

Cambridge International Advanced Diploma in Educational Research (CIADER)

Introduction

- The University of Cambridge Faculty of Education and Cambridge International Examinations are working together to develop innovative online and blended professional development courses leading towards MEd for practitioners in international education.
- The first of these developments is the Cambridge International Advanced Diploma in Educational Research (CIADER), which we are developing for pilot from January 2009.
- The pilot course will comprise up to 20 participants from a range of countries within which CIE already has established and successful education networks.
- We would like to give you the following initial information about CIADER, and invite your interest and feedback.

1 Benefits

- 1.1 The CIADER qualification has a particular focus on research as a basis for effective education practice.
- 1.2 The CIADER provides candidates with the opportunity to engage in systematic and sustained enquiry over one year, in order to developing a deeper understanding of issues of particular practical interest to themselves and to their institutions.
- 1.3 This will include understanding approaches to social sciences research methods. The CIADER will, for example, ask the candidate to focus on, and use, an appropriate selection of approaches, such as questionnaires and interviews, as part of the work s/he will undertake.
- 1.4 Research has demonstrated (for example, Furlong, J et al 2000; Hargreaves, A. 2000) that teachers involved with their own research and enquiry projects find a greater degree of professional satisfaction and related professional development in their work than that found through traditional professional development courses. The CIADER is thus designed to help practitioners develop as '*teacher researchers*'.
- 1.5 The CIADER can be taken as a free-standing qualification but also provides the basis for progression onto a research based International MEd from Cambridge. It is designed to fulfil the requirements of Stage 2 of the Practitioner Professional Development (PPD) pathway.

2 Target Group

- 2.1** The CIADER is designed for education practitioners who need through systematic research to investigate and resolve issues and problems in relation to professional practice and/or policy-making in their own work setting.
- 2.2** They should already have experience of small scale research activities e.g. with the Cambridge International Diploma for Teachers and Trainers or the Cambridge International Diploma in Teaching with ICT.
- 2.3** The CIADER can be undertaken by participants working with the Faculty (for example, in research and development projects or in professional development partnerships) or by individuals engaged in independent investigations.

3 Course features

- 3.1** Candidates work under supervision by Cambridge University.
- 3.2** Local institutions, e.g. ministry departments, working in partnership with Cambridge, will provide facilities as appropriate to support candidates, such as online access, venue for workshops, and local study group coordination.
- 3.3** Candidates will need to commit to approximately 100 hours of CIADER-related work during the year, including writing a research report of 10,000 to 12,000 words.
- 3.4** There are five major stages in undertaking an CIADER:
 1. Selecting the research area
 2. Devising a research design (which will include a literature review, with selection and discussion of methodologies)
 3. Collecting and analysing data
 4. Discussing findings
 5. Disseminating findings
- 3.5** Work on the course will be supported by a Cambridge online supervisor who will provide six hours equivalent of online support to each candidate during the course. Some of this support may be via online group work where, for example, a number of people are working in the same area and it is thus appropriate to generate joint discussion. Some supervision will be on a one to one basis.
- 3.6** With the supervisor, the candidate will, in the first few weeks, design his/her own research project and be directed to appropriate online resources to support his/her research. At later stages, supervision will include suggestions on research approach and the writing of the report, and feedback on drafts.

3.7 We are expecting candidates to select one of three research methodologies:

- case study
- action research
- mixed methods

and our support will be directed towards these areas.

3.8 The CIADER is designed to respond flexibly to individual professional interests and there is, therefore, no one uniform course timetable. However, candidates will have the following units in their course:

- Using online learning
- Selecting a research area
- Producing a research design
- Undertaking a literature review
- Selecting and using research methodologies
- Engaging with research methods
- Data collection
- Data analysis
- Writing up your research
- Disseminating your research

3.9 They will be required to

- contribute in specified ways to an online community of international researchers and practitioners, e.g. through discussions and resource recommendations
- use online resources to support their learning about research methods, and to develop the substantive content of their research area
- present their research locally to colleagues and to international colleagues by online posting of abstracts and presentation materials.

3.10 Although the research project will be negotiated individually, the course will be organised around four substantive areas and candidates will be asked to choose one of these areas for their CIADER. The areas under consideration are:

- Assessment
- Inclusion
- Leadership
- ICT

- 3.11** The pilot CIADER course will be based on the area of Assessment.
- 3.12** The online component of the course will offer candidates the opportunity to engage with the issues and literature relevant to these areas, and to complete short practice-based tasks. They will be asked to share their findings with others in the course group and to take part in online discussions, drawing on their findings and the course content.

4 Assessment procedures

- 4.1** The research report should include all of the following elements:
- a clear statement of professional purpose in undertaking the research
 - a critical review of the literature relating to the research
 - a rationale for the selection of research methods used and a reflective discussion about the practical application of those methods in the project
 - a presentation of the research findings including a reflective analysis of issues arising
 - ideas for further research or future development, including evidence of impact on professional learning.
- 4.2** CIADER reports will be judged to have achieved a Distinction, Pass or Fail in relation to the following criteria.
- *Impact upon professional development and practice*
 - *Development of a research project*
 - *Development of knowledge, skills and critical understanding*
 - *Structure and organization*
 - *Presentation*
- 4.3** Comments from markers will indicate the strengths as well as limitations of the work and also provide guidance to assist candidates who might wish to progress onto a Masters degree.

References

Furlong, J, Barton, L, Miles, S, Whiting, C, Whitty, G (2000) *Teacher Education in Transition Reforming professionalism?* Open University Press: Buckingham; Philadelphia

Hargreaves, A (2000) *Four Ages of Professionalism and Professional Learning in Teachers and Teaching: History and Practice Vol 6 No 2pp151-182*

For further information about stages in the Faculty's PPD pathway, visit:

<http://www.educ.cam.ac.uk/courses/ppd/diploma.html>