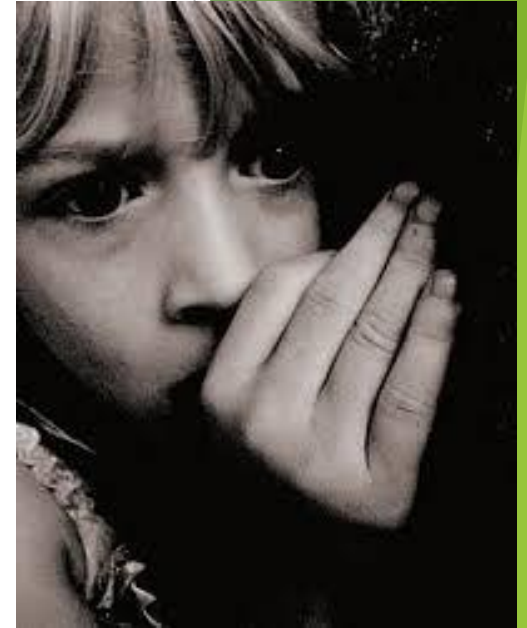


Session 1



Research - your first thoughts?



Research - your first thoughts?



**Learning
to Research**



**Researching
to Learn**

Learning Outcomes (1)

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

- ▶ 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;

Learning Outcomes (2)

- ▶ 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.

ECAD7004 Assessment

Coursework (100%): Individual Written Assignment

- ▶ *Research project - Lesson Study*
- ▶ *(5000 words PLUS submission of an Ethics Form)*

- ▶ Submission: 21/02/20 (deadline 23.59)

ECAD7004 Assessment

- ▶ Ethics Form (1500 equivalent)

Module organisation

Date	Content
15/10 x2	Introduction / Inquiring profession
09/12 x3	Lesson Study
10/12 x2	Ethics
11/12 x2	Observation
12/12 x2	Interviewing
13/12	PTE1 School visit
16/12 x3	Reflecting / Data / Ethics Form
17/12 x2	Ethics & Submit Ethics Form
03/02	Research Day 1
04/02	Research Day 2
19 & 20/02	Writing days
21/02; 23.59	Submission

Moodle

<https://moodle.uwtsd.ac.uk/course/view.php?id=7372>

The background of the slide features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides, framing the central white area where the text is placed.

What is research?

What is educational research?

https://www.youtube.com/watch?v=5ucLcy_3jZo

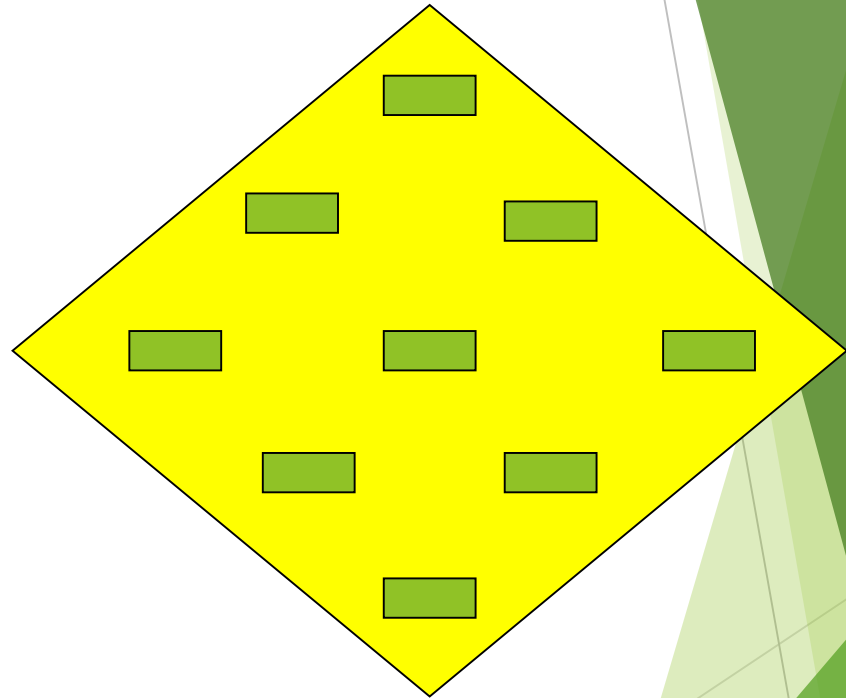
Research and the Teaching Profession

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 teaching 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 the teacher to gain further qualifications
6. To embed a research culture in their school
7. For career progression
8. To share research findings with wider colleagues
9. To conduct own private research in an area of interest
10. To raise the profile of the teaching profession nationally and internationally
11. To improve students’ results in external tests (GCSEs, A Levels, PISA, etc.)
12. To reflect on own performance



Justification of preferred approaches:

Why should teachers research?

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>

Why should teachers research? – 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.

Why should teachers research? – 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.





Wales

Examination results and PISA scores are significantly lower in Wales than in other UK jurisdictions and the Inquiry recognises that addressing this is the immediate priority for practitioners and policymakers.

The extent of the challenge involved is outlined in a recent OECD report.⁸ Its recommendations include the need to develop a stronger research culture in Wales that is linked to initial teacher education and continuing professional development.

At present research capacity and the contribution of research to all forms of teacher education in Wales is weak. There are some welcome initiatives to build capacity through the HEFCW funded WISERD programme based at Cardiff University but much more needs to be done at an institutional level to re-build the educational research capacity that has been lost in Wales over the last ten years.

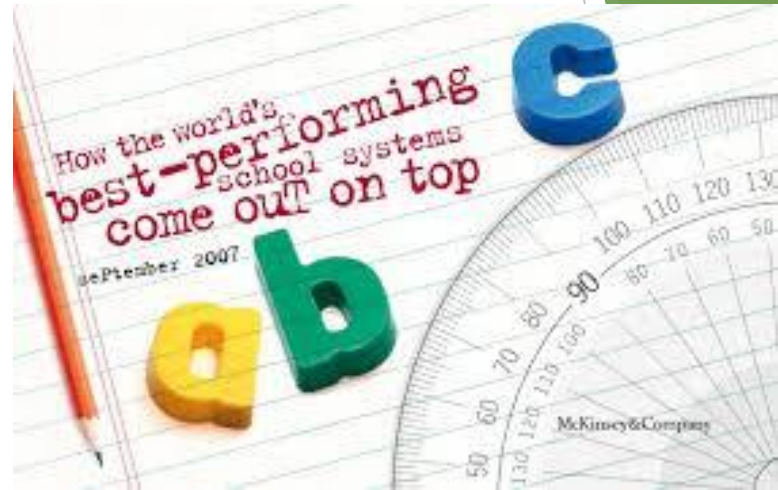
The launch of the regional education consortia provides a new context in which to develop a collaborative and research-rich culture across schools, colleges and universities. This would enable school and college leaders and their colleagues in the professional research community to work more effectively together.

Against this background, the Inquiry recommends that, in Wales:

Why should teachers research? – McKinsey

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

McKinsey & Company (2007)



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

Why should teachers research?

- Hill

► Hill (2013)



“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.”

<http://gov.wales/docs/dcells/consultation/130621-delivery-of-education-report-en.pdf>

Why should teachers research?

- Hill

“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”.

“Professional development programmes should increasingly be based on coaching that improves classroom practice rather than going on training courses. School-to-school working should become the norm with schools and teachers collaborating to **share lesson planning, lesson study, learning walks and other action research approaches**”.

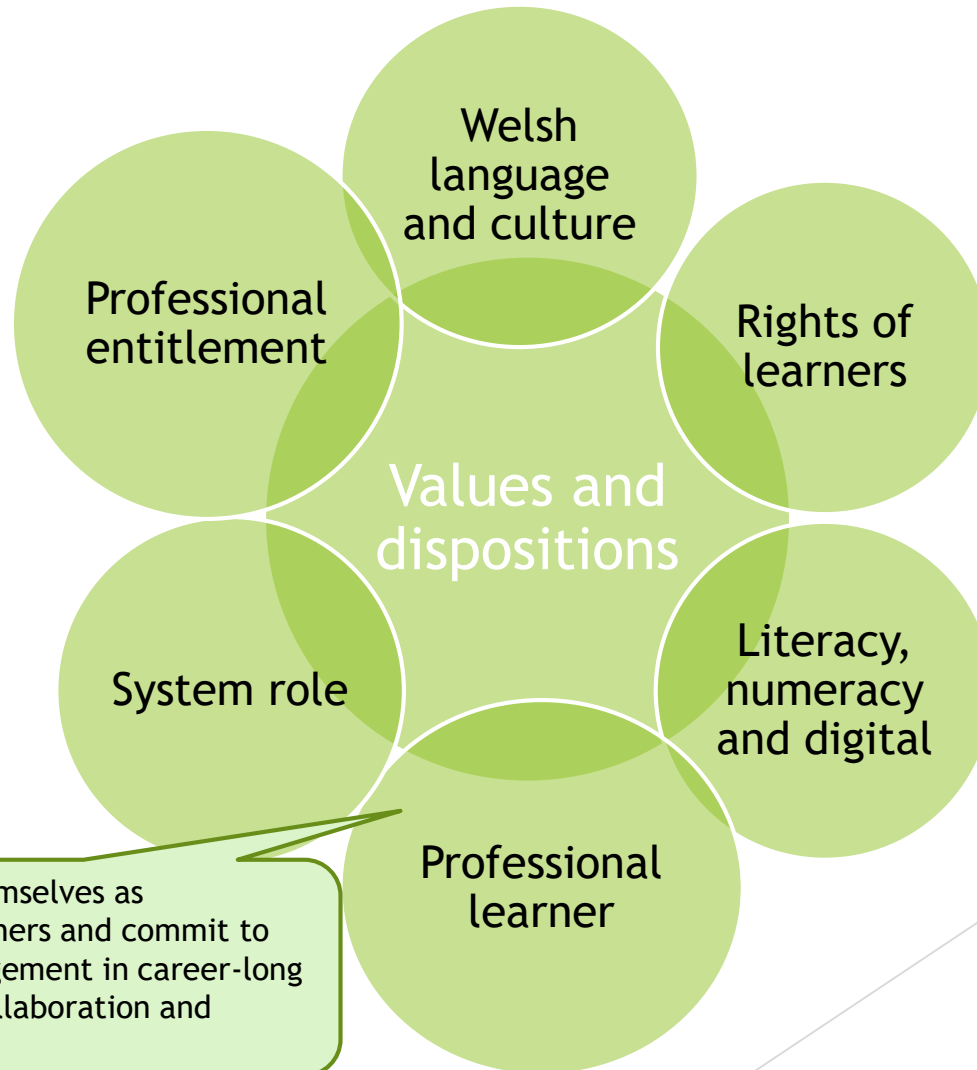
Why should teachers research? - Donaldson

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)

Why should teachers research? – New Professional Standards



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? – Welsh Government Expectations

The new national approach to professional learning for
education practitioners in Wales

<https://www.youtube.com/watch?v=a4lh2okz2dl>

Why should teachers research?

"...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.

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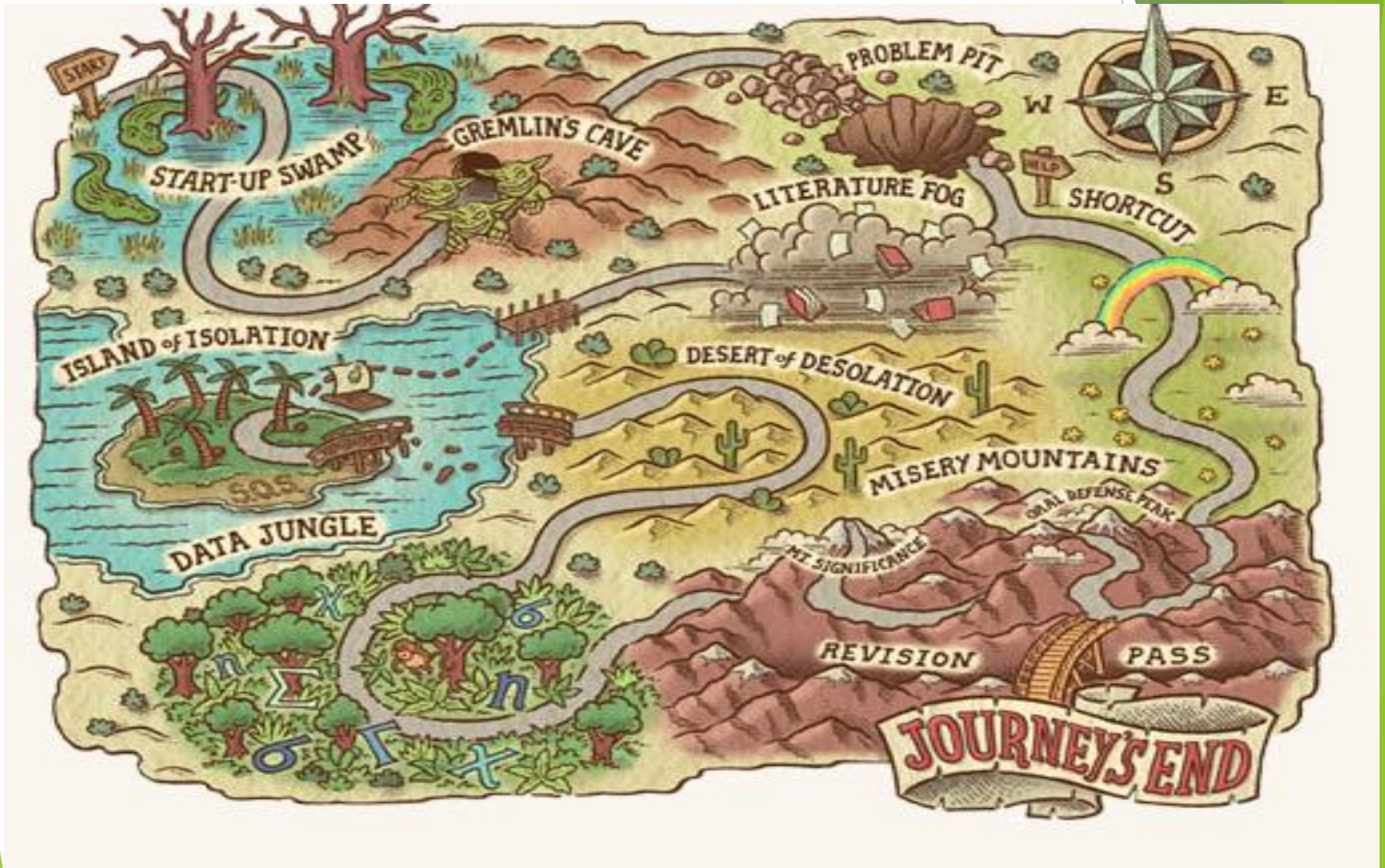
Why do teachers
research?

Why do teachers research?

"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)

The Research Journey



Source: [Academic Coaching and Writing](#)

Directed Task 1 (by Lecture 2)

Read Broekkampa, H. and van Hout-Wolters, B. (2007)
The Gap Between Educational Research and Practice: A
literature review, symposium, and questionnaire.
Educational Research and Evaluation Vol. 13, No. 3, June
2007, pp. 203-220

In a pair or group of three, prepare one slide:

1. noting the issues raised in the article;
2. suggesting how you might respond to the issues raised, offering solutions where possible.

Any questions?



Search



Analysis



RESEARCH

WWW.
test
customer



Data

