



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Classroom-based enquiry: Secondary Education (Level 3)				
Module Code	UTXGSA–30–3	Level	3	Version	1
Owning Faculty	Arts, Creative Industries and Education	Field	Secondary and Life Long Learning		
Contributes towards	Professional Graduate Certificate in Secondary Initial Teacher Education				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	04/05/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module trainees will be able to demonstrate that they:</p> <ol style="list-style-type: none"> 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. (A) 2. Know how to plan and conduct a small-scale, classroom-based 'action enquiry' in a systematic and independent way using primary and secondary sources and appropriate ethical and methodological approaches; (A) 3. Can articulate a rationale for how planned interventions in their subject teaching are informed by an understanding of how young people learn; (A) 4. Are able to be self-critical and capable of adopting a critically ethical stance in relation to their practice and research; (A) 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; (A)
Syllabus Outline	<p>Formative interrogation and use of data to improve pupil attainment.</p> <p>Practitioner classroom-based research: methodologies and methods; ethics; theory and examples of small-scale action enquiries.</p>

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	<p>Evidence-based professional knowledge and professional learning communities.</p> <p>Current national educational policy, curriculum and priority areas</p> <p>Curriculum, pedagogy and assessment.</p>
Contact Hours/Scheduled Hours	Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.
Teaching and Learning Methods	<p>Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/college placement-based work, technology-enhanced learning through online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading</p>
Reading Strategy	<p>All trainees will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Trainees will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>All essential reading will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online. If further reading is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.</p>
Indicative Reading List	<p>Burton, D. and Bartlett, S. (2005) <i>Practitioner Research for Teachers</i>. London: Paul Chapman Publishing.</p> <p>Capel, S., Leask, M. and Turner, T. (eds) (2010) <i>Readings for Learning to Teach in the Secondary School: A companion to M level</i>. London: Routledge.</p> <p>Faultley, M. and Savage, J. (2010) <i>Secondary Education: Reflective Reader</i>. Exeter: Learning Matters Ltd.</p> <p>Koshy, V. (2005) <i>Action Research for Improving Practice: A Practical Guide</i>. London: Paul Chapman Publishing.</p> <p>McDonagh, C., Roche, M., Sullivan, B., Glenn, M. (2011) <i>Enhancing Practice through Classroom Research: A teacher's guide to professional development</i>. London: Routledge.</p> <p>Sewell, K. (ed) (2008) <i>Doing Your PGCE at M-Level: A Guide For Students</i>. London: Sage.</p> <p>Shulman, L. S. (2004). <i>The wisdom of practice: Essays on teaching, learning, and learning to teach</i>. S. Wilson (Ed.) San Francisco: Jossey-Bass, Inc.</p>

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	Wilson, E. (2009) <i>School-based Research: A Guide for Education Students</i> . London, Sage.
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Part 3: Assessment	
Assessment Strategy	<p>This module offers the opportunity to identify, plan and action a small scale action enquiry that can be undertaken with a class/group of young people.</p> <p>The theme for the enquiry will focus on individual training needs and/or current national educational priorities and/or school improvement. The theme for the action enquiry to be selected from a menu of topics including national priority areas and linked to individual training needs and/or school improvement priorities.</p> <p>Evidence of background reading will be represented in an annotated bibliography.</p> <p>The Subject or Senior Mentor in the school and the UWE supervisor will provide feedback on the proposal. The intervention will be carried out in the school placement.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	P/F	P/F
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
A written enquiry proposal (1250 words) which the trainee will be required to talk through and answer questions on.	PASS/FAIL	
Component B Description of each element	Element weighting (as % of component)	
A written evaluation of the classroom-based enquiry (3,750 words).	PASS/FAIL	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
A written enquiry proposal (1250 words) which the trainee will be required to talk through and answer questions on.	PASS/FAIL
Component B Description of each element	Element weighting (as % of component)

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A written evaluation of the classroom-based enquiry (3,750 words).	PASS/FAIL
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	