



## **Module Specification**

### **Researching Education**

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## Part 1: Information

**Module title:** Researching Education

**Module code:** UTLGBH-30-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Secondary Education and Lifelong Learning

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** The module content will include:

How approaches to educational research vary according to purposes;

How educational research supports professional enquiry and development;

Practitioner and action research;

Case study approaches to understanding educational and professional action;

Conducting interviews;

Systematic observation;

Using questionnaires and surveys;

Issues concerning the use of quantitative methods;

Processes of analysis and presentation of argument;

Ethical issues and concerns around access;

Developing a theoretical framework and using literature.

In addition, advice and guidance will be given on designing a research proposal (including: focusing the study; adopting appropriate methods; issues of access and ethics; gathering, storing and analysis of data; conducting a literature search; sampling; triangulation).

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** A mixture of tutor presentations and group discussion, with guided study tasks and structured discussion activity drawing upon set reading and participants experience, needs and contexts.

Scheduled learning includes lectures, seminars, tutorials, and supervision workshops.

Independent learning includes hours engaged with essential reading, proposal preparation and completion etc.

Students will be able to access the taught elements of the module, either by attending across twelve sessions of two hours, or alternatively through a residential summer school. These sessions will include a mixture of lecture-style and seminar-style content, as well as opportunities for one-to-one tutorial time. One session will be given over to assessment of presentations.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Understand that there are different ways of creating and portraying knowledge about educational and professional practices

**MO2** Engage with issues of ontology, epistemology and axiology and understand how they relate to various research paradigms

**MO3** Understand that there are different sources of professional knowledge and how to utilise these appropriately

**MO4** Articulate their understanding of ethical issues in relation to the educational research process as they apply to research participants

**MO5** Reflect upon the ethical and methodological issues of researching one's own professional setting, with an appreciation of the advantages and challenges of 'insider research'

**MO6** Take a critical view of how educational research serves professional policy and practice including an understanding of different claims to valid knowledge

**MO7** Design an educational research study with appropriate attention to methodological rigour

**MO8** Have a critically informed understanding of methods of data collection and analysis

**MO9** Begin to situate their own educational research interests within an appropriate body of literature and theoretical framework

**MO10** Be able to articulate the relationship between educational research and professional practice and to argue the professional relevance of their proposal

**MO11** Interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlgbh-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlgbh-30-m.html>

## **Part 4: Assessment**

**Assessment strategy:** The assessment strategy for this module is designed to support students' developing knowledge and understanding in the area of researching education and writing a research proposal. Formative feedback on students' progress will be provided during face to face meetings, through on line correspondence and during seminars.

Criteria for Assessment

ALM: Conceptual Domain (Core):

The assignment demonstrates that the student can organise and use coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing an ability to transform ideas in the process of developing an argument.

**BLM: Literature Domain:**

The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

**CLM: Contextual Domain:**

The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study and is able to critically engage with the contextual significance.

**DLM: Research Domain:**

The assignment demonstrates that the student can plan for (and execute) a small scale enquiry in a systematic and reflexive manner identifying and explaining epistemological issues around the research process and critically analysing and evaluating research outcomes.

**ELM: Ethical Domain:**

The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions.

All students must have completed a UWE Application for ethical review of research involving human participants form (adapted for the Department of Education and Childhood) and had this approved and signed off by their supervisor before beginning their research. If the supervisor has any concerns which cannot be resolved with the tutee then the ethical review will be passed to the Module Leader and then potentially to the Faculty Research Ethics Committee to consider. Any subsequent changes to the project need to appear as amendments to the Ethical Review form and re-submitted to the Supervisor for approval and re-signing. The completed Ethical Review form must be included in the assignment submission.

**Assessment components:**

**Presentation (First Sit)**

Description: Presentation.

ALM (Core), ELM

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO11, MO2, MO4, MO5

**Written Assignment (First Sit)**

Description: A research proposal of 4,000 words.

ALM (Core), BLM, CLM, DLM, ELM

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO3, MO4, MO5, MO6, MO7, MO8, MO9

**Presentation (Resit)**

Description: Presentation

ALM (Core), ELM

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO11, MO2, MO4, MO5

**Written Assignment (Resit)**

Description: A research proposal of 4,000 words.

ALM (Core), BLM, CLM, DLM, ELM

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO3, MO4, MO5, MO6, MO7, MO8, MO9

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education [Sep][PT][Frenchay][3yrs] - Not Running MA 2022-23

Education [Apr][PT][Frenchay][3yrs] - Not Running MA 2022-23

Education [Jan][PT][Frenchay][3yrs] - Not Running MA 2022-23