

ECDE7013

Day 4

KEY QUESTIONS



What does my data tell me?



What research decisions am I making in analysing my data - and what are the implications and limitations of these decisions?



What warrant do I have for the strength of my findings?



What might my responses to my RQs be?



PREPARATORY TASK

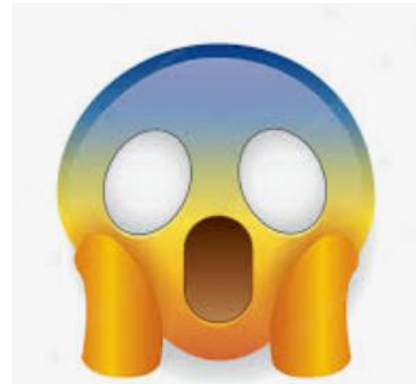
Prepare your dataset so that it is ready for analysis (transcribe interviews, export quantitative data into suitable format...)

Make a **start** with your analysis – use the analytical frame that you have identified.

Prepare a short update for your peers on how this is going; prepare questions if you want their advice/views/comments.

TODAY'S PLAN

1. Presentation of data – qualitative and qualitative
2. Your progress to date
3. Thinking about the thesis...



BERA GUIDELINES 2024

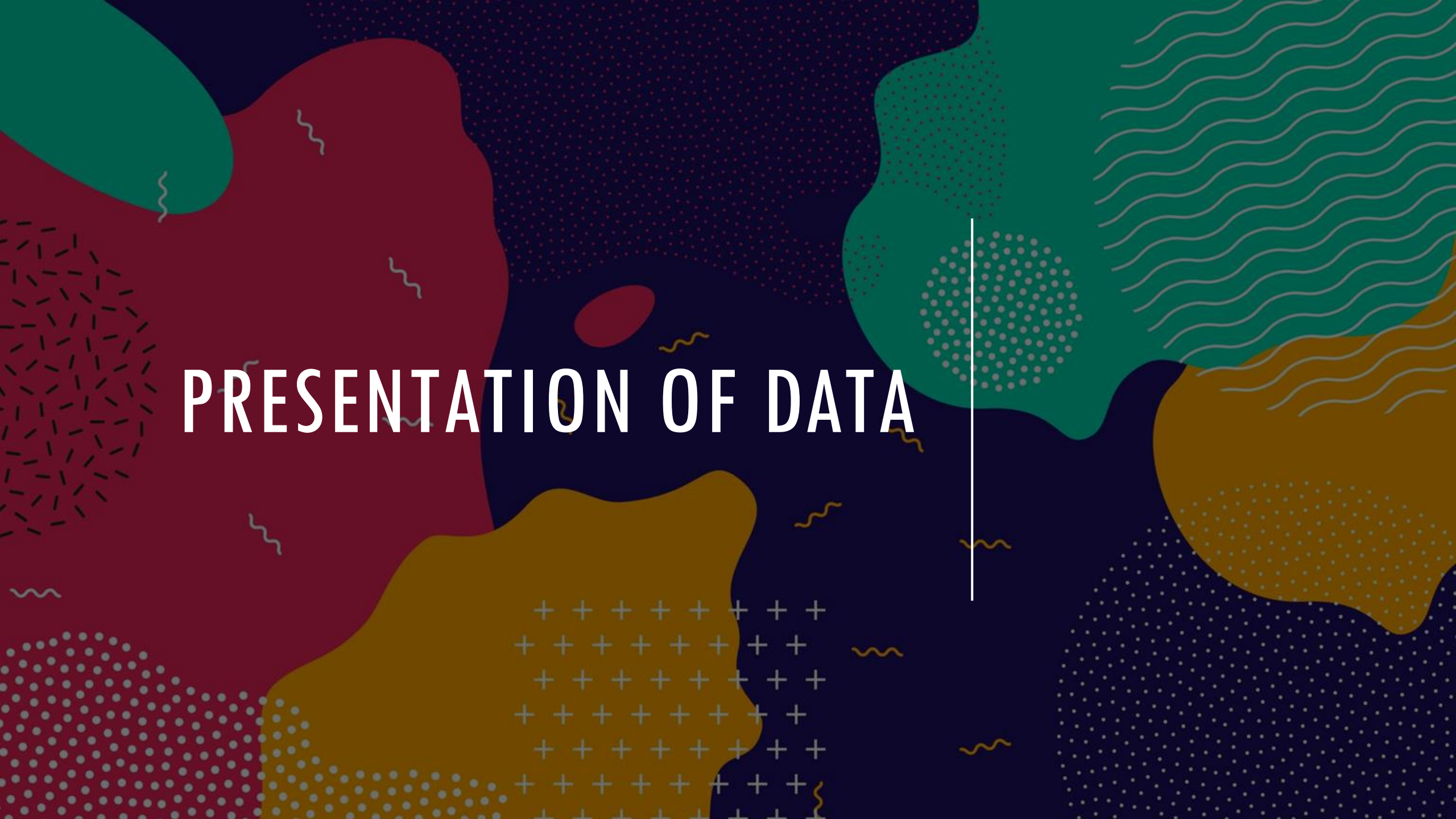


Ethical Guidelines for Educational Research

FIFTH EDITION (2024)



PRESENTATION OF DATA

The background is a dark navy blue field filled with various organic, flowing shapes in teal, maroon, and mustard yellow. These shapes are decorated with different patterns: some have white wavy lines, others have small white dots, and one has a grid of white plus signs. A thin white vertical line is positioned on the right side of the image.

PRESENTATION OF FINDINGS/RESULTS - OVERALL AIMS

To tell the story of your research **in response to the research questions that you have set.**

To organise your data **in a systematic way** that exemplifies, illustrates or illuminates an analytical point.

To lead the reader **on a coherent journey** through the findings.

TIPS

- Arrange the facts in some kind of order - according to your analytical tool.
- Don't add comments on the significance of the results or offer an interpretation at this point – this comes in the discussion section.
- Use visuals, quotes, graphs, charts and tables to tell the 'story' of the data.
- Qualitative data can also be presented in graphs or charts as appropriate.
- Guide the reader through the results with clear headings and sub-headings.
- Write in the past tense.

***DO NOT PRESENT RAW DATA.**

An abstract graphic featuring a dense cluster of colorful splatters and dots. The colors transition from warm tones (yellows, oranges, reds) on the left to cool tones (purples, blues, cyan) on the right. The splatters vary in size, creating a dynamic and energetic visual effect.

PRESENTATION OF DATA: THEMATIC ANALYSIS

RESEARCH FOCUS

An exploration of the perceptions of undergraduate trainee teachers regarding the factors that impacted upon their use of incidental Welsh in the primary classroom.

RESEARCH QUESTIONS

1. Does a trainee's personal level of Welsh impact upon his/her ability to use incidental Welsh in the classroom?

2. Do trainee teachers perceive the classroom within which they are placed to have an impact on their use of incidental Welsh?

- Do trainee teachers believe that some teachers use more incidental Welsh than others?
- Do trainee teachers believe that the classteacher's personal level of Welsh has an impact on the standard of Welsh used by that teacher in the classroom?
- Do trainee teachers believe that pupils in some classrooms use more incidental Welsh than in others?
- Do trainee teachers believe that the age of the pupils in the class in which they are placed makes a difference to their own use of incidental Welsh?
- Do trainee teachers believe that the amount of written Welsh displayed within the classroom makes a difference to the incidental language spoken?
- Do trainee teachers perceive every school to have the same expectations of them with regard to their use of incidental Welsh?

INTERVIEW QUESTIONS

1 Briefly describe the teaching experiences that you have had this year. (In one school? More than one? Time scales?)

2 (For teachers who have taught in more than one school) Have you noticed differences between the schools relating to the teaching and learning of Welsh as a second language? As a subject, was it more important in some schools than others? What were the expectations of the different schools with regard to the use of Welsh by teachers? By pupils? Who set these expectations? (other teachers/ headteacher/ governors?)

3 (For teachers who have taught in one school) How important do you feel Welsh as a second language is in your school? What are the expectations of the school with regard to the use of Welsh by teachers? By pupils? Who sets these expectations? (other teachers/ headteacher/ governors?)

4 Does the area in which a school is placed have a bearing on the Welsh that is used within the school? Does the LEA have an impact on the standard of Welsh within the school? (Athrawon Bro visits?/feeder comprehensive school staff visits?)

5 Thinking back to your time as a trainee teacher, were there differences between each of the three schools in which you undertook teaching experiences with regard to Welsh as a second language? (Attitudes of staff? Children?) If so, what were the factors that contributed to these differences? (Senior staff/school priorities/LEA priorities/ area of school/Estyn inspection/level of Welsh of the teacher)

6 Did you feel that there were different expectations of you as a trainee teacher with regard to your use of Welsh in each of the three schools? Why?

7 Do you feel that your Welsh improved during your three-year course while you undertook your school-based experiences? If so, what were the factors that contributed to this improvement? If not, why not? (Confidence/expectations/other foci relating to teaching)

8 Could the University have included anything further, either in the academic course or while you were on PTE, to prepare you for being a qualified teacher with regard to the Welsh language?

INTERVIEW QUESTIONS

1 Briefly describe the teaching experiences that you have had this year. (In one school? More than one? Time scales?)

2 (For teachers who have taught in more than one school) Have you noticed differences between the schools relating to the teaching and learning of Welsh as a second language? As a subject, was it more important in some schools than others? What were the expectations of the different schools with regard to the use of Welsh by teachers? By pupils? Who set these expectations? (other teachers/ headteacher/ governors?)

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8 Could the University have included anything further, either in the academic course or while you were on PTE, to prepare you for being a qualified teacher with regard to the Welsh language?



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‘NUMBERS’ DATA: EXAMPLES OF VISUALS

Use visuals to show how prevalent or typical a finding is in your results.

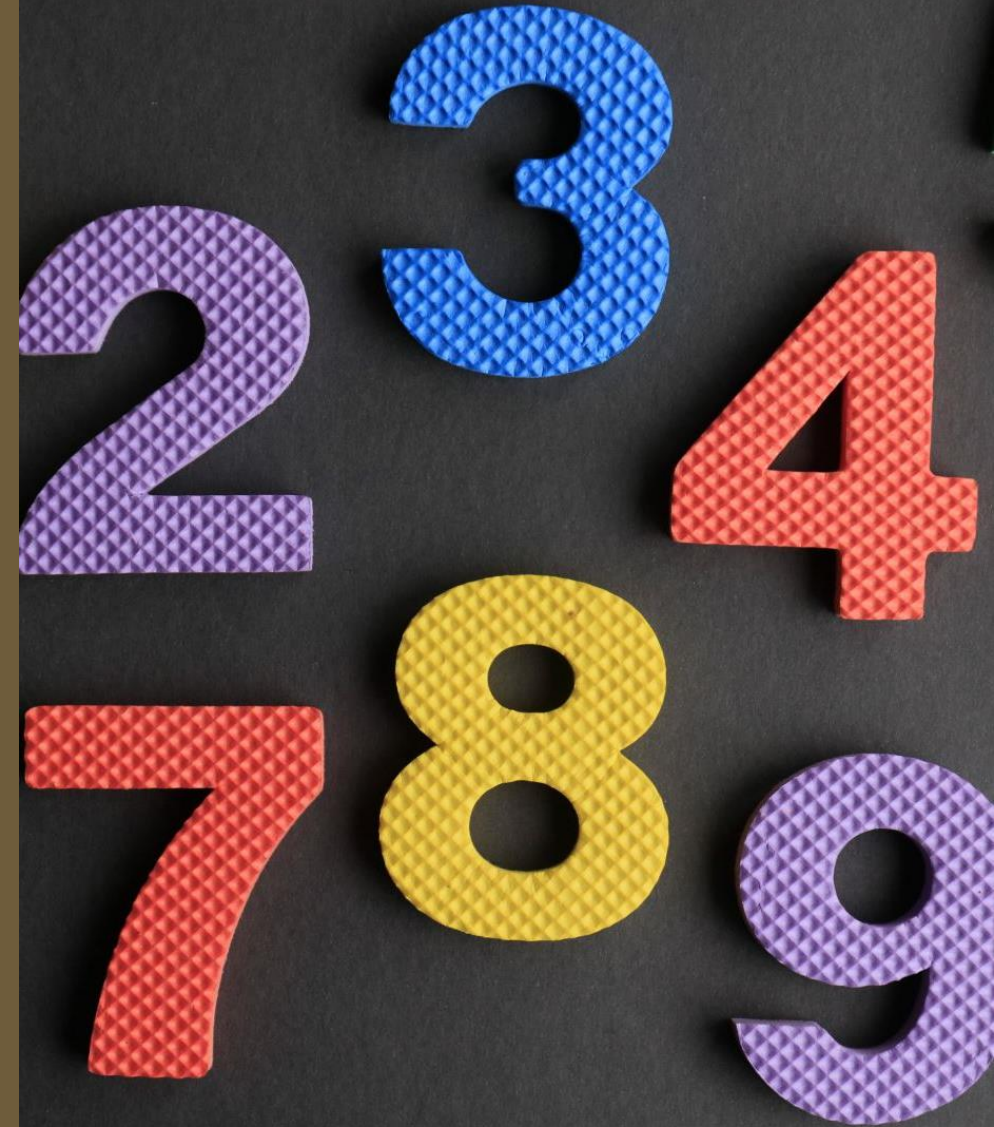
WHAT DO THE NUMBERS MEAN?

If you use percentages, make sure the reader knows the sample size.

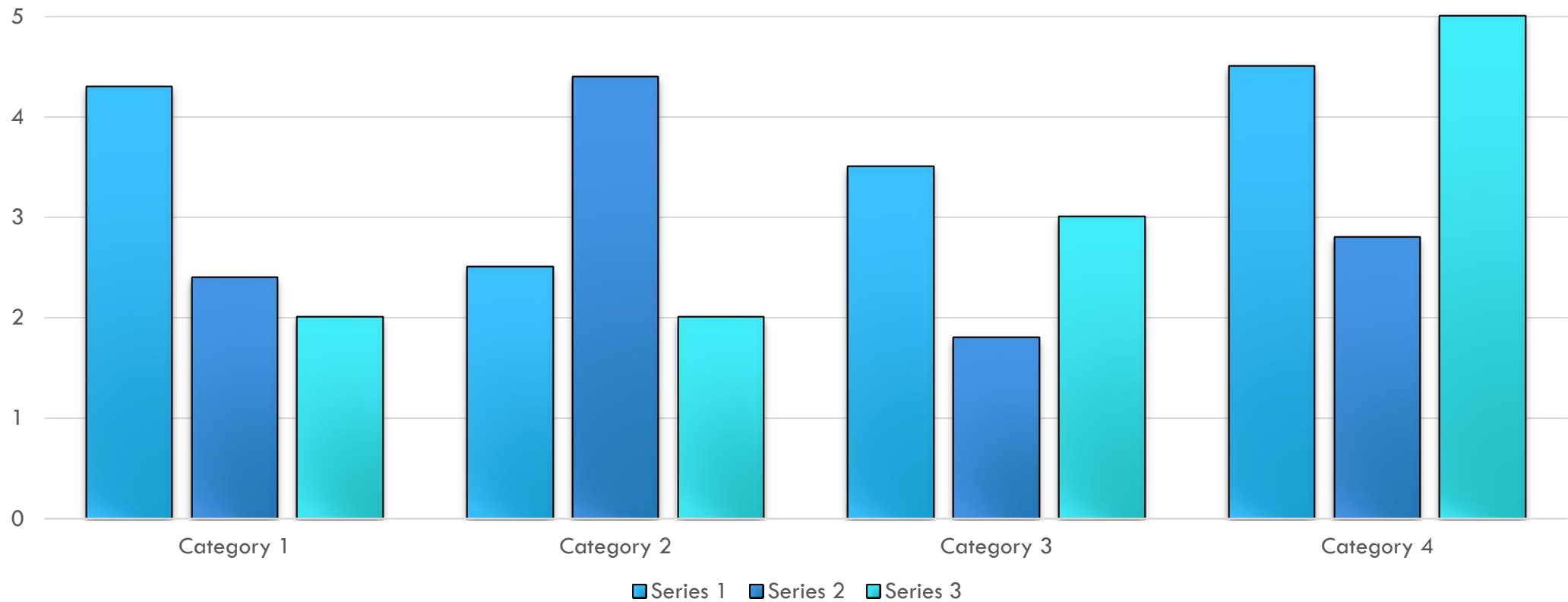
100% of the participants agreed

(but there were only five participants in the sample)

Make sure the numbers are not misleading.



EXAMPLE: USE GRAPHS AND CHARTS TO SHOW PREVALENCE



CONTEXTUAL INFORMATION: LOCATION

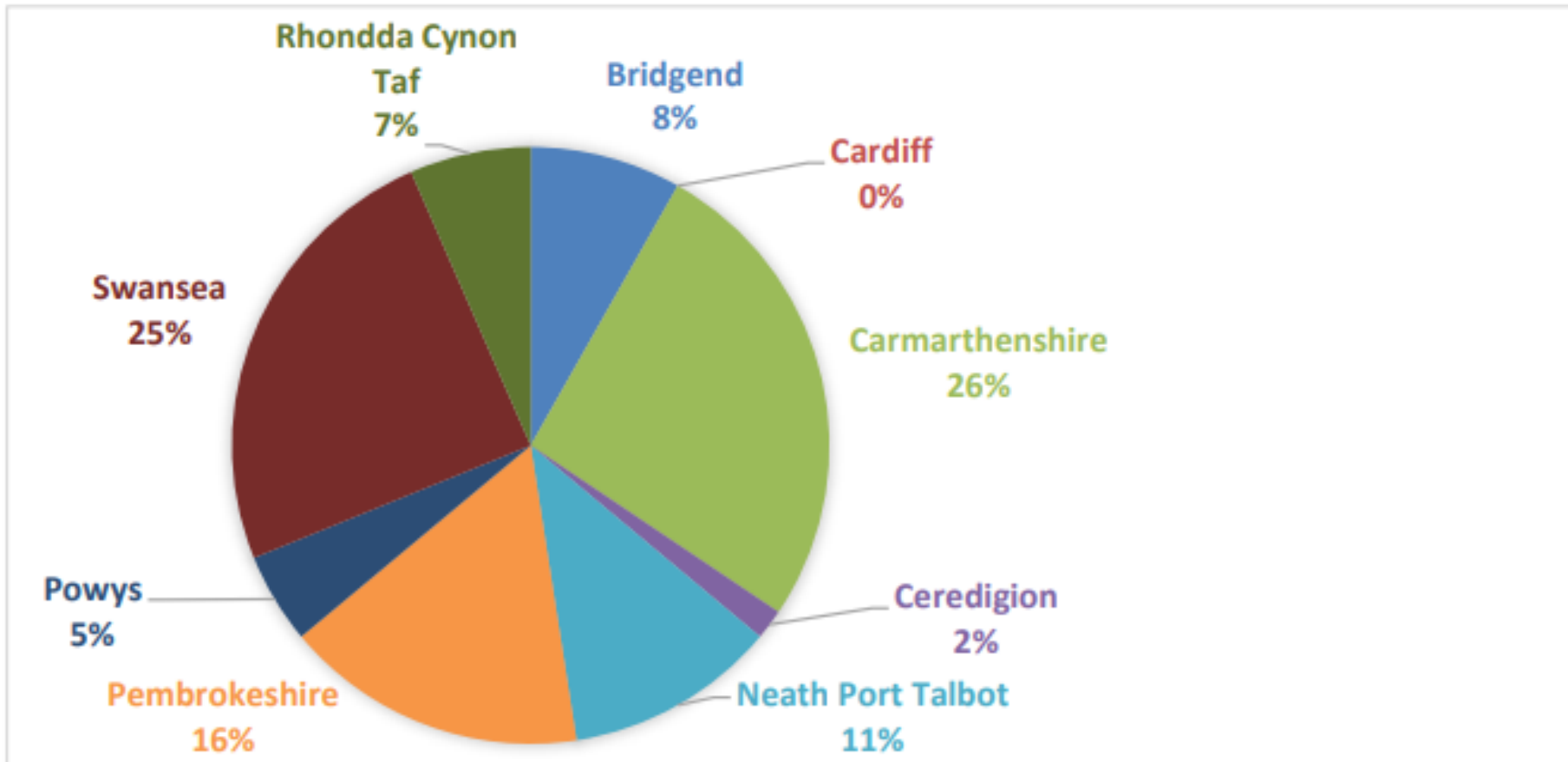


Figure 4: PTE2 Locations

n=61

QUESTIONNAIRE DATA

(HANDOUTS)

Location of school

Age-groups taught

Frequency of use by the
teacher

Frequency of use by the
pupils

CONTEXTUAL INFORMATION: LOCATION

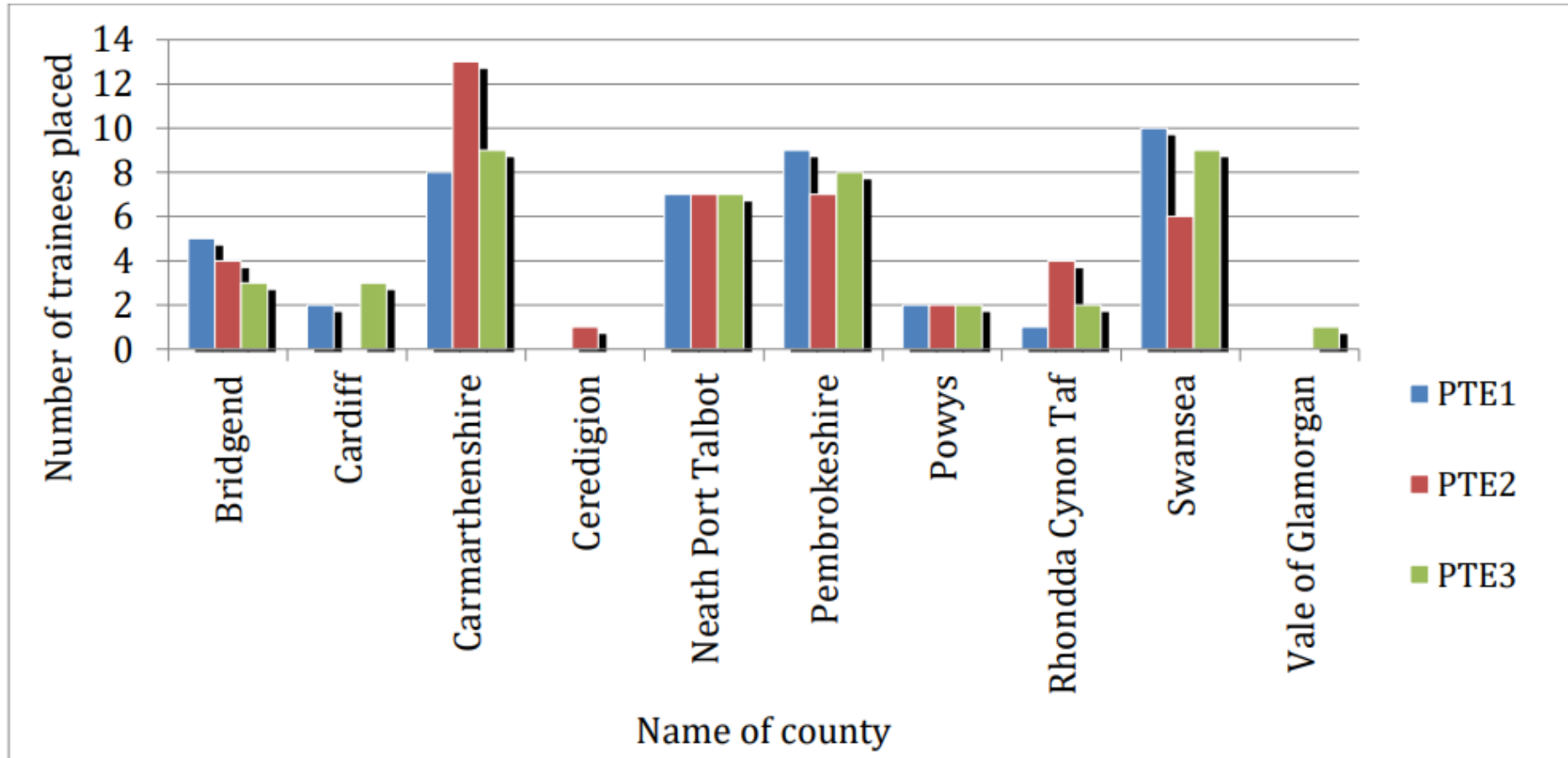


Figure 18: Counties within which trainees were placed for PTE.

n=44

CONTEXTUAL INFORMATION: AGE-GROUPS TAUGHT

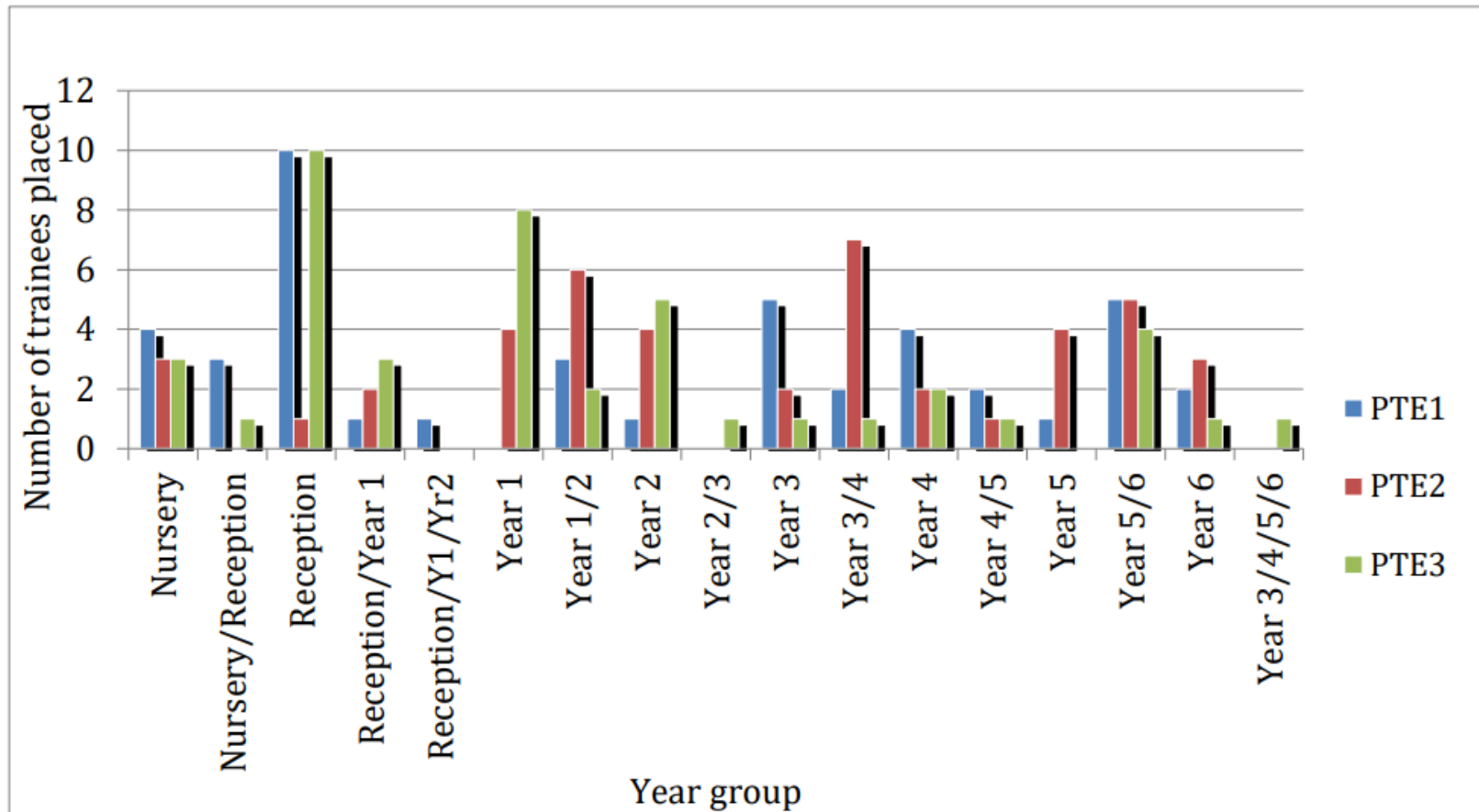


Figure 19: Year groups within which trainees were placed

n=44

REGULARITY OF USE - TEACHER

How regularly did your teacher use incidental Welsh?

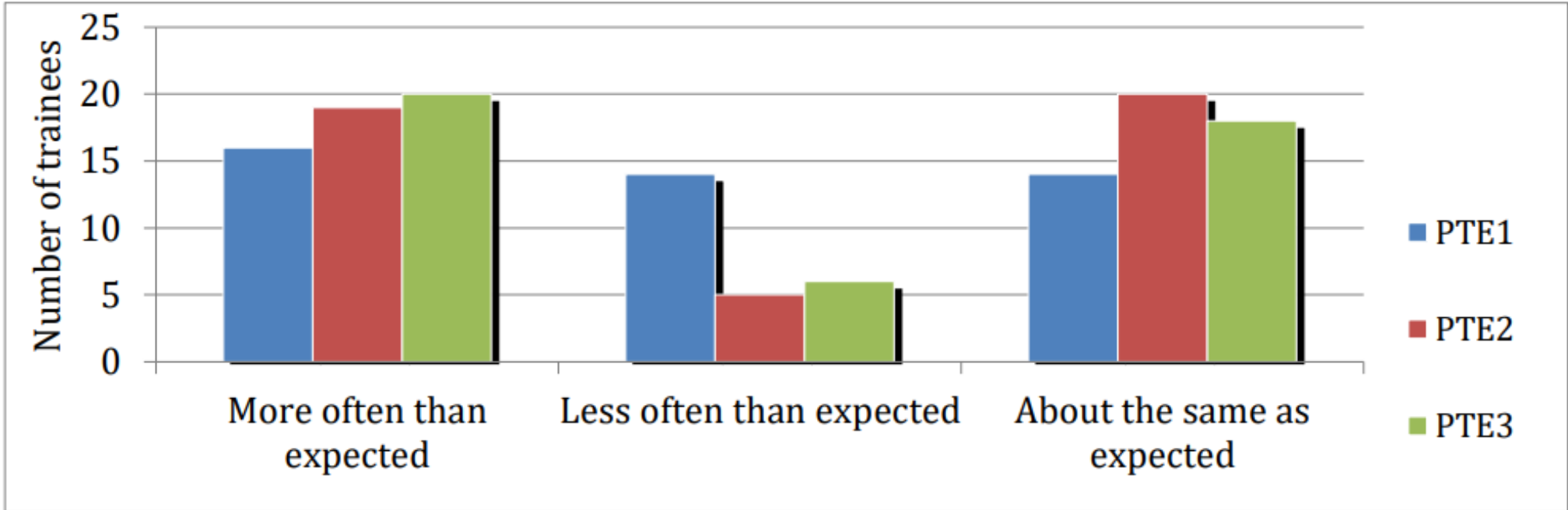


Figure 23: Regularity of use of incidental Welsh by teacher

n=44

REGULARITY OF USE - PUPILS

How regularly did pupils use incidental Welsh?

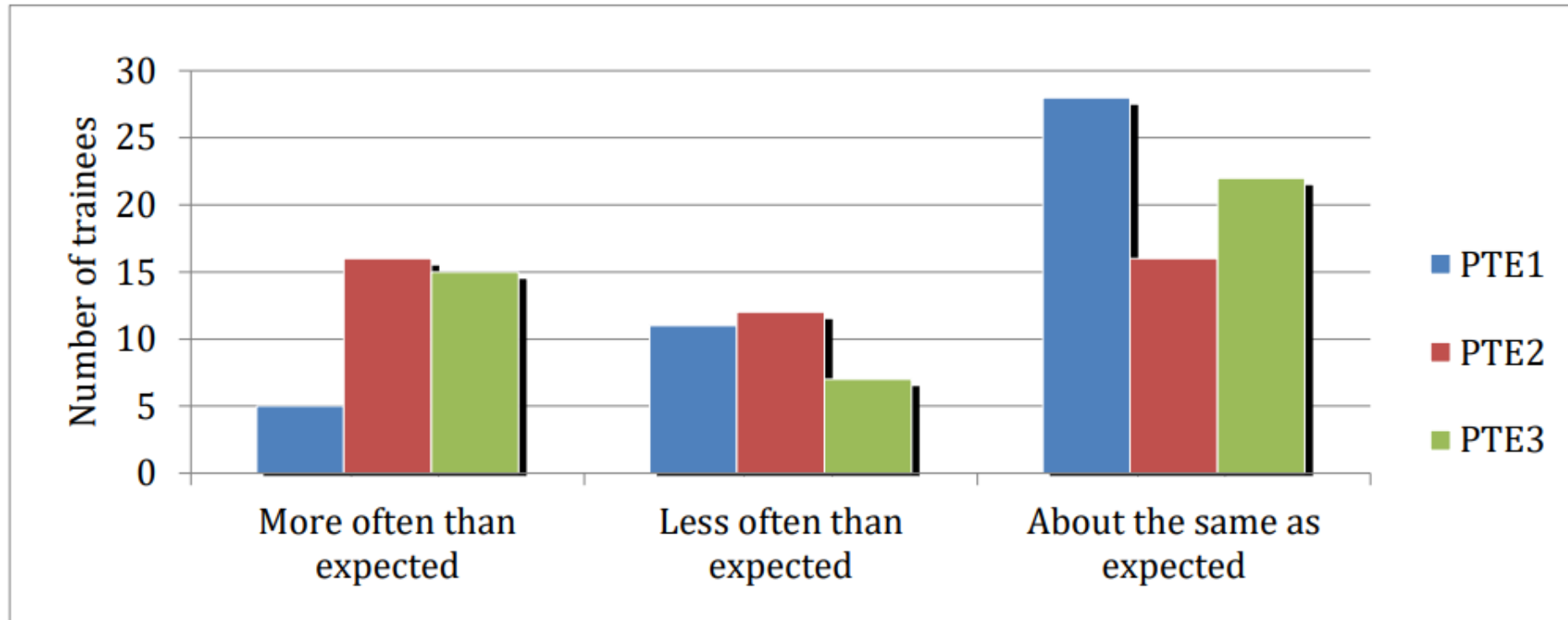


Figure 26: Regularity of use of incidental Welsh by pupils

n=44

REGULARITY OF USE - PATTERNS

Patterns in regularity of use of incidental Welsh by pupils and teachers.

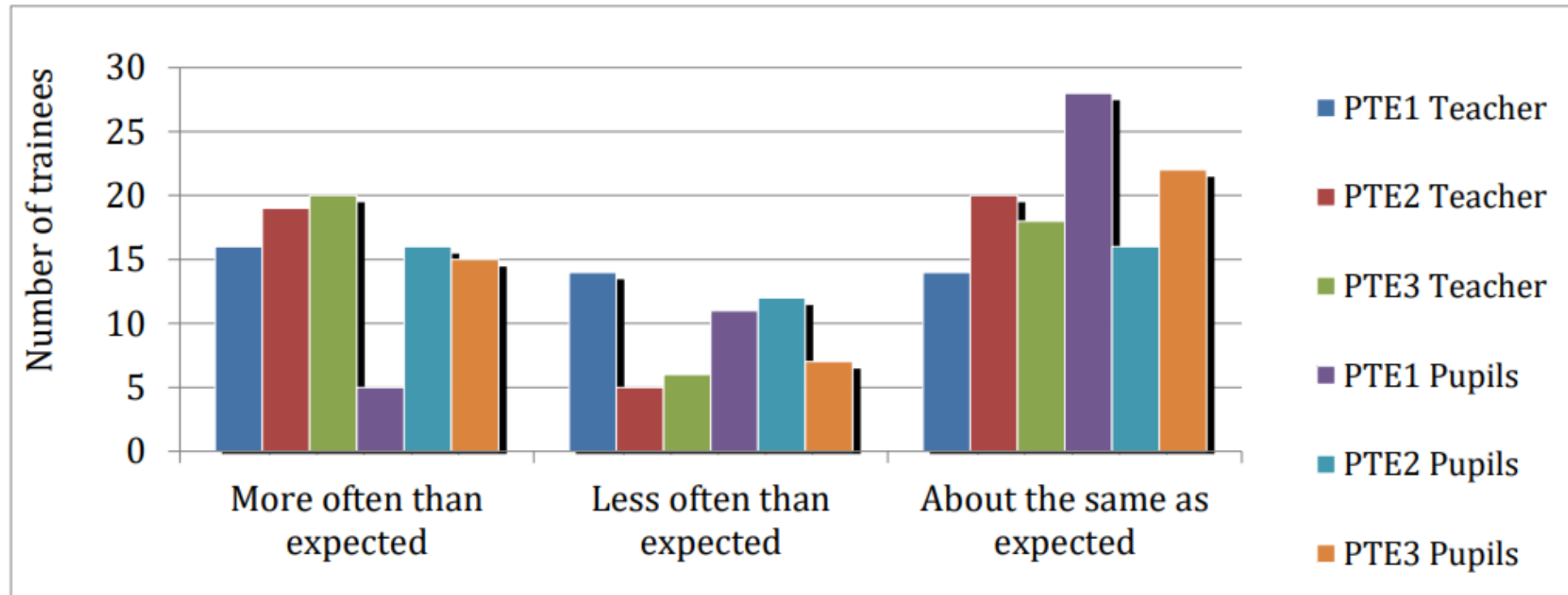


Figure 29: Patterns in regularity in use of incidental Welsh by pupils and teachers

n=44

EXAMPLE: USE TABLES AND LISTS

Class	Group 1	Group 2
Class 1	82	95
Class 2	76	88
Class 3	84	90

TO PRESENT INFORMATION

	Trainee 1 Group 6, Female		Trainee 2 Group 4, Female		Trainee 3 Group 1, Female		Trainee 4 Group 7, Female		Trainee 5 Group 3, Female		Trainee 6 Group 4, Male		Trainee 7 Group 5, Male		Trainee 8 Group 3, Female	
	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3	Year2	Year3
Bridgend												X	X	X		
Cardiff		X														
Carms.	X			X												
Ceredigion			X													
NPT									X	X						
Pembs.					X	X										
Powys																
RCT											X					
Swansea							X	X							X	X
V. of Glam.																

Carms. = Carmarthenshire

Pembs. = Pembrokeshire

V. of Glam. = Vale of Glamorgan

NPT = Neath Port Talbot

RCT = Rhondda Cynon Taf

TO SHOW PROCESS (THEMATIC ANALYSIS)

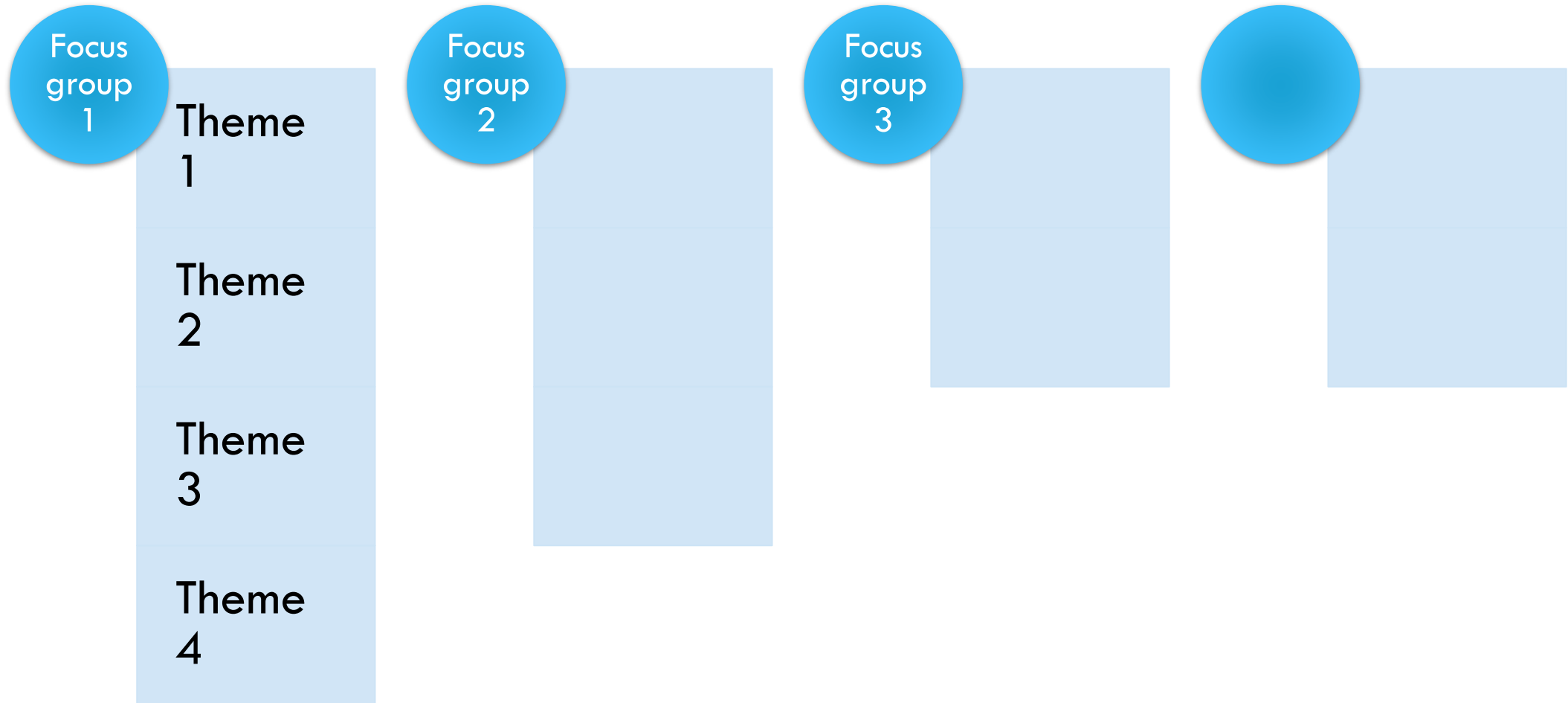
Phase	Description
1	Familiarisation with the data
2	Creation of preliminary codes
3	Compilation and organisation of themes
4	Reviewing of themes
5	Definition and naming of themes
6	Reporting and concluding



‘WORDS’ DATA

Using quotes

EXAMPLE: USE SMART ART GRAPHICS TO PRESENT IDENTIFIED THEMES



QUOTES

Use quotes to illustrate a point from your results.

Be selective and ensure quotes are coded e.g. Teacher A noted that...

Indent long quotes so the reader can follow the narrative.



PRESENTATION OF DATA: QUOTATIONS (SPOKEN)

Introductory
information

During the main body of the lesson, one group of children discussed with the trainee their likes and dislikes with regard to minibeasts:

Direct quotation

Trainee: Beth yw buwch goch gota?

Child: Pili pala

Trainee: No, pili pala is butterfly. Beth yw gwas y neidr?

Child: Gwas o neidr.

Trainee: 'y' not 'o' – gwas y neidr. Beth yw mwydyn?

Child: (no answer)

Trainee: It sounds like mwd

Child: Worm¹⁰²

Footnotes

¹⁰¹ What colour is ladybird?/Red/What is 'red' in Welsh?/Red/Red, very good. What other colour?/Black/Do you like snake? (literal translation) /No/Why?/Because.../What is butterfly?

¹⁰² What is ladybird?/Butterfly/No, butterfly is 'butterfly'. What is dragonfly? (Correction of pronunciation). What is worm? / 'It sounds like' mud (literal translations)

¹⁰³ Stand, sit, listen

PRESENTATION OF DATA: QUOTATIONS (SPOKEN)

Words spoken in
research interview



by sending a teacher on this intensive course. Generally, in schools in Newport and Torfaen, she stated: “I hardly heard it used at all”. Of her current school, however, she stated that “[t]he Welsh they use here is just amazing”, and “I’ve used a lot more Welsh here”. The focus in this school was on the use of Welsh by all staff, including

PRESENTATION OF DATA QUOTATIONS (WRITTEN)

Written in a formal
observation report

The university tutor undertook the second observed lesson with a focus on this target. She stated that “the use of incidental Welsh was good but with more confidence more phrases could be introduced”, setting a further target of “expand use of incidental Welsh”. The senior mentor completed the third formative assessment report, again

Written by me in
research observation
notes

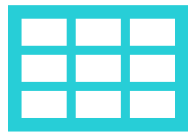
dwyllo⁶⁶”. Welsh was visible in the classroom with a range of items being labelled in Welsh only, e.g. cwpwrdd, cadair, cyfrifiadur, desg⁶⁷, which might be expected in a Nursery classroom. Salinas-Gonzalez, Arreguin-Anderson & Alanís (2015:26) suggest “labelling a variety of objects and the walls of the early childhood classroom” in order

APPENDICES, TABLES AND FIGURES



Appendices

You may want to direct the reader to further information in an appendix. For example, a copy of your interview questions.



Tables

Label tables as Table 1 etc.



Figures

Anything that is not a table is a 'figure'

Fig. 1

APPENDICES

Documents

Copy of questionnaires

Copy of interview questions

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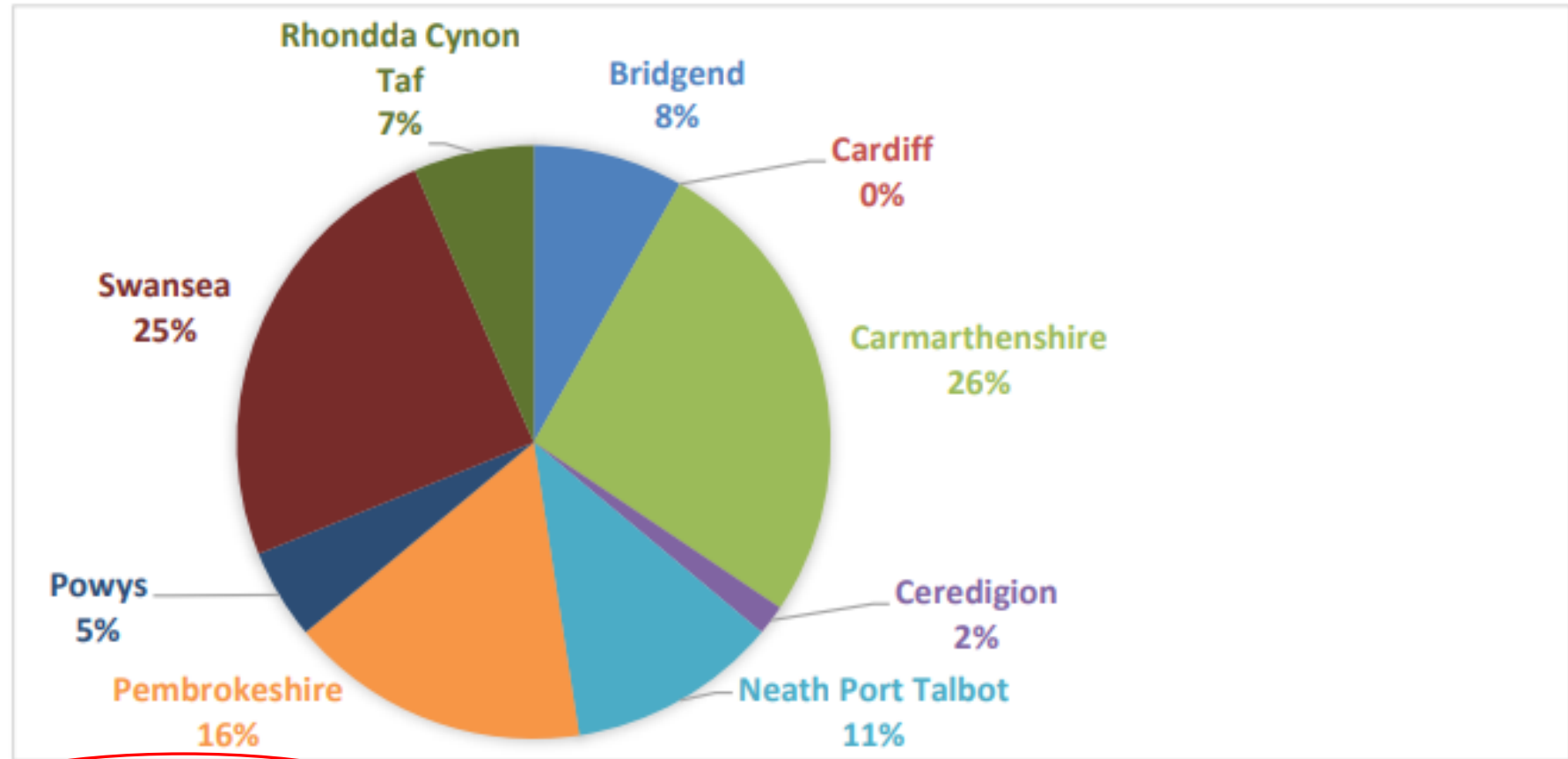


Figure 4: PTE2 Locations

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QUESTIONS?





OVER TO YOU...

ECDE7013 AND LOOKING AHEAD...





REMINDER

Assessment Component 2 Submission Date: 24th June, 23.59

CELEBRATORY SHARING SESSION: 26TH JUNE, 6PM

Part 1

We will share the headline summaries of the research projects (5 minute challenge!)

Part 2

Outline of the next stage...

- An outline of the next steps for progression to the thesis stage will be provided
- Q&A

ADVANCE WARNING...

You will need to prepare a 'pre-proposal' – an indication as to what your thesis **might** involve.

Please email this to me, if possible by the 28th of June, or by the 6th of July at the VERY LATEST.

EdD Thesis Pre-proposal

Name:

Pathway: part-time / full-time

Proposed title / research question:

Aim(s) of the research:

-
-
-

Contribution of knowledge to the field:

Proposed methods:

-
-
-

Any other comments relating to supervision:



THINKING ABOUT THE THESIS |

THINKING ABOUT THE THESIS





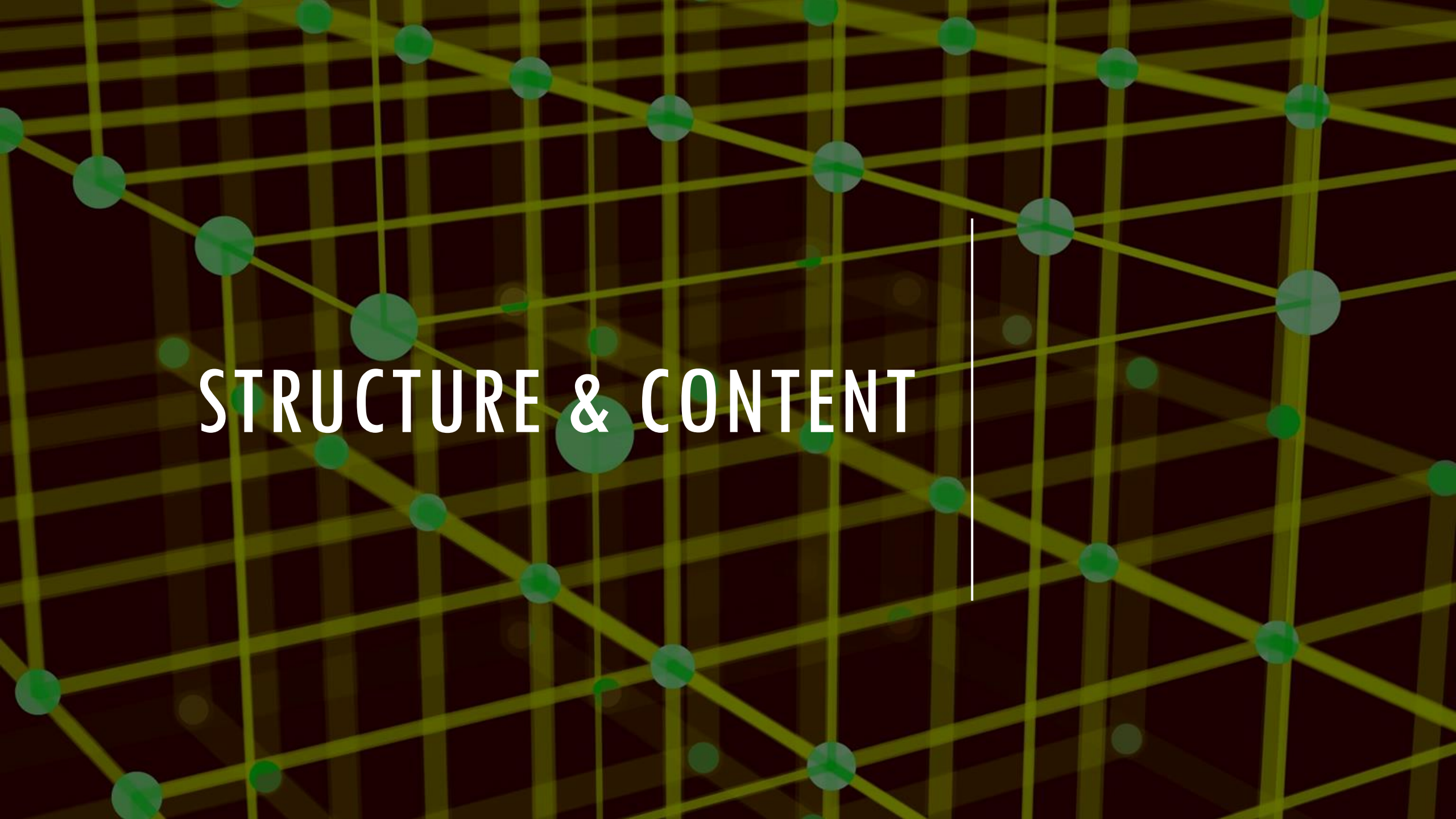
WRITING

This chapter outlines the nature of this research study, including a discussion of the research process, an account of the background of participants, and a justification of the methods used. To ensure that this study maintained the highest ethical standards, the proposed research was reviewed and subsequently approved by the University of Wales Trinity Saint David Ethics Committee at the outset. The researcher followed guidelines set out by the British Educational Research Association (2011) throughout.

Opening of
methodology
chapters

What are the:
* similarities?
* differences?

In this chapter, I provide an overview of, and justification for, the methods used in the undertaking of my research. This includes reference to my research paradigm and how it informed the decisions I took, and a detailed outline of my research design and the tools I employed to support data generation and analysis. My reflections on an earlier pilot study and its impact on this research are also given. The chapter concludes with a focus on the ethical considerations that underpin this work, and critical reflection about my own position as researcher.



STRUCTURE & CONTENT

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Remember to include a title page!
(but no number)

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Formal pieces of text
required by the university.

Declaration

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed

Date:

STATEMENT 1

This thesis is the result of my own investigations, except where otherwise stated. Where correction services have been used the extent and nature of the correction is clearly marked in a footnote(s). Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

Signed

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ABBREVIATIONS OR GLOSSARY

Glossary

AoLE – Area of Learning and Experience
A-level – Advanced level qualification
BERA – British Educational Research Association
Capped 9 – Secondary school performance measure (Wales)
CfW – Curriculum for Wales
DT – Design and Technology
Estyn – Education and training inspectorate for Wales
FDA – Foucauldian Discourse Analysis
FSM – Free School Meals
GCSE – General Certificate of Secondary Education
HMCI – His Majesty’s Chief Inspector of Education and Training
HMI – His Majesty’s Inspector of Education and Training
ICT – Information and Communications Technology
ITE – Initial Teacher Education
National School Categorisation System – Colour-coded school rating system
NFER – National Foundation for Educational Research
NPQH – National Professional Qualification for Headship
OECD – Organisation for Economic Co-operation and Development
Ofsted – Office for Standards in Education (England)
Progress 8 – Secondary school performance measure (England)
PISA – Programme for International Student Assessment
RAG rating – Red-Amber-Green rating
Senedd Cymru – Welsh Parliament
UK – United Kingdom

Abbreviations

ACCAC	Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (Qualifications, Curriculum and Assessment Authority for Wales)
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CCW	Curriculum Council for Wales
CLIL	Content and Language Integrated Learning
CSCJES	Central South Consortium Joint Education Service
EAL	English as an Additional Language
ERW	Education through Regional Working
FP	Foundation Phase
GCSE	General Certificate in Secondary Education
HEFCW	Higher Education Funding Council for Wales
ITET	Initial Teacher Education and Training
KS2	Key Stage 2
LEA	Local Education Authority
L1	First language
L2	Second language
MFL	Modern Foreign Language
NAW	National Assembly for Wales
NC	National Curriculum
PPA	Planning, Preparation and Assessment
PTE	Professional Teaching Experience
QTS	Qualified Teacher Status
SBE	School Based Experience
WAG	Welsh Assembly Government
WAL	Welsh as an Additional Language
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WJEC	Welsh Joint Education Committee
W2L	Welsh Second Language
YCC	Y Cwricwlwm Cymreig

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CHAPTER ORDER

What are the:
* similarities?
* differences?

Chapter		
1	Introduction and rationale	Introduction
2	Conceptual framework	The teaching and learning of Welsh as a second language
3	Literature review	Literature review
4	Methodology	Methodology
5	Data analysis and discussion	Case Studies (presentation of data)
6	Conclusions (includes recommendations, limitations & contribution)	Questionnaire Results
7		Discussion
8		Conclusions and Recommendations (includes limitations & contribution)

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RESEARCH TOOLS:

Part 1: Whole cohort questionnaires x5

Part 2: Case Study, 8 participants

- ❖ Classroom observation x3
 - ❖ Additional questionnaire x2
 - ❖ Teacher interview / questionnaire
 - ❖ Trainee interview – NQT year
- ❖ Document scrutiny
 - Formative reports – 1 per week of each placement
 - End of placement reports – 1 per placement
 - Estyn inspection reports for each school
 - Information on school websites
 - List of lessons taught x3
 - Incidental Welsh planning sheet x2
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FOLLOW-UP TASKS

Complete your data analysis process and draft your findings chapter.

Draft your discussion chapter:
Consider:

- What do you want to unpack further as a result of your study?
- What have you learnt in relation to your RQs?
- How does this sit in relation to the field and the material in your literature review?
- How robust was your research? What are the limitations?
- How does your study address the 'gap' you identified?
- What further research is needed?



