



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

MODULE HANDBOOK

ECAD7004

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

Post-Graduate Certificate in Education

LEVEL 7

YR ATHROFA

2023-24

1. Point of contact

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

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

Dr. Catherine Morgan: c.morgan@uwtsd.ac.uk

2. 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

Please read the University [Regulations for Students](#)

3. 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.

Relationship to four purposes of the Curriculum for Wales 2022:

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.

4. 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, 2014¹).

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, 2017a²).

Teachers will be required to demonstrate how they meet this standard throughout their careers. Welsh Government aspires for the teaching profession to be “research-engaged,

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 Teaching and Leadership. Cardiff: WG.
<https://learning.gov.wales/docs/learningwales/publications/170901-professional-standards-for-teaching-and-leadership-en.pdf>

well informed and learning from excellence” (WG, 2017b³). 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’.”

Throughout each of the four PGCE modules, the work of Orchard and Winch (2015)⁴ has been adapted and distilled into four research dispositions. These are illustrated with examples of knowledge, skills, understandings and behaviours which exemplify the disposition (see Table 1 below).

In this module, you will have the opportunity to undertake a small-scale research project based on a case study approach. This will include designing, conducting and evaluating research in a classroom context with the aim of improving teaching and learning.

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

⁴ 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

<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.

Table 1

5. Module Content

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

Blended learning icons

Symbol	Meaning
	Synchronous learning – you will be required to take part in real time activities online as part of the provision.
	Asynchronous learning – you will not need to take part in real time activity, though will be required to work independently through essential tasks.
	Directed task – you will be required to independently engage in a task set as preparation for a session or as a follow up to a session
	Face to Face – taught sessions led by a university tutor

Date	Session / Research Disposition	Content	Intended mode of delivery
5/3/24 9:00 – 11:00	1 Being part of an Inquiring Profession	Introduction to the module and the place of research within the wider educational community. Being critical - professional writing: what is expected from a research assignment at this level? Start a conversation about 'noticing': • what ideas do you have about 'inquiring'? • what might 'inquiry' entail? • How might undertaking research / inquiry transform an aspect of my practice?	
5/3/24 11:00 – 1:00	2 Being ethical	Being sceptical by developing a critical stance. Being ethical – the principle on which education research is based Presentation on the BERA Ethical Guidelines for Educational Research Being an ethical practitioner – parental consent / child assent / confidentiality / management of data collection Looking at examples of child consent and assent	
5/3/24 2:00- 4:00	3 Being ethical	Positionality and research design	
Essential Reading		www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018 British Education Research Association (2018) Ethical Guidelines for Educational Research, 4 th edition. BERA.	
Recommended Reading		Blackburn, C. (2018) Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises. In <i>BERA Bites: Early Childhood</i>, Issue 1. David, M., Edwards, R. & Alldred, P. (2001) Children and School-based Research: 'informed consent' or 'educated consent'? In <i>British Educational Research Journal</i>, Vol. 27, No. 3, pp.347-365.	

6/3/24 9:00-11:00	4 Being a Skilled Researcher	Close to practice research: Case Study; taking a magnifying glass to the classroom. What is the 'case'? What are the strengths and limitations of a case study approach?	
Recommended Reading		Hamilton, L. (2011) Case studies in educational research, British Educational Research Association on-line resource. Zainal, Z. (2007). Case Study as a Research Method. Journal Kemanusiaan, 9, 1-6.	
6/3/24 11:00-1:00	5 Being a Skilled Researcher	Being a skilled researcher - what research tools can be used to generate data about your question (1)? Research tools: • Questionnaires • Interviews • Participant samples	
Recommended Reading		Danby, S.J., Ewing, L. & Thorpe, K.J. (2011) The novice researcher: interviewing young children. <i>Qualitative Enquiry</i> , 17(1), pp. 74-84.	
6/3/24 2:00-4:00	6	Being a skilled researcher – what research tools can be used to generate data about your question (2)? Research tools: • Observation (Leuven scale: explore positionality in research by comparing observation outcomes of same source with peers • Mosaic approach, including visual representations, alternative research methods	
Recommended Reading		Kawulich, B. (2012) Collecting data through observation. In Wagner, C., Kawulich, B. & Garner, M. (eds.) <i>Doing Social Research: A Global Context</i> . McGraw Hill; pp150-160. ECRP (2005) Wondering with Children: The Importance of Observation in Early Education. <i>ECRP Vol. 7, No. 2</i> . ecrp.uiuc.edu/v7n2/forman.html/ (for students working with very young children)	

11/3/24 9.00- 11.00	7 Being part of an inquiring profession	Noticing: what have you 'noticed'? Identify an aspect of personal practice which would benefit from being 'transformed'. Use previous reflections, feedback and any other sources of evidence to inform your choice.	
11/3/24 11:00- 1:00	8 Being part of an inquiring profession	The place of literature in research. Writing a literature review.	
12/3/24 9:00- 11:00	9 Being a skilled researcher	Framing a research question; developing a research design.	
12/3/24 11:00- 1:00	10 Being part of an Inquiring Profession	Independent study on campus– reading and research design. Individual tutorials By 2pm today , you will need to submit your Research Question to your tutor via 'Microsoft Forms'. In the event that there is an issue with a research question, your tutor will be in touch to arrange an online tutorial on the 14/3/24 .	
12/3/24 2:00- 4:00	11 Being a Skilled Researcher	Independent study on campus– reading and research design.	
13/3/24		Research Preparation Day in school	
14/3/24 9:00- 11:00	12 Being a Skilled Researcher	Introduction to Ethics form. Join online with module leads. Independent study – e.g. prepare interview questions, observation schedules Peer and tutor support	9:00 – 10:00 
14/3/24	13	Independent study	

11:00-1:00	Being a Skilled Researcher	Peer and tutor support	
14/3/24 2:00-4:00	14 Being a Skilled Researcher	Independent study Peer and tutor support	
15/3/24 9:00-11:00	15 Being an Ethical Researcher	Completion of Ethics Form Bring any questions about ethics to this session <u>Submit ethics form</u>	
15/3/24 11:00-1:00	16 Being a Skilled Researcher	Analysing Qualitative Data	
Recommended Reading		Braun, V. and Clarke, V. (2006) Using Thematic Analysis in Psychology. Qualitative Research in Psychology, 3, 77-101.	
15/3/24 2:00-4:00	17 Being a Skilled Researcher	Being research ready – research question and design Research study – Marketplace activity with peer feedback Peers will critically review research questions, draft research tools (e.g. interview questions, observation schedule etc.). Give constructive feedback in relation to ‘being an ethical practitioner’: Is the research study design ethical in all aspects? Is the focus based on a transformative approach which will have a positive impact on pupils’ learning? Do the research tools align with the research study focus?	
18/3/24 11:00-1:00	18	Assignment support session.	
3/5/24		Writing Day	

Links to the QTS Pathway

Plan a research study that is relevant to your placement class.

Individually analyse and evaluate data.

Make appropriate recommendations to transform an aspect of teaching which will positively impact on pupils' learning.

Take forward research outcomes into Professional Teaching Experience and use reflection on impact to evidence Professional Standards for QTS e.g.

PEDAGOGY: Advancing Learning

PROFESSIONAL LEARNING: Wider reading and research findings

INNOVATION: Evaluating the impact of changes in practice



6. Assessment Tasks and Guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD7004	Professional and Pedagogic Studies: Researching the Learning: what, how and why am I teaching?	Coursework (100%): Individual Written Assignment <i>Research project - Case Study (4500 words PLUS appendices)</i> An exploratory case study arising from practice (noticing) and investigated further through identified research tools. The assignment concludes with the identification of an intervention which can be piloted throughout PTE and evidenced through reflection in the PLP (professional learning standards). Submission: 07/05/24 (deadline 23.59)

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

As you work on your assignments, you may be considering using generative AI for background research. It is acceptable to use these tools as a resource, but it is important to be aware that they often make mistakes and may not be completely accurate, particularly when asked for references. You must remember that as a student you are ultimately responsible for anything you submit, and relying solely on generative AI could lead to your work getting a lower grade than you are capable of, or your work being investigated for academic malpractice. Copying and pasting text directly from these tools without proper citation or attribution is not only unethical but could also result in serious consequences such as failing the assignment or even being expelled from the university. It is therefore crucial to use generative AI only as a starting point and then verify and fact-check any information you obtain.

7. Reading List

Module Code	ECAD7004	
Module Title	Professional and Pedagogic Studies: Researching the Learning: what, how and why am I teaching?	
Classification	Reading List entry	Electronic
Essential	Bruce, T., Louis, S. & McCall, G. (2014) <i>Observing Young Children</i>. London: Sage Publications Ltd.	☒
Essential	Cohen, L., Manion, L. & Morrison, K. (2018) <i>Research Methods in Education</i> , 8 th edition. London: Routledge. 6ed argraffiad ar gael yma: https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogspot-com.pdf	☒
Essential	Constantinos, N. (2006) Review: Punch, K. (2005). Introduction to Social Research-Quantitative & Qualitative Approaches. Forum, qualitative social research, 7(2), pp.Forum, qualitative social research, 2006–04-01, Vol.7 (2)	☒
Essential	Denscombe, M. (2014) Good Research Guide For Small-Scale Social Research Projects 5th ed., McGraw-Hill Education.	☒
Essential	May, T. & Perry, B. (2011) <i>Social Research and Reflexivity: Content, Consequence and Context</i>. London: Sage Publications Ltd.	☒
Essential	McNiff, J. (2012) <i>Action research: Principles and practice</i>. London: Routledge.	☒
Essential	Noffke, S. E. & Somekh, B. (eds.) (2009) <i>The Sage Handbook of Educational Action Research</i>. London: Sage Publications Ltd.	☒
Essential	MacRae C. and Jones, L. (2020) A philosophical reflection on the “Leuven Scale” and young children’s expressions of involvement, International Journal of Qualitative Studies in Education. International Journal of Qualitative studies in Education. Routledge.	☒
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	Baxter, P. & Jack, S. (2015) Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. Qualitative report, pp.Qualitative report, 2015–01-14.	☒
Further	Bell, J. & Waters, S. (2018) <i>Doing Your Research Project: A guide for first-time researchers</i>, 7th edition. Maidenhead: Open	☒

	University Press.	
Further	Evan P. A., Michael I. N.& Samuel R. S. (2012) <i>Racial Color Blindness: Emergence, Practice, and Implications</i>. Current directions in psychological science: a journal of the American Psychological Society, 21(3), pp.205–209.	☒
Further	Estyn (2018) Defnyddio canfyddiadau ymchwil ac ymchwil weithredu i wella addysgu www.estyn.llyw.cymru/arfer-effeithiol/defnyddio-canfyddiadau-ymchwil-ac-ymchwil-weithredu-i-wella-addysgu?_ga=2.197786095.1937063222.1663764687-1965626474.1649345200	☒
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. (2004) <i>The Reality of Research with Children and Young People</i>. London: Sage Publications Ltd.	☐
Further	Martlew, J., Stephen, C. & Ellis, J. (2011) Play in the primary school classroom? The experience of teachers supporting children's learning through a new pedagogy, <i>Early Years</i>, 31:1, 71-83	☒
Further	Sachs, J. (2010) <i>Learning to improve or improving learning: the dilemma of teacher development</i>	☒
Further	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.	☒

Recommended Reading		
1	British Education Research Association (2018) Ethical Guidelines for Educational Research, 4th edition. BERA. <i>Ethical Guidelines for Educational Research, fourth edition (2018) BERA</i>	☒
2	Blackburn, C. (2018) Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises. In <i>BERA Bites: Early Childhood, Issue 1</i>.	☒
3	David, M., Edwards, R. & Alldred, P. (2001) Children and School-based Research: 'informed consent' or 'educated consent'? In	☒

4	Kawulich, B. (2012) Collecting data through observation. In Wagner, C., Kawulich, B. & Garner, M. (eds.) <i>Doing Social Research: A Global Context</i> . McGraw Hill; pp150-160. https://www.researchgate.net/publication/257944783_Collecting_data_through_observation	☒
5	ECRP (2005) Wondering with Children: The Importance of Observation in Early Education. <i>ECRP Vol. 7, No. 2</i>.	☒
6	Danby, S.J., Ewing, L. & Thorpe, K.J. (2011) The novice researcher: interviewing young children. <i>Qualitative Enquiry</i>, 17(1), pp. 74-84.	☒
7	Hamilton, L. (2011) Case studies in educational research, British Educational Research Association on-line resource. Case studies in educational research BERA	☒
8	Zainal, Z. (2007). Case Study as a Research Method. Jurnal Kemanusiaan, 9, 1-6. (PDF) Case study as a research method (researchgate.net)	☒