



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

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

MODULE HANDBOOK

ECAD5014

Cycle 2: Professional and Pedagogic Studies: Researching the Learning: what, how and why am I teaching?

BA (Hons) Primary Education with Qualified Teacher Status

Level 5

Number of credits 20

Yr Athrofa

2025-2026

1. Point of contact

Module Lead: Dr. Sioned V Hughes s.v.hughes@uwtsd.ac.uk
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2. Our Expectations

We hope you enjoy the module and programme. We 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 sessions

Please read the University [Regulations for Students](#) and the Athrofa Engagement Policy.

3. Aims and Learning Outcomes

AIM(S)

To engage student-teachers in developing the disposition of being a skilled researcher through applying, evaluating and sharing a range of research tools that can generate evidence from professional practice.

To understand different perspectives, approaches and theoretical frameworks within research, and to develop a critical stance in relation to these perspectives.

LEARNING OUTCOMES

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

- demonstrate increasing knowledge and skill in selecting and using a range of research tools to generate data and evidence which can inform personal practice and justify the application of research tools in the classroom to gain insight into an aspect of teaching and learning;
- develop the disposition of being a skilled researcher through careful analysis and evaluation of data and relate this to personal practice;
- show an increased understanding that education is a contested terrain and that different perspectives can co-exist in research;
- secure the disposition of being an ethical researcher by identifying ethical practice in the complex learning environment of the classroom

Introduction to Module

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, 2014). In addition, research is clearly noted within the 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, 2017a¹).

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, well informed and learning from excellence”(WG, 2017). The Curriculum for Wales requires teachers to use the best available evidence to provide meaningful learning experiences for their pupils.

Throughout each of the Year 2 modules, the work of Orchard and Winch (2015)¹ has been adapted and arranged into four research dispositions. These are illustrated with examples of knowledge, skills, understandings and behaviours which exemplify the disposition (see Table

<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.

1 below).

In this module, you will have the opportunity to **design, apply and evaluate** the research tools of **questionnaire** and **interviews** whilst maintaining **ethical** practice.

¹ 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

4. Module Content

Being an Ethical Researcher	
Being a Skilled Researcher	
Being a Sceptical Researcher	
Being part of an Inquiring Profession	
RESEARCH DAY in SCHOOL	

Day	Date	Session	Period	Content
Thursday	11/12	Introd.	11:00	Introduction to aims of module prior PTE2. Creating a list of tasks to undertake during PTE2 (i.e. identify possible research topics) – Introduction to Research Diary.
Thursday	26/02	1	11.00	Introduction to assignment and assessment - Introduction to assignment and assessment specification - Revisiting the Athrofa Research Dispositions
		2	1.30	Literature Review - Developing a critical stance based on exploration of existing educational research - Introduction to Literature Review & research topic (Assessment for Learning) - Seminars – support with RQ & Lit Review
Directed Tasks 1 & 2	Create a draft outline of the 'literature review' section of the assignment (focusing on your chosen research topic, i.e. one aspect of AfL) – record this in your research diary. Read: Danby, S.J., Ewing, L., & Thorpe, K.J. (2011) The novice researcher: interviewing young children. <i>Qualitative Enquiry</i> , 17(1), pp. 74-84. Add your notes to your research diary. https://www.academia.edu/17971764/The_Novice_Researcher_Interviewing_Young_Children			
Friday	27/02	3	9.00	Research Tools - Interviews - Feedback from Directed Task 2 - Introduction to interviews as a research tool - Types of interviews, e.g. semi-structured, etc. - Evaluate the strengths and limitations of interviews as a research tool – record notes in research diary - Begin to design your own interview questions
		4	11:00	Research Tools - Questionnaires - Develop some guiding principles of the features of effective questionnaires – record notes in your research diary - Introduction to Microsoft Forms as a tool for creating a research questionnaire - Begin to design your questionnaire questions
		5	1.30	Design your Research Question/Research Tools Begin to draft your questionnaire

				• Begin to draft your interview questions. • Use feedback from Seminar to refine research question and tools (questionnaire and interview questions).
Directed Tasks 3 & 4	Explore the document: Welsh Government (2010) <i>How to develop thinking and assessment for learning in the classroom</i> . https://hwb.gov.wales/api/storage/663d00fd-9c3b-4003-9a1f-0012bad39fad/how-to-develop-thinking-and-assessment-for-learning-in-the-classroom.pdf Record notes in your research diary. Blackburn (2018) <i>Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises in BERA Bites: Early Childhood</i> , Issue 1 https://www.bera.ac.uk/blog/researching-with-young-and-developmentally-young-children-ethical-considerations-dilemmas-and-compromises Record notes in research diary.			
Tuesday	03/03	6	9.00	Being an ethical practitioner • Feedback from directed task 4 • Revisit the BERA Ethical Guidelines for Educational Research https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024 • An introduction to the university research ethics' process • Framed by the principles of being research-led/informed, and by the dispositions of being ethical and a skilled researcher, complete an appropriate level of ethics' form. • Consider consent and assent for your individual research project – Research Day in School.
		7	11.00	Preparation for Research Day - workshops • Being research-ready for school. • Finalise questionnaire and interview questions • Complete consent/assent for participants
		8	1.30	
Directed Task 5	Complete and submit the ethics form to module lead by 5pm ** – 03.03.25.			
Thursday	05/03		RESEARCH DAY – PTE2 school • Research Day in School (PTE2 school) • In relation to identified research question, use the questionnaire and interview questions to generate data	
Directed Task 6	Explore the 'How to..Guides' NFER – in particular 'Write up your research' guide: https://www.nfer.ac.uk/media/2120/resm00.pdf			
Monday	09/03	12	9.00	Feedback from Research Day & Data Analysis • Review and discuss findings of research day • Participate in shared collaborative reflection • Presenting and analysing data • Feed data into assignment • Suggest possible recommendations for transforming future professional practice
		13	11.00	Assignment support workshops – Q&A
		14	1.30	Assignment support workshop –1:1

5. Assessment Tasks & Guidance

ASSESSMENT

Assessment

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2750 words	100%

ASSESSMENT SUMMARY

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

Please see the **Assessment Specification** for this module that can be found in Moodle under “Assessment Information”.

READING LIST

Please use Leganto for the most up-to-date list.

Module Code	ECAD5014	
Module Title	Cycle 2: Researching the Learning: what, how and why am I teaching?	
Classification	Reading List entry	Electronic*
Essential	Arthur, J. (Ed.). (2012) <i>Research methods and methodologies in education</i> . London: Sage Publications Ltd.	
Essential	BERA (2024) <i>Ethical Guidelines for Educational Research</i> , fifth edition. Available at: https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online	*
Essential	Cohen, L., Manion, L. and Morrison, K. (2013) <i>Research Methods in Education</i> . London: Sage Publications Ltd. (Copy available on Moodle) rme-edu-helpline-blogspot-com	*
Essential	Creswell, J.W. (2012) <i>Qualitative inquiry and research design: Choosing among five approaches</i> . London: Sage Publications Ltd.	*
Essential	Denscombe, M. (2014) <i>The Good Research Guide: research for small scale social research projects</i> . 5 th edition. Mainhead: Open University Press.	*
Essential	Punch, K.F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> . London: Sage Publications Ltd.	
Essential	Thomas, G. (2017) <i>How to do your Research Project</i> . 3 rd edition. London: Sage Publications Ltd.	
Essential	UWTSD (2022) <i>Research Ethics & Integrity Code of Practice</i> . Available at: https://www.uwttd.ac.uk/research/research-integrity-and-ethics	*
Essential	EWC Code of Professional Conduct and Practice (2022). Available at: https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice	*
Further	Alderson, P. & Morrow, V. (2011) <i>The Ethics of Research with Young Children and Young People: A Practical Handbook</i> . London: Sage Publications Ltd.	*

Further	Austin, R. (2016) <i>Researching Primary Education</i> . London: Sage publications Ltd.	
Further	Baxter, P., and Jack, S. (2008) Qualitative case study methodology: Study design and implementation for novice researchers. <i>The qualitative report</i> , 13(4), 544-559.	*
Further	Bell, J. and Waters, S. (2018) <i>Doing your Research Project: A Guide for First-time Researchers</i> . 7 th edition. London: Open University Press.	*
Further	Braun, V. and Clarke, V. (2022) <i>Thematic Analysis: A Practical Guide</i> . London: Sage Publications Ltd.	
Further	Denzin, N. K. and Lincoln, Y. S. (eds), (2013) <i>The Sage Handbook of Qualitative Research</i> . London: Sage Publications Ltd.	*
Further	Estyn (2022) Effective approaches to assessment that improves teaching and learning. Available at: https://www.estyn.gov.wales/system/files/2024-02/Effective%20approaches%20to%20assessment%20that%20improve%20teaching%20and%20learning.pdf	*
Further	Holliday, A. (2007) <i>Doing and Writing Qualitative Research</i> . London: Sage Publications Ltd.	
Further	Israel, M. (2015) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> . London: Sage Publications Ltd.	
Further	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds), (2012) <i>Ethics in Qualitative Research</i> , London: Sage Publications Ltd.	*
Further	Sharp, J. (2012) <i>Success with your Education Research Project</i> . 2 nd edition. London: Sage Publications Ltd.	
Further	Thody, A. (2006) <i>Writing and Presenting Research</i> . London: Sage Publications Ltd.	

Journals

All education research journals are relevant for this module, e.g.

British Education Research Journal

Education 3-13: International Journal of Primary, Elementary and Early Years Education

Websites

BERA <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online>

EBSCO host Education Data base <https://whelf-uwtsd.leganto.exlibrisgroup.com/leganto/readinglist/lists/6272595710002421>

EWC <https://www.ewc.wales/site/index.php/en/policy-hub/practitioner-research/research-methods.cfm>

National Foundation for Educational Research (NFER) <https://www.nfer.ac.uk/for-schools/free-resources-and-advice-for-schools/research-in-schools-guides/>

HWB – Professional learning: Schools as Learning Organisations
<https://hwb.gov.wales/professional-development/schools-as-learning-organisations/>

Reading links to Directed Tasks

1	Create a draft outline of the 'literature review' section of the assignment (focusing on your chosen research topic, i.e. one aspect of AfL) Explore the document: Welsh Government (2010) <i>How to develop thinking and assessment for learning in the classroom</i> . Cardiff: Welsh Government. https://hwb.gov.wales/api/storage/663d00fd-9c3b-4003-9a1f-0012bad39fad/how-to-develop-thinking-and-assessment-for-learning-in-the-classroom.pdf
2	Read: Danby, S.J., Ewing, L., & Thorpe, K.J. (2011) 'The novice researcher: interviewing young children', <i>Qualitative Enquiry</i> , 17(1), pp. 74-84. https://www.academia.edu/17971764/The_Novice_Researcher_Interviewing_Young_Children
3.	Explore the document: Estyn (2022) Effective approaches to assessment that improve teaching and learning. https://estyn.gov.wales/improvement-resources/effective-approaches-to-assessment-that-improve-teaching-and-learning/
4	Blackburn (2018) <i>Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises</i> . In <i>BERA Bites: Early Childhood</i> , Issue 1 https://www.bera.ac.uk/publication/issue-1-early-childhood
5	BERA (2024) Ethical Guidelines for Educational Research, fifth edition. https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online
6	Explore the 'How to..Guides' NFER – in particular 'Write up your research' guide. https://www.nfer.ac.uk/for-schools/free-resources-and-advice-for-schools/research-in-schools-guides/