






STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data    |                                             |                    |                           |             |          |
|-----------------------|---------------------------------------------|--------------------|---------------------------|-------------|----------|
| Module Title          | Action Research and Evaluation in Education |                    |                           |             |          |
| Module Code           | UTLG7X-30-M                                 | Level              | M                         | Version     | 3        |
| Owning Faculty        | ACE                                         | Field              | SEALL                     |             |          |
| Contributes towards   | Doctor of Education                         |                    |                           |             |          |
| UWE Credit Rating     | 30                                          | ECTS Credit Rating | 15                        | Module Type | Standard |
| Pre-requisites        | None                                        |                    | Co- requisites            |             |          |
| Excluded Combinations | None                                        |                    | Module Entry requirements |             |          |
| Valid From            | April 2014                                  |                    | Valid to                  |             |          |

|                          |                |
|--------------------------|----------------|
| <b>CAP Approval Date</b> | 7 January 2014 |
|--------------------------|----------------|

| Part 2: Learning and Teaching |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcomes             | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1) Demonstrate an in depth, systematic knowledge of a range of research methods and methodologies employed to generate professional knowledge; (B)</li> <li>2) Identify and manage ethical dilemmas arising in research, in particular, issues relating to representation of people and organisations; (A, B)</li> <li>3) Apply a reflexive mindset to their own research (in all stages of design, conduct, presentation and writing) as well to their engagement with the research of others; (A, B)</li> <li>4) Engage with debates about the nature, function and quality of professional inquiry. (B)</li> </ol> |
| Syllabus Outline              | <ul style="list-style-type: none"> <li>• Forms of action inquiry</li> <li>• Evaluation in education research</li> <li>• Reflexivity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                          | <ul style="list-style-type: none"> <li>• Portrayals of persons, concepts of authorship</li> <li>• Forms of representation</li> <li>• Ethics</li> <li>• Validity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                          |                 |                                                                                       |  |  |                                          |  |  |  |    |                       |                                             |                         |                 |  |     |    |     |     |                                                                                       |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------|---------------------------------------------------------------------------------------|--|--|------------------------------------------|--|--|--|----|-----------------------|---------------------------------------------|-------------------------|-----------------|--|-----|----|-----|-----|---------------------------------------------------------------------------------------|
| Contact Hours                            | <ul style="list-style-type: none"> <li>• 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.</li> <li>• It is suggested that students engage in approximately 270 hours of independent study in association with this module.</li> <li>• 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.</li> </ul> <p>QAA guidance is available here<br/> <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                          |                 |                                                                                       |  |  |                                          |  |  |  |    |                       |                                             |                         |                 |  |     |    |     |     |                                                                                       |
| Teaching and Learning Methods            | <ul style="list-style-type: none"> <li>• <b>Scheduled learning</b> 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.</li> <li>• <b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                          |                 |                                                                                       |  |  |                                          |  |  |  |    |                       |                                             |                         |                 |  |     |    |     |     |                                                                                       |
| Key Information Sets Information         | <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1323 1369 1715"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th colspan="2">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">30</td> <td style="text-align: center;">270</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project<br/> <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> | <b>Key Information Set - Module data</b> |                 |                                                                                       |  |  | <i>Number of credits for this module</i> |  |  |  | 30 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Allocated Hours |  | 300 | 30 | 270 | 300 |  |
| <b>Key Information Set - Module data</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |                 |                                                                                       |  |  |                                          |  |  |  |    |                       |                                             |                         |                 |  |     |    |     |     |                                                                                       |
| <i>Number of credits for this module</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |                 | 30                                                                                    |  |  |                                          |  |  |  |    |                       |                                             |                         |                 |  |     |    |     |     |                                                                                       |
| Hours to be allocated                    | Scheduled learning and teaching study hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Independent study hours                  | Allocated Hours |                                                                                       |  |  |                                          |  |  |  |    |                       |                                             |                         |                 |  |     |    |     |     |                                                                                       |
| 300                                      | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 270                                      | 300             |  |  |  |                                          |  |  |  |    |                       |                                             |                         |                 |  |     |    |     |     |                                                                                       |

|                                  |      |
|----------------------------------|------|
| Coursework assessment percentage | 75%  |
| Practical exam                   | 25%  |
|                                  | 100% |
|                                  |      |
|                                  |      |
|                                  |      |

**Reading Strategy**

**Core readings**  
Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.

**Further readings**  
Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

**Access and skills**  
The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

**Indicative reading list**  
The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide/handbook.

**Indicative Reading List**

Alexander, R. (2009) *Children, their world, their education: Final report and recommendations of the Cambridge Primary Review* London: Routledge

Crotty, M. (1998) *The foundations of social research – Meaning and perspective in the research process* London: Sage

Dahlberg, G., Moss, P., Pence, A. (2013) *Beyond quality in early childhood education and care: Languages of evaluation* London: Routledge

Hamilton, L., Corbett-Whittier, C. (2013) *Using case study in education research* London: Sage/BERA

Holliday, A (2007) *Doing and writing qualitative research* London: Sage

Kushner, S. (2000) *Personalising Evaluation* London: Sage e-book

McNiff, J. (2013) *Action research principles and practice* 3<sup>rd</sup> Edition London: Routledge e-book

Reason, P. & Bradbury-Huan, H. (Eds.) *The Sage Handbook of Action Research: Participative Inquiry and Practice* London: Sage e-book

Yates, L. (2004) *What does good education research look like? Situating a field and its practices* Buckingham: Open University Press

Relevant Journals

Educational Action Research  
 British Educational Research Journal  
 Qualitative Inquiry  
 International Journal of Qualitative Studies in Education

**Part 3: 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 for components A and B. 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 below presentations will be held in-class. The word length of the coursework assessment is noted below.

|                                                                |                                            |           |
|----------------------------------------------------------------|--------------------------------------------|-----------|
| Identify final assessment component and element                | <b>Component B is the final component.</b> |           |
| % weighting between components A and B (Standard modules only) | <b>A:</b>                                  | <b>B:</b> |
|                                                                | <b>25</b>                                  | <b>75</b> |
| <b>First Sit</b>                                               |                                            |           |

| <b>Component A (controlled conditions)</b><br><b>Description of each element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Element weighting</b><br><b>(as % of component)</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <p>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.</p> <p>Assessment criteria: ACDE</p>                                                                                                                                                                                       | 100                                                    |
| 2.(etc)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                        |
| <b>Component B</b><br><b>Description of each element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Element weighting</b><br><b>(as % of component)</b> |
| <p>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:</p> <ul style="list-style-type: none"> <li>• your rationale for selecting this phenomenon or initiative</li> <li>• your proposed methodological approach to exploration, including reasons why alternatives were not pursued</li> <li>• your identification of, and plans for, managing ethical issues likely to arise, giving attention to issues of representation</li> <li>• the processes of reflexivity applied to your thinking, planning, and writing about this proposed work</li> </ul> <p>Assessment criteria: ABDEF</p> | 100                                                    |
| 2.(etc)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                        |

| <b>Resit (further attendance at taught classes is not required)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Element weighting</b><br><b>(as % of component)</b> |
| <p>A group or individual 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.</p> <p>Assessment criteria: ACDE</p>                                              | 100                                                    |
| 2.(etc)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                        |
| <b>Component B</b><br><b>Description of each element</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Element weighting</b><br><b>(as % of component)</b> |
| <p>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:</p> <ul style="list-style-type: none"> <li>• your rationale for selecting this phenomenon or initiative</li> <li>• your proposed methodological approach to exploration, including reasons why alternatives were not pursued</li> <li>• your identification of, and plans for, managing ethical issues likely to arise, giving attention to issues of representation</li> </ul> | 100                                                    |

|                                                                                                                                                                                           |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>• the processes of reflexivity applied to your thinking, planning, and writing about this proposed work</li></ul> <p>Assessment criteria: ABDEF</p> |  |
| 2.(etc)                                                                                                                                                                                   |  |
| <p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>            |  |