|  |
| --- |
| **PROGRAMME** |
| BA (Hons) Primary Education with QTS |

|  |  |  |
| --- | --- | --- |
| LEVEL | MODULE CODE | MODULE TITLE |
| 3 | PE302 | Research |

|  |  |
| --- | --- |
| TITLE OF ASSIGNMENT | WEIGHTING |
| Research Proposal  Research Project | 10%  90% |

|  |
| --- |
| DESCRIPTION OF TASK  **Research Proposal** (500 – 1 000 words +/- 10%)  The project proposal provides the opportunity for you to consider the range, scope and focus of your research project. Preliminary reading of both methods and subject matter should be undertaken in order to complete the project proposal sheet with an indication of the sources you will use in the later project itself.  **Research Project** (5 000 – 7 000 words +/- 10%)  This study is designed to enable you to engage in developing your knowledge and practical expertise in the teaching and learning of a particular area of the curriculum and to reflect on the ways in which that area may form part of a complete and balanced primary school curriculum.  The area of the curriculum that you choose to focus on will be the one you followed for the Subject Leadership module.  **Guidance Notes:**  You should examine in some depth the key issues to emerge from work in this field which you undertake with children. Normally, this will have arisen in the course of school placement or as a result of your background reading. The discussion should be structured in order to set the work implemented in school(s) within a wider context, i.e. to justify and evaluate it in the light of current research, the contemporary curriculum debate in your chosen area of study, and its place in the wider primary school curriculum.  Begin by deciding your area of interest and collecting any relevant material from your work on earlier placements.  Discuss possible choices with a tutor. Research the area. Try to find out where the current controversies lie. Begin to think how you could investigate this area through structured classroom research.  You will need to arrange your own access to schools or child-care settings for the research. You need to be aware of the protocol for arranging access and the time needed to facilitate this. You need to do this in a timely and professional manner.  **Contents:**  The study should include the following elements:   1. *Preliminary Section* 2. Title page (with title, name, course, University College name, month and year and word count); 3. Table of contents (with page references and references to any separate appendix materials); 4. Abstract (a short summary of about 200 words) of what the study sets out to investigate, outlining the main proposals, issues and conclusions. 5. *Introduction*   This should outline the aspect of the curriculum and issues which you have chosen to investigate and explain the reasons for your particular interest or concern in this area. It should indicate the general direction of your thinking, setting out what you consider to be the central themes pertinent to the discussion in the context of a general analysis of background reading. Where appropriate, you should state the hypotheses or assumptions being examined in the light of your background reading, observations and own work in schools.  **Ensure that the research question is small, specific, realistic and feasible.**   1. *Literature Review*   This should set the theoretical framework for the discussion of the practical work in school. It might be relevant to:   * establish current trends in thinking with regard to children’s learning, especially in your chosen area; * examine the nature and value of such activities in the education of the child; * identify particular knowledge/concepts/skills/attitudes to be developed; * consider approaches current in the classroom and the principles underlying the practices.  1. *Research Methodology*   This section refers to the planning, implementation and evaluation of classroom based research in school.  You should include:   1. details of the context in which the work was undertaken, i.e. age of children, nature of their previous experiences in this area, extent of the provision of resources in the area; 2. description and justification of the methods used to acquire and analyse information; 3. your awareness of the limitations of the methodology used, e.g. the reliability and validity of observations and inferences to be drawn; 4. consideration of ethical issues, access and confidentiality. 5. *Analysis of findings* 6. a summary of the data collected. Full details of evidence may best be included as appendices, with appropriate reference in the text; 7. a thorough analysis of the data collected; 8. grounding the methods chosen for your analysis in the literature. 9. *Conclusions and Recommendations*   This section provides the opportunity for:   1. reflecting on the general implications of your findings; 2. considering ways in which they may influence your future practice as a primary class teacher (or even your future role as a subject leader in school); 3. a wider examination of the value of such activities or matters in the primary curriculum; 4. recommendations for the implications of your findings within the school context and for subsequent research to further develop the ideas of your project. 5. *Reference Material* 6. LIST OF REFERENCES. This must include every published work referred to in the text. 7. APPENDIX (ICIES). If appropriate these may be presented in a separate A4 file. |

|  |
| --- |
| MODULE OUTCOMES TO BE TESTED  By the end of the module, students will be able to:   * construct and undertake a research project using a wide range of standard and innovative techniques * defend their choice of method * reflect on the validity and relevance of published research projects   QTS References: 7a  Other QTS standards will be addressed depending on the choice of focus and methodology employed. |

|  |
| --- |
| ASSESSMENT CRITERIA  Research Proposal:  Coherence of proposal (50%)  Use of literature (50%)  Research Project:  Understanding of issues and development of arguments, including justification of research methods (30%).  Evidence of critical reading of a range of literary sources and quality of its integration. Inclusion of sources related to the subject and sources related to the research methods. Selection and analysis of literacy sources (30%).  Selection and analysis of school based evidence including range, quantity and quality of data collected (30%).  Quality of communication: use of standard English and quality of presentation. Use of appropriate structure (including subheadings within project) (10%). |
| MARK SCHEME: RESEARCH PROPOSAL / RESEARCH PROJECT  See following grids |

|  |
| --- |
| DATE AND TIME OF SUBMISSION  Research Proposal: 16th October 2008  Research Project:12th January 2009  *Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Head of Department for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence.* |

|  |
| --- |
| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  Research Proposal: 10th November 2008  Research Project: 20th February 2009 |

PLAGIARISM

Note to students: Your attention is drawn to the University College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.

**List of References:**

The List of References will depend on the subject chosen. However, it should contain a variety of books and journal articles and may also contain newspaper articles, internet sites, television and radio programme references. Although all of the texts will be presented together in the List of References please note that some of the sources will relate to the research methods while others will relate to the specific subject.

The following books are a starting point for research methods:

BELL, J. (2005) *Doing your research project.* OU Press: Milton Keynes.

Cohen, L. , Manion, L. & MORRISON, K. (2007) *Research methods in education.* London: Routledge.

|  |  |  |
| --- | --- | --- |
|  | Assessment Criteria for Research Project Proposal | |
|  | Coherence of Proposal | Use of Literature |
| A\*  80+ | The ideas are well focused and grounded in literature. A wide range of sources is used, including up to date material. The planned research is ambitious but realistic and involves multiple methods. The proposal has been thoroughly contextualized and there is a plan to gain access. | There is a coherent synthesis of the literature and specific points were linked to multiple authors. The various methods are justified and well grounded in the literature. |
| A  70-79 | There question has a clear focus. A range of sources is used, including up to date material. The timeline for the research is specific and realistic. The context for the research is clear and relevant and there is a plan to gain access. | There is a coherent synthesis of the literature indicating the main themes and issues. The choice of methods is justified and grounded in the literature. There is evidence of broad and balanced reading. |
| B  60-69 | Appropriate methods have been chosen. The timeline gives a clear overview of the planned research. The context for the research has been considered carefully and an awareness of the need to gain access is evident. | A range of sources has been used and synthesised  The ideas are grounded in the literature. Methods chosen have some grounding in the literature. |
| C  50-59 | There is a broad idea for research. The need for more than one method has been recognized. The timeline gives an overview of the planned research. The context for the research has been considered and an awareness of the need to gain access is evident. | A range of literature has been presented. There is some linkage between the ideas and methods and supporting literature. |
| D  40-49 | The ideas are beginning to become focused. The timeline gives some specific actions. A single method has been chosen for the research. There is a general awareness of setting. There is some awareness of the need to gain access. | Some reading is presented. There is a need to link the ideas and methods to the literature more directly. |
| E  35-39 | A general area for research is presented. The timeline is unrealistic or lacks detail. The setting is unclear and contact needs to be established with the target group. | There is some evidence of reading |
| F  Below 35 | The issue for research is extremely broad and needs refining. Time factors have not yet been considered. There is little or no sense of context or access. | Some sources are listed but the minimum number has not been accessed and recorded. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Assessment Criteria for Research Project | | | |
|  | Understanding of issues and development of argument | Evidence of critical reading | Selection and analysis of school based evidence | Quality of communication |
| A\*  80+ | A perceptive understanding of broad range of issues which raise questions through recognising conflict and controversies. Clear evidence of sustained and original thinking, worthy of consideration for publication. The project is insightful and thought-provoking. An excellent understanding of reliability, validity and generalisability of methods and data.  An excellent understanding of ethical issues and their application. | A scholarly approach resulting in an analysis, evaluation and synthesis of sources used. Extended reading and use of articles with scholarly judgement of the reliability, validity and generalisability of the sources discussed. Excellent, analytical use of literary sources to support both research methods and the literature review. | A scholarly approach to selection, analysis and evaluation of research data determined through a variety of research methods which fit into a well articulated methodology. Appropriate methods of analysis planned and grounded in literature. Triangulation of data through different methods of data collection. | Excellent presentation and communication. Awareness of style and conventions appropriate to the genre. |
| A  70-79 | A confident understanding of relevant issues raised by the question. Evidence of sustained and independent thinking in structuring an argument which considers differing interpretations. A perceptive understanding of reliability, validity and generisability of methods and data.  A thorough understanding of ethical issues and their application. | Critical judgement in the selection, analysis, synthesis and evaluation of sources. Evidence of broad and balanced reading of suitably valid materials. A clear understanding of methodology with regard to reliability, validity and generalisability. Effective use of literary sources to support both research methods and the literature review. | Critical judgement in the selection, analysis and evaluation of research data determined from a variety of research methods A variety of forms of school-based evidence are used. Analysis of data planned and appropriate. Analysis grounded in literature. Triangulation of data through different methods of data collection. | Communication of high quality showing elegance of style, appropriate awareness of audience and precision of phrasing. Accuracy of grammar, spelling and punctuation. |
| B  60-69 | A thorough understanding and evaluation of some pertinent issues raised by the question. A well constructed argument capable of handling different views. A good understanding of reliability, validity and generisability of methods and data.  A good understanding of ethical issues and their application. | Good judgement in the selection, analysis and presentation of a range of appropriate sources. Thorough use of literary sources to support both research methods and the literature review.  A good understanding of methodology with regard to reliability, validity and generalisability. Able to compare and contrast the ideas of different writers or theorists. | Good judgement in the selection, analysis and evaluation of a range of data, including negative and ambiguous evidence, obtained through a variety of methods. An awareness of the need to plan analysis alongside the gathering of data. Triangulation of data through different methods of data collection. | A written style which contributes to the clear and fluent communication of meaning. Appropriate for the audience and generally precise and with accurate grammar, spelling and punctuation. Accurate use of common conventions. |
| C  50-59 | A sound understanding of relevant issues raised by the question. A coherent structure of discussion within the argument  A sound understanding of reliability, validity and generisability of methods and data. A sound understanding of ethical issues and their application. | Sound description and analysis of sources to support both research methods and the literature review.  A sound understanding of methods with an awareness of reliability, validity and generalisability. Some ability to compare different ideas from published sources. | Sound description and analysis of research data. Ability to select appropriate method(s). An awareness of the need to consider analysis of data including negative and ambiguous evidence. Some awareness of the purpose of triangulation. | Few inconsistencies in written style. Generally appropriate for the audience. A few difficulties with register. Accurate use of common conventions of grammar, spelling and punctuation. Able to maintain an appropriate tone. Mainly accurate use of standard conventions. |
| D  40-49 | Some understanding of the relevant issues raised by the question. Discussion not always consistently sustained within the argument. Some awareness of reliability, validity and generisability of methods and data.  Some understanding of ethical issues and their application. | Some ability to select appropriate literary sources to support research methods and/or literature review. An account where the balance is towards the descriptive and remains reliant on limited sources.  Some understanding of methods with an emerging awareness of reliability, validity and generalisability. | Some ability to select appropriate research evidence, but an account where the balance is toward the descriptive. Analysis initially unplanned. Some awareness of triangulation. | Some inconsistencies in written style which impair communication. Some difficulties with register. A number of imprecisions of phrasing; weaknesses when more complex language is used. Little understanding of the need to consider audience. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| E  35-39 | A limited understanding of relevant issues raised by the question which seriously impairs the development of a coherent answer to the question.  Limited awareness of reliability, validity and generisability of methods and data. Limited awareness of ethical issues. | Minimum use of secondary sources to support literature and/or methods with little interpretation or analysis. An account which is largely descriptive, derivative or uninformed.  Limited understanding of method, reliability, validity and generalisability. | Minimal interpretation and analysis of research evidence. Very poor use of primary source materials. Little or no awareness of the need for triangulation. | Inconsistencies and inaccuracies which impair communication. Poor organisation of research report. Lack of coherent structure. Repetitive. Inappropriate for the audience. |
| F  Below 35 | Little or no understanding of the issues relevant to the question. Little or no attempt to develop a structured argument or discussion. Little or no awareness of reliability, validity and generisability of methods and data. Little or no understanding or awareness of ethical issues. | Minimal inclusion, interpretation and no analysis of secondary sources. An account which is descriptive, derivative or uninformed. Little or no awareness of issues relating to method. | No inclusion of research evidence. | Many inconsistencies and inaccuracies which impair communication. Mainly unstructured research report. Wholly inappropriate for the audience. |