

ECAD7004

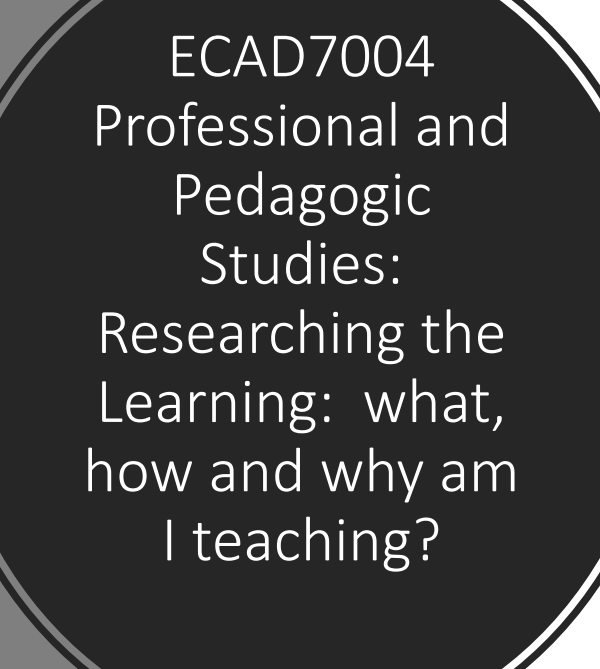


Session 1:

Introduction to the module and ways of working.

Revisiting Research Dispositions.

The Art of Noticing.



ECAD7004
Professional and
Pedagogic
Studies:
Researching the
Learning: what,
how and why am
I teaching?



ECAD7004 Module Leads:

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Professional learning

Wider reading and research findings

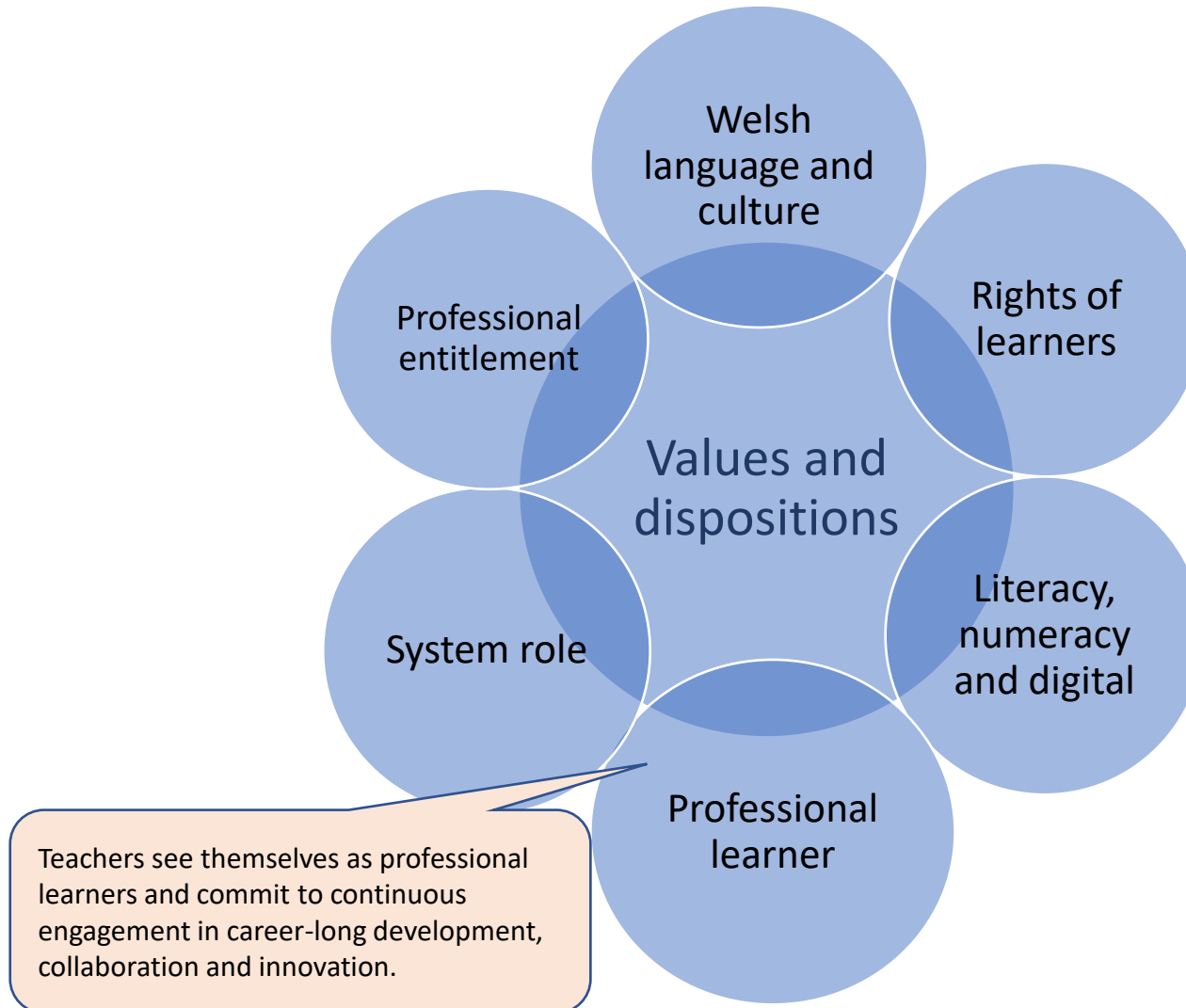
There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale.

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

QTS

Teaching

Why should *teachers* research? - Professional Standards





POLISI A STRATEGAETH

Y Strategaeth Genedlaethol ar gyfer Ymchwil ac Ymholiad Addysgol: dogfen weledigaeth

Nod y Strategaeth hon yw sicrhau bod polisi ac arferion addysgol yng Nghymru yn cael eu llywio gan y dystiolaeth ymchwil orau sydd ar gael a chan ymholiad disgybledig a gynhelir gan weithwyr addysg proffesiynol.

Cyhoeddwyd gyntaf: 30 Mehefin 2021

Diweddarwyd ddiwethaf: 30 Mehefin 2021

Cafodd y ddogfen hon ei lawrlwytho o LLYW.CYMRU, efallai nad dyma'r fersiwn mwyaf diweddar.

Ewch i <https://llyw.cymru/y-strategaeth-genedlaethol-ar-gyfer-ymchwil-ac-ymholiad-addysgol-dogfen-weledigaeth.html> i weld y fersiwn ddiweddaraf.

Gwybdaeth am hawffraint.

[Y Strategaeth Genedlaethol ar gyfer Ymchwil ac Ymholiad
Addysgol: dogfen weledigaeth | LLYW.CYMRU](#)



POLICY AND STRATEGY

The National Strategy for Educational Research and Enquiry (NSERE): vision document

The aim of the NSERE is that educational policy and practice in Wales should be informed by the best available research evidence and disciplined enquiry undertaken by educational professionals.

First published: 30 June 2021

Last updated: 30 June 2021

This document was downloaded from GOV.WALES and may not be the latest version.

Go to <https://gov.wales/national-strategy-educational-research-and-enquiry-nsere-vision-document.html> for the latest version.

Get information on copyright.

[The National Strategy for Educational Research and Enquiry
\(NSERE\): vision document | GOV.WALES](#)

Outline of sessions:

5th March	Introduction / 'noticing' / being ethical	On campus
6th March	Being a skilled researcher – case study and research tools	On campus
11th March	Noticing / Literature Review	Online
12th March	Research Question	On campus
13th March	Research Preparation Day	School
14th March	Ethics Form	Online
15th March	Ethics queries / data analysis / marketplace	On campus
18th March	Assignment support	Online

Important Dates

Date	Event
Monday 8th April – Thursday 2nd May	Research window
Friday 3rd May	Writing Day
Monday 6th May	Bank Holiday Monday
7th May 23:59 hrs	Assignment Submission

Learning outcomes:

Design and apply	Reflect	Show	Analyse and evaluate	Evaluate
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.

Assessment specification



Design, conduct and critically evaluate a close-to practice research project (case study) focusing on the model of the transformative teacher in developing practice that has a positive impact on the learner.

ECAD7004 Assessment

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).

4500 words

Submission date: Monday 7th May: 23.59hrs



ECAD7004 - Researching the
Learning: what, how and why
am I teaching?



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

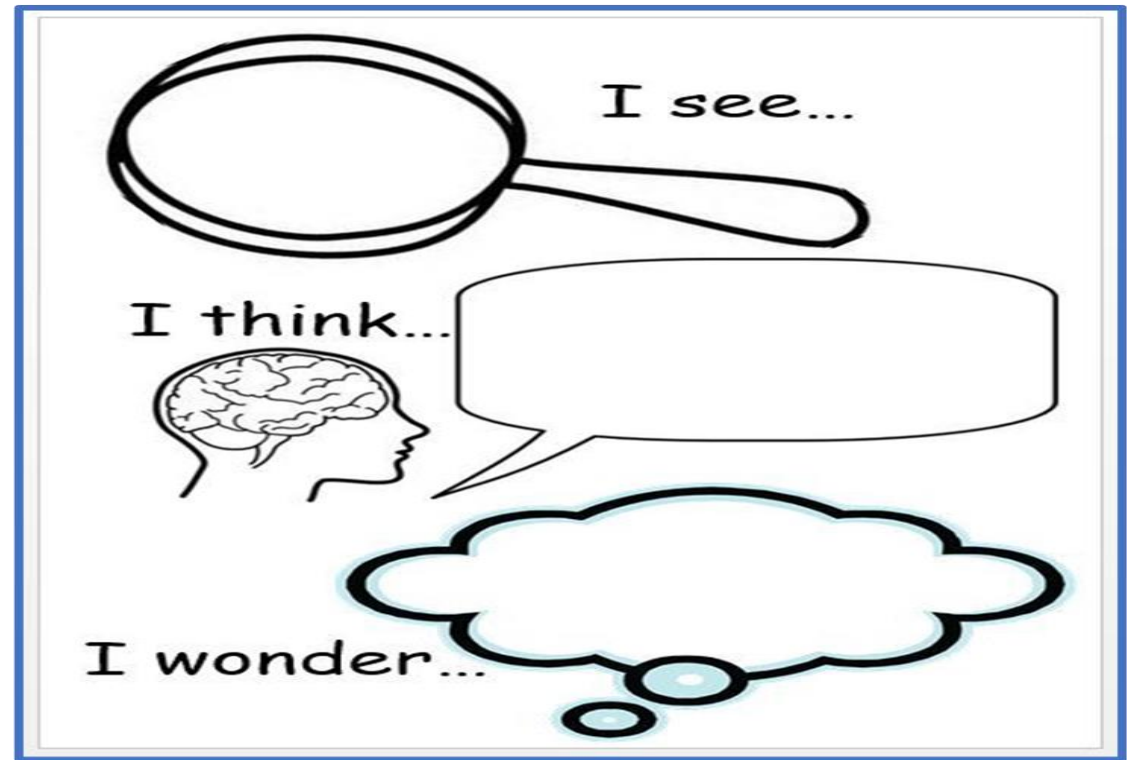
- Proactively contributing to a range of audiences
- Actively engaging with the inquiry and findings of others

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			

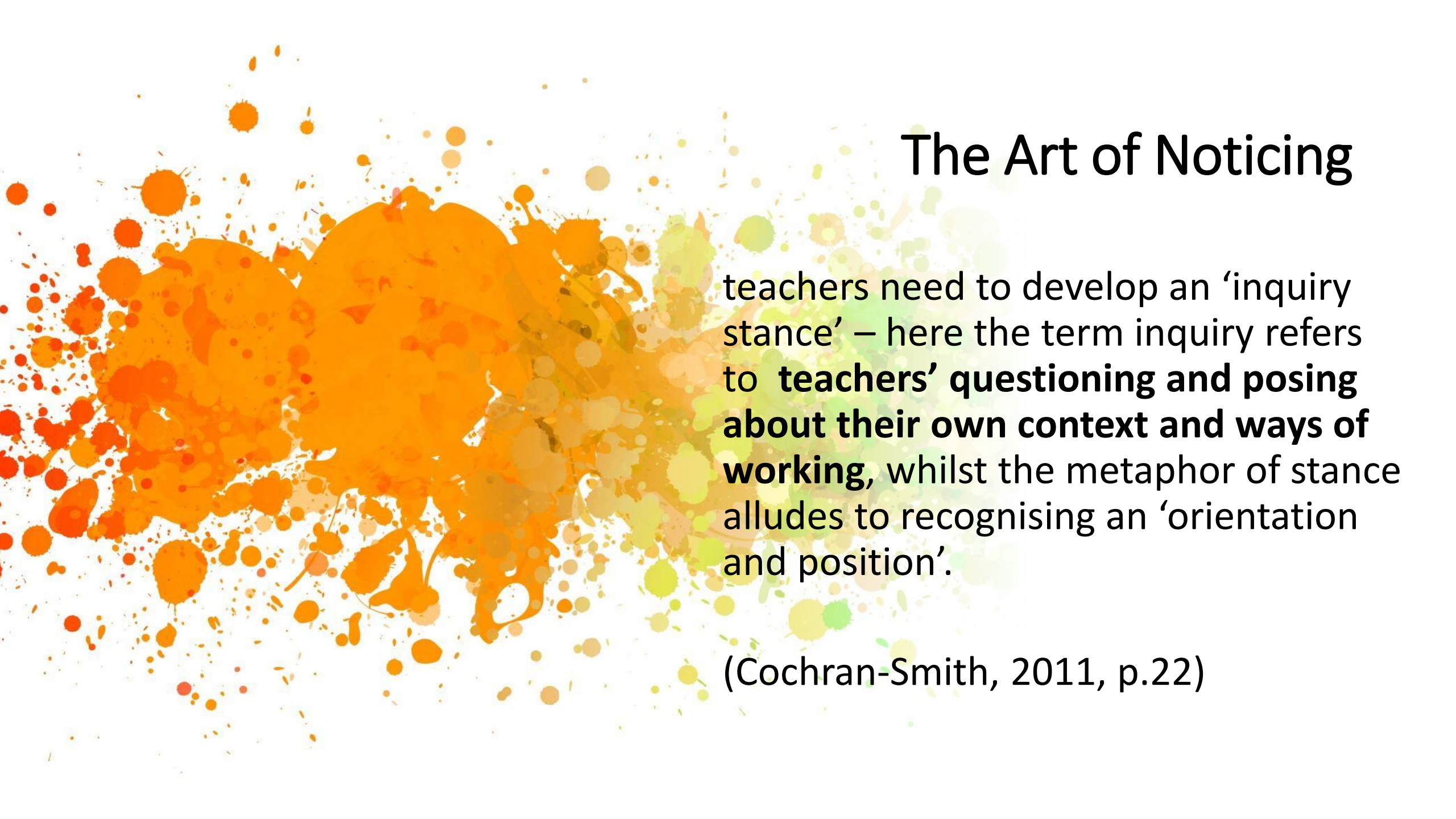
Engaging with the research dispositions

	Being Sceptical	

Starting to
think about a
potential
research
topic



“Most applied research begins when you select an everyday problem, interest or concern for further study”
(Machi & McEvoy, 2008, p.16)

The background of the slide is a white canvas covered with numerous splatters and dots of orange and yellow paint. The splatters are of various sizes, with some large, dense clusters on the left side and many smaller, scattered dots across the entire surface. The colors are vibrant and create a dynamic, artistic feel.

The Art of Noticing

teachers need to develop an ‘inquiry stance’ – here the term inquiry refers to **teachers’ questioning and posing about their own context and ways of working**, whilst the metaphor of stance alludes to recognising an ‘orientation and position’.

(Cochran-Smith, 2011, p.22)



What was a concern in my classroom?

- Pedagogy
- Learner progress
- Classroom management
- Assessment
- Classroom environment
- Resources
- Challenge
- Engagement

Complete the Noticing Sheet



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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Worksheet 1: Frame **Our research question**

▲ Outline your concerns or observations

I've noticed that ...

I've always wondered why ...

I'm concerned about ...

I wonder what would happen if ...

It's funny how my students always ...

