

# Developing Evidence Based Practice

Duration: 4 months | Delivery: Online



This course provides an opportunity to critically engage the Early Career Teacher with practice that is informed by evidence such as that included in the Early Career Framework. It is intended to support developing professionals in understanding the link between research evidence and practice. It will require the Early Career Teacher to reflect on their emerging practices in relation to teaching and learning and how it relates critically to the current available evidence base. It is intended that participants will consolidate their professional confidence and autonomy through critical reflection and focused research.

## Course Aims

- To enhance the skills and understanding to develop an evidence-based approach which informs emerging teaching and learning practices
- To critically analyse appropriate evidence from current research within the field of education to inform teaching practice
- To undertake a small teaching intervention and systematically analyse its impact on pupils learning



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## Module Overview

This course provides an opportunity for Early Career Teachers to engage critically with the growing body of evidence, developing within the field from organisations such as the Education Endowment Foundation, Sutton Trust and The Early Career Framework. The Early career Teacher is required to continue their professional engagement by critiquing and deconstructing their practice against research and evidence. This module will support the development of these skills of critique to ensure they have a robust and evidence informed approach to their developing practices in relation to Teaching and Learning.

Key learning opportunities will explore and critique the range of evidence based research studies which have been published and highlighted as successful. The students will consider the importance of factors such as context, sample size, reliability and validity alongside data analysis techniques.

The ethical dimensions of the current evidence based research such as randomised control trials will be considered including the sensitivity of carrying out research in a school/educational setting.

Throughout the course students will support each other in group tutorials and there will be individual tutorials to help with project preparation.

## Delivery

The module will be delivered on a part-time basis through fully online learning including:

- Access to Liverpool Hopes Virtual Learning Environment
- Online seminars via Zoom
- Online discussion forums
- Access to Liverpool Hope University's Electronic Library
- Guided Reading
- Assessment support via email and zoom.

## Assessment

Assessment comprises:

- Reflective essay which critically reflects on your use of evidence to support your teaching, including the impact on your learners and your own personal view of practice.
- Presentation summarising your use of evidence to support your professional practice, with clear focus on the planning and methodologies you will be using.

## Entry requirements

First Class or Upper Second Class Honours Degree in a relevant discipline (applications from students who do not hold a 1st or 2:1 Honours Degree (or equivalent), but have appropriate professional experience will be considered).

Applicants must hold Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status or Early Years Teacher Status, or equivalent.

## Progression

Successful participants who have already completed the 'Developing Practice for Early Career Teachers' 30 credit module can be awarded a Postgraduate Certificate Early Career Teacher or may progress onto a full Masters. If you have obtained a PGCE in the last 10 years you may also be able to transfer in these credits towards a Masters.

## Cost

Tuition fees for Home/EU students:

**Full Rate:** £866

## How to apply

**To apply or for more information please contact:**

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Email: [pld@hope.ac.uk](mailto:pld@hope.ac.uk)

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