



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

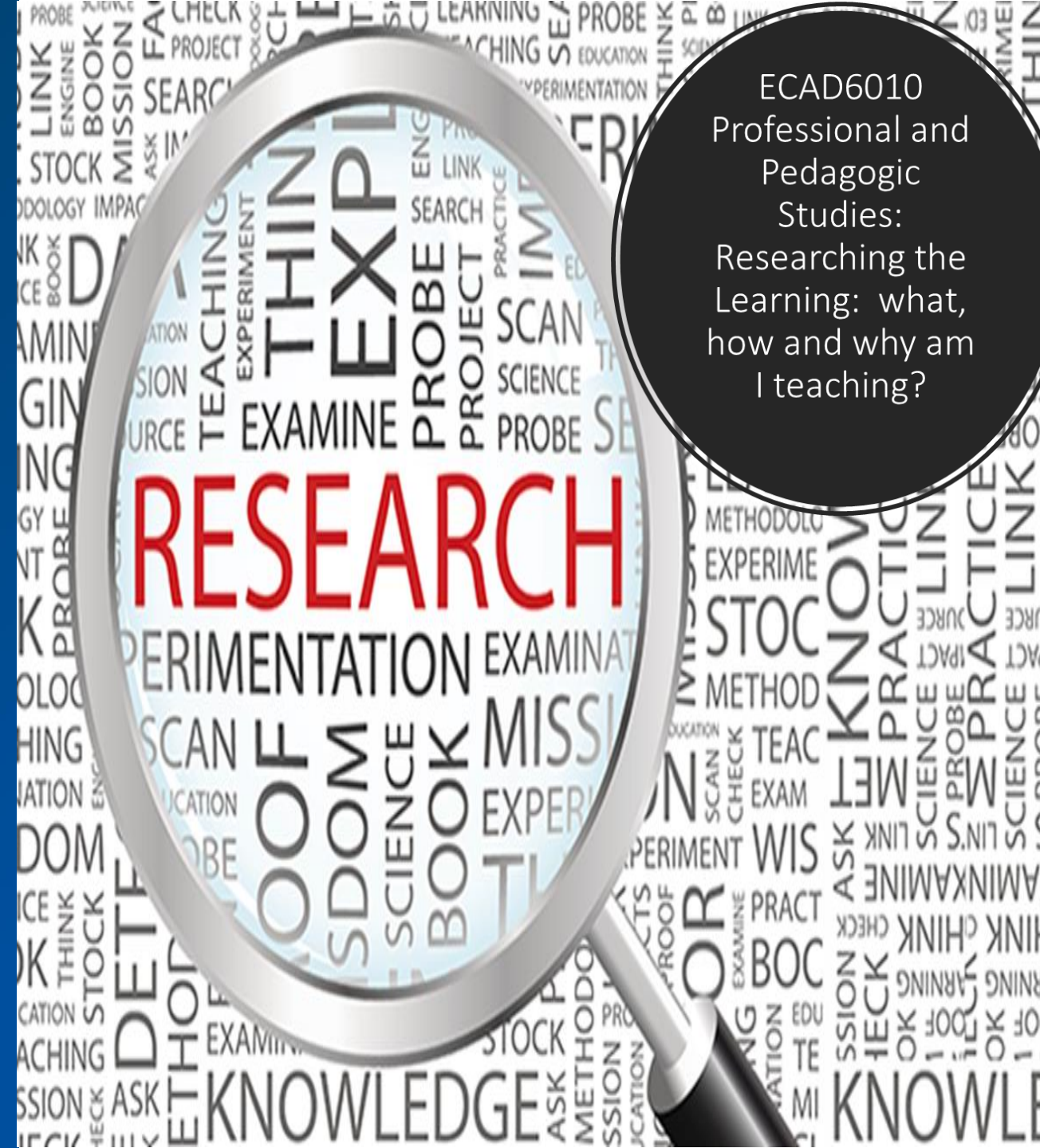
Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ECAD6010 Session 1



ECAD6010
Professional and
Pedagogic
Studies:
Researching the
Learning: what,
how and why am
I teaching?

ECAD 6010
Monday 7th
November
2023



- Session 1: Introduction to the module and assessment specification
Revisiting the Research dispositions
Presenting and evaluating the research proposal
- Group:
- Lecturer:

ECAD6010 Module Team:



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Outline of sessions:

Date of sessions	Content
Monday 9 th October	Introduction to the module ECAD and Electives Experience Preparing to writing a research proposal
Monday 6 th November 2023 9-11 11-1	Session 1: Introduction to the module Revisit research dispositions Presenting the research proposal Session 2: Introduction to Case Study
Tuesday 7 th November 2023 11-1 2-4	Session 3: Revisiting ethics Positionality Session 4: The Literature Review
Thursday 9 th November 2023 11-1 2-4	Session 5: The RQ Session 5: Types of data and research design

Date of sessions	Content
Monday 13th November 2023 9-4	Sessions 7, 8 and 9: Methodology
Tuesday 14th November 2023 9-11 2-4	Session 10: Analysing and presenting the data Session 11: Models of reflection
Thursday 16th November 2023 9-11 11-1	Session 10: Ethics Session 11: Preparing for electives/presenting research design

Date of sessions	Session/Content
Monday 27 th -1 st December 2023	Research window: Electives Experience
Monday 4 th December 2023 9-1	Sessions 14: Reflect and evaluate Electives Experience Session 15: Revisiting the assignment specification
Wednesday 10 th January 2023	Assignment submission deadline

Learning outcomes:

Design and apply

- Design and apply appropriate research methodologies demonstrating a critical understanding of the nature of educational research: being a skilled researcher;

Reflect

- Critically reflect upon the centrality of ethical practice within classroom-based research, and demonstrate deep understanding of its principles: being an ethical researcher;

Show

- 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;

Analyse and evaluate

- 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;

Evaluate

- 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.

Suggested calendar/timetable for electives week

Date	Activity
Day 1 27.11.23	Meet – Induction - The first day will be an induction day getting to know the school eg expectations regarding arrival, base room, school information, a learning walk around school. - The school should communicate their policies/vision/practice with regards to the student-teacher's Electives area of interest. - Student-teachers will have previously shared their proposals for Electives research with the Co-Ordinator. During the day student-teachers must arrange their timetables for the week. The timetable should offer a wide range of opportunities to gather data. It can include guided time as well as independent work slots. - Student-teachers should begin to identify potential participants for their research study and can seek the support of the Co-Ordinator to achieve this in preparation for days 2 and 3.
Day 2 28.11.23	Test – Data Gathering Student-teachers begin to follow their lines of inquiry and gather evidence on their Elective research focus. Methods to include observation, interviews and questionnaires.
Day 3 29.11.23	Test – Data Gathering Students-teachers continue to follow their lines of inquiry. They should be able to complete data collection today.

Suggested calendar/timetable for electives week

Date	Activity		
Day 4 30.11.23	Test – Reflection in preparation to Share findings ☐ This day will be a reflective day for student-teachers. Time is needed to draw on background reading undertaken, linking it to practice observed in order to develop a critical analysis. ☐ Student-teachers should use time today to review and clarify unanswered aspects of their research. ☐ Student-teachers will need time today to prepare their Summary findings and Professional Experience Template ready for tomorrow.		
Day 5 01.12.23	Share findings - An opportunity for student-teachers to present their findings to peers and school colleagues. The Elective Summary should be saved in the OneDrive Planning folder. Suggested structure: <table border="0"> <tr> <td> * Rationale for Elective * Outline of activities and data collection * A review of literature findings * What has been in practice * Pupil and Teacher perspectives </td> <td> * Limitations and success of data collection * Questions still unanswered * Review of data analysis linked to Professional Standards * Future recommendations for Student-teacher's future * Reference List (Refer to University Referencing methods) </td> </tr> </table>	* Rationale for Elective * Outline of activities and data collection * A review of literature findings * What has been in practice * Pupil and Teacher perspectives	* Limitations and success of data collection * Questions still unanswered * Review of data analysis linked to Professional Standards * Future recommendations for Student-teacher's future * Reference List (Refer to University Referencing methods)
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Assessment Specification:

- 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).



ECAD6010 Assessment Reminder

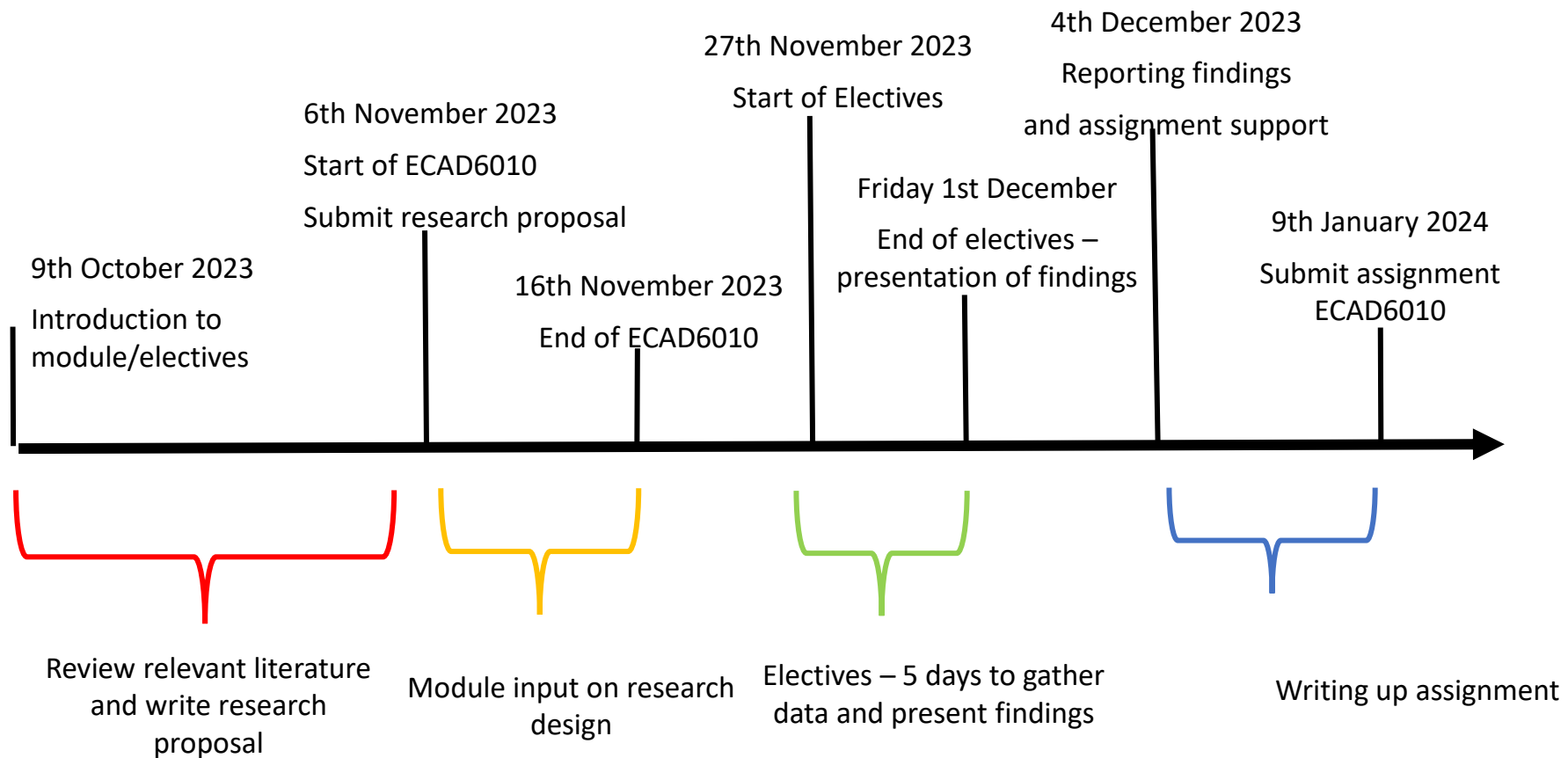
Coursework (100%): Individual Written Assignment

Research project – 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).

Equivalent to 5000 words (4500 words for written text; ethics and appendix equivalent to 500 words).

Submission date: 9th January 2024





Cycle 3: ECAD6010 –
Researching the Learning: what,
how and why am I teaching?



<https://moodle.uwtsd.ac.uk/course/view.php?id=8436>

Nodweddion Ymchwil

Research Dispositions

Bod yn ymchwilydd
medrus

Being a skilled researcher

Bod yn sgeptigol

Being sceptical

Bod yn foesegol

Being ethical

Being part of an
inquiring profession

Bod yn rhan o
broffeiswn ymholgar

Yr Athrofa Research Dispositions

Being sceptical

- Understand **empirical evidence** in contested fields
- Being aware of political, economic and social drivers for 'evidence'

Being ethical

- Knowing and using ethical principles of research
- Understanding **positionality**

Being a skilled researcher

- Understanding **qualitative** and **quantitative** methods
- Be able to construct an argument based on evidence
- Employing **critical reading** skills

Being part of an inquiring profession

- Proactively contributing to a range of audiences
- Actively engaging with the inquiry and findings of others

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.s			Fact	Being Sceptical	Behaviours, skills and knowledge]➔	To understand empirical evidence in a contested terrain: Being aware of the political, economic and social drivers for, and implications of, 'evidence'.		
			Fact	Fact	Fact			
Fact	↑ Behaviour, skills and knowledge]	Fact		Being sceptical		Fact	Fact	Fact
Fact	Being part on and inquiring profession	Fact	Being part of an inquiring profession	Research dispositions	Being ethical	Fact	Being ethical	Fact
Fact	Fact	Fact		Being a skilled researcher		Fact	Behaviours, skills and knowledge ↓	Fact
To understand the principles of social science research, and to know the different kinds of methods that are used and why: Understanding qualitative,quantitative and pragmatice methods and the nature/status of findings; To understand how to construct an argument based on evidenceand 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 childdevelopment 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			Fact	Fact	Fact	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.ing ethical Knowing and using ethical principles of research Understanding positionality		
			Behaviours, skills and knowledge	Being a skilled researcher	Fact			

A stylized illustration of four people with large heads and simple features, gathered around a table. One person in a red shirt is pointing at a document on the table. The others are wearing green, yellow, and blue shirts. The background is dark.

Presenting your research proposal

In groups of 3 or 4 present your research proposal

1. Explain the rationale and thinking behind your chosen focus:

- What is your chosen topic/focus?
- Why is it important?
- Why have you chosen this topic? (Policy/personal practice/ literature/observation)
- How does it relate to previous experiences?
- How might it relate to future practice?



2. What did you find out about your topic when reading the literature?

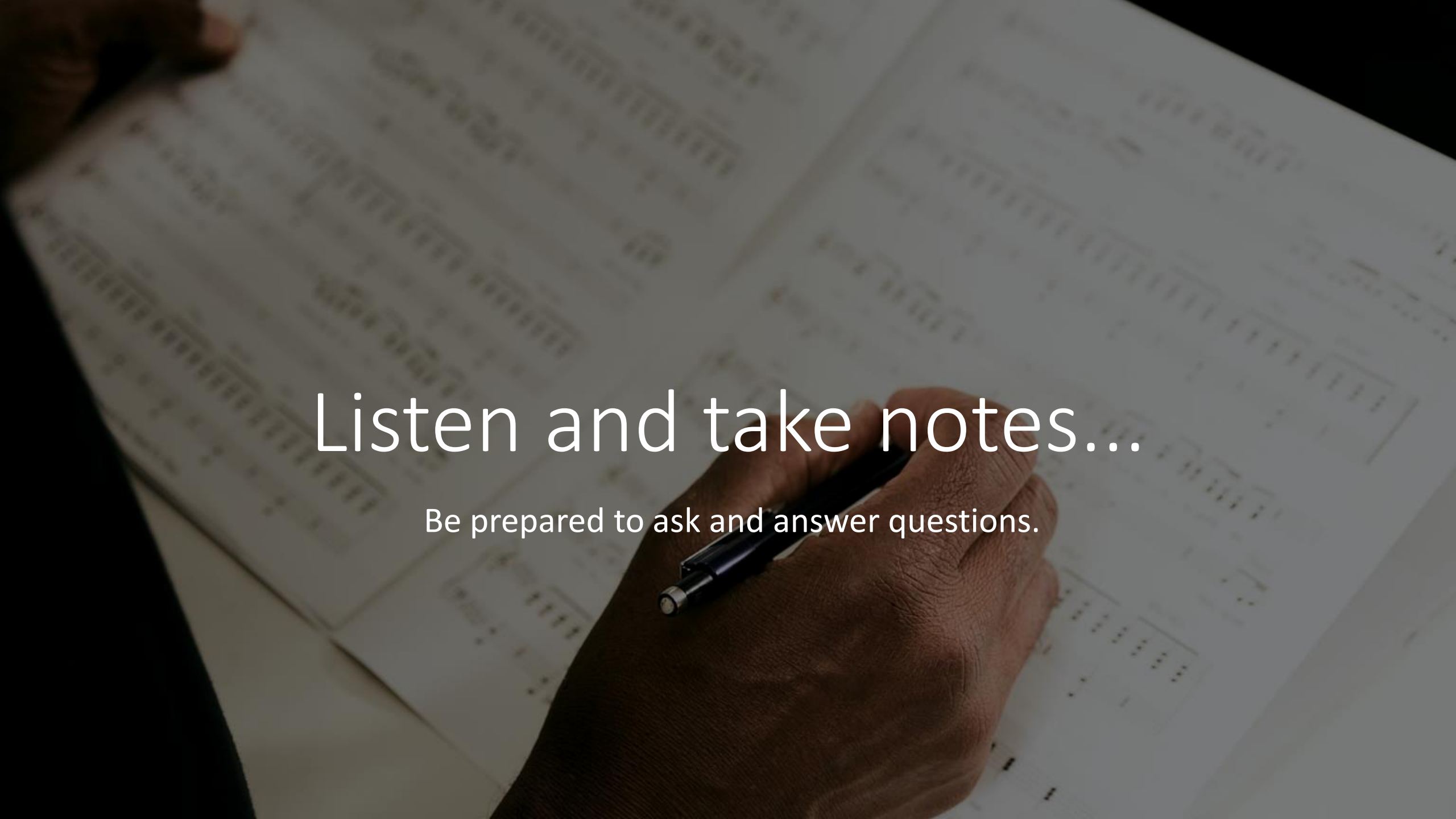
- What does academic literature say about your chosen topic?
- What are the current debates/issues/tensions surrounding your chosen focus?
- What does education policy indicate about your chosen topic?



3. Next steps:

- What lines of enquiry have been raised from your reading?
- What do you intend learning from your elective experience?
- Have you formulated some research questions?
- What methodologies might you use?



A close-up, slightly blurred photograph of a person's hand holding a dark pen, poised to write on a document. The document contains several tables with multiple columns and rows of text, suggesting a structured report or data sheet. The lighting is soft, and the overall tone is professional and focused.

Listen and take notes...

Be prepared to ask and answer questions.



—
Key take aways!

#Content

Creu cynllun gweithredu ar gyfer
camau nesaf...





Any questions?