Teachers’ engagement with research: Examples from the UK educational context

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Teachers’ engagement with research

• Postgraduate studies
  – Masters level
  – Doctorate degree

• Teacher-researcher collaboration
  – Research economic and societal impact
  – MathTASK

• Teachers’ engagement with research
  – Challenges
  – Benefits
Postgraduate studies
Master’s Level

• Becoming a teacher – teaching qualification
  – Several pathways - school or university based
  – University based teacher education courses are usually at master’s level giving up to 90 credits towards a master’s degree

• Continue studies as a teacher- master’s level degree
  – 180 credits
  – Part time
  – Flexible structure with a range of options
  – Introduction to theory and research
  – Dissertation with a research component
Postgraduate studies
Master’s Level - Example

MA Educational Practice and Research (Part Time) at the University of East Anglia

– Enhancing science education
– Leadership and management in education
– Innovative teaching and learning through lesson study
Postgraduate studies
Doctorate Degree

• Part-time research degree for professionals.
• Designed to provide an education in applied research - meeting the needs of professionals working in areas related to education, educational training and development.

• Variation in:
  – Length, at least 4 years
  – Taught component
  – Assessment
  – Research
  – Research thesis more than 35,000 words

• Opportunity for teachers to research on their practice
Postgraduate studies
Doctorate Doctorate-Example

• Doctor of Education – EdD – University of East Anglia

• 5 years:
  – Year 1: Preparatory phase
    Assignments: Literature – 3,500 words and Methodology – 6,500 words)
  – Year 2: Proposal phase
    Proposal 5,000 words and Ethics application
  – Years 3, 4 and 5: Thesis phase
    Fieldwork, Analysis, Writing the thesis – 60,000 words

• Teaching: Four Study Block Weekends, two in Year 1 and two in Year 2
## Postgraduate studies

**Doctorate Level-Example**

### Doctor of Education – EdD – Thesis examples

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Year</th>
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<tbody>
<tr>
<td>T. A. E. Coleman</td>
<td>An investigation into Digital Technology and a consideration of whether it can enhance learning; one school's application of digital teaching.</td>
<td>2017</td>
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<tr>
<td>R. Thornhill</td>
<td>&quot;Be in our shoes!&quot;: An exploration of the need for a Student-Centred Ethos within Maltese Higher Vocational Education.</td>
<td>2016</td>
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<td>M. A. Bunting</td>
<td>Medical Education &amp; Problem-Based Learning: Collaboration, Contradiction and Conflict</td>
<td>2016</td>
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<td>B. Finger-Berry</td>
<td>Death of a school friend – how young people cope and what helps.</td>
<td>2015</td>
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<td>B. M. O’Brien</td>
<td>An exploration of student perspectives of quality teaching at multi-level education environments.</td>
<td>2015</td>
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<tr>
<td>A. M. L. Warsop</td>
<td>“Why has she stopped reading?” The case for supporting reading for pleasure in Secondary schools.</td>
<td>2014</td>
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<td>A. M. Cooke</td>
<td>A qualitative inquiry into the construction of modern foreign language teachers’ beliefs and pedagogical content knowledge.</td>
<td>2014</td>
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<tr>
<td>I. Kanellos</td>
<td>Secondary students’ proof schemes during the first encounters with formal mathematical reasoning, appreciation, fluency and readiness.</td>
<td>2014</td>
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Teacher - researcher collaborations

• Research informed practice – Practice informed research

• Research economic and societal impact is “is the demonstrable contribution that excellent social and economic research makes to society and the economy, and its benefits to individuals, organisations and/or nations” (ESRC: Economic and Social Research Council)

• Knowledge exchange: a two way exchange between researchers and research users to share ideas, research evidence, experiences and skills (ESRC)
Teacher - researcher collaborations

Examples

MathTASK programme:

– MathTASK is a collaborative research and development programme on secondary mathematics teachers’ pedagogical and mathematical discourses and the transformation of teacher aspirations into pedagogical practice.

– Researchers, teacher educators and teachers design classroom situations and then invite teachers to reflect on these situations and think how they would react if something similar would happen in their classroom.

– We use these classroom situation for research and teacher education purposes.
Teacher - researcher collaborations

Examples
Teachers’ engagement with research: Challenges

• Time/Money
• Institutional context
• Epistemological differences
• Ethical issues
Teachers’ engagement with research: Benefits

- Teachers’ personal and professional
- Teachers’ knowledge
- Quality of teaching
- Teachers’ professional development
- Collaborative research and economical and societal impact: “co-productive forms of research (i.e. research undertaken with rather than on people in a collaborative, iterative process of shared learning) offer particular potential for impact academically and socially” (ESRC)
Tack så mycket!
Thank You!

UEA - Research in Mathematics Education Group: https://www.uea.ac.uk/education/research/areas/mathematics-education
MathTASK: https://www.uea.ac.uk/education/mathtask
CAPTeaM: https://www.uea.ac.uk/capteam