

## MODULE SPECIFICATION

**Code:** UTLGBH-30-M      **Title:** Researching Education      **Version:** 5  
**Level:** M      **UWE credit rating:** 30      **ECTS credit rating:** 15

**Module type:** Standard

**Owning Faculty:** SSH      **Field:** Secondary Education and Lifelong Learning

**Faculty Committee approval:** QSC      **Date:**

*Approved for Delivery by:* indicate name of affiliated institution if module will only be delivered by them

**Valid from:** September 2008

**Discontinued from:**

**Contributes towards:** PG Dip Education  
PG Dip Education (RAICS)  
PG Dip Education (Special Educational Needs)  
PG Cert Education  
PG Cert Education (RAICS)  
MA Education  
MA Education (Special Educational Needs)  
MA Education (Early years)  
MA Education (RAICS)  
MA Education (Teaching and Learning in Higher Education)  
MA Guidance (Vocational/Educational)  
MA Lifelong Learning  
Professional Doctorate (Education)

**Pre-requisites:** None

**Co-requisites:** None

**Entry requirements:** *If the module is offered as CPD or stand alone, indicate the entry requirements*

**Excluded combinations:** UTLGBH-20-M: Researching Education  
UTTGBH-20-3: Researching Education

### Learning outcomes:

On successful completion of the module participants will be able to:

1. Understand that there are different ways of knowing and portraying educational and professional practices (Component B)
2. Understand that there are different sources of professional knowledge (Component B)
3. Articulate their understanding of ethical issues in relation to the educational research process as they apply to their own professional concerns and those of their respondents (Component A)
4. Take a critical view of how educational research serves professional policy and practice including an understanding of different claims to validity and the appropriate appeal to evidence (Component B)
5. Design a educational research based study or enquiry with appropriate attention to methodological rigour (Component B)
6. Have a critically informed understanding of methods of data collection and analysis
7. Begin to situate their own educational research interests within an appropriate body of literature and theoretical framework (Component B)
8. Be able to articulate the relationship between educational research and professional practice and to argue the professional relevance of their proposal (Component B)

9. Locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach
10. Interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes (Components A & B)
11. Take independent and self critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development
12. Engage confidently in academic and professional communications with others, reporting on action clearly, autonomously & competently including the capacity to communicate processes & outcomes of their learning (Component B)

### **Syllabus outline:**

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;
- ethnographic and 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 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) will be given.

### **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.

### **Indicative sources:**

- ANDERSON, G. AND ARSENAULT, N. (1998) *Fundamentals of Educational Research* London: Routledge.
- BRITISH EDUCATIONAL RESEARCH ASSOCIATION (2004) *Revised Ethical Guidelines for Educational Research* Southwell, Notts.: BERA.
- BLAXTER, L., HUGHES, L. & TIGHT, M. (2001) *How to Research*, Buckingham: Open University Press
- BRIDGES, D. AND MCNAMEE (eds.) (2002) *Ethics and Educational Research*, London: Blackwell.
- COHEN, L., MANION, L., & MORRISON, K. (2003) *Research Methods in Education* London: Routledge Falmer
- COOMBES, H. (2001) *Research Using IT*, London: MacMillan.
- DELAMONT, S. (1992) *Fieldwork in Educational Settings* London: Falmer
- DENSCOMBE, M. (1998) *The Good Research Guide for Small-scale Research Projects* Buckingham: OU Press
- EDWARDS, A. AND TALBOT, R. (1994) *The Hard-Pressed Researcher: A Research Handbook for the Caring Professions*, Harlow: Longman.
- GORARD, S. (2001) *Quantitative Methods in Educational Research*, London: Continuum
- GRENFELL, M. & JAMES, D. (1998) *Theory Practice and Pedagogic Research* in Bourdieu in Education: Acts of Practical Theory, Lewes: Falmer Press
- GRIFFITHS, M. (1998) *Educational Research for Social Justice* Buckingham: OU Press
- HOPKINS, D. (2003) *A Teacher's Guide to Classroom Research* Maidenhead: OU Press
- KUSHNER, S. (2000) *Personalising Evaluation*, London: Sage
- MAUTHNER, M., BIRCH, M., JESSOP, J., & MILLER, T. (2002) *Ethics in Qualitative Research* London: Sage
- MASON, J (2002) *Qualitative Researching* London: Sage
- MCNIFF, J., WHITEHEAD, J. & LOMAX, P. (2003) *You and Your Action Research Project*, London:

Routledge  
 NORRIS, N. (1990) *Understanding Educational Evaluation*, London: Kogan Page  
 OZGA, J. (2000) *Policy Research in Educational Settings*. Buckingham: Open University Press  
 PRING, R. (2000) *Philosophy of Educational Research*, London: Continuum  
 RADNOR, H. (2002) *Researching your Professional Practice: Doing Interpretive Research*  
 Buckingham: OU Press  
 RITCHIE, R. (1995) *Constructive Action Research - a perspective on the process of learning in Educational Action Research* 3 (3) pp 305 – 322  
 RUDDUCK, J. (1998) *Challenges for Educational Research*, London: Paul Chapman Publishing.  
 SCOTT, D. & USHER, R. (2000) *Researching Education* London: Continuum  
 STAKE R E (2003) *Standards-Based and Responsive Evaluation* London: Sage  
 WELLINGTON, J. (2000) *Educational Research: Contemporary Issues and Practical Approaches*  
 London: Continuum  
 WALFORD, G. (2001) *Doing Qualitative Educational Research*, London: Continuum

### **Assessment**

**Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE. (For further information please contact Academic Registry.)**

**Weighting between components A and B (standard modules only) A : 25 % B : 75%**

### **ATTEMPT 1**

#### **First Assessment Opportunity(Sit)**

#### **Component A**

Presentation of an A3 poster in which students compare and contrast the ethical issues arising from 2 different research methodologies or methods.

#### **Assessment criteria for Component A**

##### **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.

##### **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.

#### **Component B**

##### **Element 1**

**Weighting: 50%**

Compilation of a portfolio of directed and negotiated tasks throughout the module amounting to approximately 2,000 words.

#### **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

## **GLM Action Domain**

The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

### **Element 2**

**Weighting: 50%**

A research proposal of 2000 words. **FINAL**

### **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 (partial)

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.

## **Second Assessment Opportunity (Resit)(further attendance at taught classes is not required)**

### **Component A**

Presentation of an A3 poster in which students compare and contrast the ethical issues arising from 2 different research methodologies or methods.

### **Assessment criteria for Component A**

#### **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

#### **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.

### **Component B**

#### **Element 1**

**Weighting: 50%**

Compilation of a portfolio of directed and negotiated tasks throughout the module amounting to approximately 2,000 words.

### **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

**GLM Action Domain**

The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

**Element 2**

**Weighting: 50%**

A research proposal of 2000.

**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 (partial)**

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.

**EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is not required.**

Specification confirmed by .....Date .....  
(Associate Dean/Programme Director)