



CRITICAL THINKING: DESCRIPTION, ANALYSIS AND EVALUATION

**Example 4: Education taken from analysis of findings section:
“Where does Partnership with Parents Begin? A Study to Explore Nursery
Home Visits from Different Perspectives”**

EXAMPLE

Surveillance or Safeguarding

From the majority of responses gathered the research tentatively suggests that the parents appeared well informed as to the declared purpose of the home visit, to build relationships and share information about the child, however, comments received relating to anxieties felt by the parents prior to the visit, indicating an awareness of possible judgements being made about living conditions, demonstrate that there could have been concerns around an undeclared agenda or assessment taking place. Whilst none of the parents identified specific aspects of the visit that they did not like, three parents commented that they were “nervous getting ready for it (the home visit)” (P4) and “I tidied up before they came” (P2), “I felt like you were checking up on me but it was fine in the end” (P3) and “my house it is very poor- I guess you might think it not good enough for her” (P5) (indicating the child).

Parents also mentioned the possibility of comparisons taking place between the child at home and at nursery, instead of demonstrating an understanding of the value of seeing the child in their own environment. Phrases such as “checking children’s behaviour at home” (P1), “seeing how he reacts at home” (P2), “seeing what our home life is like” (P5) and “seeing what the home is like and how we cope” (P6) were also mentioned by parents and also suggest concerns around an undeclared agenda.



Comments relating to what the parents remembered happening during their home visit, however, provide balance, as all parents commented on a pleasurable experience with the Keyperson playing with their child, hearing about how their child is “doing” at nursery (referring to progress and development), remembering the child taking photographs and the conversations the parents had had with the practitioners. The comments from the parents would not support Robson and Smedley (1996) who suggest that parents may feel more at ease on their home territory rather than in a setting, except in circumstances where settings hold negative connotations for parents. It is interesting to consider that even though the declared intention was not to inspect the house or make judgements, this is what the parents worried would be happening

BROKEN DOWN EXAMPLE

COMMENTS

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Description:

The student summarises a key argument that they have deduced from their findings.

Whilst none of the parents identified specific aspects of the visit that they did not like, three parents commented that they were “nervous getting ready for it (the home visit)” (P4) and “I tidied up before they came” (P2), “I felt like you were checking up on me but it was fine in the end” (P3) and “my house it is very poor- I guess you might think it not good enough for her” (P5) (indicating the child).

Analysis:

Student draws on their findings to illustrate the reasoning for the point made above.

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The student draws on further quotes from their findings to expand on their argument.



BROKEN DOWN EXAMPLE

COMMENTS

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Evaluation:

Here the student compares their findings with the findings from the literature.

The student ends the section with reference back to their research question and questions the significance of the findings.