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A Review of Research on “Image”: Methodology and Reflection

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Abstract

At present, the academic circles are rich in the research on the source, creation and construction, and connotation of image, case studies of imagery, history of imagery, and comparison with artistic conception. However, the research is insufficient on the aspects of the history of image criticism, the relationship between image and Confucianism, Buddhism and Taoism, the relationship between imagery and traditional literary theory, and the modern interpretation history of image. At the same time, the current method of imagery research is in a state of “aphasia”, which deserves reflection from the academic circle.

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Reviewing literature on action research is complicated by its broad definition and by the variability of research. This review of action-research literature uses three criteria to determine if documents are included: the term "action research" must be used, the action-research concept must be developed if not explicitly stated, and any type of practitioner-centered research in a school setting must be mentioned. Detailed autobiographical narrative and personal reflection have what Sockett (personal correspondence with Fred Newmann, November, 1992) labels a "subjective generalizability" for other practitioners. A review on: research methodology – I. About Authors: Chaudhari Rahul B. Department of Pharmaceutical Technology, University Institute of Chemical Technology (UICET), North Maharashtra University, Jalgaon - 425 001 (M.S.) India rahul88chaudhari@gmail.com. Abstract: Research is a scientific and systematic search for pertinent information on a specific topic. Defining Research: Research refers to a search for knowledge. A scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. "A careful investigation or inquiry especially through search for new facts in any branch of knowledge." Reflective analysis, also called reflection, critical reflection, or reflexivity, is a research methodology suggested by several researchers [29,30,31,32]. Some researchers view this methodology as unconnected method or part of a wider method to action research in transformative learning approach [33]. ... This paper studies the transition to m-commerce in the context of SMEs in the UK and Kuwait. By conducting a review of the top downloaded applications from four application stores and reflecting on the most successful breakthroughs, the authors identify a business model for SMEs. This model is introduced as B2i2C. In this model, intermediaries businesses provide value and opportunities for SMEs as well as allowing consumers to better compare and customize products or services. Answering the research questions in my Research Report were directly related to the quality of secondary data, and the choice of methodology. Therefore, these issues were approached effectively by critically assessing the validity of the sources of secondary data and assessing alternative choices of methodology. Moreover, my first meeting with my Project mentor was mainly devoted to the discussion of the same issues. Specifically, writing the paper of almost ten thousand words in total, including this personal reflection, has made me better prepared to join the full-time workforce once my studies are completed. Lastly, as a result of preparing the Research Report my professional interest on the issues associated with corporate strategy has been enhanced. Appendix 1: Review methodology. Research questions.

This is a review of existing evidence about what teacher competencies (i.e., teacher behaviours, skills, knowledge, beliefs or other abilities) are 'best bets' to be worth learning in order to improve the impact of teaching. 1. Reviews: a. What makes great teaching? Review of the underpinning research (Coe et al., 2014) b. Principles of Instruction (Rosenshine, 2010) c. Improving Quality in Education: Dynamic Approaches (Creemers & Kyriakides, 2011) d. Effective Teaching: A review of research and evidence (Ko et al., 2013) e. State of the art – teacher effectiveness and professional learning (Muijs et al., 2014) f. Teacher quality and student achievement (Darling-Hammond, 2000) g. Improving.