

Education Studies

Masters in Pedagogy and Practice MA(PP)

Module Handbook: **Masters in Pedagogy and Practice**

Module Code: Module 1: (12623) Planning and Piloting your project



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Masters in Education

Module 1: Identifying and piloting your project

Semester 1

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Level 7

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PROFESSIONAL SERVICES SUPPORT FOR TAUGHT POSTGRADUATE PROGRAMMES

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This handbook is available on request in alternative formats from the department.

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Introduction

This module is Part I of a Master course designed for those who already have M level credits and who wish to undertake research projects in their own schools looking to develop and extend their research ability and performance. This Masters course builds on work you will have done on your Masters level PGCE or on equivalent credits. A personal mentor and supervisor will be identified to support you.

Aims

This module offers students the opportunity to become researchers in their own institutions and researchers of their own practice. It will give the skills and knowledge to carry out a small-scale research project. This first module will give them an understanding of research at Masters Level and introduce them to the key research paradigms.

Students will focus on their practice in the classroom / institution they are working in and explore this practice in a way that allows them to undertake research focussed on developing and improving this practice.

This will be built on an area in which they have a personal interest or their institution has an institutional interest.

This module will explore the wider literature of the chosen area and will also aid students in planning their research project and carrying out a pilot study to help them to refine their research questions, methods and instruments, By the end of the module students will:

- Have a critical understanding of research methodologies to allow them to carry out educational research
- To be able to formulate a research question that is suitable, relevant and practical for them to design a research study.

Have designed and piloted a research study which integrates their own ideas with ideas gained from literature relevant to their area of study.

Learning Outcomes

The module has the following Learning Outcomes:

- 1: Design, justify and pilot a small-scale research project, which is rooted in pedagogic understanding and the needs of their practice;
- 2: Demonstrate an understanding of pedagogy, suitable, relevant and up-to-date research to in the development of a literature review;
- 3: Show on-going reflective understanding of their project's impact on their practice;
- 4: Demonstrate an understanding of research and research methods in the development of their research methodology including a consideration of appropriate data collection methods;
- 5: Demonstrate an understanding of appropriate ethical considerations in the design and piloting of their project.

Learning and Teaching Strategy

- Learning activities include formal lectures, online presentations, seminars and group discussions. These formal sessions will be scheduled in advance (for and will amount to approximately sixteen hours face to face and another 14 hours on line / tutorials.
- Students are expected to engage in up to a further 180 hours of self study, including making use of on-line and distance learning materials both prior to and following face to face sessions.
- Students will be supported throughout the module by the course tutor who is available to provide assistance via skype, e-mail, telephone, or personal tutorials.
- The preparation and delivery of assignments will be used as a learning method to develop intellectual and practical skills.
- Empirical research to be undertaken by participants will be used to develop research methodologies and skills.
- The examination of data during workshop sessions and the preparation and delivery of assignments will be used as learning methods to develop the skills of synthesis, judgement and communication.
- Transferable skills will be taught and learned in a variety of different contexts, including seminars, workshops, self-evaluation instruments and personal reflection.

Participants will be required to demonstrate their learning through assignments and practical activities

Module Content

This module is taught through a mixture of on-line learning activities (facilitated via the CANVAS VLE) and also two face-to-face whole day sessions at the university. This combination or blended learning approach will offer students both the independence and guidance they will need to complete the module successfully

1. **Weekend Workshops:** These workshops will allow students face-to-face time to engage in dialogic understanding and collaborative learning. They will have time to work with their tutors from the university and with their peers from their own and other institutions. This will allow for in-depth discussion and deliberation on key issues and also time for the students to clarify ideas. There will also be direct teaching input during these sessions and the opportunity to socialise.
2. **On-line and distance learning:** These will explore and cover these ideas in greater detail in a series of fortnightly tasks, which will contribute to the overall project. This allows students to work in their own time and at their own pace through a series of guided and differentiated tasks.
3. **Tutorials:** Tutorials give the opportunity for constructive dialogue between tutor and students giving time to focus on the particular needs of the student.

Students will be expected to have access to a computer and the internet as part of their studies and to be able to install plug-ins and other software as directed – assistance will be available via face-to-face or e-support.

More details about these sessions can be found on the support website <http://www.hullmapp.org.uk> and also on the CANVAS VLE where there are extensive and developing resources.

The course is broken up into 5 sub-modules:

- A1** (online) – An introduction to the course – writing at M level and accessing and critiquing resources
- A2** (face-to-face weekend seminar) – Exploring the nature of educational research and research methods
- A3** (online) – Critical reading of literature and thinking about theoretical models
- A4** (online) – Study design and developing the research question
- A5** (face-to-face weekend seminar) – Writing the research study, designing the pilot, Data Gathering & Ethics.

Module Assessment

As the programme is focussed on the development of a study, which is negotiated by the student (and possibly their institution / employer) the main skills that will be assessed are those shown in the POs above. This will include material from both Blog entries and also a presentation or essay type work.

As the methods of study will focus on self-study / on-line learning and then focussed weekends of sharing and collaborative practice, the methods of assessment will mimic this methodological approach. All students will be expected to keep an academic, critically reflective journal (as a blog) and to engage with the blogs of other students. Alongside this there will be small tasks to complete periodically as part of the blended learning tasks.

The major assessment for the module will be a presentation and discussion of the findings of the student's study. The nature of the presentation will be developed in consultation with the student and the best method will be negotiated – the core criteria from the level 7 descriptors will be used to assess this product

The assignment will need to be submitted by Friday January 20th at 2:00pm via Canvas. The learning journal (if appropriate) and responses will also need to be complete by this date.

Arrangements for revision and private study

Directed tasks and on-line discussions with other students will be encouraged outside of those that are part of the assessment. Time will be made available during the taught sessions for students to be supported in gathering information and data. The module leader will be available (p.hopkins@hull.ac.uk [eMail] or paul_hopkins [Skype] or @hullmapp [Twitter]). Some session time will be set aside for individual support from the module leader and there will be opportunity for a individual tutorial to discuss the written element of the course.

Assignment Guidance

A key aspect of Masters degrees in education at this university is the application of theory to practice.

Consequently participants are expected to apply the knowledge and understanding they receive through the teaching and self-managed study to a context that is familiar to them. This means that participants will have to develop their own title for the submission which is based on the following simple premise:

The title should contain a **verb**, a **concept** and a **context**.

There are many suitable **verbs** to use, but here are some of the most common: 'explore', 'investigate', 'examine', 'evaluate' and 'review'. You can also use derivatives of a verb, such as 'examination'.

The **concept** should be drawn from the list of the topics studied above from which you are recommended to choose one of the following:

Personalised Learning
Learner-Centred Leadership
Effective Learning Environments
Collective Leadership
Leading (or) Managing Change
Strategic Focus

The **context** is the situation to which you wish to apply this theory. This could be a school, college or other institution. Equally, it could be a collection of organisations, such as a cluster of schools, or it could be a system like a local authority or a phase of a national education system.

Putting together the verb, concept and context will allow you to develop titles for your assignment that look something like the following examples:

"The relevance of personalised learning to tutors in a university setting"

"Managing the introduction of a new initiative in a primary school".

"Building leadership capacity in a secondary school which has recently emerged from special measures."

Participants will be encouraged to experiment with combinations of verbs, concepts and contexts before agreeing a final title with the module tutor.

Writing an assignment

If you follow the advice given above on how to create the title of the assignment then you will be in a position to be very focused on the key issues. Many participants try to cover too much material in their assignment and, as a consequence, lose focus. A very simple measure of your ability to write an assignment is to ask yourself the question:

“Can I say in one sentence what I am writing about?”

If you can then you have adequate focus; if you cannot you will be struggling to maintain focus. So ask yourself the question!

There is much more advice and guidance on assignment writing in the course handbook, so please look at that closely when drafting your assignment. You should also pay close attention to the directions in the course handbook on layout and referencing.

Assignment Submission

Assignments should be submitted via CANVAS **as per instructions (appendix 1)**. Students must retain a personal copy of their assignment as insurance against loss or damage.

Students wishing to apply for an extension to the published deadline must do so by submitting a completed Mitigating Circumstances Form (SAS-M) no later than 7 days after the submission date.

Students wishing the Module Board to be made aware of any other mitigating circumstances that may affect their performance should attach a completed Mitigating Circumstances form (SAS-M) to their submitted assignment.

Method of Re-Assessment

Failure in the assignment will be reassessed by means of a similar assignment. If only one section of the assessment is failed only this part needs to be repeated.

Further Reading and Resources

For extensive support resources see the following website:

<http://www.hullmapp.org.uk> and the CANVAS support VLE

This includes books, journal articles, websites and other resources often including links to copies of these resources.

Access to journals

The Brynmor Jones Library has an extensive collection of journals, both print and electronic. Printed journals can be borrowed once they have been bound into hardback, but more recent issues must be consulted in the Library.

Access to the majority of electronic journals, indexes and other resources is via an ATHENS username and password, which will be given to you automatically when you register for computing facilities. Go to the Library's web pages at www.hull.ac.uk/lib, and click on Electronic Information to access these resources, which include subject listings such as Educational Studies. If you have any problems accessing or using these resources, ask for help at the Library Enquiry Desk, opposite the lifts. Some electronic resources have the full text of journal articles, which you can print out. Others give only a brief abstract, but the full article can be ordered (with authorisation) using the interlibrary loan system.

Specific journals and/or articles will be recommended to you as the module progresses. Meanwhile, you should have a look at the printed and electronic journals held in the Library, so that you are familiar with the range available and how to access them. This will save you time when you begin to use more journals in subsequent years of your course.

Some indicative journals are:

- British Journal of Special Education
- European Journal of Special Needs Education
- International Journal of Inclusive Education
- Journal of Research in Special Educational Needs
- Support for Learning

University of Hull study support services

The University's own web pages have much to offer in the way of study skills support:

www.hull.ac.uk/library - then click on Subject Library Guides or Study Skills. This gives you access to a range of Fact sheets on aspects of literature searching, and has some links to other useful study skills resources on the Web.

Virtual Learning Environment

Canvas is the Virtual Learning Environment (VLE) used to support the Masters of Education degree and MEd in Inclusive Education. Once you have begun to use Canvas you will become more and more familiar with its functions and capabilities. If you feel the need to consolidate your expertise, a session in Semester 2 can be held, subject to student request to, perhaps, look at Canvas in more detail and give you the opportunity to ask questions and suggest further uses of the VLE.

The course will use Canvas but mostly will use the dedicated course website at www.mmiweb.org.uk/ltnt and also Twitter - it is recommend you get a Twitter account if you do not already have one and follow @hullltnt

Attendance Requirements

- Full-time students are expected to be at the University during each semester, arriving no later than the first day of semester and not leaving before the last day;
- Full and part-time students are expected to attend all taught sessions;
- Students registered on Distance Learning programmes are expected to participate in all aspects of the programme as indicated by their Course Leader.

Rules governing absence from the University

The University has an Attendance Policy, which requires students to attend all timetabled sessions for their programme of study. An attendance register will be kept for tutorial sessions and students with unauthorised absence will be subject to Faculty and University disciplinary procedures. Attendance will be taken into account when determining whether a student is allowed to resit a failed module.

Students who need to be absent for a genuine reason should obtain a leave of absence form from the Education Studies Office. Students who are unwell for a period of more than a few days should obtain a medical certificate from their doctor and notify the Education Studies Office.

You are reminded that unauthorised absence may affect your course progress and if applicable any government funding.

For further information see


<http://www2.hull.ac.uk/student/studenthandbook/academic/absence.aspx>

If your absence is related to a disability, please contact Disability Services for advice.

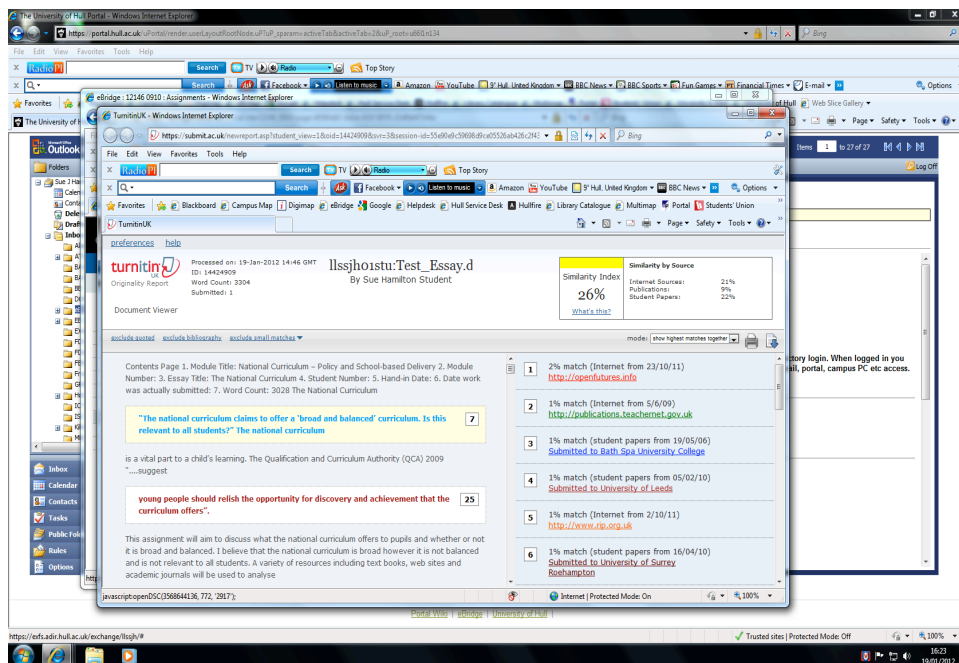
Using Turnitin for formative assessment

As indicated in your programme handbook formative use of Turnitin is being made available to assist you with referencing your assignments correctly prior to the final submission of your work. You will be given **one** opportunity to submit a draft piece of work to Turnitin via the Assignment Tool on the relevant module site on Canvas. You can return to your submission later to check the report you will receive from Turnitin. If you have any queries with interpreting the Turnitin report, please contact your module tutor who will be able to advise you accordingly. **It should also be noted that you are not formally submitting your assignment using this facility. The formal electronic submission of your assignment must be done in the usual way via the CES UG Submissions site on Canvas.**

To submit your essay follow these instructions:

- Go to relevant module site and click on the Assignments button on the left of the screen
- Select the submission instance (eg presentation) relevant to the piece of work you wish to submit
- Click on browse to select your document
- Click on the submit button to upload your document
- About 30 minutes after you have submitted your document, go back to submission instance in question and click on the link to View Report (you will see  next to the link) - the report will be similar to this

Screenshot of Turnitin Report



The screenshot displays a Turnitin report for a document titled "l1ssjho1stu:Test_Essay.d" submitted by Sue Hamilton. The report includes the following details:

- Processed on:** 19-Jan-2012 14:46 GMT
- Originality Report ID:** 14424959
- Word Count:** 3204
- Submitted:** 1
- Similarity Index:** 26%
- Similarity by Source:**
 - Internet Sources: 21%
 - Publications: 2%
 - Student Papers: 22%

The report also shows a list of matches with the following details:

Match Number	Similarity	Source
1	2% match	Internet from 23/10/11 http://openjournals.info
2	1% match	Internet from 5/6/09 http://publications.teachernet.gov.uk
3	1% match	student papers from 19/05/06 Submitted to Bath Spa University College
4	1% match	student papers from 05/02/10 Submitted to University of Leeds
5	1% match	Internet from 2/10/11 http://www.rp-afg.uk
6	1% match	student papers from 16/04/10 Submitted to University of Surrey Roehampton

The document viewer shows the following text from the report:

Contents Page 1. Module Title: National Curriculum – Policy and School-based Delivery 2. Module Number: 3. Essay Title: The National Curriculum 4. Student Number: 5. Hand-in Date: 6. Date work was actually submitted: 7. Word Count: 3028 The National Curriculum

"The national curriculum claims to offer a 'broad and balanced' curriculum. Is this relevant to all students?" The national curriculum

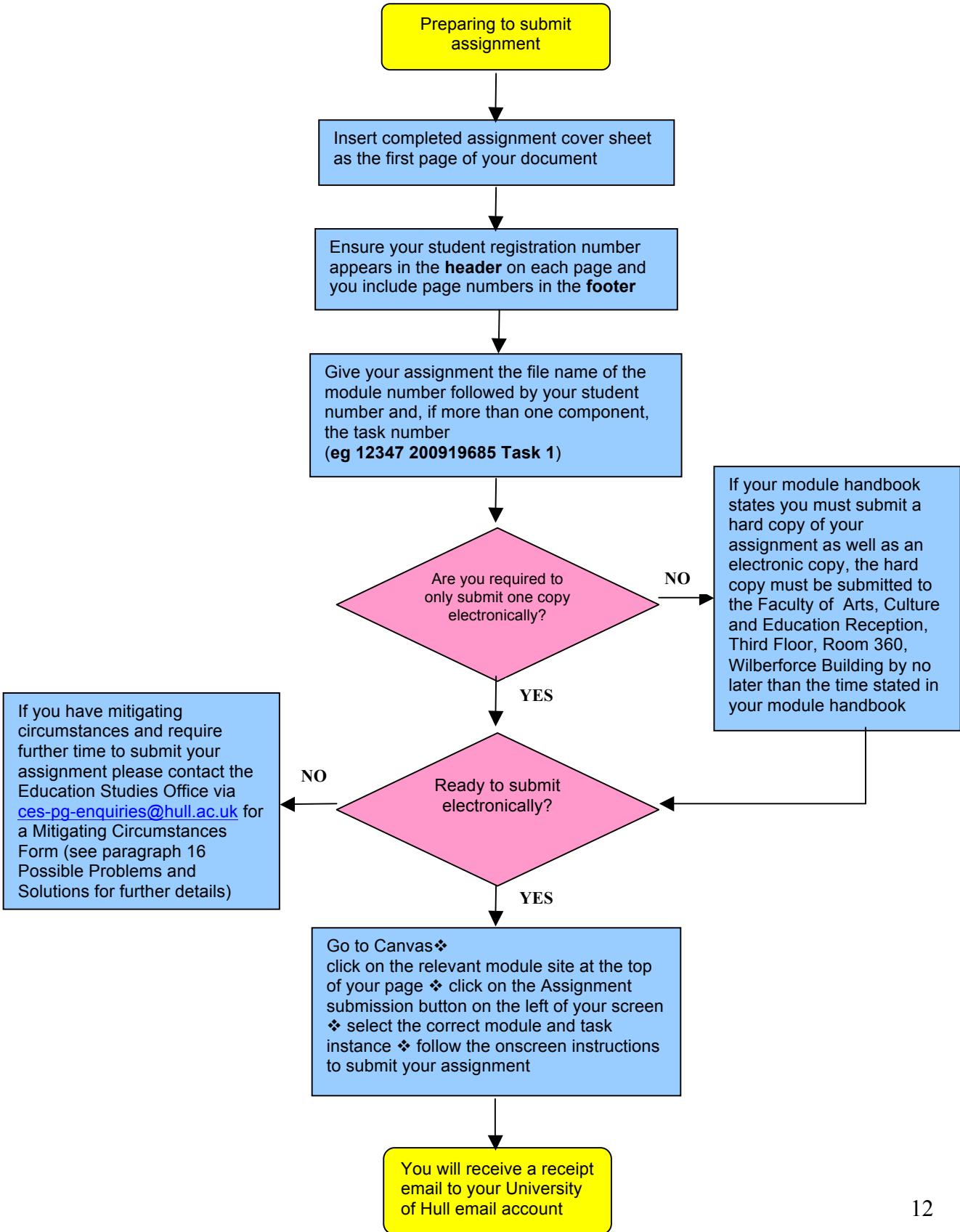
is a vital part to a child's learning. The Qualification and Curriculum Authority (QCA) 2009 "...suggest

young people should relish the opportunity for discovery and achievement that the curriculum offers".

This assignment will aim to discuss what the national curriculum offers to pupils and whether or not it is broad and balanced. I believe that the national curriculum is broad however it is not balanced and is not relevant to all students. A variety of resources including text books, web sites and academic journals will be used to analyse

ASSIGNMENT SUBMISSION PROCEDURES

PLEASE NOTE THAT THE UNIVERSITY OF HULL FOLLOWS A POLICY OF ANONYMOUS MARKING



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www.hull.ac.uk