

Assessment Tasks Description

Throughout your study of this module you are asked to keep a Research Journal. Your Research Journal provides a log of the activities you have done throughout the module and will so help in planning your assignments.

The activities in the Research Journal are linked to the seminars of study which you will find in Moodle. These activities form the more 'formal' part of the Journal and are designed to enable you to keep a record of your work as you work through the module. The Research Journal activities also feed in to your assessment assignments. You may be required to discuss parts of this section of your Research Journal with your tutor.

On the module learning environment, you will also find links to other relevant areas for your professional development, which you might like to consider as you work through this module. The web-links under the 'My CPD area' take you to the Chartered London Teacher website and the TDA's Standards site, together with links to the Institute with information on other award-bearing courses and modules.

In order to be allowed to submit for assessment, the regulations require you to demonstrate that you have attended the module. As an open mode module which is taught predominantly online, we have developed the Keep in Touch Activities to enable this to occur. Details of these activities are outlined below:

Keep in Touch 1

1st Contact Point:

Introduce yourself on Moodle. You can tell us about your likes and dislikes, your family, your work or your experiences on your programme so far.

Why are you studying TAR? It might be because you have to do a research methodology module and this seemed the best one ... but you should consider why you want to explore Action Research rather than consider other types of Educational Research. Reading the Module Handbook should help as it has the Aims and Learning Outcomes of the module within it. It also highlights the module curriculum.

What are your expected learning outcomes? Yes, we have learning outcomes in the module handbook, but you might have specific reasons linked to your setting, which mean you have expectations of this module in supporting your learning. Share these with us online.

Keep in Touch 2

Moodle Activity 1: Identify your needs and describe your institutional context

This assignment aims to allow you to summarise your experience of any research and development in which you might have been involved, and to identify any skills which are relevant to educational research which you might have already developed.

You are also asked to think about the context you are working in and bring out any issues here, which are of relevance to educational research.

STEP 1

Identify your needs - skills and knowledge audit

Complete the audit pro-forma, which you will find below. **You may complete the electronic version of this which you will find on Moodle** (TAR Course Material).

This audit shows your self-assessment against the knowledge, skills and understanding which contribute to educational research. Against each area you need to indicate briefly some evidence to support your claim (for example, analysis of SATS results could come against the data analysis and interpretation area).

Knowledge, skills and understanding	I need to develop this	I have some awareness of this	I have a secure grasp of this	I have made use of this and feel confident	Evidence
Interpretation and use of evidence in educational development					
Knowledge of educational research methodologies					
Planning and evaluating a piece of classroom or educational research					
Data analysis and interpretation					
Observing colleagues teach or 'practice'					
Communicate ideas in an accomplished manner consistent with the conventions of writing for the profession and/or academic discipline					
Reflect on practice					

STEP 2

Institutional context

Here you should set out a brief description (500 words) of the institutional context in which you work. Your description should include:

- A broad overview of the pupil profile and school catchment area or other appropriate information if not a school;
- A brief description of the staffing organisation and structures;
- A description of your role;
- A brief outline of the main issues emerging from your role in terms of areas of development, problems, interests and changes;
- A brief outline of changes in practice you would like to bring about/are bringing about;
- Any other aspects of the context that you think are important.

You are expected to demonstrate a critical engagement with the text and web-based module materials including Teachers TV programmes, your contributions to discussion and e-conferencing, and other resources linked to the module. This should be appropriately referenced at the end of your assignment.

Keep In Touch 3

Moodle Activity 2: Completing an Ethics Form

Full guidance on completing the form appears on Moodle and in your Research Journal. Please use the IOE's ethics form and upload to the KIT 3 forum on Moodle.

Keep In Touch 4

Moodle Activity 3: Rationale for your Research Proposal

This assignment should be about 500-750 words long. The assignment requires you to carry out a critical analysis of two aspects of your draft research proposal:

1. How you have arrived at your draft research proposal;
2. Identify any issues that raise further questions.

This assignment is broken down into two steps, and a number of points have been included here to help focus your response. We recommend that you follow this structure in completing the assignment.

STEP 1

Refer to your Research Journal and responses to Unit 2 Seminar 2 on drafting a proposal for your research. These activities will help you focus your response to this assignment

STEP 2

Prepare a commentary on your draft proposal, which explains your thinking behind it. This could include:

- A summary of your current context and the evidence that points to the need for enquiry/research;
- A commentary of around 200 words on why you think the area you are researching is particularly relevant to your context;
- Your initial thoughts on the research paradigm/methodology you think is most relevant to your project;
- The nature of any data/evidence to be collected;
- An engagement with the module literature/resources. What are the issues surrounding educational research for educational practitioners? What constitutes an acceptable research methodology? What other practice have you seen that has raised thoughts about your research focus? How has feedback from colleagues online influenced your research proposal?

You are expected to demonstrate a critical engagement with the text and web-based module materials including Teachers TV programmes, your contributions to discussion and e-conferencing, and other resources linked to the module. This should be appropriately referenced at the end of your assignment.

Keep in Touch 5

Moodle Activity 4: Discussion Forum

To support this activity we are asking you to engage in a discussion forum about what is important in practitioner research in education. This forum appears in Unit 4 and in it you are asked to post your own thoughts on what you think is important in conducting this type of research, and respond to someone else.

For the KIT activity, we ask you to summarise your points, and the response you have made to someone else as well as the response made to you!

Has it helped you understand research more clearly or just added to your confusion!

Formative Assignment

Refining your Research Proposal

This assignment should be about 750 - 1,000 words long, excluding the up-dated Research Proposal. This assignment requires you to:

- Refine your research proposal in the light of your further exploration of research questions and their settings, exploring educational practitioner research and reflective writing, and a consideration of research tools.
- Provide a critical analysis of the range of evidence and ideas, which have influenced your decision about your research proposal.

This assignment is again broken down into two main steps and below you will find a number of points to focus your response.

STEP1

Up-date and refine your Draft Research Proposal

The easiest way is to do this electronically, building up your proposal and showing the changes you have made at different stages through the use of coloured fonts of different styles of font. This will give you the opportunity to demonstrate how your thinking about the focus for your research is changing.

STEP 2

Research Proposal Commentary (KIT 4 will help here)

Prepare a commentary on your research proposal to illuminate further your thinking about the project. This should include:

- A clear rationale for your research question. This needs to include the conceptual framework. This is the substantive focus of the research and gives the background and rationale and links your specific research question/s to a larger theoretical framework or important policy issues. It shows the connections between the focus of the study and the larger picture, setting your research in context in terms of theory/practice/ policy etc.
- A critique of the way you are going to carry out your research with a focus on the methods - why a qualitative approach? Why have you selected this example? What are the methods of data collection and analysis, the ethical issues and the timescale for the management of the project?
- A summary of your own learning from studying this module with a focus on the development of your thinking about educational research. Include here some reference to wider literature/resources;
- A rationale for an approach to disseminating your findings.

It is expected that you will use this formative assignment in your final submission of the Proposal Document, but it is possible that you can complete a full draft of the final submission if you wish.

Feedback on Interim/Draft Report

This is a key stage in the development of your final Proposal Document and allows you to benefit from feedback from your tutor in order to refine your submission. It mirrors the process of academic writing, where the author would always send their final writing to a peer for comment before submitting it for publication/dissemination etc.

Summative Assignment:

Research Proposal Document

The expected learning outcomes for this module mean that all participants will develop professional knowledge and academic experience which will enable them to:

- Critically select appropriate methodologies for participants' own setting-focused research project;
- Understand and problematise different methodological approaches to action research;
- Plan and design a piece of educational action research;
- Contribute to and draw upon the community of research practice;
- Make connections between the scholarly literature, audio and video media, their own research and the wider issues related to continual professional learning and practice improvement.

The learning outcomes are assessed through the completion of a **Proposal Document**, which must include the following elements:

- Rationale, background and context of your proposal which will include initial engagement with literature (maximum of 1,000 words);
- Research Question(s) and aims;
- A completed Ethics Form;
- A critical analysis of the methodologies of Action Research which will include engagement with relevant literature (maximum of 2,000 words for H level submissions or 3,000 words for M level submissions);
- A diagrammatic representation of the expected cycles of your proposed Action Research Project ... you may use suggested frames or develop your own;
- Consideration of the effectiveness of Action Research as a methodology in your setting (maximum of 1,000 words).

Abstract

All work for submission must include an abstract which sums up the whole Proposal Document. Details about submission appear in the Module Handbook.

Referencing

See [Appendix 1](#) of the Programme Handbook for guidance on referencing etc (if you are not on AEP programme please contact Chandan Shah, Programme Administrator).

H level criteria

Work graded at A and B level will be awarded 30 Honours level credits but these can be used on a Masters programme at IOE; work at Grade C will be awarded 30 Honours level credits which are not transferable into the MA programme.

M level criteria

If you are studying at M level your work must pass at grades A, B or C in order to achieve 30 Master's level credits. In order to achieve a distinction within the MA, students must normally achieve at a consistently high level (grade A) throughout their MA modules (including this one).

Activity 2

Title	What I know	What I'd like to explore further	What I don't want to include although I know it is important	What is not included but might be considered later
<p>Leading staff members while still developing as a leader.</p>	<p>I am not yet confident enough to make decisions that impact all staff members.</p> <p>I research ideas before implementing them, making sure that I have the knowledge and confidence first.</p> <p>Good subject knowledge of KS2 Literacy.</p> <p>Empathy and listening is important when working with others.</p> <p>My time management needs to improve.</p>	<p>Communication with staff members – especially older or more experienced staff members.</p> <p>How to deal with confrontation in the work place.</p> <p>How to implement new ideas / changes in school.</p> <p>How to provide feedback so that it has maximum, positive impact.</p>	<p>Using data to inform choices for school improvement.</p> <p>Effective and purposeful monitoring (of e.g. books, planning and lessons).</p> <p>The impact of effective monitoring.</p>	<p>Effective time management: how to balance my role as Literacy Coordinator with the role of Classroom teacher.</p> <p>How to do as much as possible without spending maximum time doing it: 'working smarter not harder'.</p>

Does teacher marking effect student progress? A student perspective.

Student achievement

Small scale qualitative research study focussing on year 5 students.

Rationale:

- New marking policy introduced (Strengths, Improvement and Dialogue).
- What difference has it made to students learning?
- Do children have time to reflect, make corrections and respond to teacher comments?
- How do children want their work to be marked to improve learning?
- To make recommendations for future practice.

Methodology:

- Qualitative research utilising student questionnaires (Likert scale and open questions).
- 20% random sample across year 5 (7 classes)



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iPGCE Portfolio

Section 1 - Assignment (IOE led)

Module 1

A 5000 word assignment containing three evidenced studies (around 1200 words each) focusing on the different selected themes and 1400 words introduction/context setting and synoptic analysis of themes running across the studies.

Module 2

A 5000 word report of work undertaken during the module and reflection on how practice has developed.

Section 2: Directed Activities (AT led)

Audit of Knowledge
Philosophical Statement
Induction Tasks
Summary (at end of each Module presentation)

Section 3: Learning Journal (ST led)

This may be a blog; google docs; word document etc and will be a personal document which tracks your development through the module activity.
Reflections following discussion of Module themes and Professional Practice
Identification of 'actions' as a result of these reflections: this will include reading activity, discussion etc

Section 4: Module Units (IOE tutor led)

Responses to directed tasks on VLE
Notes on directed reading

Section 5: Professional Practice (GM led)

Lesson Plans
Resources developed
Reflections and evaluations of teaching
Completed Observation Proforma for all formal observations from GMs
Completed Summary Observation Proforma showing agreed targets following oral feedback by GMs
Tracking of GEMS Standards
Notes of engagement and discussion with other teachers in the school
Notes on further reading linked to practice which does not appear elsewhere

Section 1: Assignments (IOE led)

The iPGCE is examined by coursework and guidance is offered below. In this section of the portfolio you need to include your draft assignment, IT feedback and summative assignment copy submitted for examination.

Module 1

This will be a written assignment of 5000 words, containing three evidence studies (around 1200 words each) focusing on different key principles of pedagogy covered in the module. The evidence studies should aim to capture, analyse and present significant aspects of personal professional practice by recording 'critical moments' in participant's development as a practitioner and to analyse them with reference to relevant background literature covered in the module. The remaining 1400 words will cover scene setting and a synoptic analysis of themes running across the individual evidence studies.

Select your three evidence studies from the following themes:

1. Planning – learning objectives
2. Pedagogic approaches and activities in lessons
3. Assessment for Learning
4. From teacher talk to learner centred-centred approach
5. Use of questioning
6. Differentiation, inclusion & child development
7. Diversification of learning strategies for pupils
8. Working with texts
9. Creating & maintaining a conducive learning environment
10. Situated learning
11. Behaviour management
12. International Baccalaureate

See separate evidence studies as examples on Moodle.

Module 2

A 5000 word report of work undertaken during the module and reflection on how practice has developed.

Section 2: Directed Activities (AT led)

1. Audit of Knowledge (before the start of the module)

Activity 1: Audit your knowledge in learning & teaching

There are a number of ways of doing this and you need to record where you feel your start point is on this course ie what you feel you know now about learning & teaching. You will also need to identify what you want to explore further. It might be from an interest like music education or active learning. It could be from a recent professional development course you attended such as one on managing classroom behaviour or Special Educational Needs. It could be linked to your professional role, perhaps you're a Head of Department. You should take this opportunity to reflect on your understanding of learning & teaching at this time.

- Spend 15 minutes writing all you know about Learning & Teaching.
- Alternatively, put the title Learning & Teaching in the middle of the page and 'mind map' ideas from it.
- You might find it easier to use a frame of some sort – one like this:

Title	What I know	What I'd like to explore further	What I don't want to include although I know it is important	What is not included but might be considered later
L&T	? ? ?	? ?	? ? ? ?	?

2. Philosophical Statement (at the beginning of the programme)

Activity 2: Write a Philosophical Statement

Go to your personal statement which you completed during the course application process. Reflect upon your statement, critically engage with the statements you made and update your thinking by using relevant reading and theory. You might want to consider:

- Who you are and your experience which is appropriate to your new career choice;
- Why you applied to the course;
- What kind of teacher do you want to be;
- What are the key texts influencing your thinking;
- What do you hope to achieve from studying the iPGCE.

3. Summary (at end of each Module)

Look back over your practical teaching progress on the iPGCE and critically reflect upon your learning. The criteria pertinent to this task are your understanding, exploration, analysis, discussion and reflection of your work, as well as the way you structure and communicate through written prose. You may find the GEMS Standards and the IoE modified Ofsted grade descriptors useful aids. Your work should be written in continuous prose with few, if any bullet points. 1000 word limit.

Activity 3: Write a review of your learning

Use the following questions to aid your reflection and written piece. Try to be reflective and draw from experiences and your academic reading rather than be descriptive

Context

Provide a summary of the school, department and pupil characteristics. How do these differ from your other teacher experiences?

Factors that have influenced your development

Describe some of the factors that have affected your teaching and learning within the school.

In what areas have you received advice and support and what impact have they had?

How has the iPGCE course, including your reading and the discussion in which you have been involved, helped you to make sense of teaching and learning in your role?

Your development

How have you developed as a teacher during this course?

You should focus on specific moments of learning, specific classes and how these experiences have developed your practice and your sense of yourself as a teacher

Future development

What are your areas for development next year?

4. Induction Tasks and Pre-Course Work

Collate your responses in this section

Section 3: Learning Journal (ST led)

This is your opportunity to keep a record or a diary of your thinking and progress during the iPGCE. You will need to keep a narrative of your reflections, evaluation of teaching, responses to observations, responses/thoughts to directed tasks, notes of engagement and discussions with peers, notes with regards to reading and reflections from theory, and anything that relates to your progress and development. Try to make regular contributions to this Learning Journal (we suggest at least once a week) where you reflect on your targets and actions and the activity you have been doing for the iPGCE.

We suggest that you organise this as a diary with clear dates to manage this.

E.g.

Week beginning 29th September 2013

An intensive week which included a first observation by the IT tutors (see Section 5). This was quite challenging as having someone watch me changes what I do. Kim reassured me though and identified two areas for me to focus on. The next time I am observed it will be by my GEMS Mentor.

The teaching was really interesting. I hadn't realised there were so many layers in thinking about learning. And, there are so many things to think about ... Learning Objectives seem so obvious but they're not!

Section 4: Module Units (IOE tutor led)

In this section you will need to collate all directed activities and responses for the module units.

Section 5: Professional Practice (GM led)

In this section you will need to collate evidence of your professional practice.

Lesson observations:

These provide space for a narrative account of the lesson taught or observations relating to specific Standards or identified areas of focus. These notes can be used as a guide/prompt to the post-lesson feedback, and act as your record of progress against the Standards. There will be regular and well spaced observations to be completed by GEMS Mentors, Associate and Institute Tutors (biweekly).

The separate summary section needs to reflect the strengths and progress made by you and to identify areas which need further work. For this to be agreed you need to have communicated effectively with your Mentor. You will need to show how you have responded to targets set and that progress is being made.

The summary sheet should consist of succinct statements and will be completed during or after the post lesson debrief, where the PT & MT should have together identified the strengths and weaknesses of the lesson and set agrees targets for further development. Where relevant the language of the standards should be used. The MT should then make a judgement as to the quality of the lesson.

Proforma for these are available on Moodle in the Programme Section, and your Mentors have proforma in their Moodle site.

Lesson Plans: (of all observed lessons)

A copy of the lesson plan of the observed lesson needs to be retained indicating the quality of preparation and planning.

Resources:

A copy of the resources used for each observed lesson need to be retained (or lists, or photographs if not in text format) indicating the type of resourcing used to support the learning – eg. PowerPoint, work-sheets, hand outs, objects etc.

Tracking sheet: (see GEMS Standards)

It will be important for you to track your progress against the standards using a simple system of mapping indicating where evidence could be found in the Portfolio to support the judgement that a standard has been achieved. You will need to continually evaluate different points whether each standard have been achieved, working towards or no evidence.

We will also be developing Teaching & Learning Standards for you to monitor your achievement through out the observations.

Teaching Practice File

During designated blocks of practice, you should keep a Teaching Practice File which will be overseen by your GEMS Mentor. **This will be a hard copy file and it is not expected that this will be saved in your portfolio.** All tutors and mentors will expect to see your up to date file when they observe you and you should bring the file to your biweekly meetings with your GEMS Mentor. Please note, that because this file will contain personal details, you are expected to keep it securely and not leave it in public areas of the school.

This file will include the following sections:

Section 1 School and Class Information

Relevant information about the main practice school, including relevant notes on policies, and expectations of your individual school. You should keep class lists/tutor group lists in this section and any relevant data for your classroom. We also suggest that you keep records of your displays and development of the classroom environment during.

Section 2 Curriculum

Schemes or work or programmes of study to be used to support your planning. You can annotate these to show how you have developed and added to the curriculum.

Section 3 Weekly Teaching

For all teaching completed during the designated blocks include:

- Overview of your day in school showing contact and non contact time
- Lesson plans
- Evaluations
- Weekly evaluation and reflection on planning for next week

Section 4 Assessment

This section will contain assessment records of pupils' learning. You should develop this with your GEMS Mentor following school policy. It will include your plans for assessing pupils' learning as well as individual records.

Section 5 Formal Observations and Summary Sheets

Copies of all formal observations and summary sheets kept in your Portfolio

Please make clear which documents are your own and which are mentors or team documents. You should annotate any shared planning such as schemes of work developed by your mentors or teaching team making clear where you have added input to the document (if appropriate) or where the document is informing your planning.

Partnership Placement Evaluation

This will be a summary of the teaching you have completed during PP1 and PP2 and reflections on your learning against the GEMS standards.

Designated Blocks of Practice (dates to be agreed)

Partnership Placement 1 (PP1)

- Autumn Term
 - 4 weeks
- Spring Term (two blocks of practice)
 - 3 weeks in another school (plus a week of orientation)
 - 4 weeks returning to original school and class(es)

Partnership Placement 2 (PP2)

- Summer Term
 - 6 weeks in original school (may be in original or new classes)

KIT Points for AEP modules 2013/14

Module	Term module taken in	2 nd Contact point	3 rd Contact Point	4 th Contact Point	5 th Contact Point	Formative (draft ¹) and Summative Work
Starting date of Module	Autumn (Oct)	End of October	During November	End of November	December	Draft: 6 th January 2014 Final: 3 rd March 2014
	Spring (Jan)	End of January	During February	End of February	March	Draft: 15 th April 2014 Final: 2 nd June 2014
	Summer (April)	End of April	During May	End of May	June	Draft: 15 th July 2014 Final: 1 st September 2014
	Summer School (July)	End of July	During August	End of August	September	Draft: 15 th October 2014 Final: 1 st December 2014
TAR	For all these modules the 1 st Contact point is: INTRODUCE YOURSELF ON THE VLE SAY WHY YOU ARE STUDYING THE MODULE (the Module Handbook will help – have you read it?) TELL US WHAT YOUR EXPECTED LEARNING OUTCOMES WILL BE.	Moodle Activity 1: Needs & Context	Moodle Activity 2: Ethics form	Moodle Activity 3: Rationale for your research proposal	Moodle Activity 4: Discussion Forum - What's Important	Summative: Completed Research Proposal and plans for AR cycle 1
SLL		Activity 2d: Learning Concepts	Activity 4a: Beliefs about learning	Activity 5a: Models of learning	Activity 6c: Effective Learning	Summative: 3 items of Assessment
ISM		Activity 2: Audit your knowledge	Activity 4: Key Words	Activity 6: Learning	Activity 8: Learning Outcomes	Summative: essay OR 2 - portfolio
ACL		Respond to Sarah Jane Taylor's assignment	Mark Student A's work and provide formative feedback	Mark Student C's work proving summative feedback	Complete Virtual Scrutiny	Summative: 4 items of Assessment
DRT		Activity 1: Active Reading	Activity 2.2: Higher level approaches	Activity 4: Equity Issues	Activity 7.1: Tutorial Feedback	Summative: 2 items of Assessment
UNG		Day 1 attendance	Day 2 attendance	Day 3 attendance and submission	Day 4 attendance	Summative: Essay on NGs / Child Study
DL		Day 1 attendance	Day 2 attendance	Identification of reading completed	Day 3 attendance	Summative: Reflective Journal related to reading
WL		Day 1 attendance	Day 2 attendance	Identification of reading completed	Day 3 attendance	Summative: Reflective essay
TAA		Week 4: Activity 9	Week 6: Activity 16	Week 8: Activity 22	Week 10: Activity 27	Summative: Reflective Portfolio submitted – all 5 Sections
RR modules	Liaison with tutor	Work in school	Work in school	Work in school; feedback with school based mentor	Work in school	Summative: portfolio or essay submitted

Please complete the Module Evaluation on Moodle when you have submitted the summative assignment.

¹ PLEASE CHECK MODULE HANDBOOK FOR DETAILS OF FORMATIVE SUBMISSION WHICH MAY BE A DRAFT OF THE SUMMATIVE WORK