



Research Assignment Report

Due Date: Friday May 18th 2018 by 4:30pm

Assessment Overview

In this assessment, you will conduct a thematic analysis of four semi-structured interview transcripts. You will conduct your analysis to address the overarching research question: ***How do women conceptualise sport participation in Australia?***

Assessment context: Our 'research project'

Rationale for 'research' topic

Sport has long-been considered a central aspect of Australia's national identity (Toohey & Taylor, 2009) and is regarded as a typically masculine setting. Research literature suggests that women have long-been excluded from, and marginalised within, sporting contexts. For example, young girls may have fewer opportunities to engage in organised or team sports as they move from childhood to adolescence and into early adulthood. Further, media coverage of sport played by women is significantly less than sport played by men, and news media often emphasises a sexualised view of female sport players. When women do participate in sport, their identities and performance are evaluated against gendered ideals, and the sports they participate in may be perceived as less interesting and or less entertaining than sport played by men. There is evidence to suggest that women who participate in sport pose a challenge to oppressive gender ideals. Exploring the construction of gender within sporting contexts in Australia may provide insight into broader issues on gender equity and gender relations within the dominant Australian Western cultural context.

Notes on 'research design'

For the purpose of this assessment, assume that the imaginary 'research project':

- Adopts a social constructionist epistemological position
- The research is underpinned by a feminist theoretical perspective as we are particularly interested in 'sport' as a setting in which gender ideals and gender relations are enacted and perhaps challenged
- Inclusion criteria for participants are as follows: must identify as a woman, must be aged 18-25 years old, must be a resident of Australia, must have in the past or currently participate in sport(s).
- At this stage, four participants have engaged in face-to-face semi-structured interviews (45-60 mins duration) on their experiences of sport participation.

Your role in this research

Your role in this imaginary 'research project' is to conduct a thematic analysis of the transcripts provided to you and present these findings in a 'Findings section' of a research report. You are required to:

- Thematically analyse the four interview transcripts provided to you.
- Compose a findings section of a qualitative research report (in which you define and describe your themes in detail).
- Include a thematic map as an Appendix to your submission and explain the thematic map in the body of your findings.
- Along with your findings, submit the four transcripts **with annotations that serve as evidence of your thematic analysis** to provide evidence of your analytical work.

Remember at all times that you are endeavouring to address the overarching research question.

Submission Requirements

For equity purposes, abide by the following formatting rules. Be sure to follow formatting requirements as text that exceeds the requirements will not be read and therefore cannot be marked. Formatting requirements are as follows:

- Maximum of 6 pages, **EXCLUDING** thematic map and analysed interview transcripts
- 12 point Times New Roman
- Double Spaced (i.e., Line spacing = double)
- Page numbers bottom right hand side
- No need for a contents page or headers/footers
- 2.5cm margins
- headings are encouraged

Specific formatting requirements for the thematic map:

- Must fit on one side of one A4 page with 2.5cm margins
- Font Times New Roman
- Font no smaller than 10 point
- Can be either landscape or portrait

Your assessment should be submitted with the following attached:

- a **one-page** thematic map as an appendix (e.g., you refer to it as an appendix in the body of the findings section)
- Four transcripts with annotations that serve as evidence of your thematic analysis

NOTE: If you complete your analysis of the transcripts in hard-copy format (e.g., using paper and pen), you may scan your hard copies to pdf format for electronic submission. You can combine multiple pdf documents (for e.g., your findings section and thematic map with your scanned transcripts) using the full version of Adobe Acrobat or using various free software programs available online.

Referencing

This assessment DOES NOT require the inclusion of any materials or information that requires citation. However, if and where you do include such materials, ensure that you

support any claims whether they are in the form of ideas, or words, with appropriate referencing. Follow the referencing style of APA manual (6th Ed.)

Avoiding Plagiarism

The School of Psychology and the University regard plagiarism as an extremely serious offence. As future professionals, it is indefensible to present the work (either words or ideas) of others, either knowingly or accidentally, as though it is your own. This also applies to self-plagiarism. You cannot use previously submitted assignments (either from this unit or from others) and present it as your current work. Please ensure that you know what constitutes plagiarism and how it can be avoided (i.e., through proper referencing). More information about academic integrity and plagiarism can be found here: <http://academicintegrity.curtin.edu.au/>

Turnitin

We encourage you to submit drafts of part one of your assessment to the draft portal on Turnitin to check your work prior to final submission. You will submit your final assessment to the FINAL submission portal. It is your responsibility to check that you have submitted the correct assessment to the correct portal.

Final Submission of your assessment and late penalties

Assessments must be submitted to Blackboard by 4.30 p.m. on Friday 18th May 2018 by **uploading it as a Word document (.doc or .docx) or as pdf** to the Submission point on Blackboard which is in the Assessment Folder (under Assessments and submission portals). The Late Assessment Policy ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied. Assignments must be submitted by 4.30 p.m. on the due date. The submission time is indicated by the time that submission to Turnitin/Blackboard is recorded. A submission after this time will be considered to be late, and dealt with as follows. Students will be penalised by ten percent per calendar day for a late assessment submission (i.e., a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value or every day or part thereof that the assessment is late). Thus an assignment worth 20 marks, which was awarded a mark of 16/20, but that was submitted one hour late will have 2 marks deducted (10% of 20 marks) and be awarded 14/20. If the same assignment was submitted 30 hours late, 4 marks would be deducted and it would earn 12/20. An assignment more than seven calendar days overdue will not be marked. Work submitted after this time (due date plus seven days) may result in a Fail - Incomplete (F-IN) grade being awarded for the unit.

Unit Learning Outcomes

1. Discuss the history, philosophy and ethics of qualitative paradigms in psychology
2. Plan and defend qualitative designs for psychological research
4. Analyse and interpret qualitative data
5. Report qualitative research findings using appropriate style conventions

Suggested resources

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101. doi:10.1191/1478088706qp0630a

*Your lecture and learning module materials, and information in the 'assessments' folder on blackboard will also be invaluable to you.

Advice for this assessment

- Laboratory attendance will greatly assist you in the preparation for this assessment.
- Ensure you analyse all transcripts that are provided to you.
- Adhere to all formatting requirements.
- Remember that your analysis should be guided by (and address) the overarching research question provided to you.
- Refer to the frequently asked questions document for this assessment, as well as your module materials and iLectures.
- Please read and reflect on the expectations required for meeting a high distinction for each of the marking criteria (overleaf). This provides you with criteria and expectations for your assessment submission.

Important note: As you move toward the latter part of your degree, we expect that you will put into practice the knowledge you have gained to strive to achieve at the highest level. Consequently, in all units at this level, we will provide you with marking rubrics that outline what we expect of a high distinction submission only.

APSQM 2018 Assessment 2: Research Assignment Report

| Assessment criteria and description of requirements for achieving a HIGH DISTINCTION | TOTAL MARKS AVAILABLE |
|---|-----------------------|
| <p>a.) Themes identified (5 marks)</p> <p>In order to achieve a high distinction for this criterion, Themes identified must illustrate an in depth thematic analysis. Themes identified and explored in the report are justified and sufficiently deconstructed.</p> | 5 |
| <p>b.) Selection of interview quotations (5 marks)</p> <p>In order to achieve a high distinction for this criterion, Interview quotations identified must be appropriate and well-integrated into the argument such that they justify and support the argument.</p> | 5 |
| <p>a.) Thematic map (5 marks)</p> <p>In order to achieve a high distinction for this criterion, your thematic map must be understandable and aesthetically pleasing. The level of detail must be appropriate and well presented. The thematic map must be attached as an appendix and eloquently described in full in the body of the report.</p> | 5 |
| <p>b.) Writing style (5 marks)</p> <p>In order to achieve a high distinction for this criterion, your writing style must be genuinely academic (not contrived) and eloquent. There are no grammatical or formatting errors.</p> | 5 |
| <p>c.) Research question is addressed (5 marks)</p> <p>In order to achieve a high distinction for this criterion, the overarching research question must be clearly addressed such that the claims made are fully supported and justified by the analysis.</p> | 5 |
| <p>d.) Annotated transcripts showing evidence of thematic analysis (5 marks)</p> <p>In order to achieve a high distinction for this criterion, All transcripts must be annotated and reflect processes of thematic analysis, including topic coding, analytical coding and additional notation. There should be evidence of analysis and interpretation in annotations (e.g., interpretative notations and comments accompany coding processes). All transcripts must be attached as an appendix to your assessment.</p> | 5 |
| Total marks available | 30 |