**Classroom Based Enquiry (CBE)**

**(UTLGRV-30-M and UTLGSA-30-3)**

**Module Information for Senior Mentors and trainee teachers [PGCE core/School Direct]**

Module Leader: Mark Jones

Email: Mark7.Jones@uwe.ac.uk



# Contents

Module outline page 1

Time line – key dates for research and assignment submission page 2

Assignment Guidance for school-based mentors and trainees page 3

What themes could the enquiry investigate? page 5

What is case study research? Page 6

What is an annotated bibliography? page 7

What does the research proposal form look like? page 8

How might I write up the research? page 9

How is the assignment assessed? page 10

Referencing guide page 11

Assessment offences pages 11-12

**Module Outline: Classroom Based Enquiry (CBE)**

The Classroom-Based Enquiry module introduces the important concept of ‘practitioner as researcher’. The Final report of the BERA-RSA Inquiry into the role of research in teacher education makes a strong case for teachers to become ‘research literate and have opportunities for engagement in research and enquiry’ (BERA-RSA, 2014, p.5). The report identifies a number of ways in which research can make a contribution to teacher education including that teachers and teacher educators:

‘… be equipped to engage *with* and be discerning consumers of research.

… be equipped to conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice.’

(BERA-RSA, 2014, p.5)

This module will enable trainees to engage both with research and in conducting research by planning, carrying out and evaluating a small-scale enquiry into an area of practice in their placement setting.

Learning Outcomes

On successful completion of this module trainees will be able to demonstrate that they:

1. Understand the importance to continuing improvements in teaching practice and design and outcomes for learners, of engagement with data, research, literature and other professional sources.

2. Know how to plan and conduct a small-scale, classroom-based enquiry in a systematic and independent way using primary and secondary sources and appropriate ethical and methodological approaches;

3. Can articulate a rationale for how planned interventions in their subject teaching are informed by an understanding of how young people learn;

4. Are able to be self-critical and capable of adopting a critically ethical stance in relation to their practice and research;

5. Know how to use local and national statistical data to evaluate the effectiveness of their teaching and plan and implement further interventions to support learners’ attainment.

Outline Content

The module focuses on the development of critical understanding, analysis and evaluation of:

* Formative interrogation and use of data to improve pupil attainment.
* Practitioner classroom-based research: methodologies and methods; ethics; theory

and examples of small-scale enquiries.

* Evidence-based professional knowledge and professional learning communities.
* Current national educational policy, curriculum and priority areas.
* Curriculum, pedagogy and assessment.

**Timeline – key dates for research and assignment submission.**

|  |  |  |
| --- | --- | --- |
| Date | Activity/deadline | Key documents and resources |
| September to October 2018. | Professional Development lectures to support trainees in preparation for the CBE.  1. What is research?  2. Supporting teachers to become research literate.  3. Case study methodology  4. Ethical considerations. (Teacher as Researcher)  5. Research methods  6. Literature Review  7. Data analysis  8. Introduction to the CBE assignment. | Lecture powerpoints, recordings of lectures and supporting materials available on Blackboard. |
| October to November 2018. | 1. Trainees consider research theme, read relevant articles, and discuss suitability with school-based mentors.  2. Trainees complete an annotated bibliography (500-750 words) and the Research Proposal ready to be presented to school-based mentor. | This handbook.  Completed first part of Research Proposal (RP).  Completed annotated bibliography (AB). |
| Between Monday 12th and Wednesday 21st November 2018. | **Deadline** for presentation to Senior Mentor in school/college and SM provides formative feedback on the presentation and annotated bibliography (500-750 words excluding titles) using the UWE template.  Trainee keeps RP/AB with completed formative feedback by Senior Mentor. | RP and AB.  RP completed with formative feedback from school-based mentor. |
| **UWE Call Back Day**  Friday 23rd November, 2018. | **Deadline** for Presentation to UWE Subject Tutor will include reviewing the intended research proposal and undergoing the university’s ethics approval process.  The intended research must meet the university’s ethical protocols on order that the trainee may begin their research on return to placement. | RP and AB with formative feedback.  Completed UWE University ethical approval for research.  Feedback on presentations. |
| Monday 26th November to Friday 14th December 2018. | Carry out data collection for research during this 3 week period.  Ethical considerations - evidence through consent letters, focus group information (as appropriate). | Data collection methods e.g. Questionnaires, interview/ focus group questions and protocol |
| Wednesday  9th January 2019. | **Deadline** for online submission of Component B: written assignment and appendices. | Assignment (3,750 wc).  As appendices (RP and AB). |
| Tuesday 30th April 2019. | **Deadline** for resit of written assignment and appendices. | Assignment (3,750 wc).  As appendices (RP and AB). |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assignment Guidance for school-based mentors and trainees**  The assignment requires trainee teachers to identify, plan and carry out a small scale enquiry to be undertaken with a class, group or small number of young people.  The assignment is assessed in two parts  Component A: A research proposal with a clear rationale for a classroom-based enquiry outlining research into a particular phenomenon or situation (case study)  The proposal is informed by an annotated bibliography (500-750 words). Component A is equivalent to 1,250 words.  Component B: A written evaluation of the classroom-based enquiry process, critically reflecting on the research purpose, context, methodology, methods, ethical considerations and research outcomes (word count of 3,750 words).  **Component A**   |  | | --- | | • Formative stage - the trainee teacher will submit their research proposal and annotated bibliography to their Senior Mentor in the first placement school/academy. The Senior Mentor will provide formative feedback on the proposal for the enquiry, ethical considerations and the annotated bibliography. .  **Between Monday 12th and Wednesday 21st November 2018.**  • Assessment stage - the trainee teacher will present their formative feedback, annotated bibliography and completed UWE ethical approval form during a formal presentation with the UWE Group Tutor. **Friday 23 November 2018 – UWE Call Back Day.** |   Senior Mentors are responsible for formative stage. This is likely to be through a discussion during the weekly meeting with the trainee/group of trainees. Where there is a group of trainees they will have the opportunity to listen to each other present their research proposals and offer peer feedback.  The Senior Mentor will provide formative feedback on the proposal and accompanying annotated bibliography, as a result of a discussion undertaken between **Monday 12th and Wednesday 21st November 2018.** Prior to the meeting the trainee teacher completes the top four sections of the template for that discussion (see page 8). Written feedback from the school based mentor should make clear what the trainee needs to do in order to carry out the enquiry successfully. If the trainee has proposed an unsuitable theme for the enquiry and/or the proposal is not clear or insufficiently planned, the Senior Mentor’s written and verbal feedback will provide evidence of this, along with clear guidance for the trainee about how to adapt and improve the proposal in order to be able to carry out the planned enquiry.  The Senior Mentor might deem it necessary to have a further discussion with the trainee for the following reasons:  • the trainee is absent or does not attend on the date set by the school-based mentor  • the trainee does not submit the template and/or the annotated bibliography  • the trainee needs to significantly adapt or prepare a new proposal.  **Assessment by UWE Group Tutor.**  Trainees are responsible for bringing **hard copies** of their annotated bibliography, research proposal feedback and completed University Ethical Approval form to the assessment stage of Component A. The trainee will carry out a ‘mini-presentation’ with the UWE Group Tutor. This will also include the trainee teacher completing the university’s ethical approval form and discussing ethical considerations in their research as part of this presentation.  This will take place at UWE, Frenchay Campus on the Call Back Day – **Friday 23 November, 2018.**  **Component B**   |  | | --- | | The second part of the assignment is a written evaluation of the small scale, classroom-based enquiry process, critically reflecting on the research purpose, context, methodology, methods, ethical considerations and research outcomes  Trainees are required to submit via online submission through Blackboard this written evaluation (3,750 words) with the proposal template (completed by trainee and school based mentor) and annotated bibliography as appendices by **2:00pm on Wednesday 9th January, 2019**.  This will be assessed by the appropriate UWE Subject Tutor and be part of a moderation process. Feedback to trainee teachers will be within 20 working days as per University policy. |   **Part One - How can I start working on the research proposal?**  Tasks- Leading to the presentation of the Research Proposal:   * Identify a theme or area of interest. * Refine the theme into a specific question to investigate. * Critically review a range of recent literature and research related to the theme. * Clarify further the phenomenon or situation that is the focus of the research (case study methodology). * Plan what research data could be collected (e.g. student questionnaires, interviews, focus groups, student data, student feedback, observation) * Prepare a proposal for the **enquiry:** this should include the enquiry question; rationale for the case study research; and methods that will be used for collecting evidence prior to and during the enquiry process. * You will also hand in an **annotated bibliography** specifying literature that you have identified as highly relevant to the proposal theme and enquiry methods   **What themes could the enquiry investigate?**  Trainees can refer to the menu to inform their choice of theme for the enquiry. This includes: i) dimensions of professional development towards meeting the Teachers’ Standards; ii) focusing on provision for the teaching and learning of particular groups of students and iii) specific / priority areas of teaching and learning.  Trainees are encouraged to seek the Senior Mentor’s approval or negotiate their chosen theme.   |  |  |  | | --- | --- | --- | | **Curriculum**  Subject (e.g. subject-specific approaches, pupil perceptions of; personalisation within the subject)  Pedagogy (e.g. personalisation, teaching and learning approaches)  Assessment (e.g. an Assessment for Learning strategy; progress within a subject) | **Provision for particular student groups:**  Gifted and Talented  Special Educational Needs/Disability (SEN/D)  English as an Additional Language (EAL)  Newly arrived students  Pupil Premium (PP) | **Specific/ Priority areas**  Pupil progress  Literacy  Numeracy  Digital Literacy  Group work  Innovative use of ICT  Behaviour management  Cross-curricular working  Learning beyond the classroom  Outdoor learning | |

**Methodology - case study.**

The Classroom-Based Enquiry (CBE) assignment is designed to encourage trainee teachers to see themselves as researchers in their own classrooms, continually investigating their practice to increase their effectiveness. The assignment requires trainees to plan and carry out a small-scale enquiry using a case study methodology. This methodology is appropriate for teacher-researchers who want to analyse andinterpret a phenomenon or situation in education. This usually involves in depth accounts based on detailed data from a variety of sources**.**

Hitchcock and Hughes (1995, p. 317) suggest that some of the characteristics of a case study approach are

• it provides a rich and vivid description of events relevant to the case

• it blends description with analysis

• it focuses on individual participants or groups of participants and seeks to understand their perceptions.

• it highlights specific events that are relevant to the case under study.

• the researcher is integrally involved in the study.

• an attempt is made to portray the richness of the case in writing up the research with detailed context.

Hitchcock, G. and Hughes, D. (1995*) Research and the Teacher* (second edition). London: Routledge.

Using a Case Study methodology can involve descriptive, explanatory or exploratory approaches.

Descriptive case studies aim to develop rich description of a situation or phenomenon (e.g. a particular learning situation with a group in school).

Explanatory case studies aim to answer ‘how’ or ’why’ questions and can focus on phenomena within the contexts of real-life situations in schools and schooling.

Exploratory case studies seek answers to the questions of ‘what’ or ‘who’. Methods used often include such as interviews and questionnaires.) e.g. how combining two groups of learners into a new group may be perceived by different individuals in that group)

**Starting to plan your research using case study.**

In starting to plan your ideas for what interests you in education it is worth mind-mapping some of the themes or issues that you know about or what to find out more about. From this you can then narrow down your thinking and focus on one theme; for example, changes in teaching and learning for year 7 Mathematics in the light of curriculum reform at School X.

You should also consider at this point

Q) Who might provide data?

Q) What might my precise research question be?

* How have the senior management team responded to curriculum reform at school X?
* In what ways (if any) have teaching and learning changed in Year 7 Mathematics in response to the curriculum reform?
* What challenges and issues have arisen in Year 7 Mathematics in relation to curriculum reform?
* What are year 7 pupils’ perceptions of the mathematics they are learning in term 2 at school X?

Some more examples of case studies:

1. A small scale investigation into year 7 pupils’ perceptions of the vertical tutoring approach in their new school. This case study focused on four year 7 pupils who were part of a vertical tutor group of 22 pupils (Year 7 to Year11). The main methods used were observation, questionnaire and interviews.

2. A case study of Year 11 students’ attitudes to the content and teaching approaches use in Year 11 PSHE lessons. This case study explored how three different students experienced the PSHE curriculum in their school.

3. A case study of 9C’s perceptions of migration in the UK. This case study used data collection methods of a questionnaire (24 pupils) followed by semi-structured interviews (3) with photo-elicitation.

**What is an annotated bibliography?**

Trainees will already be familiar with how to cite references within the body of a written assignment and produce an accurate bibliography at the end.

For the CBE assignment, we want trainees to produce an annotated bibliography to accompany their proposal which they will present to the Senior Mentor. The bibliography should identify some key literature (books, articles, reports) that they have sourced which will inform their enquiry. This may focus on the theme of the enquiry as well as the research process, for example case study methodology and methods. We strongly recommend that one key document is the **BERA (2018) Ethical Guidelines for Educational Research.**

The annotated bibliography should be critical as well as descriptive and demonstrate that the trainee has engaged sufficiently with the literature cited in the bibliography to justify the relevance to their enquiry and make an accurate interpretation of the source.

For each book, chapter, journal or newspaper article in the bibliography, the trainee should outline the main topic of that text and how this will inform their planning and/or evaluation. We would expect one of the items in the annotated bibliography to show that the trainee has researched ethical considerations when carrying out research with children and young people.

The annotated bibliography should be 500-750 words (not including the titles of the literature used) and it is the responsibility of the trainee to indicate a word count.

Exemplar Extract: Annotated Bibliography for a trainee using case study as a methodology.

Bartlett, S. and Leask, M. (2009) Improving your teaching: an introduction to practitioner research, reflective practice and evidence-informed practice. In. Capel, S., Leask, M. and Turner, T. eds. (2009) *Learning to Teach in the Secondary School A companion to school experience* 5th ed. London: Routledge, pp. 300-309.

The authors stress the phrase ‘evidence-informed’ practice which moves the teacher beyond reflective practitioner and encourages their use of research and data to critically reflect on their teaching. The chapter helped me to understand why practitioners often use case study as a methodology. The chapter introduced the range of data collection methods available to teacher researchers and clarified for me the importance of keeping a research diary or reflective journal during the research process as a source of data. The definitions of quantitative and qualitative data (p.306) led me to realise that the latter would be the main source of evidence in my small-scale enquiry. Additionally, this chapter provided a useful table on ethical considerations which I adapted into a checklist to support my ethics statement in my proposal.

Black, P., Harrison, C., Lee. C., Marshall, B. and Wiliam, D. (2002) *Working inside the Black Box Assessment for Learning in the Classroom* London: nferNelson.

This booklet was written based on research into assessment practices in six secondary schools in two local authorities and followed the *Inside the Black Box* (1998) publication. I found this booklet very accessible as it was aimed at classroom practitioners and presented strategies to support ‘Assessment for Learning’, for example approaches to questioning. Of particular relevance for my enquiry was the discussion about ‘open’ and ‘closed’ tasks and their relative inclusion in different subjects (p.17). In addition, the final section of the booklet reinforced for me the importance of collaborative cultures in teaching. This prompted me to discuss my approach to data collection with both the class teacher and subject mentor.

Word count 240 words (excluding titles)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Research Proposal: Classroom-Based Enquiry** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Trainee | | |  | | | | | | Date | | |  | | | | |
|  | | | | | | | | | | | | | | | | |
| Theme | | |  | | | | | | Subject | | |  | | | | |
|  | | | | | | | | | | | | | | | | |
| Proposed Enquiry Question(s) | | | |  | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Methodology - Case Study | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Ethical Considerations | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| Data Collection Methods | | | | | | | | | | | | | | | |
| Observation | | | | | ☐ | Questionnaire | | ☐ | | | Video | | | | ☐ |
| Student Data | | | | | ☐ | Interview | | ☐ | | | Reflective Journal | | | | ☐ |
| Student Work | | | | | ☐ | Focus Group | | ☐ | | | Observation by other | | | | ☐ |
| Other: | |  | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Formative feedback on presentation of proposal *(completed by Senior Mentor)* | | | | | | | | | | | | | | Yes | No | |
| Is the enquiry question sufficiently focused? | | | | | | | | | | | | | ☐ | | ☐ | |
| Is the planned research appropriate and feasible? | | | | | | | | | | | | | ☐ | | ☐ | |
| Are the data collection methods appropriate and feasible? | | | | | | | | | | | | | ☐ | | ☐ | |
| Has the trainee followed appropriate ethical protocols? | | | | | | | | | | | | | ☐ | | ☐ | |
| Was an annotated bibliography of 500-750 words (excluding titles) produced? | | | | | | | | | | | | | ☐ | | ☐ | |
| Was the presentation coherent? | | | | | | | | | | | | | ☐ | | ☐ | |
| Is the enquiry planned in sufficient detail to proceed? | | | | | | | | | | | | | ☐ | | ☐ | |
| Comments  *(please elaborate further on above and give advice to trainee about carrying out the enquiry)* | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Signed | (Senior Mentor) | | | | | | Date | | |  | | | | | | |



**Part Two: Leading to Submission of a Written Evaluation**

* Carry out the research once UWE Ethical approval has been given.
* Collect evidence during the research (case study)
* Write up the classroom based enquiry, including a critical analysis and evaluation of:
  + the rationale for the enquiry
  + the research process including methodology and methods used to collect evidence
  + the outcomes of the research or impact of the intervention
  + conclusions and recommendations for practice.

**Writing up your Research**

The following structure is suggested to help you in writing up your research.

|  |
| --- |
| **1. Introduction-** Clearly and succinctly explain the theme for your classroom-based enquiry and why you chose to investigate this area of your practice. Identify your precise research question.  **2. Context –** Explain how the research theme and research question are relevant and significant to the context of your professional development; this could include:   * your personal professional development needs and your values (an autobiographical element); * the situational context within which you are placed (e.g. LA/ academy/ MAT/ subject/ class/ students); * the policy context, current initiatives that impact on this area of practice (National or within the school).   **3. Literature Review** – make sure that relevant literature relating to the theme of the research is drawn upon and critically engaged with to show you have an understanding of previous research in this area.  **4. Methodology and Methods**  **- Use of case study** - Discuss the use of case study as appropriate to the situation or phenomenon being researched; acknowledge any challenges to/ or ambiguities around using case study).  - **Methods of data collection -** Discuss the methods used to collect data. What methods did you use to collect data during the research and why?How were ethical issues considered and addressed? Why did you choose these methods with reference to research literature?  **5. Analysis -** Provide an analysis of the data collected as part of this small-scale research. What does this data reveal about the theme being studied?  **6. Evaluation-** Draw together the main findings from going through this classroom base enquiry process clearly identifying the impact for your professional practice. Evaluate the extent to which you have addressed your enquiry question. Critically review the strengths and limitations of the methods you used. What implications will this small-scale research have for the students, school and/or on your practice). What recommendations might you make for other practitioners and/or what might you go on to try next?  **NB: Literature should be utilised throughout the assignment.** |

**Assessment Criteria**

**Assessment Criteria: M Level**

This assignment will be assessed against the following criteria:

*ALM: Conceptual Domain (Core)*

The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study. In addition, the student can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

*CLM: Contextual Domain*

The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, class, school, national and policy) influencing the area of study and is able to critically engage with the contextual significance.

*DLM: Research Domain*

The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining the research process and critically analysing and evaluating research outcomes.

You are required to meet all the criteria.

**Assessment Criteria: Level 3**

In some cases trainees will be advised to submit this assignment at Level 3. The relevant criteria are:

*AL3: Conceptual Domain (Core)*

The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories

*CL3: Contextual Domain*

The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study

*DL3: Research Domain*

The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.

You are required to meet all the criteria.

**Referencing Guide**

Referencing is the technique used to direct readers of a piece of written work to the sources of information that have been used in the preparation of the written work.

If you wish to refer to something you have read, you must give a reference for this material. The University Library provides advice on managing references, see:

<http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing/uweharvard.aspx>

**Confidentiality**

Although Teaching Files are working documents, they also inevitably contribute to judgements made about professional competence. Trainees must therefore be prepared to make them available at all times, and would be well advised to ensure that they are well organised and able to be easily read. However, they are confidential between the trainee, the Subject Mentor, the SM and the University Tutors. The teaching file may be discussed or shown to others, for example an Ofsted inspector, with the trainee’s permission. They are strongly advised not to include anything in the file which could be construed as breaking the confidentiality of information which they have been given, or which could offend the sensitivities of others.

*N.B. The names of schools or colleges, teachers or children, should always be kept anonymous in assignments.*

**Word Count Policy**

The Word Count Policy is available here: <http://www1.uwe.ac.uk/aboutus/policies>. All word counts specified should be seen as an upper limit; there is no discretionary limit beyond the word count.

**Assessment Offences**

In order to ensure that all students are assessed fairly and equitably, it is important that markers are able to be sure it is your own work which is being assessed and that all your assessed work is done within the University rules and regulations. If a marker or invigilator believes that you have committed an assessment offence this will be reported and the allegation will have to be investigated. The University takes the committing of assessment offences very seriously. Action is always taken to investigate and follow through any such cases that are reported. The process and consequences can be found within the UWE Academic Regulations.

An assessment offence is defined by the University as ‘Passing off the work of others as one’s own including copying (reproducing or imitating), cheating, collusion (agreement to deceive, using words or ideas of colleagues or other students and passing them off as your own), plagiarism (stealing someone’s words or ideas and passing them off as your own) and other breaches of assessment or other examination regulations or procedures. Cheating, collusion and plagiarism are the use of unfair means of presenting work for assessment or of aiding another student to do so.

Plagiarism

Demonstrating that you have read a wide range of material (books, journals or other sources) in writing a piece of coursework is essential, but so is ensuring that you acknowledge that work properly through correct referencing i.e. the naming of authors/sources and the use of paraphrasing, quotation marks or indented paragraphs.

Collusion

You may be asked to work with other students on a project, in class or analysing data, it is essential that any work you hand in for assessment purposes is written up by you on an individual basis. The text and diagrams / pictures etc. you use must be your own. You must be particularly careful if you are sharing a computer with another student or passing information between yourself and others in an electronic format such as by disc or email that you do not use someone else’s words – or that they use your words.

Non-Compliance

It is important that you follow the instructions given to you by staff and adhere to the regulations of the University. For example, non-compliance could include taking unauthorised papers or items into an examination room or falsely claiming extenuating circumstances or late work.

<http://www1.uwe.ac.uk/students/academicadvice/assessments/assessmentoffences.aspx>

In addition to the academic regulations, students should pay particular attention to the IT Acceptable Use Policy as this defines what you can or cannot do for the protection of systems and of individual users.