

MODULE HANDBOOK

ECAD5010

**Professional and Pedagogic Studies:
Researching the Learning: what, how and
why am I teaching?**

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 5

**YR ATHROFA
2023-2024**

1.Points of contact

If you need to discuss anything relating to the module contact the **module lead**:

Module Lead, Dr Sioned Hughes s.v.hughes@uwtsd.ac.uk

Deputy Module Lead, Dr Julia Holloway j.holloway@uwtsd.ac.uk

2.Our expectations

We hope that you will enjoy the module and programme. You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate in all session

Please read the University [Regulations for Students](#)

3.Aims and Learning Outcomes

AIMS

- To engage student-teachers in developing the disposition of being a skilled researcher through applying, evaluating and sharing a range of research tools that can generate evidence from professional practice.
- To understand different perspectives, approaches and theoretical frameworks within research, and to develop a critical stance in relation to these perspectives.

LEARNING OUTCOMES

Upon the successful completion of this module, the student-teacher should be able to demonstrate the ability to:

- Develop increasing knowledge and skill in selecting and using a range of research tools to generate data and evidence which can inform personal practice;
- Justify the application of research tools in the classroom to gain insight into an aspect of teaching and learning;
- Develop the disposition of being a skilled researcher through careful analysis and evaluation of data and relate this to personal practice;
- Show an increased understanding that education is a contested terrain and that different perspectives can co-exist in research;
- Secure the dispositions of being an ethical researcher by identifying ethical practice in the complex learning environment of the classroom.

Relationship to Four Purposes of the Curriculum for Wales:

To develop children and young people as:	Relationship in this module: Students-teachers will be able to:
Ambitious, capable learners, ready to learn throughout their lives.	Understand the relationship between evidence-based research and pedagogical choices made in the classroom to raise standards.
Enterprising, creative contributors, ready to play a full part in life and work.	Develop a personal style of teaching which is research informed and inspires learners.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding the complexities of ethical practice and begin to make independent choices.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Understand and apply research evidence related to health and wellbeing in order to secure positive outcomes for learners.

4. Module Introduction

Being research-evidenced, -informed and -ready is one of the four principles of the Athrofa Professional Learning Partnership and, therefore, research skill development is central to the programmes of Initial Teacher Education (ITE). The identification of research skill development and its progression through the ITE programmes has been mapped onto the modular structure of the programme.

Internationally, enquiry-based (or 'research-rich') school environments are the hallmark of high performing education systems.

To be at their most effective, teachers and teacher educators need to engage:

- **with** research and enquiry – this means keeping up-to-date with the latest developments within educational practice;
- **in** enquiry-oriented practice – this means having the capacity, motivation, confidence and opportunity to undertake classroom-based research.

In addition, research is clearly noted within the revised Professional Standards for teachers.

“There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale” (WG, 2017a¹).

Teachers will be required to demonstrate how they meet this standard throughout their careers. Welsh Government aspire for the teaching profession to be “research-engaged, well informed and learning from excellence”(WG, 2017b²). The Curriculum for Wales will require teachers to use the best available evidence to provide meaningful learning experiences for their pupils. Donaldson (2015, p.71) states that sound pedagogy “...requires high-quality teachers with a sound understanding of the ‘why’ and ‘how’ of teaching as well as the ‘what’.”

¹ Welsh Government (2017a) Professional Standards for Teaching and Leadership. Cardiff: WG.
<https://learning.gov.wales/docs/learningwales/publications/170901-professional-standards-for-teaching-and-leadership-en.pdf>

² Welsh Government (2017b) Education in Wales: Our National Mission. Cardiff: WG.

Throughout each of the Year 2 modules, the work of Orchard and Winch (2015)³ has been adapted and arranged into four research dispositions. These are illustrated with examples of knowledge, skills, understandings and behaviours which exemplify the disposition (see Table 1 below).

Table 1:

<i>Being sceptical</i>	To understand empirical evidence in a contested terrain: • Being aware of the political, economic and social drivers for, and implications of, 'evidence'.
<i>Being ethical</i>	To understand the ethical base of inquiry in a complicated workplace: • Knowing ethical principles of research; • Understanding positionality within research; • Recognising own beliefs and assumptions about the world.
<i>Being a skilled researcher</i>	To understand the principles of social science research, and to know the different kinds of methods that are used and why: • Understanding qualitative methods and the nature/status of findings; • Understanding quantitative methods and the nature/status of findings; • Understanding pragmatic designs. To understand how to construct an argument based on evidence and warrant in educational research: • Employing critical reading skills; • Taking a sceptical approach to 'evidence'. To critically appreciate the degree of support that may or may not exist for popular and influential theories in such areas as child development and the nature of learning: • Taking a sceptical approach to 'innovation' (policy and practice) or the 'next big thing'. To understand how to apply empirical evidence in their classrooms and evaluate its effectiveness: • Being clear about what is intended and why; • Defining the parameters for evaluation of effectiveness.
<i>Being part of an inquiring profession</i>	To contribute to a community of inquiring practitioners: • Knowing whether, when and how to share outcomes of classroom inquiry; • Pro-actively contributing to a range of audiences; • Actively engaging with the inquiry and findings of others.

In this module, you will have the opportunity to design, apply and evaluate a range of research tools, including interviews and questionnaires, whilst maintaining ethical practice

³ Orchard J. & Winch C. (2015) *Philosophical Perspectives on Education Policy. What training do teachers need? Why theory is necessary to good teaching*. IMPACT no.22

5. Module Content

Being an Ethical Researcher	
Being a Skilled Researcher	
Being a Sceptical Researcher	
Being part of an Inquiring Profession	
RESEARCH DAY	

Symbols for delivery

Symbol	Meaning
	Synchronous learning – you will be required to take part in real time activities online as part of the provision.
	Asynchronous learning – you will not need to take part in real time activity, though will be required to work independently through essential tasks.
	Directed task – tasks set during or at the end of sessions that you will be expected to complete independently. These will support your knowledge and understanding of the topic and will be formatively assessed in follow-up sessions.
	Face-to-Face sessions – live sessions held on campus and led by tutors; directed tasks, and group discussions led by a tutor or peers.

N.B. The order of sessions may change according to circumstances and there will be overlap in the themes discussed. Please note all sessions will be delivered face-to-face.

Date	Content	Time
Tuesday 7 November 2023	Brief Introduction to aims of module prior PTE2. Creating a list of tasks to undertake during PTE2	9-11
Tuesday 9 January 2024	Session 1: Introduction to assignment and assessment specification - Revisiting the Athrofa Research Dispositions - Exploring and identifying lines of inquiry in an educational context and effective research design Session 2: Introduction to literature review – critical reading	9-11 2-4
Thursday 11 January 2024	Session 3: Mosaic Approach - Introduction to research design - Using the Mosaic approach for hearing pupils' voices and experiences Session 4: Introduction to interviews as a research tool - Critically evaluate the strengths and limitations of interviews as a research tool Session 5: Introduction to questionnaires as a research tool - Critically evaluate the strengths and limitations of interviews as a research tool	9-11 11-1 2-4
Tuesday 16 January 2024	Session 6: Designing a small-scale research study - Using given examples of research questions, in groups develop ways of using questionnaires and the Mosaic approach to generate data to address the RQ. Session 7: Applying the research enquiry process - In groups develop own examples of a RQ; consider how questionnaires & Mosaic approach will be used to address the RQ	9-11 2-4
Thursday 18 January 2024	Session 8: Design your Research Question/Research Tools - Use feedback to refine research question and tools (questionnaire and interview questions) Session 9: Being an ethical practitioner - Revisit parental consent / child assent / confidentiality / management of data collection Session 10: Introduction to the University Ethics Form - Consider consent and assent for your individual research project – Research Day in School.	9-11 11-1 2-4

	• Complete and submit the ethics form by 5pm -18.01.24	
Tuesday 23 January 2024	Session 11 & 12: Preparation for Research Day • Finalise questionnaire and interview questions • Complete consent/assent for participants • Present research proposal in small groups	9-11 2-4
Wednesday 24 January 2024	RESEARCH DAY – PTE2 school • Research Day in School (PTE2 school)	
Thursday 25 January 2024	Session 13: Data Analysis • Presenting and analysing data Session 14: Feedback from Research Day • Review and discuss findings of research day • Make appropriate recommendations for transforming personal practice-based on a critical evaluation of the research findings and process	11-1 2-4
Thursday 8 February 2024	Session 15: Assignment support workshop – Q&A	2-4

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD5010	Cycle 2: Researching the learning – what, how and why am I teaching?	Written assignment (4000 words equivalent) Submission: 19/02/24 23:59)

Please see **Assessment Specification form** (on Moodle) for more **detailed assessment information and guidance**.

7. Reading list

Essential

- Arthur, J. (Ed.). (2012) *Research methods and methodologies in education*. London: Sage Publications Ltd.
- Austin, R. (2016) *Researching Primary Education*. London: Sage publications Ltd.
- Blackburn, C. (2018) *Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises*. In *BERA Bites: Early Childhood*, Issue 1
<https://www.bera.ac.uk/blog/researching-with-young-and-developmentally-young-children-ethical-considerations-dilemmas-and-compromises>
- British Educational Research Association (BERA, 2018) *Ethical Guidelines for Educational Research* <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>
- Cohen, L., Manion, L. and Morrison, K. (2013) *Research Methods in Education*. London: Sage Publications Ltd. (Copy available on Moodle) rme-edu-helpline-blogspot-com
- Cohen, L., Manion, L. and Morrison, K. (2011) *Research Methods in Education*. 7th edn. London: Routledge. **Available**
at https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docid=alma99100375897802421&context=L&vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&isFrbr=true&tab=Everything&query=any,contains,research%20methods%20education%20cohen&sortby=date_d&facet=frbrgroupid,include,9074222681787976405&offset=0
- Danby, S.J., Ewing, L., & Thorpe, K.J. (2011) The novice researcher: interviewing young children. *Qualitative Enquiry*, 17(1), pp. 74-84.
https://www.academia.edu/17971764/The_Novice_Researcher_Interviewing_Young_Children
- Denscombe, M. (2021) *The Good Research Guide: research for small scale social research projects*. 7th edition. Mainhead: Open University Press. (**Copy of 2014 -5TH edition available on Moodle**).
- Punch, K.F. (2014) *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage Publications Ltd.
- Thomas, G. (2023) *How to do your Research Project*. 4th edition. London: Sage publications Ltd.
- Welsh Government (2015) *Effective use of data and research evidence*. Cardiff: Welsh Government. https://dera.ioe.ac.uk/24313/2/150814-effective-use-of-data-en_Redacted.pdf

Further

- Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook*. London: Sage Publications Ltd.

Baxter, P., and Jack, S. (2008) Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
https://www.researchgate.net/publication/228621600_Qualitative_Case_Study_Methodology_Study_Design_and_Implementation_for_Novice_Researchers/link/09e41510be4872eff600000/download

Bell, J. and Waters, S. (2018) *Doing your Research Project: A Guide for First-time Researchers*. 7th edition. London: Open University Press.

Braun, V. and Clarke, V. (2022) *Thematic Analysis: A Practical Guide*. London: Sage Publications Ltd.

Denzin, N. K. and Lincoln, Y. S. (eds), (2013) *The Sage Handbook of Qualitative Research*. London: Sage Publications Ltd.

Holliday, A. (2007) *Doing and Writing Qualitative Research*. London: Sage Publications Ltd.

Israel, M. (2015) *Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance*. London: Sage Publications Ltd.

Miller, T. (ed), (2012) *Ethics in Qualitative Research*. London: Sage Publications Ltd. (electronic)

Sharp, J. (2012) *Success with your Education Research Project*. 2nd edition. London: Sage Publications Ltd.

Thody, A. (2006) *Writing and Presenting Research*. London: Sage Publications Ltd.

Wilkinson, D. (2000) *The Researcher's Toolkit: the complete guide to practitioner research*. London: Routledge.

Journals

All education research journals are relevant for this module, e.g.

British Education Research Journal

Education 3-13: International Journal of Primary, Elementary and Early Years Education

Websites

BERA <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>

EBSCO host Education Data base <https://whelf-uwtsd.leganto.exlibrisgroup.com/leganto/readinglist/lists/6272595710002421>

EWC <https://www.ewc.wales/site/index.php/en/policy-hub/practitioner-research/research-methods.cfm>

National Foundation for Educational Research (NFER)

<http://www.nfer.ac.uk/schools/developing-young-researchers/how-to-choose-your-research-methods.cfm>

HWB – Professional learning: Schools as Learning Organisations

<https://hwb.gov.wales/professional-development/schools-as-learning-organisations/>

Directed Tasks

1	Read Clark, A. (2005) 'Ways of seeing: using the Mosaic approach to listen to young children's perspectives', in Clark, A., Kjørholt and Moss, P. (eds.) <i>Beyond Listening</i> . Children's perspectives on early childhood services. Bristol: Policy Press, pp. 29–49. (Session 3) https://learningaway.org.uk/wp-content/uploads/RL56-Extract-the-Mosaic-Approach-EARLY-YEARS.pdf
2	Read: Danby, S.J., Ewing, L., & Thorpe, K.J. (2011) The novice researcher: interviewing young children. <i>Qualitative Enquiry</i> , 17(1), pp. 74-84. https://www.academia.edu/17971764/The_Novice_Researcher_Interviewing_Young_Children
4	Blackburn (2018) <i>Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises</i> . Yn BERA Bites: Early Childhood, Issue 1 https://www.bera.ac.uk/publication/issue-1-early-childhood
5	Explore the document: Welsh Government (2010) <i>How to develop thinking and assessment for learning in the classroom</i> . Cardiff: Welsh Government. https://hwb.gov.wales/api/storage/663d00fd-9c3b-4003-9a1f-0012bad39fad/how-to-develop-thinking-and-assessment-for-learning-in-the-classroom.pdf
7	Explore the 'How to..Guides' NFER – in particular 'Write up your research' guide. https://www.nfer.ac.uk/media/2120/resm00.pdf