



Module Specification

Action Research and Evaluation in Education

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Part 1: Information

Module title: Action Research and Evaluation in Education

Module code: UTLG7X-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: Forms of action inquiry

Evaluation in education research

Reflexivity

Portrayals of persons, concepts of authorship

Forms of representation

Ethics

Validity

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning The study blocks will consist of a range of modes of teaching and learning – lecture, seminar activity and discussion, workshop e.g. developing search skills for online sources, tutorial.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Each module is organised around two intensive study blocks taught over three days (typically Thursday evening to Saturday morning), usually one month apart. In addition students are expected to attend the monthly BRILLE research centre seminars and engage in academic discussion and debate at the seminars. Students are allocated an academic mentor to support them throughout Part 1 of their EdD studies and as well as the module tutor, the academic mentor can provide individual support for the learning on this module. The taught sessions will make up approximately 30 hours in this module.

It is suggested that students engage in approximately 270 hours of independent study in association with this module.

The module will use blackboard as a means of sharing resources and engaging students in learning. As such some contact time may consist of contributions to online discussions or posting comments.

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

MO1 Demonstrate an in depth, systematic knowledge of a range of research methods and methodologies employed to generate professional knowledge

MO2 Identify and manage ethical dilemmas arising in research, in particular, issues relating to representation of people and organisations

MO3 Apply a reflexive mind set to their own research (in all stages of design, conduct, presentation and writing) as well to their engagement with the research of others

MO4 Engage with debates about the nature, function and quality of professional inquiry

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 270 hours

Face-to-face learning = 30 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlg7x-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlg7x-30-m.html>

Part 4: Assessment

Assessment strategy: For this module, a group presentation and an individual piece of coursework are the assessment formats. The group presentation will provide students with the opportunity to collaborate on identifying and exploring ethical issues in research. Engaging with alternative viewpoints is deemed essential in sound ethical research practice. The written coursework will allow students to develop their academic writing at doctoral level in relation to identifying and reflecting on an issue worthy of research in their context.

Students will be provided with feedback of a summative and formative nature on the work produced. Formative feedback will be provided during the teaching of each

module during seminar and tutorial sessions. Module tutors and EdD mentors will be involved in providing formative feedback.

For group presentations marks will normally be allocated for the group, unless exceptional circumstances occur making this unviable.

A selection from the Department of Education assessment criteria will be used in this module (as in all modules in the programme) and they are as follows:

A: Conceptual Domain (Core)

B: Literature Domain

C: Contextual Domain

D: Research Domain

E: Ethical Domain

F: Values Domain

G: Action Domain

H: Negotiated Domain

Length of controlled conditions are indicated; presentations will be held in-class.

Assessment components:

Written Assignment (First Sit)

Description: An essay of 3,750 words discussing a phenomenon or initiative within your professional context which merits exploring through action research / inquiry or evaluation. Explain and justify the following aspects:

Your rationale for selecting this phenomenon or initiative

Your proposed methodological approach to exploration, including reasons why alternatives were not pursued

Your identification of, and plans for, managing ethical issues likely to arise, giving attention to issues of representation

The processes of reflexivity applied to your thinking, planning, and writing about this proposed work

Assessment criteria: ABDEF

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (First Sit)

Description: A presentation (in a group of 2 or 3 people) of 7 minutes per person to tutors and peers providing a critical reflection on one or more ethical issues likely to arise in a professional inquiry conducted in a specified professional context. As part of your exploration, you are asked to draw on relevant published sources (guidelines, policy documents, theoretical and empirical works) to justify your approach in managing the ethical issues identified. The presentations will take place during class time.

Assessment criteria: ACDE

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO2, MO3

Written Assignment (Resit)

Description: An essay of 3,750 words discussing a phenomenon or initiative within your professional context which merits exploring through action research / inquiry or evaluation. Explain and justify the following aspects:

Your rationale for selecting this phenomenon or initiative

Your proposed methodological approach to exploration, including reasons why alternatives were not pursued

Your identification of, and plans for, managing ethical issues likely to arise, giving attention to issues of representation

The processes of reflexivity applied to your thinking, planning, and writing about this proposed work

Assessment criteria: ABDEF

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: A group presentation of 7 minutes per person to tutors and peers providing a critical reflection on one or more ethical issues likely to arise in a professional inquiry conducted in a specified professional context. As part of your exploration, you are asked to draw on relevant published sources (guidelines, policy documents, theoretical and empirical works) to justify your approach in managing the ethical issues identified. The presentations will take place during class time.

Assessment criteria: ACDE

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Doctor of Education [Frenchay] EdD 2023-24