



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Researching Education				
Module Code	UTLGBH-30-M	Level	M	Version	6
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	ACE	Field	Secondary and Lifelong Learning		
Department	Education	Module Type	Standard		
Contributes towards	MA Education; MA Education (Early Years) PG Dip Education; PG Dip Education (Early Years) PG Cert Education; PG Cert Education (Early Years) Professional Doctorate (Education)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand that there are different ways of creating and portraying knowledge about educational and professional practices (Component B)</li> <li>2. Engage with issues of ontology, epistemology and axiology and understand how they relate to various research paradigms (Component A)</li> <li>3. Understand that there are different sources of professional knowledge and how to utilise these appropriately (Component B)</li> <li>4. Articulate their understanding of ethical issues in relation to the educational research process as they apply to research participants (Component A and B)</li> <li>5. 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' (Component A and B)</li> <li>6. Take a critical view of how educational research serves professional policy and practice including an understanding of different claims to valid knowledge (Component B)</li> <li>7. Design an educational research study with appropriate attention to methodological rigour (Component B)</li> <li>8. Have a critically informed understanding of methods of data collection and analysis (Component B)</li> <li>9. Begin to situate their own educational research interests within an appropriate body of literature and theoretical framework (Component B)</li> <li>10. Be able to articulate the relationship between educational research and professional practice and to argue the professional relevance of their proposal (Component B)</li> </ol>

	11. Interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes (Components A & B).
Syllabus Outline	<p>The module content will include:</p> <ul style="list-style-type: none"> <li>• how approaches to educational research vary according to purposes;</li> <li>• how educational research supports professional enquiry and development;</li> <li>• practitioner and action research;</li> <li>• case study approaches to understanding educational and professional action;</li> <li>• conducting interviews;</li> <li>• systematic observation;</li> <li>• using questionnaires and surveys;</li> <li>• issues concerning the use of quantitative methods;</li> <li>• processes of analysis and presentation of argument;</li> <li>• ethical issues and concerns around access;</li> <li>• developing a theoretical framework and using literature.</li> </ul> <p>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).</p>
Contact Hours	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.
Teaching and Learning Methods	<p>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.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, and supervision workshops</p> <p><b>Independent learning</b> includes hours engaged with essential reading, proposal preparation and completion etc.</p>
Key Information Sets Information	N/A for M Level
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any <b>essential reading</b> will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If <b>further reading</b> is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves,</p>

	e.g. through use of bibliographical databases.
Indicative Reading List	<p>Arthur, J., Waring, M., Coe, R., &amp; Hedges, L.V. (2012) <i>Research Methods and Methodologies in Education</i>. London: Sage</p> <p>Booth, A., Papaioannou, D. and Sutton, A. (2012) <i>Systematic approaches to a successful literature review</i>. London: Sage.</p> <p>Bridges, D., and Mcnamee, (eds.), (2002), <i>Ethics and Educational Research</i>, London: Blackwell.</p> <p>British Educational Research Association (BERA) (2011) <i>Ethical Guidelines for Educational Research</i>, London: BERA</p> <p>Bryman, A. (2012) <i>Social Research Methods</i> (4e), Oxford: Oxford University Press</p> <p>Cohen, L., Manion, L., &amp; Morrison, K. (2003), <i>Research Methods in Education</i> London: Routledge Falmer</p> <p>Creswell, J. W. (2014) <i>Research design: qualitative, quantitative, and mixed methods approaches</i>. (4th ed). London: Sage</p> <p>Denzin, K. and Lincoln, N. (2011) <i>The Sage handbook of qualitative research</i> (4e), London: Sage.</p> <p>Dockett, S., Einarsdóttir, J. and Perry, P. (2011) Balancing Methodologies and Methods. In: Harcourt, D., Perry B. and Waller, T., eds. (2011) <i>Researching Young Children's Perspectives: Debating the Ethics and Dilemmas of Educational Research with Children</i>. Abingdon: Routledge, pp. 68-82.</p> <p>Gray, D. (2009) <i>Doing Research in the Real World</i> (2e) London: Sage Publications</p> <p>Gorard, S. and Taylor, C. (2004) <i>Combining Methods in Educational Research (Conducting Educational Research)</i> Maidenhead; McGraw-Hill/Open University Press</p> <p>Hart, C. (2001) <i>Doing a Literature Search</i> London: Sage Publications</p> <p>Hart, C. (2009) <i>Doing a Literature Review</i> (2e) London: Sage Publications</p> <p>Hopkins, D., (2003) <i>A Teacher's Guide to Classroom Research</i> Maidenhead: OU Press</p> <p>Jackson, A. and Mazzei, L. (2012) <i>Thinking with Theory in Qualitative Research</i> London: Routledge</p> <p>James, D. and Biesta, G. (2007) <i>Improving learning cultures in further education</i>. London: Routledge.</p> <p>Kemmis, S., McTaggart, R., &amp; Nixon, R. (2013) <i>The Action Research Planner: Doing Critical Participatory Action Research</i> Springer</p> <p>McAteer, M. (2013) <i>Action Research in Education</i>. London: BERA/Sage.</p> <p>Silverman, D. (2013) <i>Doing Qualitative Research: A practical handbook</i> (4e) London: Sage</p> <p>Yates, L. (2004) <i>What Does Good Education Research Look Like?</i> Maidenhead: Open University Press.</p>

<b>Part 3: Assessment</b>	
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'

	<p>progress will be provided during face to face meetings, through on line correspondence and during seminars.</p> <p><b>Criteria for Assessment</b></p> <p><b>ALM: Conceptual Domain (Core):</b> 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.</p> <p><b>BLM: Literature Domain:</b> 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.</p> <p><b>CLM: Contextual Domain:</b> 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.</p> <p><b>DLM: Research Domain:</b> 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.</p> <p><b>ELM: Ethical Domain:</b> 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.</p>
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Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25%</b>	<b>75%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
Presentation . ALM (Core), ELM	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
A research proposal of 4,000 words. ALM (Core), BLM, CLM, DLM, ELM	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
Presentation ALM (Core), ELM	100%

Component B Description of each element	Element weighting
A research proposal of 4,000 words. ALM (Core), BLM, CLM, DLM, ELM	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	

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First CAP Approval Date	18 November 2014			
Revision CAP Approval Date	1 February 2017	Version	6	<a href="#">MIA 10673</a>