



**Evidence for Policy and Practice**  
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# Guidelines for the **REPORTING** of primary empirical research **Studies** in **Education** (The REPOSE Guidelines)

## Draft for consultation

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To comment on these guidelines, please contact Mark Newman ([m.newman@ioe.ac.uk](mailto:m.newman@ioe.ac.uk))

### STRUCTURED ABSTRACT

Appropriate to the research strategy, but consider for example: background; research question; methods; results; conclusions

### INTRODUCTION

#### **Study aim(s) and rationale – consider:**

- Broad aims of the study
- Explain why was the study done: link to theory, why at this time, with this sample, in this context
- Funding of study
- Date study started and completed

#### **Study research question(s) – consider:**

- Study research questions and/or hypotheses
- Topic focus/foci of the study
- Curriculum area if relevant

### METHODS

#### **Research design – consider:**

- Type of study design used, e.g. questionnaire survey, ethnography, quasi-experiment etc.
- The concepts or variables investigated

#### **Methods: Sampling strategy – consider:**

- Population from which sample is drawn
- How sample selected: methods of identification of population from whom participants are selected and the methods used to identify the participants from this population
- Planned (a priori) sample size
- How were people recruited into study?
- Was consent sought, how and from whom?

#### **Methods: Data collection – consider:**

- Types of data collected
- Details of data collection methods or tool(s).
- Who collected the data
- Where were data collected
- How trustworthiness, reliability and validity of data collection methods or tools were established

#### **Methods: Data analysis – consider:**

- Which methods were used to analyse those data and why
  - Procedures for qualitative data analysis including data handling
  - Statistical approaches and tests

- The rigour, trustworthiness, reliability and validity of the analysis

### RESULTS

The reporting of results will vary according to the study type and so only general guidance of particular relevance for secondary data analysis (as in systematic reviews) is given here.

#### **Describing the sample – consider:**

- Number of participants
- Age, sex, ethnicity, socio-economic status and educational level of participants including Special Educational Needs

#### **Describing the context – consider:**

- Type of educational institution
- Country in which study located
- The learning environment (details will be study-specific)

#### **General Points to consider when reporting results**

- Ensure that the results reported are consistent with the methods used
- Report on all variables or concepts investigated
- Where data are in the form of numbers, consider:-
  - Providing both the numerator and denominator for categorical data
  - For continuous data provide sample number, and a measure of central location (e.g. mean) and variability (e.g. standard deviation)
  - Give exact p values where possible when tests of statistical significance used
- For studies where the data are text, show clearly how the results (e.g. themes) are derived from the data collected

### CONCLUSIONS

- Differentiate between the results of the analysis and the conclusions drawn by the authors
- Ensure that conclusions follow from the results
- Include a statement about the generalisability of the findings