Module Specification

Evidence Based Education Leadership in Practice

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Contents

Part 1: Information

Module title: Evidence Based Education Leadership in Practice

Module code: UTLH3W-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will provide participants with an introduction to evidence-based approaches for decision-making within educational settings, focusing on different sources of data and evidence.

Features: Not applicable

Educational aims: Participants will be introduced to evidence-based decision making and its implications for practice. Through practicing the skills of identifying

and defining issues, systematically searching for and retrieving evidence, evaluating and judging evidence, weighing up and analysing evidence and effectively applying it within an educational context, participants will be able to implement and evaluate evidence-based decision-making process.

Outline syllabus: This module will centre on using evidence to shape practice within educational settings. Participants will explore the values and constraints of various sources of evidence, while emphasizing the conscientious, explicit, and judicious application of evidence within educational contexts. Additionally, participants will gain insight into diverse data collection methodologies aimed at acquiring evidence, alongside an understanding of the ethical principles that underpin the integration of data into decision-making processes. As part of the module, participants will actively engage in developing an evidence-based scoping document pertinent to an organisational issue of their choosing, providing a hands-on opportunity to apply the principles and methodologies discussed.

Part 3: Teaching and learning methods

Teaching and learning methods: This module offers students a structured and engaging learning journey, guiding them towards the achievement of specific learning outcomes. The content is thoughtfully curated to facilitate active learning, peer collaboration, and accessibility.

Content Formats:
- Students will have access to a variety of learning materials including clear written text, diagrams, animations, videos, interactive elements, activities, quizzes, and discussions.
- The diverse formats aim to cater to different learning styles and preferences, ensuring inclusivity and engagement.

Facilitating Active Learning:
- Emphasis is placed on active learning strategies where students are encouraged to apply their understanding through tasks and activities.

- Tasks are designed to be authentic and directly relevant to program learning outcomes, fostering real-world application of knowledge.

Facilitating Peer Learning:

- Structured online discussion forums provide opportunities for students to engage with peers, share perspectives, and challenge ideas.
- Asynchronous group work, facilitated through platforms like wikis, encourages collaboration and enhances learning through peer interaction.

Ensuring Inclusivity and Accessibility:

- All learning materials adhere to W3C accessibility standards, ensuring compatibility with popular screen-readers and offering alternative formats where necessary.
- Content is designed to be culturally inclusive, avoiding language or imagery that may alienate or exclude any student demographic.

Key Learning Principles:

- Prioritizing Student Learning: The module design focuses on maximizing student engagement and achievement.
- Ensuring Coherent Design: Content is structured in a logical and organized manner to facilitate seamless learning progression.
- Offering Opportunities for Personalization: Students are encouraged to tailor their learning experience to their individual needs and interests.
- Harnessing Technology: Innovative use of technology enhances the learning experience and facilitates interaction.
- Building Communities: Collaborative learning environments foster a sense of community and support among students.

Integration of UWEs Enhancement Framework:

- The module design aligns closely with UWE's Enhancement Framework principles, ensuring a cohesive and student-centred learning experience.
- By integrating these principles, the module aims to promote success-focused learning outcomes and overall student satisfaction.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically evaluate the principles, processes and application of evidence-based practice within educational settings.

MO2 Analyse and apply evidence-based approaches in a specific educational context.

MO3 Translate and educational challenge into an ethical, evidence-based proposal.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 132 hours

E-learning/online learning = 18 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/00B3FF69-73FA-37B1-E9D1-3A96CB7D0FD9.html

Part 4: Assessment

Assessment strategy: Students are required to translate a significant organizational or educational challenge into a manageable proposal. This proposal should comprehensively outline the process of evidence-based practice as it pertains to the identified issue. It involves clearly defining the question under investigation, outlining sources of evidence, and detailing appropriate ethical methods for collecting, storing, and analyzing data. The ultimate goal is to produce a detailed report and presentation that presents a project proposal aimed at investigating and addressing the identified issue.

Formative assessment will be carried out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.

Resit strategy is the same as for the first sit.

Assessment tasks:

Portfolio (First Sit)

Description: Proposal / Scoping Document – document and presentation

2000 word proposal and 10-15 min presentation or equivalent.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Proposal / Scoping Document – document and presentation

2000 word proposal and 10-15 min presentation or equivalent.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education Leadership [UWE Online] MA 2023-24