



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research Methods in Education				
Module Code	UTLGSR-20-M	Level	M	Version	1
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Contributes towards	MA Education				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	none		Co- requisites	None	
Excluded Combinations	n/a		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	1 August 2012
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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"> 1. demonstrate knowledge about a range of research perspectives, methods and strategies used in education; (component A) 2. reflect critically on methodological issues in research; (component A) 3. demonstrate an understanding of ethical issues in research, and show how they will take on the responsibilities of a researcher in undertaking a specific piece of research; (component A) 4. write a research proposal that will serve as a basis for their work on the MA dissertation; (component A) 5. apply the knowledge, understanding and skills needed to conduct a small-scale educational research project. (component A) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Oral contributions during discussions/seminars • Ability to work independently on the Research Proposal • Performance in set exercises
Syllabus Outline	<p>Specific topics covered in the module are:</p> <ul style="list-style-type: none"> • Positivist and post-positivist views of knowledge and the research process. Researcher standpoint and power relations within research.

	<ul style="list-style-type: none"> • Research questions - questions that can / cannot be answered through research. Questions that are appropriate for an MA dissertation - issues of scale, generalisation, feasibility, validity, reliability and usefulness. • Reading research: the literature review, on-line databases, abstracts and indexes. • Ethics in educational research. • Methods of collecting data: interviewing, surveys, observation and documentary research. • Methods of analysing quantitative and qualitative data (including data from interviews, observations and documents). Examples of published research involving different kinds of analysis. • Writing research: ways of structuring research reports. How to refer to data. Referencing and bibliographies. Use of appendices. 																
Contact Hours/Scheduled Hours	<table border="0"> <tr> <td>• Lectures</td> <td>31 hours</td> </tr> <tr> <td>• Discussion/Seminars</td> <td>2 hours</td> </tr> <tr> <td>• Exercises</td> <td>4 hours</td> </tr> <tr> <td>• Video exemplars</td> <td>1 hour</td> </tr> <tr> <td>• Tutorials</td> <td>6 hours</td> </tr> <tr> <td>• Research Proposal Supervision</td> <td>6 hours</td> </tr> <tr> <td>• Self initiated study</td> <td>150 hours</td> </tr> <tr> <td>TOTAL NOTIONAL TIME</td> <td>200 hours</td> </tr> </table>	• Lectures	31 hours	• Discussion/Seminars	2 hours	• Exercises	4 hours	• Video exemplars	1 hour	• Tutorials	6 hours	• Research Proposal Supervision	6 hours	• Self initiated study	150 hours	TOTAL NOTIONAL TIME	200 hours
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Teaching and Learning Methods	<p>Whilst lectures are the principal teaching method used for the presentation of course content, a variety of other techniques and approaches are employed (as shown above) to enrich the delivery and to cater for different student learning styles and preferences. This module also contains a small action-research project to give the students an introductory research experience which should help to prepare them for their Final Project.</p> <p>Scheduled learning includes lectures, seminars, set exercises, video exemplars, tutorials and project supervision.</p> <p>Independent learning includes hours engaged with essential reading, revision, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table above. Scheduled sessions may vary slightly depending on the module.</p>																
Reading Strategy	<p>Required Reading List</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, The Alexander College library will hold copies for loan as well as copies for reference only to improve access to required texts. Students will be encouraged to obtain their own copies of required reading. The required reading list will be posted on the course website. Module guides will also reflect the range of reading to be carried out.</p> <p>Recommended Reading</p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources.</p>																

	<p>Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and Skills</p> <p>The development of literature searching skills is supported by a Library seminar provided during induction week. Students will be presented with further opportunities within the course to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>Indicative Reading List</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p>
Indicative Reading List	<p>Cohen, L., Manion, L. and Morrison, K. (2011) <i>Research Methods in Education (6th edition)</i> London: Routledge Falmer</p> <p>Creswell, J.W. (2011) <i>Planning, Conducting and Evaluating Quantative and Qualitative Research (4th Edition)</i> Boston: Pearson</p> <p>Creswell, J.W. (2010) <i>Designing and Constructing Mixed Methods Research</i>. London: SAGE</p> <p>Denscombe, M. (2010) <i>The Good Research Guide for small-scale social research projects</i> Buckingham: Open University Press.</p> <p>Fowler, F.J. (2008) <i>Survey Research Methods</i> London: Sage.</p> <p>Rudestan, K.E. and Newton, R.R. (2007) <i>Surviving Your Dissertation 3rd.Edition</i> London: Sage.</p> <p>Scott D and Usher R (2010) <i>Researching Education: Data, methods and theory in educational enquiry</i>. London: Continuum International Publishing</p>

Part 3: Assessment	
Assessment Strategy	<p>The purposes of this task is to assess understanding of the subject matter in Module UTLGSR-20-M and to produce a proposal which will adequately prepare students to undertake their Final Project.</p> <p>The intended learning outcomes for Assessment A (Individual report, controlled through tutorials – 100%) are the same as for the module. i.e. to..</p> <ul style="list-style-type: none"> • demonstrate knowledge about a range of research methods and strategies used in education; • reflect critically on methodological issues in research; • demonstrate an understanding of ethical issues in research, and show how they will take on the responsibilities of a researcher in undertaking a specific piece of research;

- write a research proposal that will serve as a basis for your work on the MA dissertation;
- demonstrate the knowledge, understanding and skills needed to conduct a small-scale educational research project.

General assessment criteria include:

- Relevance of the material in the proposal to the question set
- Relevance to the content of the course
- Understanding of the issues or problems under discussion
- Knowledge and understanding of relevant readings
- Independent research, where applicable
- Use of suitable data
- Clarity and depth in the analysis of theory, data and the issues under discussion
- Coherence of argument
- Clarity and relevance of introduction and conclusion
- Clarity and precision of expression
- Use of appropriate and consistent conventions for referring to other peoples work
- Clarity of presentation (layout, use of paragraphs, tables etc)
- Clarity of writing, including grammar, punctuation, spelling and sentence construction

Summative assessment feedback

For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will contain formative feedback comments to explain how the marks were awarded and offer advice about how to improve.

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Research Proposal (3000 words)	100	
2.		
Component B Description of each element	Element weighting (as % of component)	
1.		
2.		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Research Proposal (3000 words)	100	
2.		
Component B Description of each element	Element weighting (as % of component)	
1.		
2.		
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		