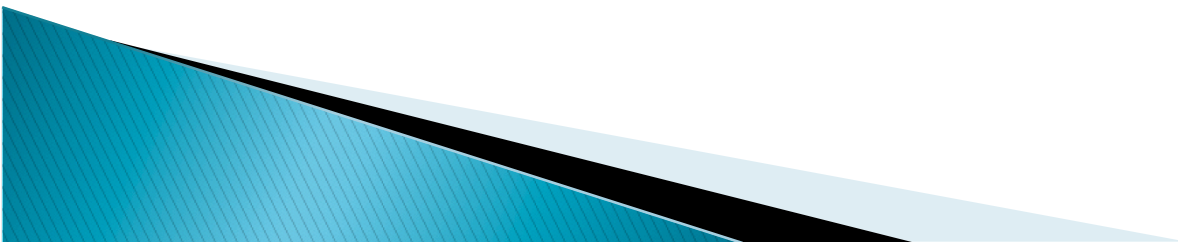




Learning Outcomes / Deilliannau Dysgu

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

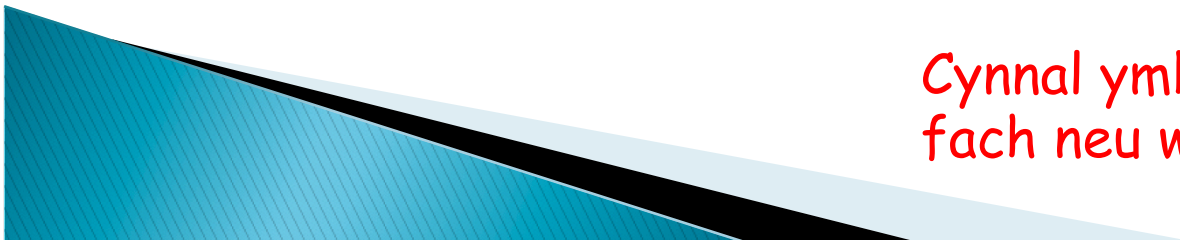
- ▶ Design and apply appropriate research methodologies demonstrating a critical understanding of the nature of educational research
- ▶ Conduct a small scale research enquiry to improve an aspect of personal practice and learner outcomes, showing some originality and rigour in the application of appropriate research skills
- ▶ Critically evaluate research evidence, showing sound judgement of complex data to support pedagogic decisions
- ▶ Critically reflect upon the importance of ethical procedures within classroom based research, and apply these procedures appropriately



Learning Outcomes / Deilliannau Dysgu

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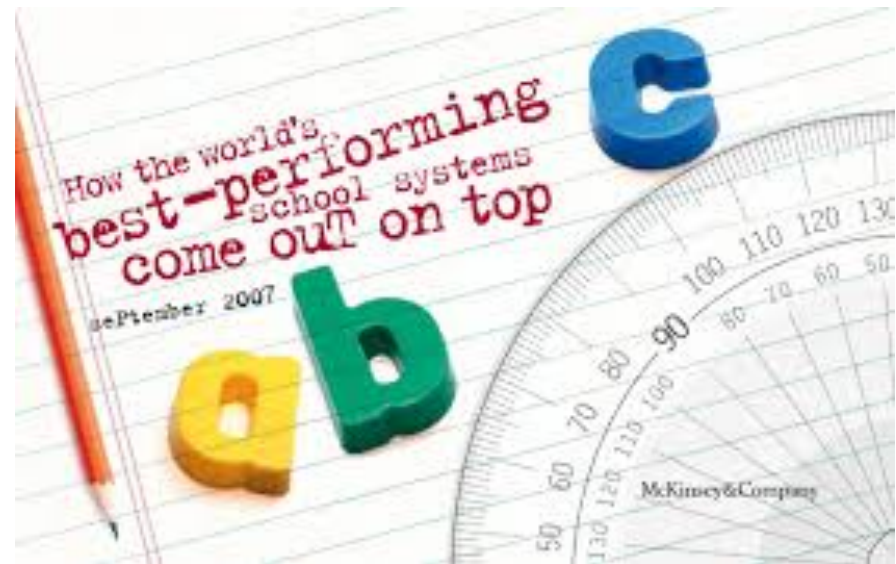
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- Critically reflect upon the importance of ethical procedures within classroom based research, and apply these procedures appropriately



**Cynnal ymholiad ymchwil ar raddfa
fach neu weithgaredd proffesiynol...**

Why do we research? / Pam ydyn ni'n ymchwilio?

"The quality of an education system cannot exceed the quality of its teachers."



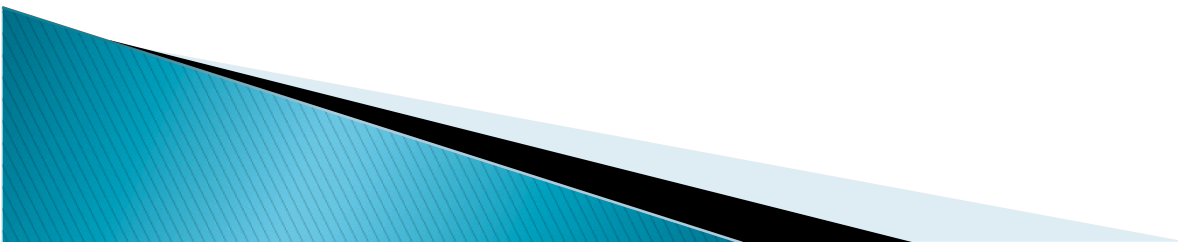
McKinsey & Company (2007)

Why do we research? / Pam ydyn ni'n ymchwilio?

"...the biggest effects on student learning occur when teachers become learners of their own teaching."

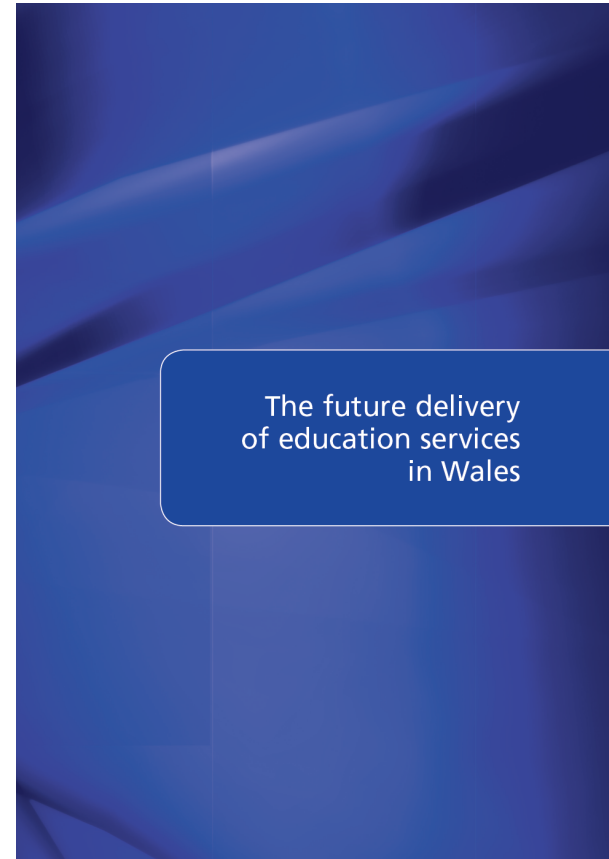
(Hattie, 2009:22)

Hattie, J. (2009) Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.



Why do we research? / Pam ydyn ni'n ymchwilio?

- ▶ "The only way for schools in Wales to raise standards of achievement is to improve the quality of teaching and learning in the classroom. It is the quality of teaching that is the strongest within-school effect on pupils' achievement."



Hill (2013:5)

Why do we research? / Pam ydyn ni'n ymchwilio?

"Teachers need to be viewed as 'knowledge workers': the best way to foster this approach is through school-based teacher professional development that links teacher inquiry and development with school improvement".

(Hill, 2013:18)

[http://gov.wales/docs/dcells/consultation/
130621-delivery-of-education-report-en.pdf](http://gov.wales/docs/dcells/consultation/130621-delivery-of-education-report-en.pdf)

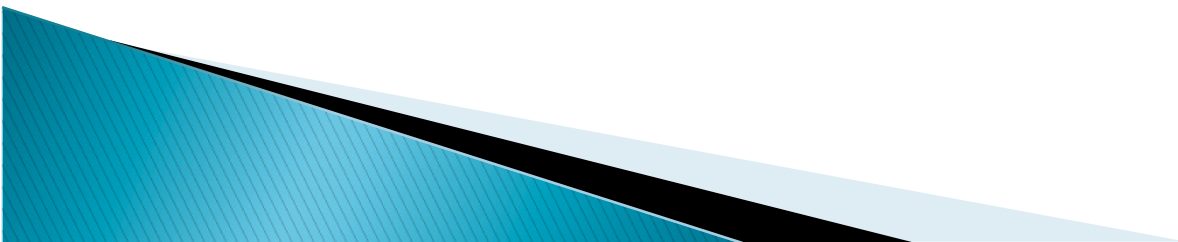


Why do we research? / Pam ydyn ni'n ymchwilio?

BERA/RSA (2014)

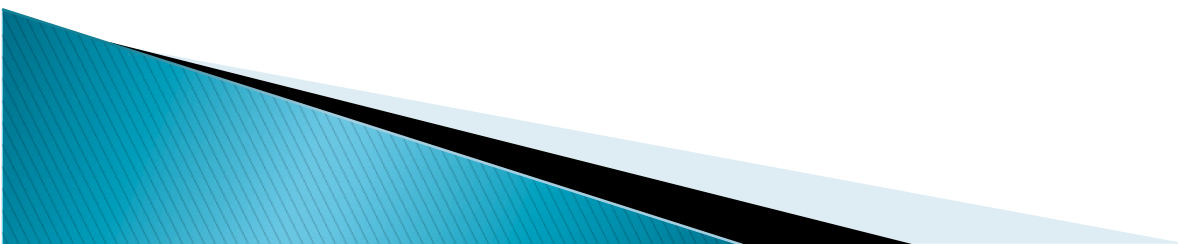
Research and the Teaching Profession: Building
the capacity for a self-improving education
system

<https://www.bera.ac.uk/wp-content/uploads/2013/12/BERA-RSA-Research-Teaching-Profession-FULL-REPORT-for-web.pdf?noredirect=1>



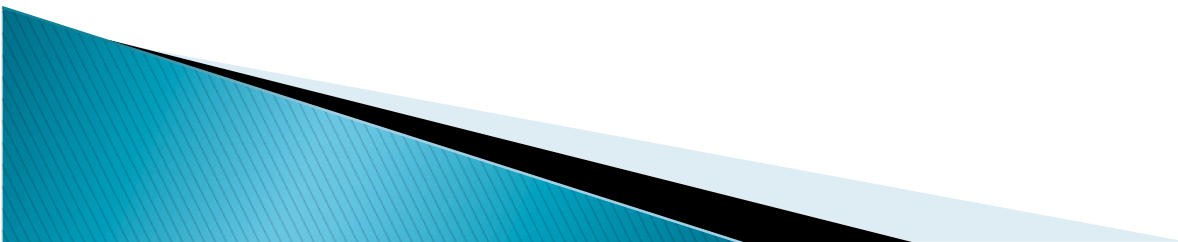
BERA/RSA (2014) (1)

- ▶ Internationally, enquiry-based (or 'research-rich') school and college 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 in their academic subject or subjects and with developments in the discipline of education.



BERA/RSA (2014) (2)

- ▶ Teachers and teacher educators need to be **equipped to engage in enquiry-oriented practice**. This means having the capacity, motivation, confidence and opportunity to do so.
- ▶ 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.

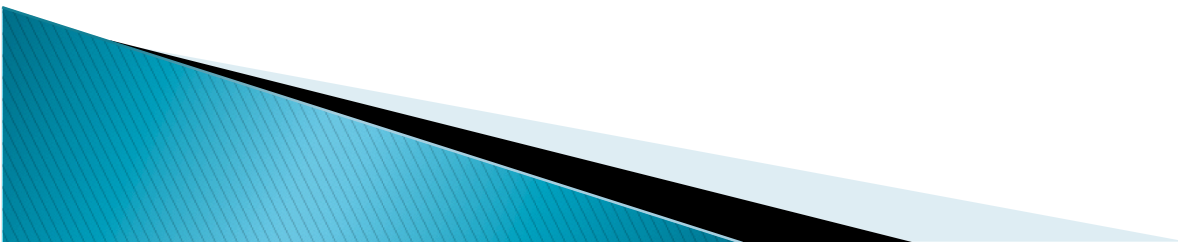


Why do we research? / Pam ydyn ni'n ymchwilio?

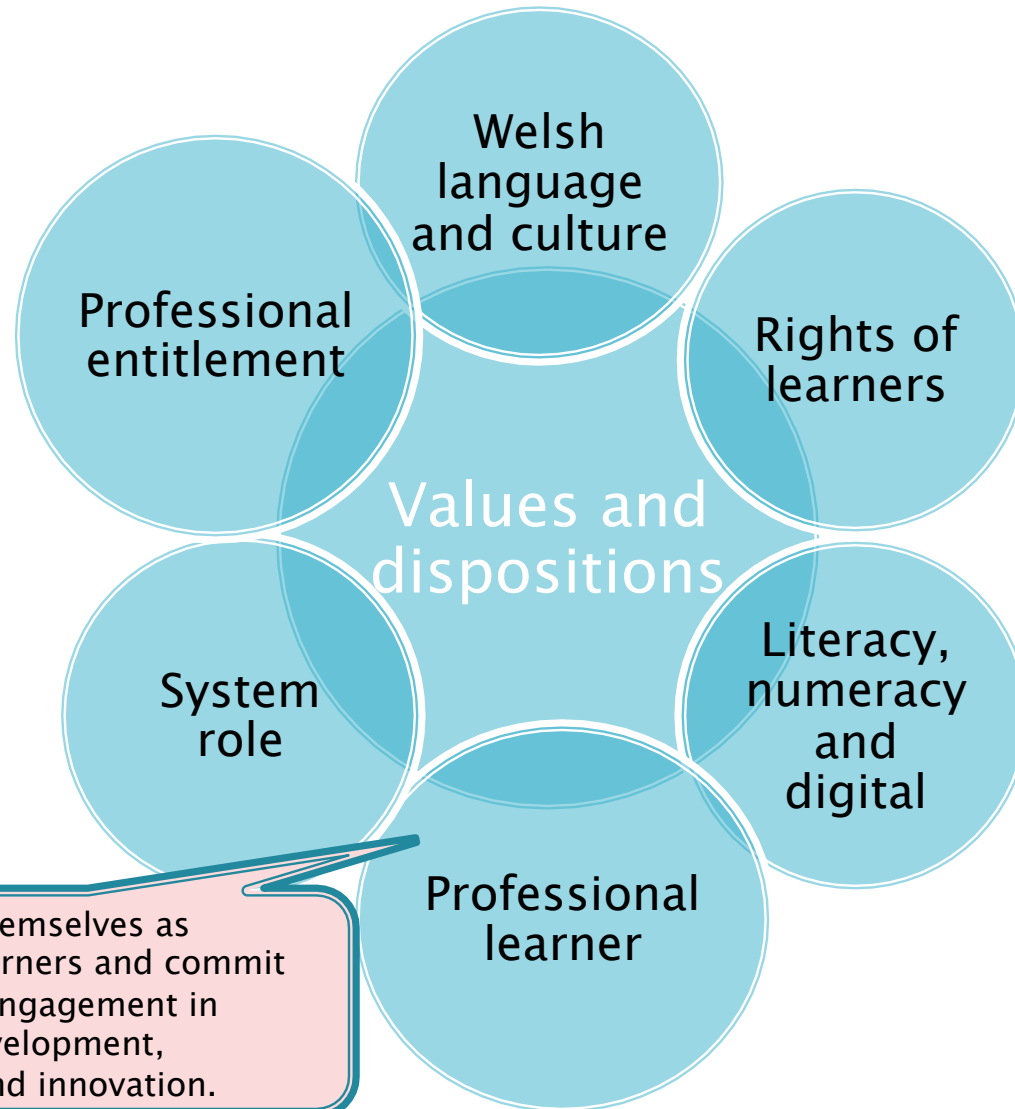
Successful Futures:

Sound pedagogy "...requires high-quality teachers with a sound understanding of the 'why' and 'how' of teaching as well as the 'what'."

(Donaldson, 2015:71)



New Professional Standards



Teachers see themselves as professional learners and commit to continuous engagement in career-long development, collaboration and innovation.

Professional learning

Wider reading and research findings

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.

The teacher makes reasoned decisions in terms of their pedagogy based upon relevant reading and research findings.

QTS

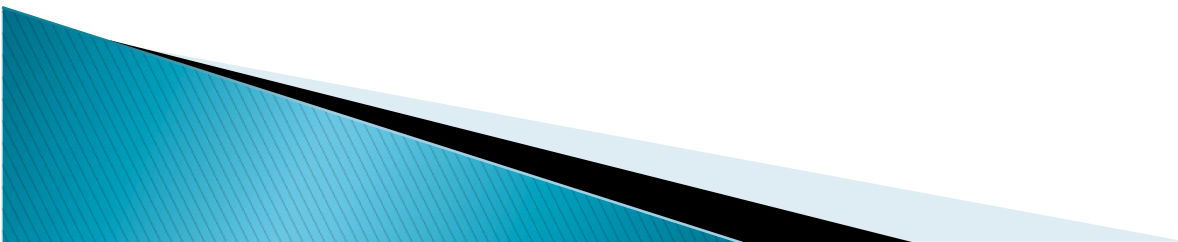
Teaching

Why do we research? / Pam ydyn ni'n ymchwilio?

“You do not have to begin with a ‘problem’. All you need is a general idea that something might be improved. Your general idea may stem from a promising new idea or the recognition that existing practice falls short of aspiration.”

Kemmis & McTaggart (1988)

Kemmis, S. and McTaggart, R. (eds) (1988) *The action research planner* – 3rd ed. Belmont, Victoria: Deakin University



Assignment / Aseiniad

100%

- ▶ Written assignment based on a small scale research project
- ▶ Ysgrifennwch aseiniad yn seiliedig ar brosiect ymchwil raddfa fach
- ▶ 6000 words
- ▶ 6000 o eiriau
- ▶ Turnitin
- ▶ Turnitin

Submission Date / Dyddiad Cyflwyno: 16/04/18

Additional Tasks / Tasgau Ychwanegol

- ▶ Ethics Form (1500 equivalent)
- ▶ Oral presentation of ideas (5 minutes)
- ▶ Ffurflen foeseg
- ▶ Cyflwyniad ar lafar o'ch syniadau (5 munud)



Timetable / Amserlen

19/02/18

20/02/18

21/02/18

22/02/18

23/02/18

27/02/18

28/02/18

14/03/18

27/03/18

28/03/18

29/03/18

16/04/18



Directed Tasks / Tasgau Cyfeiriol



Research in schools / Ymchwil yn yr ysgol

