

ECAD4010 Professional and Pedagogic Studies:

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

Session 1A:

- Introduction to aims and outcomes of module
- Suggested structure of assignment and reading

Tîm Addysgu ECAD 4010 / ECAD 4010 Teaching Team 2024



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Session	Content
Wednesday 10/01	Session 1A – Introduction to aims and outcomes of module - Suggested assignment structure and reading Session 1B – Introduction to research: Criticality, research resources and bias. DIRECTED TASK 1 – X (Twitter) Session 2 – Developing a critical and sceptical stance in relation to pedagogy DIRECTED TASK 2 – Blog: submit 100 words
Wednesday 17/01	Session 3 – Becoming an ethical practitioner: consent and assent DIRECTED TASK 3 – Creation of one power point slide Session 4 – Empirically based and theoretically based literature DIRECTED TASK 4 – Create a Word Bank
Wednesday 24/01	Session 5 – Becoming a skilled researcher: Research Questions and research tools DIRECTED TASK 5 – Evaluate a range of research tools (working with a partner) Session 6 – Theory of observation DIRECTED TASK 6 – Reading and first draft of RQ



Session	Content
Tuesday 30/01	Session 7 - Observation schedule DIRECTED TASK 7 – Create own observation schedule Session 8 – The Leuven Scale in action DIRECTED TASK 8 – Reading and note-taking
Wednesday 07/02 and Thursday 08/02	RESEARCH DAYS
Friday 09/02	Session 9 – Status of knowledge and evaluation of techniques – Sharing research experiences DIRECTED TASK 9 – Research Dispositions Session 10 - Recap and suggested structure of assignment, and reading/writing for success, one to one tutorials

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

ECAD 4010: Module learning outcomes

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

- Understand the place of research in educational practice and its impact on teaching and learning
- Begin to analyse, interpret and evaluate research information and make connections to his/her own practice
- Begin to develop ethical practice and understand its relationship to research through understanding ethical considerations in the classroom
- Understand that different viewpoints and perspectives exist in the field of education research and begin to develop a personal viewpoint based on evidence
- Understand, apply and evaluate the research tool of observation whilst maintaining ethical practice

A critical analysis and evaluation of the observation research tool, 'Leuven Scale'

ASSIGNMENT

A hand is shown on the right side of the slide, holding a thick blue horizontal line that spans across the middle of the page. The hand is positioned as if it has just drawn the line.

Compare and contrast a range of literature (journals, blogs, government reports, websites, Estyn reports) related to observation of the learning environment within a Foundation Phase (FP) class. The learning environment may include indoor or outdoor spaces and resources. Observation should focus on a small group of learners, using the Leuven Scale as a tool.

You need to engage critically with the literature in making tentative conclusions about the creation of an effective learning environment. Consideration also needs to be given to the potential impact of using the Leuven Scale on your own practice as an ethical researcher and the development of learners.

2,000 words

Introduction	Approx. 200 words	<i>Brief context of learners involved in the activity</i> <i>Outline the learning environment within FP. (Refer to key documents)</i>
Literature review	Approx. 500 words	<i>Demonstrate your understanding of FP pedagogy, making regular references to literature</i> <i>Compare and contrast a range of literature within your work</i> <i>Use tentative language</i>
Methodology	Approx. 300 words	<i>Outline the planning for your research</i> <i>Evaluate the use of the Leuven Scale as an observational tool</i> <i>Make regular references to literature – avoid unsupported assertions!</i>
Discussion and findings	Approx. 600 words	Discuss the role that ethics play in research Present your findings in terms of your observations of a small group of learners Make regular references to literature

Conclusions and recommendations	Approx. 400 words	Synthesise your ideas by briefly referring back to the introduction Summarise findings and acknowledge strengths and limitations of your research Consider the impact of the research on your professional learning and how it may transform your practice
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Gwybodaeth Modwl /
Module Information



Gwybodaeth Asesu /
Assessment
Information



Cyflwyno Turnitin /
Turnitin Submission



restricted
Cyflwyno Turnitin /
Turnitin Submission
(Resit)



Dogfennau
defnyddiol/Useful
documents



Gwybodaeth Asesu / Assessment Information



Manyleb Asesu Lefel 4, 2023



Level 4 Assessment Specification, 2023



Strwythur awgrymedig yr aseiniad / Suggested structure for the assignment



Templed Cyflwyno / Submission Template



Cwblhewch a chflwynwch fel rhan o'ch aseiniad
Please complete and submit as part of your assignment

ECAD4010

Rhif Myfyrwr / Student Number:

Gallwch ychwanegu'ch targedau o'ch aseiniad diwethaf (Ond yn berthnasol os yr ydych wedi cwblhau aseiniad) / Please add your targets from the previous assignment (Only relevant if you have completed an assignment)

<u>Targed/Target 1</u>	
<u>Targed/Target 2</u>	
<u>Targed/Target 3</u>	
<u>Targed/Target 4</u>	
<u>Targed/Target 5</u>	

GENERIC ASSESSMENT CRITERIA							
Level 4 In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their study/work of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.							
Level 4	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with an appropriate range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no very few inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility, with an appetite for further development.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

? Gwybodaeth Asesu / Assessment Information



Manyleb Asesu Lefel 4, 2023



Level 4 Assessment Specification, 2023



Strwythur awgrymedig yr aseiniad / Suggested structure for the assignment



Templed Cyflwyno / Submission Template

Cwblhewch a chflwynwch fel rhan o'ch aseiniad

Please complete and submit as part of your assignment

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%

Engagement with literature (Your use of literature to support your arguments throughout the assignment and your application of the Harvard referencing conventions)

Knowledge and understanding (Knowledge of the basic underlying concepts and principles of research, observation and the Leuven Scale)

Cognitive and intellectual skills (Evaluate concepts and principles of a research and observation and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)

Practical skills (Your application of the Leuven Scale through your observation schedule.) Your own RQ for possible future research

Transferable skills for professional practice (Communicate the results of observation accurately and reliably, and develop structured and coherent arguments)



Gwybodaeth Modwl /
Module Information



Gwybodaeth Asesu /
Assessment
Information



Restricted

Cyflwyno Turnitin
(Cyfrwng Cymraeg)



Restricted

Turnitin Submission
(English Medium)



Dogfennau
defnyddiol/Useful
documents



Dogfennau defnyddiol/Useful documents



Researching with young and developmentally young children



Arslywi ar blant



Observing children



BERA Ethical Guidelines (2018)



Ethics in educational research (2017)



Observation: A guide for use in evaluation



Research methods in education (2007)



Effective use of data and research evidence (2015)



Non-participant observation

Atodiadau Appendices

- Amserlen arsylwi/Observation schedule
- Myfyrdod Proffesiynol / Professional Reflection



Paratoi i ysgrifennu / Preparing to write

- Bod yn glir am y dasg
 - Be clear about the task
- Adnabod a defnyddio adnoddau'n feirniadol
 - Identify and use resources critically
- Canolbwyntio ar friff yr aseiniad
 - Keep focused on the assignment brief
- Bod yn glir, yn gryno ac at y pwynt
 - Be clear, concise and to the point
- Cyflwyno syniadau mewn ffordd resymegol – gan gofio iaith betrus
 - Present ideas in a logical way – remember tentative language
- Cyfeirio at unrhyw ffynonellau wrth i chi eu defnyddio
 - Reference any sources as you use them
- Cadw cofnod o'r adborth a roddwyd i chi mewn aseiniadau blaenorol
 - Take note of feedback given to you in previous assignments



Cyflwyniad/**Introduction** – 200 geiriau/**words**



Cyd-destun byr y
dysgwyr sy'n ymwneud
â'r gweithgaredd

*Brief context of learners
involved in the activity*

Amlinellu'r amgylchedd
dysgu o fewn y DS.
(Cyfeiriwch at ddogfennau
allweddol)
*Outline the learning
environment within FL.
(Refer to key documents)*

Adolygiad llenyddiaeth/**Literature review** –500 geiriau/**words**

Dangos eich dealltwriaeth o addysgeg y DS, gan gyfeirio'n rheolaidd at lenyddiaeth

Demonstrate your understanding of FL pedagogy, making regular references to literature

Cymharu a gwrthgyferbynnu ystod o lenyddiaeth o fewn eich gwaith

Compare and contrast a range of literature within your work

Defnyddio iaith **betrus**

*Use **tentative** language*



Methodoleg/**Methodology** – 300 geiriau/**words**

Gwnewch gyfeiriadau rheolaidd at lenyddiaeth – osgoi honiadau heb gymorth!

Make regular references to literature – avoid unsupported assertions!

Gwerthuso'r defnydd o Raddfa Leuven fel offeryn arsylwi

***Evaluate** the use of the Leuven Scale as an observational tool*

Amlinellu'r cynllunio ar gyfer eich ymchwil

Outline the planning for your research



Casgliad ac argymhellion / Conclusion and recommendations – 400 geiriau/words

Cyfosodwch eich syniadau drwy gyfeirio'n ôl at y cyflwyniad yn fyr

Synthesise your ideas by briefly referring back to the introduction

Crynhai canfyddiadau a chydabod cryfderau a chyfyngiadau eich ymchwil

Summarise findings and acknowledge strengths and limitations of your research

Ystyriwch effaith yr ymchwil ar eich dysgu proffesiynol a sut y gallai drawsnewid eich ymarfer

Consider the impact of the research on your professional learning and how it may transform your practice



Yr Athrofa Research Dispositions: Pulling it all together

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

Eich nodiadau / Your notes

Section	Word count	Your notes
Cyflwyniad Introduction	200	
Adolygiad llenyddiaeth Literature review	500	
Methodoleg Methodology	300	
Tradodaeth a chanfyddiadau Discussion and findings	600	
Casgliad ac argymhellion Conclusions and recommendations	500	

Trafodaeth a chanfyddiadau / Discussion and findings – 600 geiriau/words

Trafod y rôl y mae moeseg yn ei chwarae mewn ymchwil

Discuss the role that ethics play in research

Cyflwynwch eich canfyddiadau o ran eich sylwadau ar grŵp bach o ddysgwyr

Present your findings in terms of your observations of a small group of learners

Cyfeirio'n rheolaidd at lenyddiaeth

Make regular references to literature



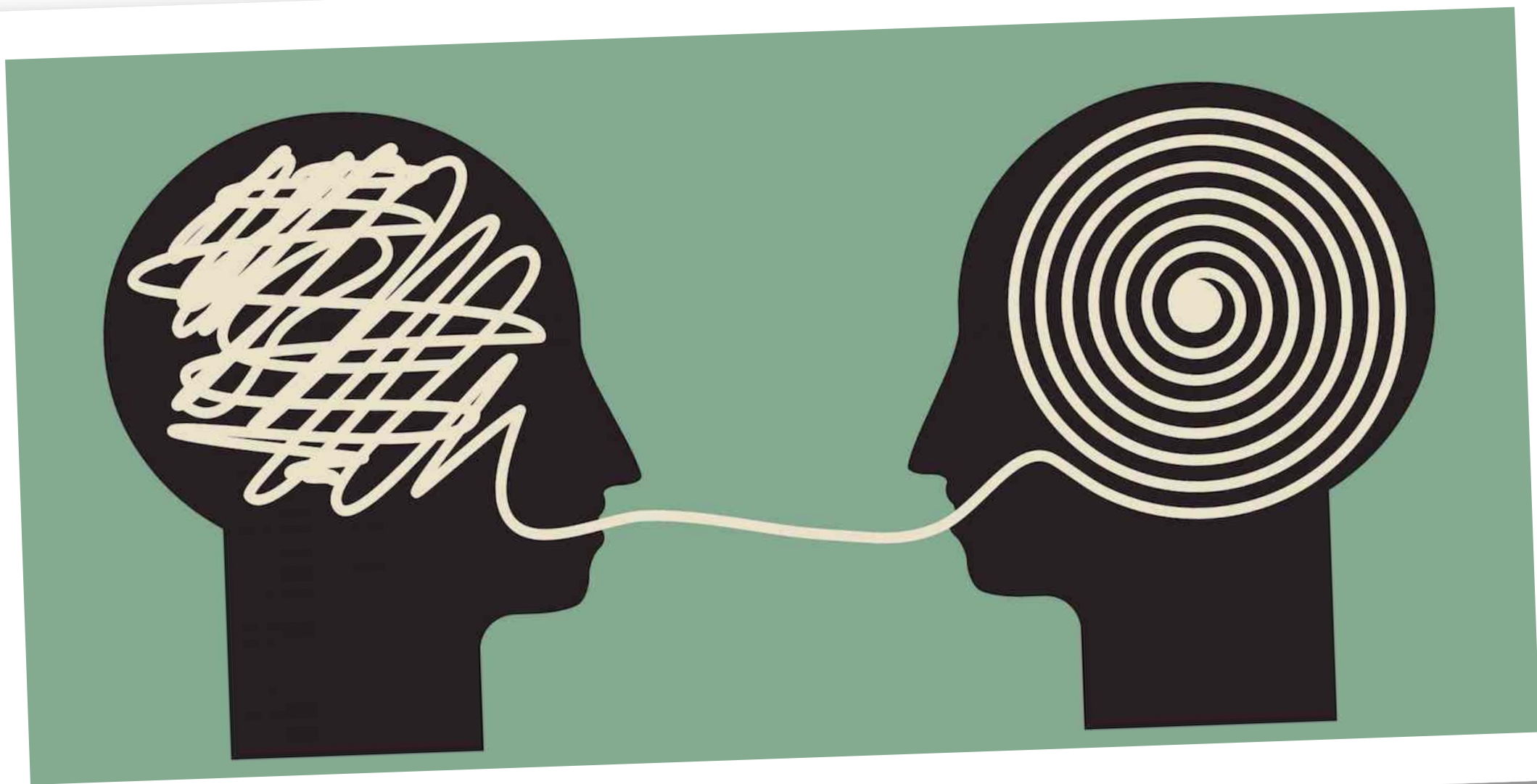


February 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Submission –

Monday
26/02/2024



ECAD4010 Professional and Pedagogic Studies:

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

Session 1B:

Introduction to research. Criticality, research resources and bias

Session Aims



- To begin to understand the place of research in educational practice and its impact on teaching and learning
- To understand that teacher bias, stereotype and belief can impact on practice
- To develop an awareness of the trustworthiness of resources in terms of educational research

Yr Athrofa Research Dispositions

Being sceptical

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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

**What words come to mind about Research?
Record as many words as you can think of to
make a Word Cloud in Mentimeter**

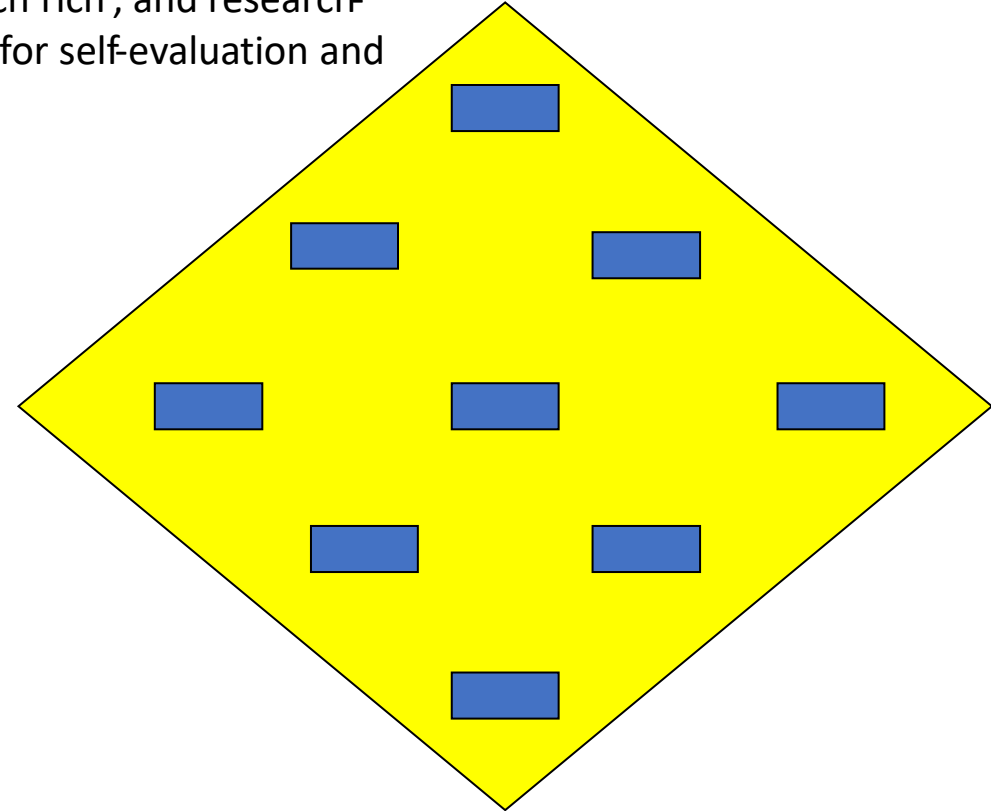


Research and the teaching profession

Teachers and students thrive in the kind of settings that we describe as ‘research rich’, and research-rich schools and colleges are those that are likely to have the greatest capacity for self-evaluation and self-improvement. BERA (2014:4)

Reasons for research in the teaching profession:

1. To ensure that pedagogy is informed by the latest research
2. To enable teachers to collaborate with colleagues
3. To be accountable to inspection frameworks (Estyn)
4. To influence policy makers
5. For teachers to gain extra qualifications
6. To embed a research culture into the school
7. For career progression
8. To share findings with others
9. To conduct own private research into an area of interest
10. To raise the profile of the teaching profession – nationally and internationally
11. To improve the outcomes of learners (FP to A Levels)
12. To reflect on own performance



Justification of preferred approaches:

“The quality of an education system cannot exceed the quality of its teachers”

https://www.mckinsey.com/~media/McKinsey/Industries/Social%20Sector/Our%20Insights/How%20the%20worlds%20best%20performing%20school%20systems%20come%20out%20on%20top/How_the_world_s_best-performing_school_systems_come_out_on_top.ashx

McKinsey, 2007

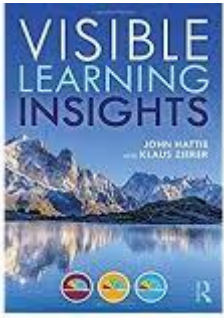
Sound pedagogy “...requires high-quality teachers with a sound understanding of the ‘why’ and ‘how’ of teaching as well as the ‘what’.” (Donaldson, 2015:71)

Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015





A good teacher ... constantly questions his or her own actions and impact, continuously evaluates his or her teaching and works together with other teachers to understand what they mean by impact and to evaluate this impact.

Hattie, J and Zierer, K (2019). *Visible Learning Insights*. Oxon: Routledge. (page 5)

<https://hwb.gov.wales/storage/932d8940-56f5-4660-aa85-afb4e87560a9/an-introduction-to-the-professional-standards-for-teaching-and-leadership.pdf>



Professional Standards for Teaching and Leadership

The standard for **Professional Learning**... taking effective pedagogy deeper. The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy.



Read the case study on the Estyn website about Ysgol Cynwyd Sant and consider the following:

- How does the school facilitate teacher research?
- What benefits to stakeholders are achieved by embedding a research culture?
- How does the school ensure that research is robust, ethical and of good quality?

Teachers as Researchers



The headteacher at Ysgol Cynwyd Sant is committed to the concept of teachers as researchers. Senior leaders have introduced innovative ways to develop teachers' research skills as part of their everyday work, and without overburdening them. Research now supports and underpins teachers' professional development, performance management and school self-evaluation successfully.

CLICK



Research sources... are some more reliable than others?

January 24, 2019 1GM

January 24, 2019 1GM

CHILD THERAPPY

Kids get smartphone counselling to beat depression

1 in 7 secondary school kids has mental health disorder

CHILDREN are to be prescribed NHS counselling through their phones to beat depression.

They will be able to log in for a three-month course of therapy to get them talking about their worries.

It is intended for children aged five to 18 but only for those with mild depression.

The treatment, backed by the National Institute for Health and

By SHAUN WOOLLER

Care Excellence (NICE), comes despite fears too much time on screens fuels mental illness.

And critics warned against using digital courses to paper over gaps in care left by cuts.

Fiona Smith, from the Royal College of Nursing, said: "School and mental health nurses working with children have the personal contact that digital platforms cannot provide."

NICE has already backed GPs

prescribing the course, known as digital cognitive behavioural therapy, for adults with mild to moderate depression.

Now it is recommending NHS doctors offer it to under-18s, too.

The course, which can involve games, quizzes and animations, is done on a computer, tablet or mobile without a waiting list.

Sessions might include writing down feelings, answering questions, and tasks to help challenge negative thoughts.

Other modules might look at

developing coping strategies, setting goals and finding ways to improve self-esteem.

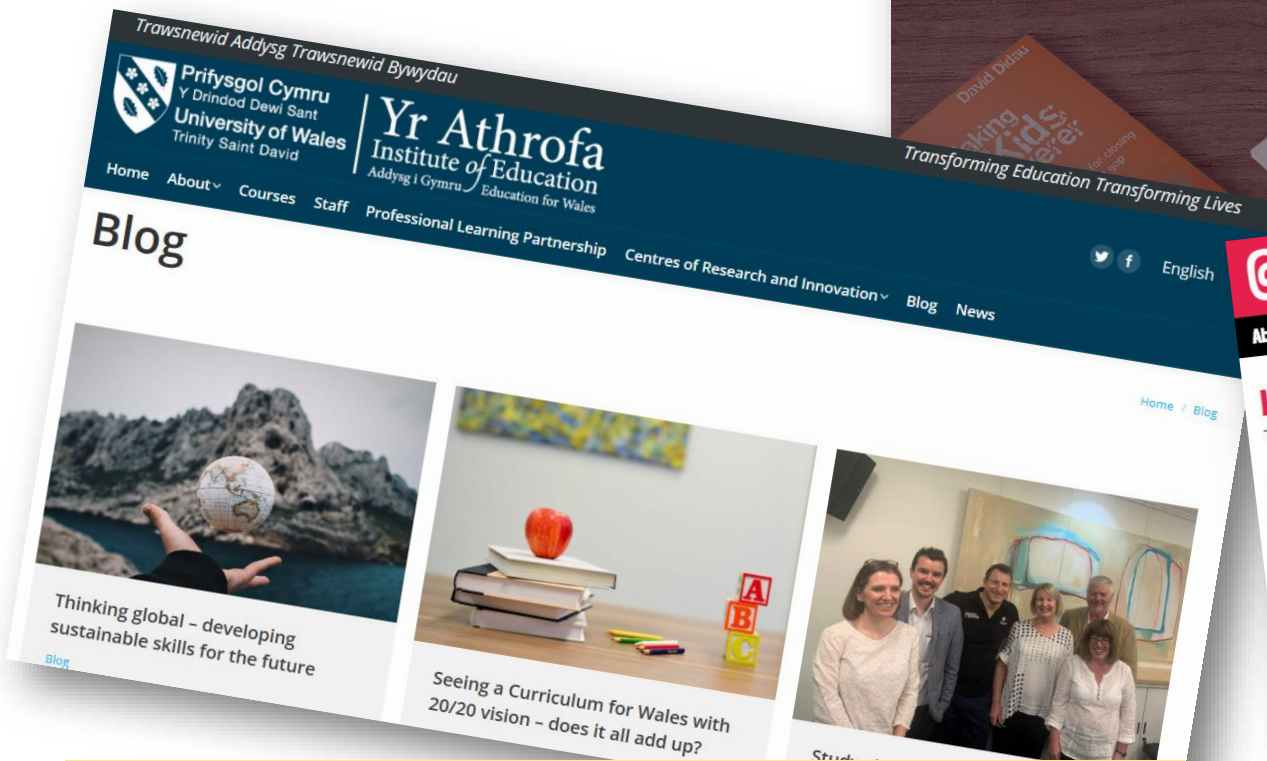
Paul Chrisp, from NICE, said: "The evidence showed digital CBT and group therapy were most effective at reducing depressive symptoms."

But Dr Bernadka Dubicka, from the Royal College of Psychiatrists, said: "It is important other options are available as some young people may prefer face-to-face treatment."

shaun.wooller@the-sun.co.uk

Mr and Mrs are

Blogs



Trustworthy?

Is there any evidence of bias?

Is there any reference to published reports?

What about the style of writing?

Blogs

Support The Guardian

Available for everyone, funded by readers

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The Guardian

News

Opinion

Sport

Culture

Lifestyle

More ▾

The Secret Teacher

The Secret Teacher is our anonymous blog where teachers can tell it like it is.
• Would you like to be the next Secret Teacher? Got an idea for an anonymous blog post about the trials, tribulations and frustrations of school life? Get in touch on the following email TeacherNetwork@theguardian.com



The secret teacher / Secret Teacher: I fear for the wellbeing of students under pressure to perform

My school is working young people into the ground, and failing to give them the support they need to deal with mental health issues



The secret teacher / Secret Teacher: my school dumbs down learning for students with special needs



The secret teacher / Secret Teacher: when did I become a social worker for vulnerable parents?

I'm expected to make recommendations on everything from housing to debt for parents in need of assistance. I'm out of my depth



The secret teacher / Secret Teacher: in a stressful year, it's the children who have kept me going



- Which bodies have published the professional reports above? Are they trustworthy sources?
- How are they relevant to education in Wales?
- What aspects would you need to consider before using them in your academic writing?

Using resources in your research

Categorise the following resources into **Trustworthy** and **Untrustworthy**:

(Some might not be straightforward)

- Wikipedia
- Estyn website
- Materials from Google Scholar
- Blogs (there might be different types)
- Welsh Government website
- Social Media (such as Facebook or Twitter)
- Research articles written by respected and well-known authors
- Newspapers
- UWTSD library



WHY have you categorised these resources as you did?

Can you think of other resources that you may or may not use?

Directed Task 1

1. Find a piece of educational research that interests you
2. In a Tweet, publish the link and critically evaluate the source:
 - Where and how did you find the research?
 - What is the date? Are there more up to date sources?
 - Who published it? Are there any obvious biases?
 - Is it applicable to Wales and other countries?

#Teacher Researchers

#APLP #UWTSD

