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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

ECAD4010

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

BA PRIMARY EDUCATION
with Qualified Teacher Status

LEVEL 4

YR ATHROFA

2023-2024

Points of contact

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

Lisa Regan, Module Lead – l.regan@uwtsd.ac.uk

Our expectations

We hope that you will enjoy the module and programme 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
- Engage and participate in all session

Please read the University Regulations for Students

Aims and Learning Outcomes

AIMS

- To engage the student-teacher with the role of social science research in education and its impact on educational practice.

- To develop an initial understanding of the research dispositions of ethical practice and becoming a skilled researcher through opportunities to use the research tool of observation.

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.

Relationship to four purposes of the new curriculum:

To develop children and young people as:	**Relationship in this module: Students will be able to:**
Ambitious, capable learners, ready to learn throughout their lives.	Draw on the existing empirical evidence, and contribute to the research base in order to raise standards and aspirations for all learners.
Enterprising, creative contributors, ready to play a full part in life and work.	Use close-to-practice research to provide a range of creative learning opportunities which promote autonomy and relate to the lives of the learners.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding the complex skills of ethical practice.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Apply an understanding of theories and research related to well-being and development, to personal practice.

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). 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[1]).

In addition, research is clearly noted within the revised 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, 2017a[2]).

[1] BERA/RSA (2014) Research and the Teaching Profession: Building the capacity for a self-improving education system. London: BERA.

[2] Welsh Government (2017a) Professional Standards for Teahing and Leadership. Cardiff: WG. https://learning.gov.wales/docs/learningwales/publications/170901-professional-standards-for-teaching-and-leadership-en.pdf

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, 2017b[3]). The new curriculum being developed in Wales will require teachers to use the best available evidence to provide meaningful learning experiences for their pupils. Donaldson (2015, p.71) states that sound pedagogy "…requires high-quality teachers with a sound understanding of the 'why' and 'how' of teaching as well as the 'what'."

In this module, you will have the opportunity to design, apply and evaluate the research tool of observation whilst maintaining ethical practice.

[3] Welsh Government (2017b) Education in Wales: Our National Mission. Cardiff: WG.

Disposition	Knowledge, skills, understandings and behaviours
Being sceptical	To understand empirical evidence in a contested terrain: • Being aware of the political, economic and social drivers for, and implications of, 'evidence'.
Being ethical	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.
Being a skilled researcher	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.
Being part of an inquiring profession	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.

Session	Content	
1 A 1B	Introduction to aims and outcomes of module • Suggested structure of assignment, and reading/writing for success • Orientation to L4 expectations and ways of working; • Location of materials on Moodle; • Introduction to becoming research-led/informed practitioners; • Introduction to Yr Athrofa Research Dispositions and consideration of these over time; Introduction to research: Criticality, research resources and bias.	
2	Developing a critical and sceptical stance in relation to pedagogy	
3	Becoming an ethical practitioner: consent and assent	
4	Empirically based and theoretically based literature	
5	Becoming a skilled researcher: Research Questions and research tools	

Session	Content	
6	Theory of observation	
7	Observation schedules	
8	The Leuven Scale in action	
9	Recap on suggested structure of assignment, and reading/writing for success	
10	Sharing your research experiences: how have you demonstrated the Athrofa Research Dispositions in your research in school? Tutor support (1:1, or small group)	

Being an Ethical Researcher	
Being a Skilled Researcher	
Being a Sceptical Researcher	
Being part of an Inquiring Profession	
Research activity (intellectual and experiential knowledge exchange)	

10 x 2hrs direct teaching (lecture, seminar, and tutorial) plus independent study and directed tasks

Assessment tasks and guidance – key facts

Written assignment (100%): *Compare and contrast a range of literature (related to observation) from a variety of sources around a theme (e.g. newspapers, journals, blogs, websites, and policy documents) demonstrating a critical stance and considering its impact (i.e. research) on practice. (2,000 words)*	Individual Written Assignment	Submission: 26/02/2024

Important Dates

Submission –26/02/2024

Research Days - 07/02/2024 and 08/02/2024

Background reading

Module Code	ECAD4010	
Module Title	**Professional and Pedagogic Studies: Researching the Learning: what, how and why am I teaching?**	
Classification	**Reading List**	**Electronic**
Essential	Arthur, J. (Ed.). (2012) *Research methods and methodologies in education*. London: Sage Publications Ltd.	☐
Essential	Bruce, T., Louis, S. & McCall, G. (2014) *Observing Young Children.* London: Sage Publications Ltd.	☐
Essential	Cohen, L. Manion, L. and Morrison, K. (2018) *Research Methods in Education,* 8th Edition. London: Routledge.	☐
Essential	Noffke, S. E., & Somekh, B. (Eds.). (2009) *The Sage Handbook of Educational Action Research.* London: Sage Publications Ltd.	☒
Essential	Punch. K. F. (2014) *Introduction to Social Research: Quantitative and Qualitative Approaches.* 3rd education. London: Sage Publications Ltd.	☐
Further	Alderson, P. & Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook,* London: Sage Publications Ltd.	☒
Further	Bell, J. (2014) *Doing Your Research Project: A guide for first-time researchers*. Maidenhead:McGraw-Hill Education (UK).	☒
Further	Denzin, N. K. & Lincoln, Y. S. (eds) (2011) *The Sage Handbook of Qualitative Research*, London: Sage Publications Ltd.	☒
Further	Holliday, A. (2007) *Doing and Writing Qualitative Research,* London: Sage Publications Ltd.	☐
Further	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds) (2012) *Ethics in Qualitative Research*, London: Sage Publications Ltd.	☒
Further	McKernan, J., & McKernan, J. (2013) *Curriculum action research: A handbook of methods and resources for the reflective practitioner*. London:Routledge.	☒
Further	Thomas, G. (2013) *How to do your research project: A guide for students in education and applied social sciences*. London: Sage Publications Ltd.	☒