

Abstract	A paragraph of usually no more than 250 words that provides a summary to a research report. It should cover the topic, methods and results.
Appendix (singular) or Appendices (plural)	This is used to place additional information at the end of a report/essay. It could include information such as interview transcripts, email correspondence and survey questions. Each item takes a different alphabetical letter e.g. Appendix A: Email Correspondence with Company. This can be referred to in your text as (See Appendix A).
Bibliography	An alphabetical list of sources that goes at the end of your writing. It can include works cited in the text as well as wider reading and research consulted.
Critical Thinking	Critical thinking is applied to reading and writing. It involves being able to overturn personal bias, question sources and come to logical conclusions. You will need to go beyond descriptive questions (who, what, when, where) to critical analytical questions (why, how, so what, what if, what next).
Ethics	Ethics is a set of principles that incorporates being respectful of people's diversity and values, using appropriate research methods, minimising harm and maximising the benefits to participants (BERA, 2018).
Ellipsis	The use of three dots ... shows the omission of words from a direct quotation. They only need to be used for an omission from the middle of a quotation not the start or end.
First Person	This involves using the pronouns I, me and my in writing. First person is often used for reflective writing such as journals and evaluations.
Focus Group	This is a group interview lead by a moderator through a sequence of discussion topics. A typical size is between 6-8 participants. See Morgan's (1997) <i>Focus Group Handbook</i> .
Indented Quotation	These are quotations that are 4 lines or more. They need to be indented from the margin and start on a new line.
Literature Review	Summarising and analysing what has already been said about your subject area or question. This can include using books, journal articles, news articles, blogs and other media. You must always evaluate the sources of information you are using for reliability.
Methodology	This is the way in which research is carried out. For example, methodology can be qualitative (aimed at collecting opinions and viewpoints) or quantitative (focused on facts and numbers). Methodology can also align to specific approaches such as case study, action research, autoethnography and narrative enquiry.
Objective	This entails being unbiased and not influenced by personal feelings or beliefs.

Paraphrase	Rephrase an author's words into your own. Be careful to change the sentence order as well as the language, and always Harvard reference.
Plagiarism	This is the use of someone else's words or ideas without acknowledging it with appropriate referencing. By plagiarising you are incorrectly presenting the work as your own.
Primary Research	This involve using sources of unanalysed data/information or records of events. These could include data you have found yourself by using a questionnaire or interview, information you found by studying an artefact first hand, looking at and analysing an image online or interpreting statistics yourself.
Primary Source	Primary sources are first-hand accounts or original artefacts. They are created during or near the time period being studied. Examples include letters, speeches and paintings.
Qualitative Data	The type of data you collect when you record people's thoughts, opinions or behaviour. Methods of collecting include focus groups and open questions used in questionnaires and interviews.
Quantitative Data	Data that can be measured numerically and made into statistics. You can find statistics that have been produced by others by searching secondary sources such as Statista.com , or you can collect quantitative data of your own.
Questionnaire	This is a sequence of questions designed to gain data for a specific purpose. Consider the types of questions that you might use. Open questions lead to more data and people's opinions. Closed questions can be turned into statistics. You might also try using a Likert scale, which is a 5-7 point scale. A common sequence is agree, strongly agree, neutral, disagree or strongly disagree.
Sampling	Sampling is the way in which a researcher decides who to collect data from. Two approaches to sampling are random (picking people based on chance) or purposeful (selecting people based on relevance and knowledge).
Secondary Research	Use existing sources or data rather than generate it yourself. This can include looking at primary sources (speeches, letters, artworks) and secondary sources (books, journal articles or other online materials).
Secondary Source	This interprets and combines primary sources. Examples include textbooks and journal articles.
Structured Interview	An interview that follows a pre-written sequence of questions.
Semi Structured Interview	An interviewer has a structure, but they can ask follow up questions and deviate from the original schedule.
Subjective	This means being led by personal feelings and values. Subjective writing is often opinion based and anecdotal. It is the opposite of objective, which academic writing should aim to be.

Summary	Captures the pivotal points of something larger in your writing such as a film, book or article. You still need to Harvard reference it.
Theory	A set of principles that can be applied to a situation and approaches to thinking. Examples of theories include feminism, Marxism and semiotics (which relates to the study of signs).
Triangulation	The use of different methods or types of sources/data to help understand a topic and see the bigger picture.
Third Person	Third person is removed and uses he/she/it/the subject being discussed. Example: This report will discuss ...
Verbatim	Where you quote a source word for word. This is also known as direct quotation.

Additional Glossaries

Open University Press (2009) Research Terms Glossary:

http://lib.oup.com.au/he/media_journalism/weerakkody/weerakkody_research_glossary.pdf

Glossary of qualitative research terms:

<https://link.springer.com/content/pdf/bbm%3A978-0-230-23951-7%2F1.pdf>

Reference List

Bell, J. and Waters, S. (2014) *Doing your research project*. 6th edn. Maidenhead: Open University Press.

BERA (2018) *Ethical guidelines*. Available at: www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018 (Accessed: 5 July 2019).

Denscombe, M. (2014) *The good research guide: for small-scale research projects*. Maidenhead: McGraw-Hill Education.

Morgan, D. (1997) *The focus group handbook*. London: SAGE.