



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

ECAD6010

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

BA PRIMARY
EDUCATION
with Qualified Teacher
Status

LEVEL 6

YR ATHROFA

2023-2024

1. Point of contact

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

Dr. Julia Holloway – Module Lead (j.holloway@uwtsd.ac.uk)

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2. Our expectations

We hope that you will enjoy the module and are here to help. 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 equip student teachers with the research skills and dispositions needed to take a sceptical approach in critically analysing, evaluating and synthesising a range of evidence-based perspectives and theoretical frameworks relevant to effective teaching and learning.
- To enable student teachers to be ethical researchers who are self-directed in designing, implementing and evaluating close-to-practice research to transform personal practice and promote professional development in a community of inquiry.

LEARNING OUTCOMES

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

- design and apply appropriate research methodologies demonstrating a critical understanding of the nature of educational research: being a skilled researcher;
- critically reflect upon the centrality of ethical practice within classroom-based research, and demonstrate deep understanding of its principles: being an ethical researcher;
- show some autonomy in conducting close-to-practice inquiry to transform an aspect of personal practice which positively impacts learner outcomes: show rigour in the application of appropriate research skills;
- critically analyse and evaluate the relevant empirical evidence including education literature and policy documents, to identify key concepts and use this to formulate suitable approaches to transform classroom practice;
- critically evaluate research evidence, showing sound judgement of data to support pedagogic decisions and sharing outcomes in a professional setting: being part of an inquiry-based profession.

Relationship to four purposes of the Curriculum for Wales 2022:

To develop children and young people as:	Relationship in this module: Students will be able to:
Ambitious, capable learners, ready to learn throughout their lives.	Draw on the existing empirical evidence, and contribute to the research base in order to raise standards and aspirations for all learners.
Enterprising, creative contributors, ready to play a full part in life and work.	Use close-to-practice research to provide a range of creative learning opportunities which promote autonomy and relate to the lives of the learners.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding the complex skills of ethical practice.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Apply an understanding of theories and research related to well-being and development, to personal practice.

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.

The BERA/RSA inquiry (2014) concluded that a research literate profession is likely to have a positive impact on learner outcomes, and that the research capacity of teachers is vital in creating a self-improving education system. "A focus on enquiry-based practice needs to be sustained...throughout teachers' professional careers, so that disciplined innovation and collaborative enquiry are embedded within the lives of schools or colleges and become the normal way of teaching and learning, rather than the exception" (BERA/RSA, 2014¹).

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, 2017a²).

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,

¹ BERA/RSA (2014) Research and the Teaching Profession: Building the capacity for a self-improving education system. London: BERA.

² 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>

well informed and learning from excellence”(WG, 2017b³). Curriculum for Wales requires 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’.”

Throughout each of the BAEd modules, the work of Orchard and Winch (2015)⁴ has been adapted and distilled into four research dispositions. These are illustrated with examples of knowledge, skills, understandings and behaviours which exemplify the disposition (see Table 1 below).

In this module, you will have the opportunity to undertake a small-scale research project based on a case study approach as part of an Elective Experience. This will include designing, conducting and evaluating research in a classroom context based on an aspect of your personal practice.

Researching the Learning as part of the Electives Experience

The electives experience is a professional development opportunity for student-teachers that takes place in a school setting and focuses on gaining a deeper knowledge and understanding of an aspect related to an area/subject or theme of personal interest. The electives experience reinforces the principle that all stakeholders namely: student-teachers, school staff, Yr Athrofa staff and pupils contribute to, and build upon existing partnerships, contribute to the national reform journey and experience new ways of collaborating.

At the beginning of October 2023, the student-teacher will select an area of interest to investigate in their teaching practice. Once this has been approved the student-teacher will be required to write a research proposal identifying the rationale behind their reason for selecting their focus of investigation.

During the Electives visit, time will be allocated for different types of activity to ensure each student-teacher has a broad range of experiences within their area of interest. As part of the experience, student-teachers will be given the opportunity to apply a range of research methods to investigate their chosen area of interest.

³ Welsh Government (2017b) Education in Wales: Our National Mission. Cardiff: WG.

⁴ 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

<i>Disposition</i>	Knowledge, skills, understandings and behaviours
<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.

5. Module Content

Being an Ethical Researcher	
Being a Skilled Researcher	
Being a Sceptical Researcher	
Being part of an Inquiring Profession	
Bridging activity (intellectual and experiential knowledge exchange)	
School visits	

Date	Content	Time
Monday 9 th October	Introduction to Module and the Electives experience Preparing to write a research proposal	9-11
Monday 6 th November	Session 1: Introduction to module and assessment specification Share research proposal/ focus of study Recap research dispositions Session 2: Introduction to 'Case Study' as a research design	9-11 11-1
Tuesday 7 th November 2023	Session 3: Revisiting ethics Positionality Session 4: Reading critically – the literature review	11-1 2-4
Thursday 9 th November 2023	Sessions 5: The Research Question Session 6: Research Design: Starting to consider research methods: Quantitative and Qualitative approaches Types of data you might consider on electives – see handbook	11-1 2-4

Monday 13 th November 2023	Sessions 7, 8 and 9: Methodology Choosing Methods: Observation, Interviews Designing Research Tools	9-4
Tuesday 14 th November 2023	Session 10: Analysing and presenting the data Session 11: Models of Reflection	9-11 2-4
Thursday 16 th November 2023	Sessions 12: Completing the ethics form Session 13: Preparing for electives/ presenting research design	9-11 2-4
Monday 27 th November – Friday 1 st December 2023	Electives	
Monday 4 th December 2023	Sessions 14: Reflection on Electives Experience Session 15: Revisiting the assignment specification.	9-11 11-1
Tuesday 9 th January 2024	Assignment submission	
QTS Pathway	Individually analyse and evaluate data Make appropriate recommendations to transform an aspect of teaching which will positively impact on pupils' learning.	
QTS Pathway	Demonstration of critical understanding of the nature of knowledge generated and the value or otherwise of wider dissemination by sharing research findings and process in a professional setting e.g. peer group, staff meeting Governors' Meeting or presenting at conference.	
QTS Pathway	Take forward research outcomes into Professional Teaching Experience and use reflection on impact to evidence Professional Standards for QTS e.g. PEDAGOGY: Advancing Learning PROFESSIONAL LEARNING: Wider reading and research findings INNOVATION: Evaluating the impact of changes in practice	

6. Assessment task and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD6010	Professional and Pedagogic Studies: Researching the Learning: what, how and why am I teaching?	Coursework (100%): Individual Written Assignment Research Project: Case Study based on an Electives Experience (Equivalent to 5000 words (4,500 words for written assignment and appendix equivalent to 500 words)). An exploratory case study arising from practice (noticing) and investigated further through identified research tools. The assignment concludes with the identification of an intervention which can be piloted throughout PTE and evidenced through reflection in the PLP (professional learning standards). Submission: 9/1/24 (deadline 23.59)

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

7. Reading list

Module Code	ECAD6010	
Module Title	Professional and Pedagogic Studies: Researching the Learning: what, how and why am I teaching?	
Classification	Reading List	Electronic
Essential	<u>Bruce, T., Louis, S. & McCall, G. (2014) <i>Observing Young Children</i>. London: Sage Publications Ltd.</u>	☒
Essential	<u>Cohen L. and Manion L. (2011) <i>Research methods in education</i> 7th ed., London ; New York: Routledge</u>	☒
Essential	<u>Constantinos, N. (2006) Review: Punch, K. (2005). Introduction to Social Research-Quantitative & Qualitative Approaches. Forum, qualitative social research, 7(2), pp.Forum, qualitative social research, 2006–04-01, Vol.7 (2)</u>	☒
Essential	<u>May, T. & Perry, B. (2011) <i>Social Research and Reflexivity: Content, Consequence and Context</i>. London: Sage Publications Ltd.</u>	☒
Essential	<u>McNiff, J. (2012) <i>Action research: Principles and practice</i>. London: Routledge.</u>	☒
Essential	<u>Noffke, S. E. & Somekh, B. (eds.) (2009) <i>The Sage Handbook of Educational Action Research</i>. London: Sage Publications Ltd.</u>	☒
Essential	<u>MacRae C. and Jones, L. (2020) A philosophical reflection on the “Leuven Scale” and young children’s expressions of involvement, International Journal of Qualitative Studies in Education. International Journal of Qualitative studies in Education. Routledge.</u>	☒
Essential	Danby, S.J., Ewing, L. & Thorpe, K.J. (2011) The novice researcher: interviewing young children. <i>Qualitative Enquiry</i> , 17(1), pp. 74-84.	
Essential	Denscombe, M. (2014) <i>Good Research Guide For Small-Scale Social Research Projects</i> 5th ed., McGraw-Hill Education.	
Further	<u>Alderson, P. & Morrow, V. (2011) <i>The Ethics of Research with Children and Young People: A Practical Handbook</i>. London: Sage Publications Ltd.</u>	☒
Further	<u>Baxter, P. & Jack, S. (2015) <i>Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers</i>. Qualitative report, pp.Qualitative report, 2015–01-14.</u>	☒
Further	<u>Bell, J. & Waters, S. (2018) <i>Doing Your Research Project: A guide for first-time researchers</i>, 7th edition. Maidenhead: Open University Press.</u>	☒

Further	<u>Israel, M (2014) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i>. Washington: Sage Publications Ltd.</u>	☒
Further	<u>Lewis, V., Kellett, M., Robinson, C., Fraser, S. & Ding, S. (2004) <i>The Reality of Research with Children and Young People</i>. London: Sage Publications Ltd.</u>	☒ Intro and Chapter 1
Further	<u>Alderson, P. & Morrow, V., 2011. <i>The ethics of research with children and young people : a practical handbook</i> 2nd ed., London: SAGE.</u>	☒
Further	<u>Thomas, G. (2013) <i>How to do your research project: A guide for students in education and applied social sciences</i>. London: Sage Publications Ltd.</u>	☒
Further	<u>Evan P. A., Michael I. N.& Samuel R. S. (2012) <i>Racial Color Blindness: Emergence, Practice, and Implications</i>. <i>Current directions in psychological science: a journal of the American Psychological Society</i>, 21(3), pp.205–209.</u>	☒
Further	Broekkamp, Hein & Van Hout-Wolters, Bernadette. (2007) The gap between educational research and practice: A literature review, symposium, and questionnaire. <i>Educational Research and Evaluation</i> . 13. 10.1080/13803610701626127.	
Further	Warwick, P., Vrikki, M., Vermunt, J.D., Mercer, N. & von Halem, N. (2016) Connecting observations of student and teacher learning: an examination of dialogic processes in Lesson Study discussions in mathematics. <i>ZDM Mathematics Education</i> (2016) 48: 555.	
Further	Cajkler, W., Wood, P., Norton, J., Pedder, D. & Xu, H. (2015) Teacher perspectives about lesson study in secondary school departments: a collaborative vehicle for professional learning and practice development, <i>Research Papers in Education</i> , Vol.30, Issue 2	
Further	Thomas, G. (2021)	
Directed Tasks		
1		☒
2		☒

4	British Educational Research Association [BERA] (2018) Ethical Guidelines for Educational Research, fourth edition, London. https://www.bera.ac.uk/researchers-resources/publications/ethicalguidelines-for-educational-research-2018 (Session 5)	
4	Blackburn, C. (2018) <u>Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises.</u> In <i>BERA Bites: Early Childhood</i> , Issue 1. (Session 5)	☒
4	David, M., Edwards, R. & Alldred, P. (2001) Children and School-based Research: 'informed consent' or 'educated consent'? In British Educational Research Journal, Vol. 27, No. 3, pp.347-365 (Session 5)	
5	Kawulich, B. (2012) Collecting data through observation. In Wagner, C., Kawulich, B. & Garner, M. (eds.) <i>Doing Social Research: A Global Context</i> . McGraw Hill; pp150-160. https://www.researchgate.net/publication/257944783_Collecting_data_through_observation OR Forman, G. & Hall, E. (2005) Wondering with Children: The Importance of Observation in Early Education. ECRP Vol. 7, No. 2. (Session 7)	
6	Sachs, J. (2010) Learning to improve or improving learning: the dilemma of teacher development (Sessions 9/10)	

Websites

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

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/>
