

University of Wales MA (Education) Teach First

Research Methods in Education (Teach First)

M7X01494

Student Number: 1504683

Level: MA(Ed)

7

Assignment Number: 1 2 3 4

Tutor: S L James

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity.
Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Daniel Herbert				
Tick all boxes which apply:					
Member of staff:	☐	Student:	☒	Honorary research fellow:	☐
Faculty/School/Centre:	Education and Communities				
Campus:	Swansea				
E-mail address:	1504683@student.uwtsd.ac.uk				
Contact Telephone Number:	07951820223				
For students:					

Student Number:	1504683	Undergraduate	☐
Programme of Study:	MA(Ed) Education (TeachFirst)	Taught Postgraduate	☒
Director of Studies/Supervisor:	Junnine Thomas-Walters	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☐	NO	☒
					Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in)		☐		

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
BERA (2018), Ethics and Guidelines for Educational Research, (online) https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-20118	☒
School X (2017), Child Protection Policy	☒
Research Ethics & Integrity Code of Practice 2015-18 (The University of Wales Trinity Saint David)	☒
Hammersley, M. and Traianou, A. (2012) Ethics and Educational Research, British Educational Research Association on-line resource.	☒
UWTSD (2016) Research Data Management Policy	☒
Data Protection Act (1998)	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
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If Yes, please provide the name of the external organisation and name and contact details for the main contact person:	
Institution	
Contact person name	
Contact person e-mail address	

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	Action research into pedagogy for the transfer of written literacy skills of e-FSM learners across the curriculum		
Proposed start date:	05/2019	Proposed end date:	09/2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
Purpose This research will be conducted to develop effective strategies to support learners from socio-economically disadvantaged backgrounds. The Wales Centre for Equity in Education states that literacy skills are often poorer and less well developed in learners of socio-economic disadvantage. This research aims to help develop strategies to transfer the already embedded written literacy skills in learners from socio-economic disadvantage to aid in closing this gaps identified. In research conducted by BERA in 2010 on social inequality, it was stated that children from the poorest and most disadvantaged homes are more likely to achieve the poorest academic outcomes. This phenomenon is not just isolated to the UK; this is an international problem. One criticism of specific, outside of lessons interventions has been the overloading of schools with multiple interventions. This research aims to examine how pedagogy in lessons can be used to specifically enhance and transfer already embedded skills of e-FSM learners.			
Aims			

To explore and develop strategies for the transfer of written literacy skills across the curriculum. I will then measure the success of these strategies on socio-economically disadvantaged learners progress.

Research Objectives

1. To develop a range of effective pedagogical strategies to transfer learner's written skills of literacy across to other areas of learning to aim to close the gap in the written literacy skills of socio-economically disadvantaged learners.
2. Compare the effectiveness of pedagogy on the transfer of written literacy skills from English lessons to other areas of learning.

Research Questions

1. How can English pedagogical strategies be transferred to other areas of learning?
2. How does the explicit focus on written literacy skills in lessons improve attainment of learners (from socio-economic disadvantaged backgrounds) in other areas of learning?
3. What impact can a shared pedagogy have on the effective transfer of written literacy skills across the curriculum?

Anticipated Outcomes

I anticipate that using a shared pedagogy surrounding written literacy skills across the curriculum will have a positive impact on the progress and attainment of learners in lessons and there will be challenges linked to transferring subject specific pedagogy.

(this box should expand as you type)

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

The methodology chosen for this research is action research.

Aims

To explore and develop strategies for the transfer of written literacy skills across the curriculum. I will then measure the success of these strategies on socio-economically disadvantaged learners progress.

Action research has been chosen for this research because its methodology allows for the study of change and improvements at a local level (Cohen *et al.*:2010, 297). Action research has a proven track record as an appropriate methodology in the field of teaching methods research. This method allows for research to be conducted *in situ*. As I will be replacing a traditional method with a discovery method, I have chosen this methodology. Action research also allows for more than 1 cycle to evaluate the effectiveness of changes in pedagogy. This methodology has been informed and guided by the Zuber-Skerritt (1996) model of emancipatory action research for organisational change; however, this has been adapted for the research of pedagogy in the classroom.



Taken from (Cohen *et al.*: 2010, 306)

Each cycle in this action research will have 4 main stages as outlined by Lewin (1946; 1948): planning, acting, observing, reflecting.

Planning

1. Identify the issue from previous assessment to be researched (poor and inconsistent written literacy skills across subjects)
2. Review current practice in history lessons that focus on the use of written literacy.
3. Conduct a literature review into effective pedagogical techniques that have an impact on the transfer of written literacy skills in learners from disadvantaged socio-economic backgrounds.

4. Interview/questionnaire for members of English/Humanities team on effective pedagogy for writing and SLT on whole school literacy initiative.
5. Research effective English/literacy pedagogy for writing.
6. Compile a strategy and plan a series of lessons (using this new strategy) leading to an assessment focus on the uses of written literacy skills.

Acting

7. Deliver this series of lessons to year 8 history class
8. Learners complete assessment at the end of the series of lessons

Observing

9. Review selected sample of e-FSM learners work against previous assessment in history and against the ability of their written literacy in English lessons.

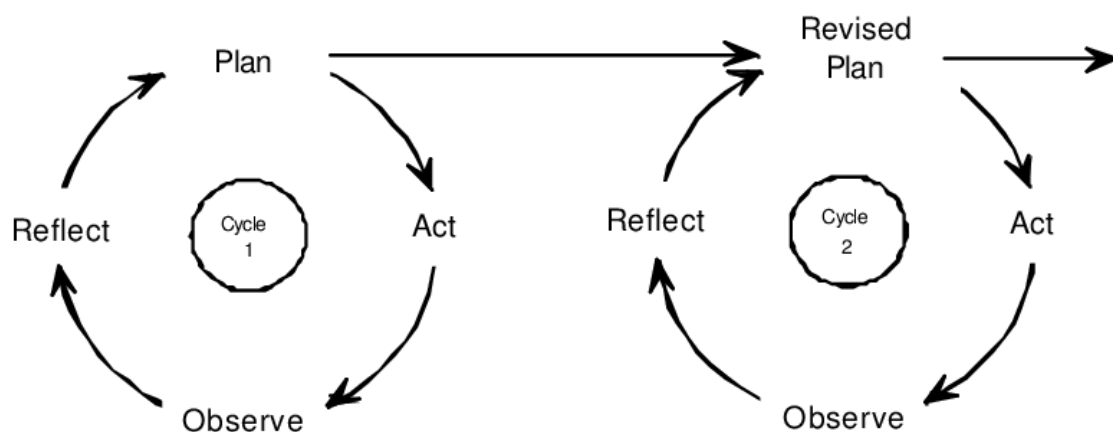
Reflecting

10. Note any improvements in written literacy in history work.
11. Use the question: does this level of written literacy match their ability in English/literacy lessons?

Using information gained in Cycle 1, begin cycle 2, repeating the 4 stages.

Overall

This methodology should allow for effective review of literature to inform pedagogy strategies and also allows for the reflection on the effectiveness of these. This action research aims to complete 2 cycles in the time frame allocated.



(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.
Within classrooms a large, urban comprehensive school in south east Wales (this box should expand as you type)
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.
No research will be conducted outside of the UK. (this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒

Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box Collection of assessment results and work assessed in other areas of learning. No assessment data will be collected outside of my remit as classroom teacher. Collection of recordings of interviews with SLT and middle leaders that will be destroyed after academic assessment of this study.	☒	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children under 18?	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify):	☐	☒

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

As this is a piece of action research, the e-FSM participants whose work will be used for evaluation will be recruited from the classes of the researcher at School X. The research will be using a convenience sample of learners from a year 8 history class the researcher teaches. This class contains 11 e-FSM learners (6 boys: 4 girls) as of writing. These learners will be identified by their FSM status. This will be carried out by accessing data on the class that I have access to in line with my usual role of their classroom teacher. However, the whole class (all 29 learners) will be participants in this research. Therefore, the source of participants will be the researcher's year 8 history class and the number of participants will be 29. This will allow for a range of data to be gathered in the form of teacher assessments. All learners in this class will be asked for their consent and parental consent will be sort. Permission has been sort, and gained, from the Senior Leadership Team at School X pending ethical approval from UWTSD.

Adults over the age of 18 has been selected as questionnaires and/or interviews will be conducted with a selected members of English/Humanities team and members of SLT in the planning stage of the cycle.

this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐

If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
(this box should expand as you type)			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☒	☐	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
Interviews conducted with members of senior and middle leadership will be recorded using a Dictaphone. All recordings will be destroyed after academic assessment of this study. (this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes ☐

No ☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

There are no anticipated risks to participants as this research will be carried out in normal lessons and within my remit as their teacher. However, if any unforeseen risks should occur, research will be terminated immediately and senior leadership and the research supervisor informed. Full consent will be gained from participants, participant's parents/carers and the school. However, if learners wish to withdraw from this research, they will be able to inform me of this or the supervising member of SLT to no detriment. See mechanism for withdrawal in section I. All personal data will be stored on encrypted systems and no data transferred or accessed outside of the normal data handling procedures set by the Local Authority for school based employees.

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

This research does not require the disclosure of any embarrassing or upsetting topics. The only information will be access in line with my role as classroom teacher. All children will remain anonymous in the final report.

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

There are no anticipated risks to the investigator as this study will be carried out in line with their normal duties as classroom teacher. Full risk assessments have been carried out for the personal safety of everyone in the classroom including the investigator. As research will be carried out in the safety of the classroom, I do not anticipate an emotional distress to the investigator. With this said, I am satisfied that by following the ethical guidance laid out by BERA, UWTSD and my other ethical principles, I have planned for there to be no harm, impropriety or risk of any accusations. However, if any unforeseen risks should occur, research will be terminated immediately and senior leadership and the research supervisor informed.

The risk of conflict of interest is more complex as the research is an employee at the institution it is researching. I am aware of the 'Hawthorne' effect where practice or behaviour can be influenced by the fact that the experimenter is a teacher and work colleague. Any positive changes may be due to investigator enthusiasm and, hence, have a positive consequence on the research. Furthermore, interviews conducted with work colleagues may be influenced by social desirability bias due to the researcher being a colleague and there being an element of wanting to please. All my interpretations will need to be as objective as possible.

Other considerations that must be present for my position as researcher are:

- Having an intimate knowledge of the context of learners may lead to a subconscious expectation of learners conforming to these prejudice expectations – subconsciously or consciously conforming.
- They may be a risk of bias when interviewing staff as I am part of the teaching body. This interaction may have an effect on my interpretation. It will be important to be mindful of signs of bias through reflection and challenging any finding I make.
- My pedagogical practice may influence finding.
- Conflict between interpretative researcher and expectations of a school. Research outcomes will be reflective of a method of assessment not that of the school.
- There may be a very low risk that learners may not want to participate in this research and therefore I will have insufficient data to draw results. I would respect this decision and review my research methods with my supervisor at UWTSD if this was the case.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

There are no anticipated risks to the university as this study will be carried out in line with their normal duties as classroom teacher. However, if any unforeseen risks should occur, research will be terminated immediately and the university informed. This research will be conducted in a professional way in line with the high standards of integrity, honesty and ethical practice outlined by BERA and UWTSD. Conducting research this way should limit the potential for claims of negligence or allegations of misconduct. Participants will be given conduct information for the Faculty and/or Headteacher should any concerns arise regarding the conducting of this research.

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

I am not anticipating any adverse outcomes given all safeguards and ethical considerations made. As all adults in the study are members of the school staff, I will deem them competent to give consent in line with section I. I will deem all children involved in this study as needing the consent of their parents/carers and that of an authorised adult at the school (Assistant Headteacher/ Headteacher). The only negative outcome may be a lack of progress of learners due to a pedagogical strategy not working for these learners. However, there are no anticipated adverse outcomes.

Should any adverse outcomes arise, research will be terminated immediately and the SLT of School X carried out until the ethics committee and UWTSD are satisfied with the new research design and all requirements to mitigate any further harm.

(this box should expand as you type)

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.

YES

NO

N/A

Has a DBS certificate been obtained?

☒

☐

☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What feedback will be provided to participants, how will this be done and when?
The outcome of this project will be explained to learners in the form of the progress they have made to ensure they fully understand the outcomes. Copies of the final report will be made available on request by the learner or appropriate adult. Initial summaries will be shared with the supervisor and Headteacher. All information will be treated in line with the LEA's data protection policy as with any other confidential information. No information will be shared online. (this box should expand as you type)
Informed consent
Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded. Learners will be informed of the research project and the aims of the project in language they understand. They will be told that the purpose of the study is to find a way to help them improve their literacy skills. Learners will be told that if they do not feel comfortable, they may come and see me individually or anonymously through the Assistant Headteacher to withdraw from this research. Learners will have the right to withdraw at any point to no detriment to themselves. Consent will also be gained from an appropriate authorised adult at the school; in this case both Headteacher and Assistant Headteacher. Alongside this, as participants are under the age of 18, parental informed consent will be gained before any research begins. All participants, parents/carers and authorised adults will be given the following information to ensure consent is informed: - Purpose of research, who is conducting it and when - Where the results will be reported and to whom - What will be expected of participants and duration - Information about anonymity and confidentiality - Mechanism for the right to withdraw - Consent form - Data protection and handling procedures - Free to withdraw at any point

- Complaints procedure, with contact details, for the faculty and Headteacher
- There will be no detriment to withdrawing

The same information will be provided to any adult (over the age of 18) who gives informed consent to complete a questionnaire or agrees to be interviewed. It will be made explicitly clear that their contributions are intended to help plan the change in pedagogy.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

All learners' data will be anonymised to ensure confidentiality in the final written report. This will be conducted in line with BERA and UWTSD guidelines. No child will be identifiable from the report or associated appendices. All raw data will be destroyed following academic review of this report. Until that point, all data will remain offline, encrypted and locked away securely.

Anonymity will be promise to all participants, adult or child. No names, positions or roles will be referred to in the report. All will be known as 'practitioner'.

The interview process will be confidential, and will require written and informed consent, participants of which, will have the right to withdraw at any point (up to a given date). All adults in this study will be aware of this. Participants will also have the right to 'not' respond to questions in the interview. Transcripts (from an audio recording of their own interview will also be shared with individual participants and a signature required to approve accurate record of what they had said.

It will not be possible to keep the identity of the interview participants' anonymous within the setting, as people may see them coming into my classroom, arrangements will need to be made for cover etc. though the content of the interviews will be confidential.

There may be situations when the researcher has a duty of care to reveal information that has been provided in confidence, or which the researcher has discovered through interactions with the participant such as a disclosure. In these instances, pertinent information will be reported to the proper authorities and the participant informed.

The final report will be assessed by UWTSD and if any publication is considered consent will be sort from anyone quoted directly or as seen fit from ethical guidance from the faculty.

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? "personal data" means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to — (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		

Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☒	☐
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒

For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:

All data will be stored on a Local Education Authority issued laptop that is encrypted and password protected to Local Education Authority standards as it already contains data and information protected under the Data Protection Act 1998 and the GDPR. This computer is kept in a locked room when not attended to. All identifying information will also be kept in files that are individually password protected and will be anonymised in the final research findings.

(this box should expand as you type)

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
(this box should expand as you type)		

List all who will have access to the data generated by the research activity:

(Researcher)
(Module Leader)

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

(Researcher)

(this box should expand as you type)

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

All data will be stored on a Local Education Authority issued laptop that is encrypted and password protected to Local Education Authority standards as it already contains data and information protected under the Data Protection Act 1998 and GDPR. All identifying information will also be kept in files that are individually password protected and will be anonymised in the final research findings. Once final grades have been issued for this MA module, all raw data will be destroyed.

(this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:



Date: 28/01/19

For students:

Director of Studies/Supervisor:	
Signature:	
Date:	

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.



I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<http://www.uwtsd.ac.uk/academic-office/>

Research Proposal

MA(Ed) Education – TeachFirst 1504683

Title

Action research into pedagogy for the transfer of written literacy skills of e-FSM learners across the curriculum

Appendix 1: Background and Context

Abstract

This research aims to explore and develop strategies for the transfer of written literacy skills across the curriculum. The main focus of this research is to measure and evaluate the success of pedagogical strategies on the progress of socio-economically disadvantaged learners. This research will be conducted through the methodology of action research. The Wales Centre for Equity in Education and the Education Endowment Fund have both recognised in their research that learners who are identified as being socio-economically disadvantaged (those who are entitled to free school meals e-FSM) often have poorer literacy skills compared to their more affluent peers. This research does not aim to develop pedagogy to develop literacy skills but aims to develop pedagogy to transfer those literacy skills that have already been developed in literacy and English lesson to other areas of learning in the curriculum.

Background and Context

In research conducted by BERA in 2010 on social inequality, children from the poorest backgrounds and most disadvantaged homes are often more at risk of achieving the lowest academic outcomes. This is a phenomenon that is observed internationally, not just in the United Kingdom. One traditional method of overcoming this has been to run interventions in schools to specifically target those learners who are from socio-economically disadvantaged backgrounds, measured in Wales as those learners who are eligible for FSM and for which the school received Pupil Development Grant funding. However, one criticism of this approach has been that interventions can often overwhelm schools through workload. This research aims to examine the use of pedagogy in areas of learning outside of English and literacy to see how skills already embedded in these lessons can be transferred across the curriculum.

Within the current climate of education reform in Wales, the role of skills in all areas of learning has become a hot topic. Professor Donaldson, in his report of education reform in Wales, *Successful Futures*, has identified the conflict between knowledge based subject and key skills and competences. The report states that the new curriculum for Wales should have 6 key areas of learning: Languages, Literacy and Communication; Expressive Arts; Health and Wellbeing; Humanities; Mathematics and Numeracy; and Science and Technology. The report also states that within these areas of learning, key skills and competences should be woven into the curriculum. 3 of the key skills identified are literacy, numeracy and digital competency. Donaldson (2015) makes it very clear in his report that these key skills are the responsibility of all teachers and this is something that has been recognised and identified in the new Estyn framework for inspections of schools.

The aim of this research will be to look at how key literacy skills that are taught in English and literacy (Literacy, Languages and Communication area of learning) can be embedded, supported and exploited in other areas of learning in line with what *Successful Futures* suggests should be 'opportunities to develop wider skills [being] built into all six areas of learning (Donaldson: 2015)'. This action research will have 2 research objectives:

1. To develop a range of effective pedagogical strategies to transfer learner's written skills of literacy across to other areas of learning to aim to close the gap in the written literacy skills of socio-economically disadvantaged learners.
2. Compare the effectiveness of pedagogy on the transfer of written literacy skills from English lessons to other areas of learning.

This research will aim to explore the following research questions:

1. How can English pedagogical strategies be transferred to other areas of learning?
2. How does the explicit focus on written literacy skills in lessons improve attainment of learners (from socio-economic disadvantaged backgrounds) in other areas of learning?
3. What impact can a shared pedagogy have on the effective transfer of written literacy skills across the curriculum?

The anticipated outcomes of this research will be that using a shared pedagogy surrounding written literacy skills across the curriculum will have a positive impact on the progress and attainment of

learners in lessons. However, it is also anticipated that there will be challenges linked to the transferring subject specific pedagogy.

Appendix 2: Extended Methodology

Review of research methodology

The methodology chosen for this research is action research. Action research has many different definitions but for the purpose of this research, the definition used will be that of Ebbutt (1985: 156). Ebbutt states that action research is a systematic study that combines action and reflection with the intention of improving practice. This proposed methodology allows for small scale changes and interventions to be trialled in the classroom and reflected upon in cycles to assess the nature of the changes made by practitioners. Action research is widely used in the profession of teaching for evaluating teaching methods. Holly and Whitehead (1986) have stated that one of the areas that action research can be beneficial is in teaching methods. This methodology can help evaluate teaching methods by replacing a traditional method by a discovery method. Within the purpose of this research, this will be replacing pedagogical strategies use in different areas of learning to transfer key written literacy skills of learners from English and literacy lessons to other subjects.

Action research allows for the implementation and evaluation of a new ‘discovery method’ through cycles of research. The stages of each cycle are plan, act, observe, reflect. This all occurs in a systematic and rigorous way.

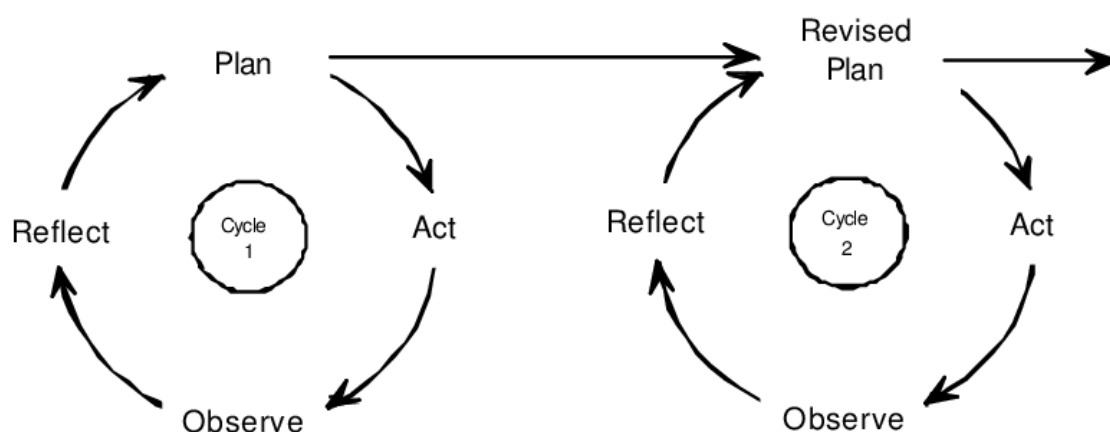
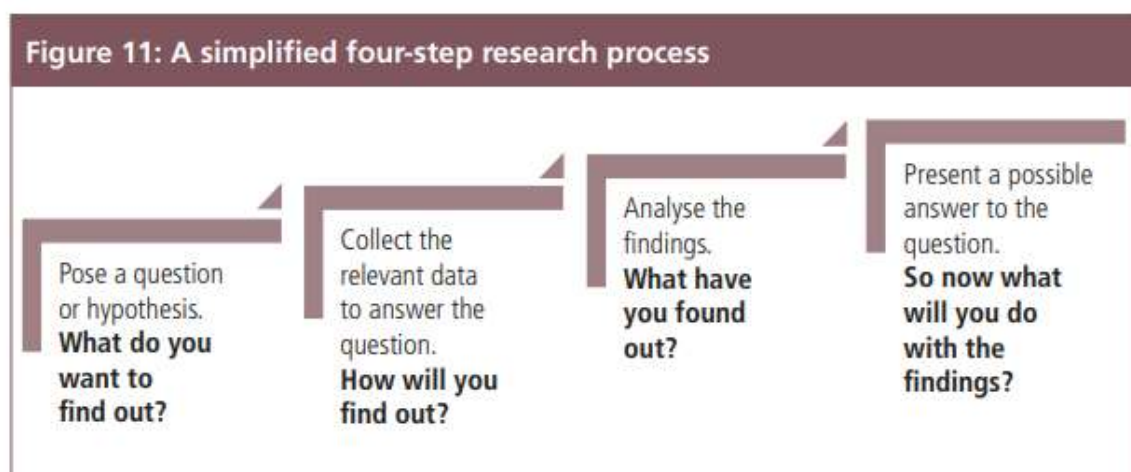


Figure 1 Action research cycles

Using this method allows for a practitioner to adapt and refine through each cycle. The reflection stage of each cycle is vital to the refining of the research before the next cycle begins. In figure 1, you can see how these processes occur. The benefit of this methodology is how it bridges the gap between

research and practice. The planning stage of each cycle brings the academic research into the field. Somekh (1995: 340) states that this bridging of the gap between research and practice –used in action research – strives to overcome the perceived failure of research to improve practice. This perceived bridging of the gap between academic research and improvement in practice has seen action research become the method promoted by the Welsh Government. In a report disseminated to education professionals in 2015, the Welsh Government stated ‘action research puts the practitioner in the role of researcher and focuses on improving their practice by exploring the particular setting, how they teach and how well learners learn (WAG: 2015).’

Within education, there are many organisations dedicated to the use of action research to improve practice in the classroom; Collaborative Action Research Network (CARN) and Expansive Education Network (eednET) are just two examples. However, although action research is a methodology that has become recommended in the field of education since the 1940s, it is not without its disadvantages. If constructed badly, action research can become all action and no research. This is where it becomes vitally important to understand the very definition of action research: bridging the gap between practice and research. Practitioners must link their action to research; hence, the planning stage of each cycle. Each planning stage should focus on reviewing both professional and academic research into the topic of the research project. To overcome this problem, those bodies which propagate the use of action research have stressed the importance of linking academic research to the design of action research.



Source: Grigg (Wales Centre for Equity in Education, 2016)

Figure 2 Taken from WAG report Effective use of data and research evidence

Above, you can see the recommendation from the Welsh Government on how to structure a piece of educational research. Designing a methodology is step 2. This is the stage when, if using action research, practitioners should begin to link research to practice. This should overcome the criticism of action research being all action, no research.

This is not the only criticism of action research as a methodology. Action research, although producing results that are effective and useful for the context of the group being studied, can struggle to become generalizable. The external validity of action research can often be low as the methodology does not allow for the research finding to always be generalised outside of the context of the specific group. However, this could be argued as a disadvantage of most practitioner based research methodologies. The study of people in 'the field' – especially children and classroom – is context specific; what works for one, does not work for another. Although this statement comes from the anecdotal experience of teacher-researchers, attempting to take a 'scientific' approach to research can aim to help with this issue. The multifaceted nature of the environments that action research occurs in does present this problem. Kemmis (1997) alludes to this in the suggestion that there are many schools of action research, specifically because of this.

If the view of action research was taken from a more philosophical point of view, rather than that of a scientific point of view, Habermas' work could be called upon. Carr and Kemmis (1986: 162) have done just this; they state that action research is more of a 'self-reflective enquiry' by a participant who undertakes action to improve their practice. This very approach address what are perceived to be the downfalls of action research as a methodology: low generalisability and context specific action. This is supported with what Kemmis and McTaggart (1992: 22-25) state are two of the very elements of action research. Firstly, action research is participatory – it involves the improvement of one's practice and secondly, it develops the self-reflective spiral of the practitioner-researcher.

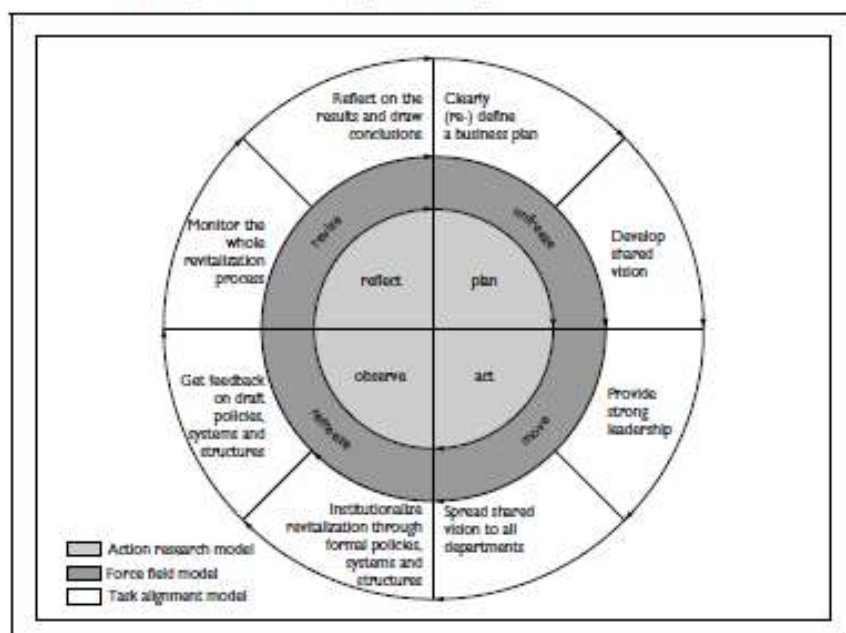
Taking this view that action research is participatory, Weiskopf and Lake (1996: 132-133) states that not every participant in the research needs to be doing the same thing. The practitioner – as the researcher or facilitator – raises the issues to be investigated. They, although involved in the research, are the raiser of issues and look for change, which links action research to the sociological theories of change. Action research does not just involve power to the practitioner raising a research question; it is a democratic process. Viewing action research through the lens of critical theory, action research is

democratic process in terms of power relationships as power is given to the participants as action research can be viewed as an empowering activity (Giroux 1989). This viewpoint can go some way to addressing the disadvantage of action research being the tension and power relationship between researcher and participants; however, this can only exist if research is designed well.

Proposed Methodology

Action research has been chosen for this project as the methodology allows for the change and improvements at a local level (Cohen *et al.*: 2010, 297). The methodology allows for research to be conducted *in situ*. The research project will be replacing a traditional pedagogical practice with a discovery one to measure the effectiveness of the pedagogy on the transfer of written literacy skills to other areas of learning. To do this, more than one cycle will be used as refinements to the discovery method will be made after each cycle. It is anticipated that the timescale of this research project will allow for 2 cycles to take place. This methodology had been guided and informed by the Zuber-Skerritt (1996) model of emancipatory action research for organisational change. This model will be adapted for classroom practice.

A model of emancipatory action research for organizational change



Source: Zuber-Skerritt (1996): 99

As outlined in the ethics form submitted to the ethic committee and attached to this document, each cycle will have 4 main stages that have been outlined by Lewis (1946; 1948): planning, acting, observing, and reflecting.

During the planning stage of cycle 1, the research will begin by identifying an issue from previous work and assessments to be researched. In the case of this piece of research, it is the poor and inconsistent use of literacy skills across subjects, specifically in this case, between English and history lessons. The planning cycle will then involve the reviewing the current practice used in English and history to see what is being done differently and ask the self-reflective question: what can be changed in terms of pedagogy? To ensure that this action research does not fall into the trap of being all action and no research, a review of the current literature surrounding effective pedagogy techniques that have an impact on the transfer of written literacy skills in learners who are from disadvantaged socio-economic backgrounds will be carried out.

Below, you can see an outline of the time scales intended for each cycle and actions that will be taken.

Cycle 1 – Stage	Actions	Date
1. Planning	• Conduct a review of literature regarding the transfer of written literacy skills across the curriculum amongst e-FSM learners • Review the current practice in English, literacy and history lesson to assess the difference in pedagogy used to exploit written literacy skills. Observe pedagogy. • Gain consent for learners and staff by issuing staff and learner letters. • Carry out staff questionnaires to see gain views on the confidence of none specialist in using literacy in their subjects	Late April/ Early May 2019

	- Carry out learner questionnaires to see how learners currently feel their written literacy skills are used in areas of learning. - Compile a series of lessons (using the strategies linked to the literature review) leading to an assessment focus on the use of written literacy skills.	
2. Acting	- Deliver the series of lessons to the selected year 8 history class - Learners will complete the assessment at the end of the series of lessons	Mid May 2019
3. Observing	Review selected sample of e-FSM learners work against previous assessment in history and against the ability of their written literacy in English lessons. This will be the collection of data through content analysis.	Mid May 2019
4. Reflecting	- Note any improvements in written literacy in history work. - Use the question: does this level of written literacy match their ability in English/literacy lessons?	End of May 2019

Cycle 2 – Stage	Actions	Date
1. Planning	- Review the outcomes of cycle 1 practice and assess the difference in pedagogy used to exploit written literacy skills. Observe pedagogy. - Conduct a refined review of literature regarding the transfer of written literacy skills across the curriculum amongst e-	Early June 2019

	FSM learners with the questioned raised in cycle one as the guiding force. • Compile a series of refined lessons (using the strategies linked to the new literature review) leading to an assessment focus on the use of written literacy skills.	
2. Acting	• Deliver the refined series of lessons to the selected year 8 history class • Learners will complete the assessment at the end of the series of lessons	Mid June 2019
3. Observing	• Review selected sample of e-FSM learners work against previous assessment in history and against the ability of their written literacy in English lessons. Review work against the previous cycle to compare any changes. This collection of data will be in the form of content analysis.	Mid June 2019
4. Reflecting	• Note any improvements in written literacy in history work. • Use the question: does this level of written literacy match their ability in English/literacy lessons?	End of June/ Early July 2019

Consent

Informed consent will be gained from everyone involved in this study. As a piece of social research, it is necessary to gain the consent and cooperation of those who are participating in this research. It is vitally important, in this case, as many of the participants will be children in the state education system and hence, under the age of 18. To overcome these issues, informed consent will be gained from their parents or legal guardians. This consent will be sort in the form of a letter to parents/ carers explaining the purpose, actions and outcomes of this research project. Consent ahs also be gained from the gatekeeper, in this case, the Headteacher. It will be made fundamentally clear that their children will be at no detriment by taking part in this research. In the letter, it will be made clear that all data collected as part of this research project will be anonymised and used confidentially. No identifying information will ever be published in the final report. All raw data will be destroyed following the completion of the final report. The letter will also state the mechanism set up for withdrawal form this research project. The mechanism involves two different ways. Firstly, participants can come to me, as their classroom teacher, and request that they are no longer involved in this research project. Alternatively, participants can go to a member of the Senior Leadership Team to request that they no longer take part in this study. This second mechanism has been set up to empower participants to withdraw by contacting an independent adult. It will be made clear that withdrawal will be immediate with no questions asked and with no detriment to the outcomes of their assessments. This will be in line with BERA (2011) guidelines.

Informed consent will also be gained by the adults taking part in the research project. As adults over the age of 18, they will be providing consent for themselves. The purpose of the data collected in the staff questionnaire, and how it will be used in the wider context of the study, will be made clear. As the questionnaire and the letter will be attached to each other, no consent slip will be used as this may become an identifying artefact. To overcome this issue, the letter states that completion of the questionnaire will be taken as consent given. If consent is withheld, a blank questionnaire may be returned. Contact details of the researcher and supervisor are also included in the letter, should any concerns be raised by participants.

Research Participants

The main research participants in this study are a history class of 27 year 8 learners. This class has been chosen as a convenience sample as it is a class that the researcher teaches for history. Within the class are 6 learners who are e-FSM. These 6 learners will be the participants for this study. All learners in the class will be taught using the new discovery method and take part in the questionnaire; however, the data analysis will focus solely on these learners who are e-FSM as this research is focused on improving the transfer of written literacy skills amongst learners who are from socio-economically disadvantaged backgrounds. Consent will be gained for all in the class.

Data Collection

Data collection will occur in two stages in the cycle. The first stage, the planning stage, will see the use of questionnaires amongst staff and learners to collect data on current levels and use of literacy across the curriculum. This will be used to inform and direct the review of pedagogy and literature in the planning stage. Questionnaires have been chosen for this data collection as they provide structured quantitative data, and can be administered without the researcher present. The results of these questionnaires are often straightforward to analyse (Wilson and McLean: 1994). The questionnaires that have been designed for this research are in the form of questions with responses given from strongly agree to strongly disagree on a Likert scale. This has been chosen as it provides a degree of differentiation in responses but maintains the collection of data that can be coded for analysis.

Once collected, the data from the questionnaires will be used to generate a framework and lens through which a literature review can be carried out. The observations of the researcher (that written literacy skills are not being transferred across areas of learning) may, at this stage, be confirmed across many areas of learning or indeed, just isolated to some. This will allow for a more refined approach to the review of literature.

The second questionnaire to be administered will be the staff questionnaire. This has been compiled in the same format as that of the learner questionnaire. However, the aim of this questionnaire will be to assess the confidence of non-specialist teachers in the teaching and assessing of written literacy skills.

The second stage of data collection will occur in the acting and observing stages. Data will be collected in the form of a summative assessment at the end of this series of lessons that were taught using the discovery technique researched and formulated from the literature review. This work will be reviewed against previous writing assessments in history and English. A content analysis of the level of technically accurate and varied literacy skills will be carried out on the three different sets of assessments:

<i>Cycle 2 history writing assessment</i>	<i>Cycle 1 history writing assessment</i>	<i>Pre-research history writing assessment</i>	<i>English writing assessment</i>	Participant identifying number:
				<i>Accurate simple sentences</i>
				<i>Inaccurate simple sentences</i>
				<i>Accurate compound sentences</i>
				<i>Inaccurate compound sentences</i>
				<i>Accurate complex sentences</i>
				<i>Inaccurate complex sentences</i>
				<i>Correct use of parenthesis () -- "</i>
				<i>Incorrect use of parenthesis () -- "</i>
				<i>Use of paragraphs</i>
				<i>Basic punctuation mistakes (Cap let. Full Stans</i>
				<i>Correct use of advanced punctuation : ; "" i</i>
				<i>Incorrect use of advanced punctuation : ; "" i</i>

Data collection will be in the form of content analysis. From the coding table above, you can see that for each piece of work analysed in this study, there will be 12 coding categories. This will not only

assess the use of key written literacy skills, it will also provide quantitative data on the levels of accuracy used. This coding frame has taken the approach indicated by Anderson and Arsenault (1998: 102) who suggest the quantitative nature of this data collection method is 'at its simplest level, [it] involves counting concepts words or occurrences'. This method of analysis will provide numerical evidence for improvements in the use of written literacy skills.

Summary of data collection methods for research questions

1. How can English pedagogical strategies be transferred to other areas of learning?
 - a. *Staff questionnaire – Staff confidence in use of literacy pedagogy*
2. How does the explicit focus on written literacy skills in lessons improve attainment of learners (from socio-economic disadvantaged backgrounds) in other areas of learning?
 - a. *Staff questionnaire – staff confidence in use of pedagogy*
 - b. *Learner questionnaire – self-reflection on use of literacy across the curriculum*
3. What impact can a shared pedagogy have on the effective transfer of written literacy skills across the curriculum?
 - a. *Content analysis of use of written literacy skills – has a change in pedagogy had an impact on technical accuracy and use of written literacy skills?*

Appendix 3 – Letter to parents/ carers

Dear Parents/ Carers

I am writing to you to ask for your permission for your son/daughter to take part in a research project to help improve how literacy skills are used in the classroom.

The purpose of this research project is to help your child to use their literacy skills in subjects other than English and literacy. There will no extra work for your child outside their normal lessons. As part of the research, some of your child's work may be looked at and used to show these skills. Your child may also be asked to fill in a questionnaire on how they feel they use their literacy skills in lessons. This information may also be used in the final report on this research.

This proposed research has been submitted to an ethics committee at the University of Wales Trinity Saint David (UWTSD) to ensure that your child education is not hindered in any way and approval was granted. Permission has also been granted by the Headteacher. This project will be overseen by a tutor at UWTSD.

All information collected will be anonymous and destroyed at the end of this research. Your child will never be identified in any way in the final report.

If you grant permission for your child to take part in this research, they may still withdraw at any point by either telling their teacher they no longer want to take part or by informing Miss J Fitzgerald, Deputy Headteacher, and they will be withdrawn with no questions asked.

If you have any questions related to this project, please contact me on the number above or email me at tdhe@lliswerryhigh.org.

Yours sincerely

Mr D Herbert

I do/do not give permission for my son/daughter to take part in the literacy research project and understand they may withdraw at any time with no questions asked.

Name _____

Signed _____

Appendix 4 – Learner Questionnaire

Questions	Choose one answer for each question			
1. I have been taught writing skills in English and literacy lessons	Strongly Agree	Agree	Disagree	Strongly Disagree
2. I use my writing skills in my English and literacy lessons	Strongly Agree	Agree	Disagree	Strongly Disagree
3. I think about how I construct my writing using my literacy skills in my other lessons	Strongly Agree	Agree	Disagree	Strongly Disagree
4. My teachers across the school encourage me to use my written literacy skills in their subjects	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I feel confident using my literacy skills without any being told to by my teacher	Strongly Agree	Agree	Disagree	Strongly Disagree
6. When I am told to SPaG my work, I know what I should be looking for	Strongly Agree	Agree	Disagree	Strongly Disagree
7. Teachers use the same words and resources to help me use my written literacy skills in lessons. For example, they use the same literacy posters I use in English and literacy lessons.	Strongly Agree	Agree	Disagree	Strongly Disagree
8. The quality and accuracy of my writing is the same as my English and literacy lessons in every subject	Strongly Agree	Agree	Disagree	Strongly Disagree
9. Teachers should give me a success criteria for my writing no matter what the subject is	Strongly Agree	Agree	Disagree	Strongly Disagree
10. I think it is important to focus on improving my literacy in every subject.	Strongly Agree	Agree	Disagree	Strongly Disagree

11. Are you encouraged to focus on your literacy in your writing in other subjects?

Yes No

If yes, how?

Appendix 5: Staff Questionnaire

Questions	Choose one answer for each question			
1. What area of learning do you teach in?	Literacy, Languages and Communication		Any other Area of Learning	
2. I find learners in my class to have literacy levels linked to what I expect to see from them for their level in my subject	Strongly Agree	Agree	Disagree	Strongly Disagree
3. Learners in lesson can independently recognise what written literacy skills they should be using in lessons.	Strongly Agree	Agree	Disagree	Strongly Disagree
4. In lessons, SPaG time is allocated when extended pieces of writing are completed	Strongly Agree	Agree	Disagree	Strongly Disagree
5. When considering the use of SPaG time, I feel confident in providing a success criteria to learners.	Strongly Agree	Agree	Disagree	Strongly Disagree
6. For my subject, it is important for learners to use accurate written literacy	Strongly Agree	Agree	Disagree	Strongly Disagree
7. I have seen or heard learners discussing written literacy skills when they complete extended pieces of writing	Strongly Agree	Agree	Disagree	Strongly Disagree
8. I would consider some form of change in pedagogy if it resulted in writing from learners becoming more technically accurate.	Strongly Agree	Agree	Disagree	Strongly Disagree
9. I have strands of the LNF, specifically literacy, linked to my subject	Yes		No. <i>Please, go to the end</i>	
10. I feel confident that I understand these literacy strands linked to my subject	Strongly Agree	Agree	Disagree	Strongly Disagree

Appendix 6 – Letter to staff

Dear Colleagues

I am currently carrying out a research project with the University of Wales Trinity Saint David into the transfer of written literacy skills across the curriculum. As part of this project, I would like to gather the views of current teachers in the classroom on how they perceive the use of literacy in their subjects.

Attached is a 10 question, multiple choice questionnaire. This questionnaire will ask you questions on the following areas:

- How do you perceive the quality of the written literacy skills of learners in your subject?
- Is SPaG time used in the classroom and if so, how?
- How confident do you feel discussing technical literacy with your learners?
- How confident do you feel with elements of the LNF in your subject?

This questionnaire is anonymous and confidential. Approval has been sort from an external ethics committee and this research is being overseen by a member of the Faculty of Education and Communities at UWTSD. This information will solely be used to assess views on literacy across the curriculum. No identifying information or specific responses will be published. Once the final report has been submitted, all questionnaires - and raw data collected from them - will be destroyed.

Due to need to keep questionnaires anonymous, no consent slip is attached; however, completion of the question will be taken as consent given for your results to be analysed as part of this research project. If you do not want to take part in this research project, please return the questionnaire blank.

The only person to have access to the data collected in this questionnaire will be **Daniel Herbert**. If you have any questions regarding this, please email tdhe@lliswerryhigh.newport.sch.uk. If have any concerns regarding this or the use of this questionnaire, you can contact the research supervisor at junnine.thomas-walters@uwtsd.ac.uk.

Thank you for taking the time to consider this.

Yours sincerely

Daniel Herbert

Appendix 8: Coding Frame for Content Analysis

Participant identifying number:	Accurate simple sentences	Inaccurate simple sentences	Accurate compound sentences	Inaccurate compound sentences	Accurate complex sentences	Inaccurate complex sentences	Correct use of parenthesis () -- „	Incorrect use of parenthesis () -- „	Use of paragraphs	Basic punctuation mistakes (Cap let. Full Stops	Correct use of advanced punctuation : ; “” !	Incorrect use of advanced punctuation : ; “” !
English writing assessment												
% Accurate												
Pre-research history writing assessment												
% Accurate												
Cycle 1 history writing assessment												
% Accurate												
Cycle 2 history writing assessment												
% Accurate												

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