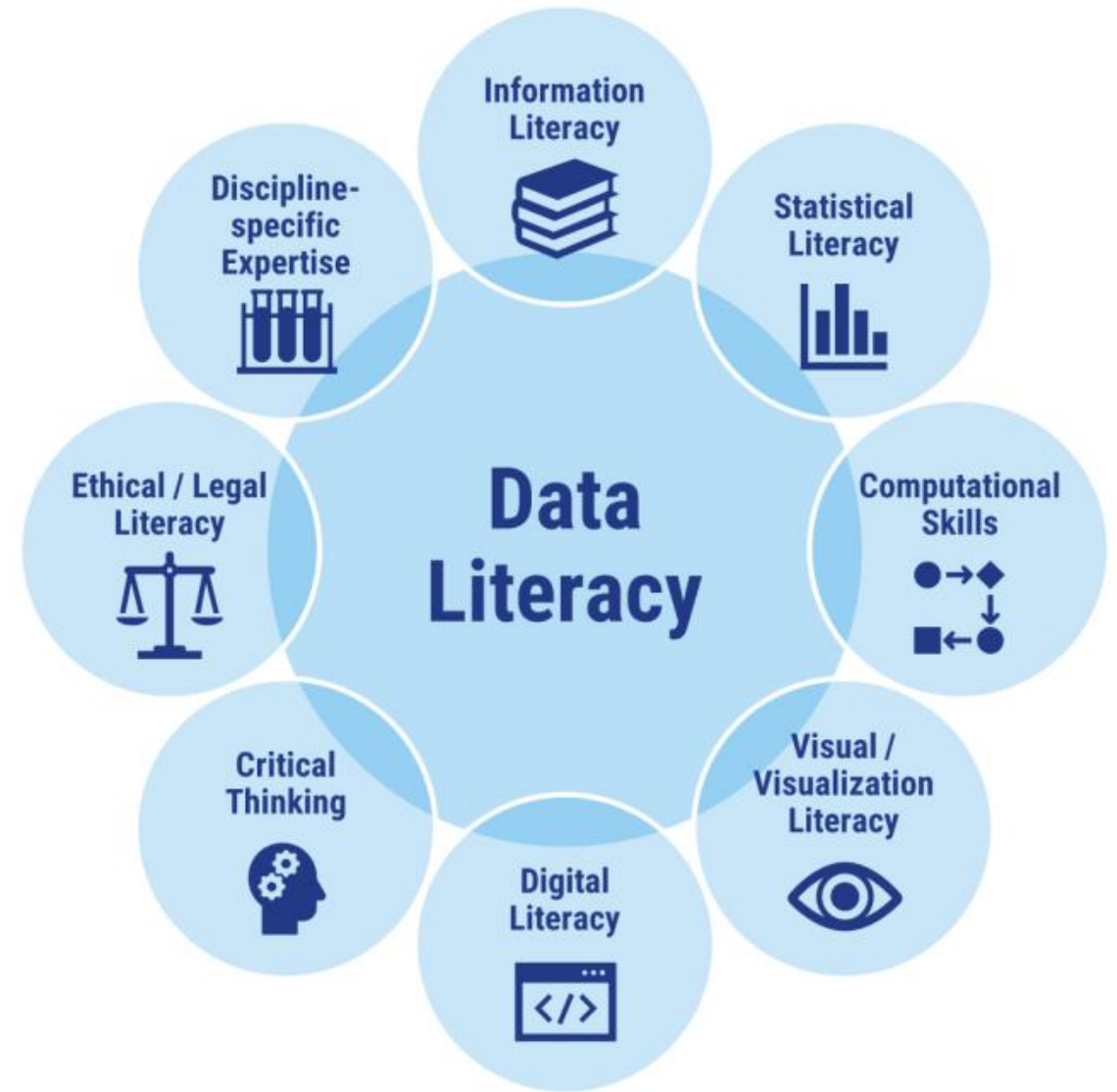


Diagram source: <https://www.dataliteracy.uni-jena.de/en/what-is-data-literacy>



# Optimisation

- Process efficiencies
- Improving effectiveness

*What industries or professions have a strong focus on optimisation?*



# Examples of challenges

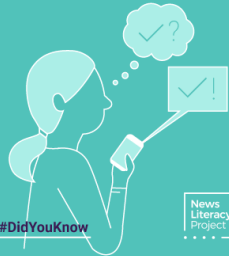
"I'm not a numbers person!"

"This seems like a lot of work!"

"We've worked so hard on this... why won't they complete our questionnaire?"

## Confirmation bias

is the tendency to search for, interpret and recall information in a way that supports what we already believe.



American Views: Trust, Media and Democracy, Gallup/Knight Foundation (2018)

#DidYouKnow

News Literacy Project

Infographic source: <https://newslit.org/tips-tools/dont-let-confirmation-bias-narrow-your-perspective/>



# Individual reflective task

- What do your students find most challenging about primary research and data analysis?
- What opportunities exist for optimisation?

## Consider your context & student cohorts:

1. Develop a list
2. Select your top three priorities
3. Rank them



# Small group task

- Form groups of 6 – 8
- Introductions, take turns to share first priorities and collectively discuss ideas and solutions
- Record group discussion points on the A3 sheet provided
- Unresolved challenges (no solution) are to be listed at the bottom
- If your selected challenge has been discussed already, only revisit if context/circumstances are different → Move to the next priority on your list
- Repeat the process until all have spoken and as many challenges as possible have been discussed

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CHALLENGES / OPTIMISATION OPPORTUNITIES	IDEAS / SOLUTIONS
UNRESOLVED CHALLENGES	

# The solution room

- Spokesperson for each small group...
  - briefly reports one or two good ideas/solutions
  - seeks ideas/solutions for unresolved challenges from other groups
- Subsequent groups: don't repeat, add new perspective if beneficial
- At the conclusion of the task, freely circulate to check other group sheets (take photos)

# Thank you



*Thank you for your contribution to the solution room today! I hope the session was beneficial for you.*

# Contact details

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# Further questions?

