



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

ECAD6017

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

BA PRIMARY EDUCATION
with Qualified Teacher
Status

LEVEL 6

2026 -2027

1. Point of contact

If you need to discuss anything relating to the module then please contact:

Elaine Sharpling – elaine.sharpling@uwtsd.ac.uk

Sioned Hughes – s.v.hughes@uwtsd.ac.uk

Roberta Tucker - r.tucker@uwtsd.ac.uk

2. Our expectations

We hope that you will enjoy the module and 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

Please read the University Regulations for Students

3. Ways of Working

In this module you will be involved in three types of learning sessions – attendance is required:

Session type	Purpose	Staff
Group Lecture	To explore the principles of case study research, frame your research question, design your study and engage with the ethics form	Elaine and Sioned

Seminar – small group 6/7 students	To continue the discussion following the group lectures and explore ideas in a focused setting.	Research Lead tutors
Tutorial – small group 3/4 students	For student-teachers to discuss work in progress with the support of peers and your Research Lead tutor.	Research Lead tutors

4. Aims and Learning Outcomes

AIMS

- To equip student teachers with the research skills and dispositions needed to take a sceptical approach in critically analysing, evaluating and synthesising a range of evidence-based perspectives and theoretical frameworks relevant to effective teaching and learning.
- To enable student teachers to be ethical researchers who are self-directed in designing, implementing and evaluating close-to-practice research to transform personal practice and promote professional development in a community of inquiry.

LEARNING OUTCOMES

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;
- 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.

5. Module Introduction

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).

<i>Disposition</i>	Knowledge, skills, understandings and behaviours
<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.

Researching the Learning as part of the Electives Experience

See STEER booklet – [links here](#)

6. Module Content

Lead Lecture	Attend your group session
Seminar	Small group of 6 or 7 students
Tutorial	Focused group of 3 or 4 students

Date	Content	Time
Tuesday 29 th September	Lead Lecture 1: Introduction to module and assessment specification – research dispositions and ways of working, and connection to Electives.	9:00-10:40
Tuesday 6 th October	Lead Lecture 2: Introduction to Case Study Introduction of case study approach.	9:00-10:40
Tuesday 6 th October	Seminar 1: Identifying a research topic Starting your research scrapbook	11:00-12:40
Tuesday 13 th October	Lead Lecture 3. Framing the Research Topic Introduction to positionality	9:00-10:40
Tuesday 20 th October	Seminar 2: Support with framing the research topic.	9:00-10:40
Tuesday 20 th October	Lead Lecture 4: Critical Reading and Writing How to engage with academic texts and build a critical discussion.	11:00-12:40
Tuesday 3 rd November	Seminar 3: Building your literature review and updating your research scrapbook.	9:00-10:40
Tuesday 3 rd November	Tutorial 1: Focusing on literature Directed Task: Identify literature Complete library info' skills Check understanding of referencing	11:00-12:40
Tuesday 10 th November	Lead Lecture 5: The Research Question and Research Design	9:00-10:40
Tuesday 17 th November	Seminar 4: Building your Research Design	9:00-10:40
Tuesday 17 th November	Tutorial 2: Focusing on research design	11:00-12:40

	Directed Task Update scrapbook Write a critical paragraph based on literature so far	
Tuesday 24 th November	Lead Lecture 6: Ethical Thinking	9:00-10:40
Tuesday 1 st December	Seminar 5: Ethics Form	9:00-10:40
Tuesday 1 st December	Tutorial 3: Ethics form submitted	11:00-12:40
Tuesday 5 th January	Lead Lecture 7: Data Analysis	9:00-10:40
Tuesday 5 th January	Seminar 6: Research Ready	11:00-12:40
18-22.01.27	ELECTIVES	
Tuesday 26 th January	Lead Lecture 8: Reflection – acting, knowing and being	9:00-10:40
Tuesday 26 th January	Seminar 7: engaging with your data	11:00-12:40
Tuesday 26 th January	Tutorial 4: drop-in	1:15 – 3:00

7. Assessment task and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD6017	Researching the Learning: what, how and why am I teaching?	Coursework (100%): Individual Written Assignment Research Project: Case Study based on an Electives Experience (4000 words). Submission - 3.2.27

Please see Assessment Specification form (on Moodle) for more detailed assessment information and guidance.

8. Reading list

Module Code	ECAD6017	
Module Title	Researching the Learning: what, how and why am I teaching? 3	
Classification	Reading List entry	Electronic
Essential	Arthur, J. (Ed.). (2012) <i>Research methods and methodologies in education</i> . London: Sage Publications Ltd.	☐
Essential	Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. <i>The qualitative report</i> , 13(4), 544-559.	☒
Essential	Bell, J. (2014). <i>Doing Your Research Project: A guide for first-time researchers</i> . Maidenhead:McGraw-Hill Education (UK).	☒
Essential	BERA 2024 Ethical Guidelines for Educational Research, fifth edition (2024) BERA	☒
Essential	Braun, V., & Clarke, V. (2022) <i>Thematic Analysis: a practical guide</i> . London: Sage Publications Ltd.	☐
Essential	Bruce, T., Louis, S. & McCall, G. (2014) <i>Observing Young Children</i> . London: Sage Publications Ltd.	☐
Essential	Cohen, L. Manion, L. and Morrison, K. (2013) <i>Research Methods in Education</i> , London: Routledge.	☒
Essential	Thomas, G. (2013) <i>How to do your research project: A guide for students in education and applied social sciences</i> . London: Sage Publications Ltd.	☒
Essential	UWTSD (2022) <i>Research Ethics & Integrity Code of Practice</i> Available at: REICoP-July-2022.pdf (uwtsd.ac.uk)	☒
Essential	Yin, R. K. (2013) <i>Case study research: Design and methods</i> . London: Sage Publications Ltd.	☒
Further	Alderson, P. & Morrow, V. (2011) <i>The Ethics of Research with Children and Young People: A Practical Handbook</i> , London: Sage Publications Ltd.	☒
Further	Clark, A. (2005). Three: Ways of seeing: using the Mosaic approach to listen to young children's perspectives. <i>In Beyond listening</i> , Bristol, UK: Policy Press. available from: https://doi.org/10.51952/9781447342403.ch003	☒
Further	Creswell, J. W. (2012) <i>Qualitative inquiry and research design: Choosing among five approaches</i> . London: Sage Publications Ltd.	☒

Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2012) <i>The Landscape of Qualitative Research: Theories and Issues</i> , London: Sage Publications Ltd.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2018) <i>The Sage Handbook of Qualitative Research</i> , London: Sage Publications Ltd.	☒
Further	Gorard, S. (2010). <i>Quantitative methods in educational research: The role of numbers made easy</i> . London: Bloomsbury Publishing.	☒
Further	Holliday, A., (2007) <i>Doing and Writing Qualitative Research</i> , London: Sage Publications Ltd.	☐
Further	Israel, M (2014) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> , Washington: Sage Publications Ltd.	☐
Further	Lewis, V., Kellett, M., Robinson, C., Fraser, S. & Ding, S., (2006) <i>The Reality of Research with C</i> May, T. & Perry, B. (2011) <i>Social Research and Reflexivity: Content, Consequence and Context</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	Ramdhani, A., Ramdhani, M.A. and Amin, A.S. (2014) Writing a Literature Review Research Paper: A step-by-step approach. International Journal of Basic and Applied Science, 3(1), pp.47-56. Available at: https://digilib.uinsgd.ac.id/5129/1/08IJBAS%283%29%281%29.pdf	☒
Further	Thody, A., (2006) <i>Writing and Presenting Research</i> , London: Sage Publications Ltd.	☐

Websites

BERA [Ethical Guidelines for Educational Research, fifth edition \(2024\) | BERA](#)

EWC <https://www.ewc.wales/site/index.php/en/professional-development/resources-and-guides>

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/>