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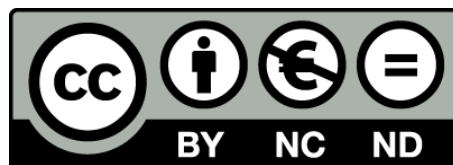
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# **Teaching Research Methods to Social Work Students in India and Australia: Reflections and Recommendations**

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# **Teaching Research Methods to Social Work Students in India and Australia: Reflections and Recommendations**

## **Abstract**

This paper draws on the reflections of two social work educators who have, for many years taught research methods to undergraduate and postgraduate social work students in India and Australia. The intent is to suggest measures for enhancing the quality of social work research education. The reflections are embedded in a social justice and human rights framework, privileging the educators' unique social and cultural contexts and their commitment to engage with indigenous knowledge. The authors recommend effective social work research education requires the educator to draw on a deep understanding of their own context, as well as globally accepted research traditions. Particularly, we encourage research teachers to adopt student-centred approaches that emphasise a broad 'research mindedness' (in their students and themselves), building students' practical capacities and confidence to become effective, research informed practitioners; capable of contributing to their own communities and to the social work profession more broadly.

**Keywords:** social work education; pedagogies; research education; Indigenous knowledge; social work; research minded practice; skills teaching

Unlike teaching other social work methods, teaching research methodology to social work students can be rather difficult and challenging because of the apprehensions in the minds of both the teacher and the taught (Hardcastle and Bisman, 2003; MacIntyre and Paul, 2012; Fish, 2015; Newman and McNamara, 2016). The real purpose of research in social work, as an evidence-base for policy and practice decisions, begins to dawn in the minds of social workers after some experience in the field and after acquiring a broader and more inclusive world-view; and understanding the interconnectedness of everything we do with some form of research activity, however rudimentary that might be. With considerable experience of teaching research methodology to social work students and supervising doctoral research, the authors reflected critically on the pedagogical issues, practical realities, cultural biases and

ethical dilemmas that surround the teaching and learning of research methodology with reference to their individual contexts. Drawing on their teaching experiences in India and Australia, the authors suggest suitable measures for enhancing the quality of research methodology teaching and learning, and pragmatic steps to make the process more enjoyable, enriching and enlightening for the teachers and students.

As social work faculty, teaching research methods to social work students at undergraduate and postgraduate levels, the authors share very similar concerns, even though the contexts in which they teach differ to a great extent with regard to the general socio-cultural, demographic, economic and political environment. Their contexts also vary widely in other significant aspects, such as the profile of social work students, their backgrounds, the methodologies of teaching, and the learning and evaluation to which students are exposed and more importantly, the recognition, respect and image the social work profession enjoys in the two countries (Botcha, 2012; Baikady, Pulla, and Channaveer, 2014). During several rounds of discussion the authors drew from their experience very similar insights concerning the pedagogical aspects of teaching research methods to social work students. They were also surprised to realize that social work students in Australia and India face almost similar experiences in learning research methods and at the same time, even as teachers, the authors had to deal with very similar challenges and issues. This sharing of experience and personal reflections led to a realization that the outcome of this reflective analysis may benefit international social work academia, contributing to the development of more effective pedagogical strategies for teaching and learning of research methods. Huegler, Lyons and Pawar (2012) support this cross-national approach where ‘insights to be gained from such comparative analysis can be used in international social work in terms of developing social work education...’ (p. 13).

Internationally, the focus of social work educators has tended to be on the role of research in social work education rather than on research education (Orme and Karvinen-Niinikoski, 2012). Academics have sought to connect what is taught in social work programs with a sound research base, thus reinforcing the connection between research and practice and the role of research beyond the academic sphere. In this dialogue, research is often discussed as the research and teaching endeavour and the

need, therefore, to promote the teaching-research nexus. Knowledge about how to acquire research skills and techniques is often absent from this dialogue.

In this context, it is worth noting that the International Association of Schools of Social Work (IASSW) core mandate is to promote and enhance social work education and training at a global level and, consistent with this mandate, the IASSW released a statement on social work research in 2014. The statement focuses broadly on the practice-teaching-research nexus and the goal of developing a 'research-informed professional culture' (International Associations of Schools of Social Work [IASSW], 2014), which uses a variety of research methodologies and methods informed by a critical standpoint anchored in principles of social justice and human rights. Achieving this goal requires commitment to the task of achieving excellence in teaching research skills and techniques to social work students. The authors intend that this paper contribute to this global goal.

### **Social Work Research Education in a Global Context**

Historically, social workers all over the world have used a judicious combination of research and practice methods to justify their advocacy for improved social conditions for the vulnerable groups. Research and evaluation have always played a crucial role in helping the profession's progress toward this mission. Hardcastle and Bisman (2003) note that the role of research in social work is to inform social work practice – 'to alter a particular set of phenomena in the world and to answer practice questions' (p. 32). Fish (2015) agrees with this premise arguing that the 'ability to locate, understand and use research is vital for social work: it informs decision-making about appropriate interventions and contributes to evidence about what works' (pp. 1060-61).

Furthermore, she maintains that research activity plays an important role in establishing and increasing the global status of the social work profession and, more importantly, the standard of practice of its graduates. Baikady et al. (2014) succinctly argue in their paper, focused on social work education in India and Australia, that:

... social work research as an area needs more attention in social work education in order to develop a sound theoretical base for the profession. The research needs to be strengthened with adequate infrastructure and teaching facility,

which would help professional practitioners develop grounded theory building in the profession for the development of the discipline (p. 316).

The IASSW's (2004) *Global Standards for the Education and Training of the Social Work Profession* encourages all social work educators to include knowledge of research and research skills. Orme and Karvinen-Niinikoski (2012) argue that globally good social work practice relies on this research knowledge: 'The challenge is to realize this in an international context. Traditions in social work research mean that both the methodological expertise and infrastructure vary widely' (p. 179). In India, for example, Botcha (2012) argues that few educational institutions 'develop intellectual interest and creativity to promote research orientation' (p. 206) – caused by a lack of national standardization, expectation and support for integrating research knowledge and methods into curriculum. Goswami (2014) identifies proficiency in research methodology as fundamental to the overall enhancement of Indian social work programs and their research outputs. In Australia, Simpson (2015) notes that the social work profession is in a phase of 'growing research capacity... on an upward trend' (p. 281); improving from an earlier weak engagement with research knowledge and capacity (Crisp, 2000). The national professional body, the Australian Association of Social Workers (AASW), require the inclusion of research methods learning in social work curricula, although, beyond this requirement the adopted research teaching approaches tend to be particular to the priorities and capacities of individual schools of social work.

Nevertheless, at the conclusion of this section, the authors of this paper wish to emphasise that the quest for global inclusion and imperative of research knowledge in social work education should not become a quest for imposing a uniform approach to research education regardless of context within and between countries. The authors agree with Baikady et al. (2014) recommend that an indigenized curriculum, whether in India, Australia or another country, should be a priority ensuring that social work research education is 'rooted in the needs and culture of its own society' (p. 317)

## **Reflecting on Research Teaching in Indian and Australian Contexts**

As discussed, the focus of much social work education literature has been the need for research to be an integral part of the entire educative process, with less attention on how to effectively teach research skills and techniques to social work students. Firstly, however, Orme and Karvinen-Niinikoski (2012) draw our attention to the notion that research teaching ‘reflect[s] differences in activity and approach to learning... [and] national requirements for professional education and training and varying degrees of regulation of social work practice’ (p. 182). Heeding this advice, in the following country specific reflections, the authors initially describe their particular social work education contexts. The authors hope that these complementary reflections provide an opportunity for the reader to consider the impact of social and professional context on the research education task, as well as provide an opportunity to begin to identify what may be of assistance within their classroom.

### *The Indian Context*

In India, the social work profession has been in existence for over eighty years. Singh, Gumz, and Crawley (2011) note that current social work education curriculum in India is informed by a University Grants Commission mandate, requiring social work education to focus on the ‘history and philosophy of social work, human growth and personality development, community organization, casework and group work’ (p. 863), with limited emphasis on research education.

However, from the time professional social work training was introduced in India, research methods have been taught and in many cases students at the Masters level are expected to do a research project and submit a dissertation in partial fulfilment of the requirements for the degree (Baikady et al., 2014). In the recent years, there has been an upsurge in the interest on gaining a Doctor of Philosophy and, in many parts of the country, even Master of Philosophy as a pre-doctoral research program. While on the one hand, it is good for fresh social work graduates to have some grounding in research methodology, rapid expansion and even offering Master of Philosophy through distance learning mode have all lead to serious degradation of the quality of research (Baikady et al., 2014; Goswami, 2014). Certainly, compared to the earlier decades of social work

training and practice in India, social work researchers are using more advanced methodologies these days. For example, data analysis was done manually and limited to basic statistical applications like percentage analysis, chi-square, t-test and diagrammatic representation of data using histograms, bar diagrams or pie charts. But, these days, even a young social work trainee uses advanced statistical packages and software such as SPSS. Of late, in many parts of the country, researchers are evincing keen interest in qualitative research, mixed methods research and in use of very advanced software for analysis such as NVivo, Amos, Amulo etc. While extensive use of advanced statistical tools might be creating an impression that social work research is increasingly becoming more 'scientific', the almost complete reliance upon quantitative techniques with neglect of qualitative methods is a matter of serious concern (Singh et al., 2011). The statistical packages that are in vogue today have led to more stereotyping of social work research processes and outcomes without much scope for originality of thinking, creativity, innovation and practical utility.

Increased reliance on research by policy makers and program planners is a welcome trend. Many government programs enlist the services of professional social workers or organizations to carry out systematic and scientific studies to assess the needs and problems of specific communities or user groups, monitor the quality and quantity of services rendered and even evaluate project outcomes. One of the most serious limitations of social work research in India is the over use of cross-sectional studies rather than longitudinal studies. Most of the academic research studies leading to research degrees are general surveys and their practical utility is questionable (Goswami, 2014).

Another major challenge is the powerful influence of the 'traditional' educational system, which the country had adopted right from the colonial days on the teachers and students. Somehow, despite very sincere efforts by the state and central government in India, there is still a predominant reliance upon the 'empty vessel' concept of education, rote learning and total dependence on the marks system seem to be prevalent among majority of teachers and students or for that matter, even parents and educational administrators as well. There is too much emphasis on the marks scored by the students, right from scholarships to admissions to educational institutions and to even recruitment to jobs and promotions (Coffey, Samuel, Collins, and Morris, 2014). This over reliance



on performance, indicated by marks, means that teachers and students have less time to focus on critical thinking, reflective analysis and original writing. This poses a major challenge to both teaching and learning research methods.

More positively, Ponnuswami and Francis (2012) have noted that, in recent years, many recognized research centres have focused on social work research leading to postgraduate research degrees all over the country (may be with the exception of certain regions). Associated with this is the enormous growth of the number of recognized research guides or supervisors available. This expansion has led to the induction of a large number of research students in the field of social work. With the growth of institutions offering social work education, there is also an ever-increasing demand for research degrees among younger faculty members foraying into the field.

### *The Australian Context*

In Australia, professionally prescribed research teaching to social work students occurs in a complex university sector and an equally complex student demographic context. Social work schools teach at a bachelor and masters' level, on campus and by distance education and to a diverse student population – largely female, and of varying ages, ethnicity and life circumstance. This diverse education and student demographic landscape uniquely challenges Australian social work educators, requiring them to adopt a flexible and responsive approach to social work teaching generally and research education specifically.

Australian social work education began in the university sector in the 1940s and, today, 30 Australian universities offer accredited social work programs, with research skills being taught as a core component of these programs (Baikady et al., 2014). The Australian social work curriculum prioritises the acquisition of research skills, largely in response to the requirements of the national professional and social work program accrediting body, the Australian Association of Social Workers (AASW). The AASW identifies research as required program content and as a method of social work intervention. Further, research skill is a specified graduate attribute where, at the end of their degree, the student is required to have: 'Ability to apply research knowledge and

skill to understand, evaluate and use research to inform practice and to develop, execute and disseminate research informed practice' (AASW, 2012, p. 8).

Ryan and Sheehan (2000) identify a variety of research curricula in Australian social work schools. They name five approaches to research teaching: Rigorous; Single-Subject Plus; Traditionalist; Minimalist; and Traditional/Progressive. The majority of social work research methods classes in Australia fit the definition of the 5<sup>th</sup> approach, labelled the Traditional/Progressive; which is defined as 'a traditionalist view of teaching social work research, yet [also teaching] qualitative research, feminist methods and the politics of research' (p. 145). Fook (2003) argues that this broader approach provides a distinctive focus and is the strength of the Australian social work research curriculum. Consistent with this approach and focus, social work students across Australia generally study qualitative and quantitative methodologies with an emphasis on research skill development, applicability to social work practice, research ethics and the politics of research. Social work students most commonly undertake two research subjects when their degree is undergraduate and one research methods subject when they undertake their social work studies at a masters' level. Students often have the option to study either on campus or by distance education. This consistency in research education provision is across social work schools and is a defining characteristic of Australian social work education.

This consistent and comprehensive approach to research education has not, however, necessarily led to higher levels of research confidence and capacity in social work practitioners. Harvey, Plummer, Pighills, and Pain (2013) examined practitioner research capacity in the health sector. They found that although there was a high level of interest in research 'limited knowledge and skill, and practical constraints impeded research activity' (p. 1). This research result raises concerns about how effective Australian research education is in developing research confidence and capacity beyond the classroom, particularly in a context where practitioner research activity is a priority and where 'the profession is increasingly under pressure to demonstrate the effectiveness or benefit arising from social work interventions' (Simpson, 2015, p. 282).

*A Comparative Summary of the Indian and Australian Contexts*

In the first section of this article, the authors noted that as social work educators in Australia and India we surprisingly shared common challenges and experiences when teaching research to our students. For example, our students in India and Australia were reluctant to engage with their research education, and as educators, in our different contexts, our primary task is to address this uncertainty and convince our students of the value and relevance of research skills. Interestingly, this reluctance is evident in both student cohorts despite the different demographic profiles of the Indian and Australian social work student groups (Stanley and Bhuvanewari, 2015).

However, there are structural differences between the Indian and Australian education contexts that are worth summarising and highlighting. In India, social work education predominantly occurs at a Masters level, with Australian students able to complete their social work studies either at the undergraduate or postgraduate professional qualifying levels. Indian research education focuses primarily on quantitative methods, whilst in Australia, research education is more broadly focussed on quantitative, qualitative and mixed methods – using a variety of assessment methods. Also, significantly in India, there is a non-standardised social work curriculum without minimum standards (Nadkarni and Desai, 2012; Botcha, 2012). In Australia social work curricula adheres to the Australian Social Work Education and Accreditation Standards (AASW, 2012). Although, and despite these structural differences, in both contexts, we noted our own and fellow academics’ concerns about students’ preparedness to become active and competent researchers in practice – beyond the academy (Harvey et al., 2013; Baikady et al., 2014).

### **Pedagogical Strategies for Effective Teaching and Learning in Research Methods**

The following suggestions and insights are drawn from the authors’ teaching experience, the wisdom of their students (from the authors’ research published elsewhere) and international literature relevant to our topic. We begin the section by identifying models of research teaching.

#### *Research Education Models*

There is agreement globally on the purpose of research education, which is, according to MacIntyre and Paul (2012), to create an awareness of research and its relevance to practice, learn to critically review research studies and gain research skills. They argue that research teaching (nationally or internationally) is strongly related to an educator's belief about the purpose of acquiring research knowledge. For example, an educator may choose to focus their teaching on encouraging their students to become critical consumers of research rather than on developing skills to prepare students to become practitioner scientists. Hardcastle and Bisman (2003) acknowledge this diversity, identifying three models of research teaching: educated consumer, practitioner scientist and research as a practice methodology. A recent review of British social work research teaching conducted by Fish (2015) identified five models of teaching: 'research-informed teaching, educated consumers of research, research-mindedness, research capacity and reflective practitioner researchers' (p. 1060). Fish further noted that often, research activity permeates the social work curriculum and, if effectively integrated, encourages a broad 'research-mindedness', which is 'characterized by critical reflection, an understanding of the process of research... and the use of social work values to counter discrimination and oppression, incorporating an understanding of ethical principles' (p. 1064). What Fish's study also highlights is that there is inconsistency in research teaching approaches across social work schools, although the implications of contrasting curricula are yet to be explored.

### *Pedagogical Strategies*

Students choose to undertake a social work degree because they have a passion for social justice and a belief that they can make a positive difference in their communities. Learning about research, unfortunately, is seldom part of this original vision and many students approach their research subjects with trepidation and reluctance (regardless of their country of origin and the model of research education used in their institution). Harvey et al. (2013) support this assertion and 'identified research anxiety and research avoidance as significant challenges for research capacity building' (p. 12). In this context, the task of teaching research methods begins by recognising the students' sense of anxiety about research and their uncertainty about their ability to understand or undertake research.

It is also important to recognise research methods subjects introduce students to a new language, and a new way of thinking about the world and articulating knowledge – requiring a slower teaching pace, returning often to core principles and concepts. The ‘newness’ of research language, principles and concepts, in conjunction with students’ anxiety, requires the creation of a ‘safe’ learning environment, whether that is an actual or virtual learning environment. A teacher can create this learning environment by recognizing ‘[it] has nothing to do with frightening students. It is everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly’ (Ramsden, 1992, p. 98). Additionally, designing assessment tasks so that they are incremental and practice relevant also acknowledges both the ‘newness’ of the tasks required and respects students’ reluctance to undertake research activities.

Beyond a welcoming and encouraging place a ‘safe’ learning environment should also be culturally sensitive; prioritising the needs and knowledge of Indigenous and ethnically diverse students (Chan and Ng, 2012). In doing so, we recognise that the learning environment itself is not disconnected from social work values and principles of social justice, and the recognition of power imbalances and political context. Recently, Newman and McNamara (2016) supported this argument, noting that ‘social work and social work research have complementary values, principles and processes’ (p. 432). Chan and Ng (2004) also draw links between an awareness of and intolerance for injustice and the notion of capacity building and empowering ‘students in their commitment to justice’ (p. 318). They ask that we embrace the ‘virtues of mutual respect and tolerance of diversity, rational thoughts and commitment to a defensible moral code’ (p. 313).

These notions are particularly relevant in research education where the western centric social research paradigm has dominated – marginalising non-western critiques and silencing alternative contributions that could enrich and inform research methods’ teaching. For example, Bennett (2015) provides an alternative view that emphasises the importance of an Indigenous research paradigm, and encourages a methodology that values Indigenous voices and aims to improve the lives of Indigenous peoples: ‘The foundation of the Indigenous paradigm in research is the reality of lived experience, grounded in the knowledge of self, community and culture’ (p. 21). This view aligns

with Singh et al. (2011) who argue (in the Indian context) that a student's learning should be 'embedded in local traditions' (p. 862) and, further, that 'the incorporation of indigenous must not be token and piecemeal, it should be primary...' (p. 872).

Bennett (2015) and Singh et al.'s (2011) assertions assume a relationship between teacher and student that rests upon a collaborative learning experience, where the teacher is open and responsive to the experience and wisdom of students and their vision of themselves as social work researchers (McGinty, 2012; Hoskins and White, 2013). McGinty recommends that we encourage our research students to think and write from 'their knowledge of the world' (p. 12). Woodley (2013), an Australian Indigenous social work student, provides insight into this 'knowledge' and the dilemmas and challenges of engaging with and finding a different voice in the context of 'western' social work education:

Hence my dilemma, in terms of methodologies of practice, as sometimes I just don't know what to do and I become stuck, because I am Aboriginal and I have such a different way of looking at the world around me... So where do I go from here; how do I transform these 'theoretical perspectives of learning' into a paradigm of practical experience conducive to an Aboriginal viewpoint, an Aboriginal way of doing and being that is in complete contrast to traditional social work... (p. 24)

In this context, and with an understanding of these issues and dilemmas, the authors argue that the role of the teacher is to create a learning environment where it is possible to hear diverse voices, and to also challenge and deconstruct, with students, the taken for granted assumptions that particularly underlie the western research paradigm, where the 'the oppressor defines the problem [and] the nature of the research' (Hesse-Biber, 2004, p. 107). Rowe, Baldry and Earles (2015) argue that this pedagogical task is essential to the 'development of Indigenous social work, and the concomitant decolonisation of social work and social work research, in particular' (p. 306).

These discussions assume that high quality and critically reflective teaching is at the heart of effective student learning. This assumption is supported by research undertaken by the authors and reported elsewhere [names deleted to maintain the integrity of the review process]. In this research, students were surveyed about their experiences of

learning about research methods and how they thought the teaching process could be improved. Students indicated that they valued most the following teaching skills and priorities: availability of the lecturer to answer questions, classes that were well organized and the lecturer well prepared, enthusiastic staff, staff that were accessible, helpful and caring, learning linked to previously learned skills and use of examples to illustrate theoretical points. A moderately positive correlation was found between students reported research confidence and the quality of teaching they experienced. The emphasis of this study was student expectations of teachers. This emphasis should not diminish the importance of the benefit of high expectations of students, particularly in a context of over-reliance on web-based resources (as previously noted). Also, Glesne (2011) reminds us that students need to be active and engaged learners, focusing on three dimensions for acquiring research skill and understanding – ‘reading, reflecting and [most importantly] doing’ (p. xvi).

Chan and Ng (2012) more specifically begin their discussion about social work research education by reinforcing the link between practice and effective knowledge building and by encouraging ‘social work teachers to adopt a holistic practitioner-researcher-educator role...’ (p. 312). Orme and Powell advocate for the teaching of research to have ‘epistemological coherence with practice’ (2007, p. 990) and the authors’ experience has reinforced the benefit of linking what is taught in a research methods class to examples of social work practice. We believe that this occurs most powerfully when students undertake research methods subjects after completing a substantial field placement experience. Students can make direct connections to recent practice, and the benefits of research informed practice can be more clearly seen. Linking research teaching to research examples also adds ‘life to dry theory’ (Chan and Ng, 2012, p. 313). Further, drawing on a real research project provides a coherent example that can be drawn upon as different stages of the research process are taught. This appears to have additional benefit when the topic of the example research has relevance to the student’s own life experience. For example, in the Australian author’s teaching context, the student cohort tend to be mature age women, who are mothers, and the example research topic was ‘Choosing Quality Childcare’ – a topic which resonated with the life experiences of many of these students. Linking assessment tasks to these ‘real’ research and practice contexts also reinforces the value of undertaking research and its relevance to practice.

Thus far, this reflection has focused on teaching research to social work students within a structured social work curriculum. Such a discussion can lead the reader to assume that acquiring research skills occurs only in this formal educational context. Of course this is a false assumption, and the acquisition of research skill continues as part of future professional social work practice. So, we argue that the task of research teachers is not only to develop current capacity and skill but, also, to develop students' confidence to engage in research skill acquisition throughout their social work careers (Harvey et al., 2013). Powell and Orme (2011) suggest the adoption of 'a professional life course framework' (p. 1570) where research education is structured to respond to the different contexts of a social worker's career. Ryan and Sheehan (2000) contend that the key to practitioners' engagement with research skill development is not only connecting research to practice in the classroom, but also encouraging students to embed research into their future practice – which Fook (2003) defines as integrating research 'into "normal" social work practice' (p. 53). Harvey et al (2013) suggest the goal of 'research embedded in practice' can be achieved building an organisational research culture, where staff research activity is rewarded and resourced.

This section concludes with reference to Baeten et al's (2010) support for student-centred teaching approaches that encourage deep learning and engagement with the subject area. The authors' suggestions support this approach, encouraging the teacher to sensitively respond to students' diverse lived experience and complex educational contexts, as well as their anxieties about the subject area and the professional imperative to link their research skill development to their future social work practice. McGinty (2012), in her article *Engaging Indigenous Knowledge(s) in Research and Practice*, captures this professional, collaborative and student-centred approach when she reminds research educators that 'we can have a personal transformation within ourselves as educators while bringing our expertise to the table, then together [student and teacher] there is hope for the creation of new knowledges' (p. 13).

### **Concluding Remarks**

The intention of this paper was to share the mutual reflections and insights drawn together based on an analysis of the similarities and differences, challenges faced,



strengths identified and lacunae found among the worldwide fraternity of social work educators, suggest suitable methods for enhancing the quality of research methods' teaching and learning, as well as provide pragmatic steps to make the teaching process more enjoyable, enriching and enlightening for the teachers and the students. Initially, the authors focused on the imperatives of the international social work education community, the IASSW, and their call for research to be integral to social work curricula globally. This global imperative, however, should not be seen as a requirement for 'sameness' in the content of social work research curricula, and social work educators are urged to critically reflect on the challenges and strengths of their own contexts – as illustrated in this paper. Valuing a critical standpoint, anchored in a social justice and human rights framework, encourages research educators to engage with indigenous knowledge[s] in research and practice. A strong research education requires the educator to draw on a deep understanding of their own context as well as globally accepted research traditions. Finally, reflections drawn from experience and international literature lead us to encourage research teachers to value student-centred approaches that encourage a broad 'research mindedness' as well as build their practical capacities and confidence to become effective, research informed practitioners.

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