

## **MEd Leadership and Learning**

### **Course Descriptor**

#### **Course Title**

Extended Work – Based Project
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#### **Course Outline**

<b>School</b>	School of Education	<b>College</b>	Humanities and Social Science
<b>Course type</b>	Standard	<b>Availability</b>	Home Students
<b>Credit level (Normal year taken)</b>	SCQF Level 11	<b>Credits</b>	10 + 50
<b>Home subject area</b>	Education	<b>Other subject area</b>	None
<b>Course website</b>	To follow	<b>Taught in Gaelic?</b>	No
<b>Course description</b>	<p>This certificate is available as an optional certificate in the Masters in Leadership and Learning.</p> <p>This certificate is designed to provide an opportunity for the design, critical evaluation and development of extended professional action, within a coherently planned work based project. The processes involved encourage development and integration of critical reflection on professional values, professional knowledge and understanding and related professional actions.</p> <p>The course comprises two parts:</p> <p>Part 1 (10 Credits) involves structured support for the development of a detailed proposal for an extended work-based study.</p> <p>Part 2 (50 credits) involves the implementation of an extended work-based study, followed by critical evaluation of process and outcomes, and identification of next steps for self, practice and future research.</p>		

#### **Entry Requirements (not applicable to Visiting Students)**

<b>Pre-requisites</b>	Current full GTCS registration;  Successful completion of 120 credits from the Masters in Leadership	<b>Co-requisites</b>	Current and regular access to conduct work-based learning
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	and Learning Programme.		
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

### Information for Visiting Students

<b>Pre-requisites</b>	N/A
<b>Displayed in Visiting Students Prospectus?</b>	No

### Summary of Intended Learning Outcomes

On completion of this course students will be able to:

1. design, conduct and evaluate an extended work-based research project, providing a critically informed rationale for actions taken;
2. articulate and apply a critical understanding of principal theories, principles and concepts, making meaningful linkage to their professional practice;
3. demonstrate that the professional actions undertaken are consistent with the intention of enhancing pupils learning experiences, and/or an aspect of educational leadership, and/or the ethos of the school/educational setting;
4. demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking;
5. communicate the research conducted, both process and outcome, to a wider educational audience.

### Assessment Information

#### Part 1 (10 credits)

Formative Assessment:

Participants submit, for tutor feedforward, a detailed draft proposal for their extended work-based learning project.

**Summative Assessment:**

A written proposal and timeline for their extended work-based learning project (2000 word equivalent);

A completed Ethics form to be submitted and approved before progressing with the study.

**Part 2 (50 credits)**

**Formative Assessment:**

Participants are provided with the opportunity to receive tutor feedback on 2 draft chapters, normally the methodology and findings/discussion chapters.

**Summative Assessment (10 000 words equivalent):**

Participants will have the opportunity to construct, present and make public their Research Report in innovative, productive ways. The means, by which they will do so, will be discussed and agreed between course organiser/supervisor and participant, ensuring that whatever is agreed will potentially enable the assessment criteria to be demonstrated.

To ensure parity across options chosen, ensuring the assessment criteria can be met will be crucial.

**The participant will take responsibility for:**

- ensuring the proposed design can allow the participant to meet the assessment criteria
- capturing and documenting the ways in which the chosen means of assessment will meet the assessment criteria
- discussing and agreeing the design with the course organiser/supervisor.

The course organiser /supervisor will provided signed approval of the proposed form of assessment.

**Possible options would include:**

- writing an article for publication in a refereed journal
- research poster + oral presentation to professional audience, accompanied by a handout which includes a précis of the literature review conducted ; a summary overview of the research design and critical reflection on research design, in terms of fitness for purpose
- creation and presentation of a video essay
- illustrated/visual + written research report
- written research report

**Following the condition set out by the Panel- to reduce the options available, the following options will not be offered:**

- creation of artefact(s) ( e.g. collage ; narrative, poetry, illustrated journal etc.) used as integral to an oral / videoed presentation to professional audience, accompanied by handout, if necessary.
- having conducted a collaborative extended work-based project with another participant on the course; present, in any of the ways above, a collaborative account for joint assessment.

**Assessment Criteria:**

On completion of this course participants will:

1. Demonstrate the ability to design, conduct and evaluate a work-based research project, providing a critically informed rationale for actions taken;
2. Construct a comprehensive review of relevant literature and other scholarly evidence, demonstrating that it has been used to critically consider and inform both the research design as well as the participant’s professional knowledge, understanding, values and practice;
3. Drawing on critical consideration of the research conducted and the participant’s critical review of relevant literature, identify implications for future professional practice and development;
4. Demonstrate leadership and/or initiative, providing critical consideration of the ways in which the work-based research project has/could make an identifiable contribution to change and development and/or new thinking and/or practice;
5. As appropriate to an SCQF Level 11 course:
  - demonstrate that appropriate ethical considerations have been followed
  - demonstrate that work presented and made public is well-constructed/well-written, coherent and scholarly, with appropriate use of an accepted convention for citations and referencing.

**Special Arrangements**

None

**Additional Information**

<b>Academic description</b>	This optional final 60 credit course in the MEd LL programme offers the opportunity for independent study that is supported through formal academic supervision.
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• Methodological and ethical considerations</li> <li>• Designing, evaluating and disseminating extended work-based enquiry</li> </ul>
<b>Transferable skills</b>	Research and enquiry; collaboration and influence; communicating effectively; being resourceful and positive, and adopting a problem-solving approach; being creative and imaginative, and having an open attitude to change; being systematic and well organised, focused, determined and hardworking.
<b>Reading list</b>	Indicative reading list ( <b>recommended core texts in bold font</b> ): Briggs, A., Coleman, M., & Morrison, M. (2012) <i>Research Methods in Educational Leadership and Management</i> . London: Sage.

	<p>Burton , N., Brundrett, M., Jones, M. (2008) <i>Doing Your Education Research Project</i>. London, Sage.</p> <p><b>Clough, P. and Nutbrown, C. (2012) 'A Student's Guide to Methodology' 3<sup>rd</sup> edition. London: Sage.</b></p> <p>Cochran-Smith, M. (2006) Teacher Education and the Need for Public Intellectuals, <i>The New Educator</i>, 2:3, 181-206, DOI: <a href="https://doi.org/10.1080/15476880600820136">10.1080/15476880600820136</a></p> <p>Cochran-Smith, M &amp; Lytle, S. (2009) <i>Inquiry as stance : practitioner research for the next generation</i>. New York: Teachers College Press.</p> <p><b>Cohen,L., Manion,L. and Morrison,K. (2011) <i>Research Methods in Education</i> 7<sup>th</sup> edition. Oxon: Routledge.</b></p> <p>Drever, E. (1995) <i>Using Semi-Structured Interviews in Small-Scale Research</i>; Edinburgh: SCRE.</p> <p>Fox,M., Martin, P.,&amp; Green, G. (2007) <i>Doing Practitioner Research</i> DOI: <a href="http://dx.doi.org.ezproxy.is.ed.ac.uk/10.4135/9781849208994">http://dx.doi.org.ezproxy.is.ed.ac.uk/10.4135/9781849208994</a></p> <p>Gibbs, G. (2008) <i>Analysing Qualitative Data</i>. London: Sage.</p> <p>Kvale, S. (2007) <i>Doing Interviews</i>. London: Sage.</p> <p><u>Ivankova</u>, N.V. (2014) <i>Mixed Methods Applications in Action Research: From Methods to Community Action</i>. London: Sage.</p> <p>Lawrence - Wilkes, L. &amp; Ashmore, L. (2014). <i>The Reflective Practitioner in Professional Education</i>. [electronic resource] Basingstoke: Palgrave Macmillan    Available at:  <a href="http://www.palgraveconnect.com/pc/doi/10.1057/9781137399595.0001">http://www.palgraveconnect.com/pc/doi/10.1057/9781137399595.0001</a>.</p> <p>Macfarlane, B., (2009) <i>Researching with integrity</i>. Oxon: Routledge.</p> <p>Ridley, D., (2012) <i>The Literature Review: A Step-by-Step Guide for Students</i>. London: Sage.</p> <p><b>Thomas, G. (2013) <i>How To Do Your Research Project : A guide for students in education and applied social sciences</i>. London: Sage.</b></p> <p>Thompson, P. (ed) (2007) <i>Doing Visual Research with Children and Young People</i> London: Routledge.</p> <p>Thomson, P &amp; Kaimler,B.(2013) <i>Writing for Peer Reviewed Journals: Strategies for getting published</i>. Oxon: Routledge.</p> <p><b>Wallace, M. and Wray, A., (2011) 2nd ed. <i>Critical Reading and Writing for Postgraduates</i>. London: Sage.</b></p> <p>Zeni, J. (2001) <i>Ethical Issues in Practitioner Research</i>. New York: Teachers College Press.</p>
<p><b>Study Abroad</b></p>	<p>N/A</p>
<p><b>Study Pattern</b></p>	<p>Participants will be provided with support in the form of academic supervision. Participants will normally be offered up to 16 hours of formal support, which will include individual consultations with an assigned supervisor.</p>

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	<p>Participants will also have the opportunity to meet as a cohort over 4 x 2 hour sessions to share progress. These sessions will be planned in cooperation with, and conducted by, the participants.</p> <p>Participants may also receive support from a mentor in the workplace, as appropriate.</p>
<b>Keywords</b>	work-based research and enquiry; knowledge creation; knowledge transfer

**Contacts**

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