

# Promoting ACTIVE and Responsible Citizenship in Schools



## Toolkit

### III. Working materials for activities&students

Activity 3&4

Designing own research

&

Make sense of information and formulate conclusions



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#### Attributed to:

Developed under the project ACTIVE financed by Erasmus+ program

Organization responsible for development of the material: Odpovědná společnost, z. s.

In collaboration with project partners

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Version 1.0

November 2022





#### A3&4-I Research design

#### Research design:

| Criteria | Explanation of<br>criteria | Method | Target<br>group/source<br>of data | Specification of target group | Source of contact<br>for respondents /<br>data |
|----------|----------------------------|--------|-----------------------------------|-------------------------------|--|
|          |                            |        |                                   |                               |  |
|          |                            |        |                                   |                               |  |
|          |                            |        |                                   |                               |  |
|          |                            |        |                                   |                               |  |
|          |                            |        |                                   |                               |  |
|          |                            |        |                                   |                               |  |

### A3&4-II Conclusions - asses hypothesis and arguments

| Hypothesis<br>/ Argument | Criteria (evidence to prove it)* | Data source** | Strength of the evidence | Explanation<br>(understanding) |
|--------------------------|----------------------------------|---------------|--------------------------|--------------------------------|
|                          |                                  |               |                          |                                |
|                          |                                  |               |                          |                                |
|                          |                                  |               |                          |                                |
|                          |                                  |               |                          |                                |