

Module Team

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MODULE HANDBOOK

ECSP7002

Curriculum Development and Enhancement

PGCE Secondary Courses

LEVEL 7

40 credits

FACULTY OF EDUCATION AND COMMUNITIES

2018-2019

Introduction

We hope that you will enjoy the programme. As you are joining a profession, we expect you to demonstrate appropriate conduct in university, school and other work-related contexts. It is important for us all to read and follow University and Centre policies and guidelines, relating to attendance, assessment, e-safety and safeguarding. These are available on Moodle.

With reference to assessment, all assignments should be all your own work and submitted in a word processed format. They should be submitted via Turnitin through Moodle in accordance with University policy.

In particular reference to assignments:

- should be all your own work;
- submitted in a word processed format;
- submitted through Turnitin according to assignment deadlines;
- submit the provided feedback sheet with your assignment;
- you should engage and show engagement with targets set for you.

It is your responsibility to read the University Regulations for Students, especially for regulations relating to assignments. These are available on MyDay.

Assignment	Summary of Themes	Hand-in date
ECSP7002(C)	Curriculum Development & Enhancement	Ethics Form and Proposal (2,000 words) 11 th January 2019
ECSP7002(C)	Curriculum Development & Enhancement	Research Paper (8,000) 13 th May 2019

Module Aims and Outcomes

AIMS

- To enable students to confidently meet the current statutory requirements in Wales for the award of QTS.
- To lay the foundations for students' early and continuing professional development and for them to become critical, evidence-based practitioners.
- To introduce the students to the importance of evidence - based practice and the way in which personal research can improve practice.

LEARNING OUTCOMES

By the end of this module trainees should be able to:

- Demonstrate a systematic, in depth knowledge and understanding of their specialist subjects within the secondary curriculum through reading, critical reflection and analysis with research enquiry that will enable them to be proficient teachers;
- Rigorously monitor and assess a wide range of learners' work appropriately and use the outcomes of assessment to improve progressively specific aspects of planning, learning and teaching;
- Critically evaluate and analyse educational and pedagogic research evidence and demonstrate sound judgement of complex data in order to support pedagogic decisions;
- Conduct a small scale pedagogic action research enquiry, demonstrating originality and critically analysing an aspect of improving learning and teaching in their specialist subjects.
- Understand and critically discuss the role and impact of ethical procedures in the context of classroom enquiry.

Session Details

Date	Focus
09/01/2018	Module overview and assessment – the role of the enquiring teacher Ethics
16/ 01/2018	Classroom based Enquiry (Research Methodology)
23/01/2018	Role of reflection and the use of evidence to support teaching
27/02/18	Use of Research Data

ASSESSMENT

- Plan and conduct an action research project focusing on assessment for learning and its impact on areas within your specialist subject area.
- Identify, critically analyse action research as a chosen research methodology including appropriate data collection and analysis methodology.
- Discuss the role of ethics in educational research including an ethics proposal according to UWTSD procedures to support their research methodology

Details of Assignment

This assignment takes the form of a school/college or classroom-based investigation which is conducted during Teaching Experience 2.

There is a written Ethics submission process through which the topic and methods of your investigation are established, modified and agreed with the PGCE programme team and your mentors

Part One – Ethics Process

Whilst this assignment is designed to introduce you to the role of research within your practical and professional development, it is also important to recognize how Ethics and ethical behaviour impact on this process.

The first part of the assignment will be to complete and submit a proposal and Ethics form. Within these documents it is important to critically understand and clearly summarise:

- The purpose of your research. What are you trying to investigate? What are your research questions?
- How you will go about this and how your research methodology will enable you to answer your research questions?
- Who are the participants in your study?
- What are the risks of the study and how will you manage them?

NB : The submitted ethics form should be rational and coherent throughout.

Part Two – Research study

For this assignment, reading is a key part. You will need to demonstrate your ability to identify key points in professional and academic literature relevant to your chosen area of study. Use this understanding to inform your own choices in the classroom and to evaluate your own practice. **There should be clear evidence of the links between your reading and your practice throughout your assignment, not solely in the initial literature review section.**

There should also be clear evidence of your engagement with professional and academic literature so as to inform practice and reflection.

Recommended Structure

You are advised to structure your assignment as follows:

Introduction (200 words approx.)

Provide a brief background to your school and the class. Summarise why you have chosen to explore your particular research question.

Literature Review (2,500 words approx.)

Evaluate academic, research and professional literature relating to your question. Identify key issues and concerns; examine any differing views and/or recommendations and explain how your teaching and learning decisions have emerged from your reading.

School Policy and Practice (500 words approx.)

Examine briefly the school and/or departmental policy (where one exists) in your chosen area. Look at how it links (or doesn't) with your readings. Where a specific policy is not available, explore any other guidance (schemes of work, for example) and practices.

Methodology & Ethics (1000 words approx.)

In the light of your evaluation of your reading and school policy/practice, outline the methods you have chosen to use in order to explore your research question. Read research methodology literature and select your methods and research tools wisely. Why have you chosen these research tools to examine your question? What are the benefits and limitations of your methodologies? You will be given some guidance as to how to best use key research tools for this assignment.

Evaluation (2000 words approx.)

Explore your sequence of lessons, making clear **links** between your practice and the reading which underpins it. Evaluate your tasks, resources, approaches and methods making close links to reading. Examine and present any results/findings **clearly and provide links to your reading**.

Conclusions (1000 words approx.)

Sum up your findings, making links to your reading. Your conclusions should be drawn clearly from the work your evaluation. Point towards future practice, making recommendations based on this piece of research.

Limitations and future development (800 words)

Identify the limitations of the study paying particular attention to areas of future classroom enquiry which will support your professional and personal development.

Ethics

Educational research brings with it responsibilities. You must ensure the anonymity of schools, pupils and staff. Special care must be taken when using certain research tools, such as interviews. Please be sure to discuss your proposed methods with your tutor and your mentor before embarking on your project, this will be achieved through the submission of an Ethics form in accordance with the University Ethics policy. (2000 word equivalent)

Appendices

Where relevant, you may choose to append documents that provide further information regarding your work. These may include samples of pupils' work, questionnaires, mark schemes, school/department policies and so on. Appendices *do not* count towards final word count. Be sure that you **only append that which is necessary to a full understanding of points you make in the assignment**, and that each appendix is clearly labelled (Appendix A, B and so on).

Advice on academic writing

Critical writing:

Academic writing is all about presenting an objective argument and that is what we are interested to read. So, you have to discuss the reasons for an approach, its strengths and limitations, reasons for and against, and the justification for choices made.

You must not just *report or describe* as this does not generate an argument and so is not *critical*.

The argument cannot be 'made up'. It has to be based on reading, and reference to personal reflection from professional teaching experience. The most current reading will be found in academic journals and that is why you should refer to these rather than just rely on books. Also, academic articles are peer-reviewed which means that other experts in the field recognise the contribution. This means that academic articles have a credibility which will be reflected in your work. For this reason, if you disagree with the points being made in article you must be able to justify this position either through other reading or classroom evidence.

You must not rely on *direct quotes* as these are not YOUR words. You should seek to paraphrase points as this shows greater understanding and allows you to compare and contrast viewpoints more easily. The paraphrase must still be referenced (Smith (2015) suggests....)

Cautious language - in academic writing we use cautious language. This is because we cannot say anything for certain, or implicate a direct cause and effect, or generate an emotive response in the reader. So, we use words like 'suggest', 'perhaps', 'seems to'.

Accuracy – at this level we expect grammar, spelling, punctuation and referencing to be accurate. Please read through your work and ensure that it makes sense.

***Text matching (TURNITIN)* – every year we have one or two assignments which are put forward for unfair practice (plagiarism). You must use the practice submission sites to check for text-matching and act accordingly. It is your responsibility to check that all referencing is accurate.**

Harvard Referencing:

Please follow the guidelines outlined in the University Referencing Handbook, Harvard available at:

<https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/harvard-eng.PDF>

Key Readings

Please take time to engage with reading. It is expected that your oral and written discussions are supported by reading.

Also, at this level, it is expected that you support your reading with reference to current journal articles. You will find a comprehensive list of journals on the online library catalogue.

Key Readings

The readings indicated here are generic in nature and the Curriculum Leaders of the secondary subjects will provide students with up-to-date readings lists of the key texts, websites and journals related to the areas of study expected in their specialist subjects.

Arthur, J. (Ed.). (2012). Research methods and methodologies in education. Sage publications.

British Educational Research Guidelines (BERA, 2011)

<http://content.yudu.com/Library/A1t9gr/BERAEthicalGuideline/resources/index.htm?referrerUrl=>

Dillon J and Maguire M (2011) Eds *Becoming a Teacher: Issues in Secondary Teaching* 4th Edition, Maidenhead: OU Press

Pollard A (2014) *Reflective Teaching*, 4th Edition, London: Continuum

Key policy and Curriculum Documents

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales Welsh Government February 2015

Qualified for Life (2015) available at:

<http://gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en>

Welsh Government (2013) National Literacy and Numeracy Framework, Cardiff, Welsh Government

<http://learning.gov.wales/docs/learningwales/publications/130415-Inf-guidance-en.pdf>

Digital competency framework

<http://learning.gov.wales/resources/browse-all/digital-competence-framework/?lang=en>

Download and read: Estyn Guidance available at:

http://dera.ioe.ac.uk/18431/1/Supplementary_guidance_Literacy_and_numeracy_in_primary_schools.pdf

Recommended

Brooks, R., Te Riele, K., & Maguire, M. (2014). *Ethics and Education Research*. Sage.

Hopkins, D. (2014). *A teacher's guide to classroom research*. McGraw-Hill Education (UK).

McAteer, M. (2013). *Action research in education*. Sage.

Somekh, B., & Lewin, C. (Eds.). (2011). *Theory and methods in social research*. Sage.

Journals

At this level students are expected to engage in extensive reading of relevant journal articles to complement text book study.

- British Journal of Educational Research
- British Journal of Educational Studies
- Curriculum Journal
- Educational Research
- Educational Review
- Journal of Curriculum and Pedagogy
- Professional Development in Education
- The Welsh Journal of Education

Websites

- Behaviour for Learning - www.behaviour4learning.ac.uk
- British Educational Research Association – www.bera.ac.uk
- Estyn – www.estyn.gov.uk
- Evidence for Policy and Practice Information and Coordination Centre – www.eppi.ioe.ac.uk
- Inclusion UK Consortium – www.inclusion.org.uk
- Learning and Skills Observatory Wales – www.learningobservatory.com
- National College of School Leadership – www.ncsl.org.uk
- National Foundation for Education Research – www.nfer.ac.uk
- Office for Standards in Education – www.ofsted.gov.uk
- SEN Teacher – www.senteacher.org