STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Information			
Module Title	Researching Language as Social Impact		
Module Code	UPNNER-15-2	Level	Level 5
For implementation from	2019-20		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Arts Creative Industries & Education	Field	Linguistics
Department	ACE Dept of Arts & Cultural Industries		
Module Type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description

Educational Aims: In this module, students will learn how to conduct language-based research that has the potential for real-world impact. This will be achieved by gaining theoretical and practical skills in research methods and the research process, in order to perform and critique empirical research.

Outline Syllabus: The module will cover the following:

Introduction to the empirical research process

Engaging with previous research to create research question(s) and/or hypotheses

The ethics of research in languages/linguistics

Data collection methods, data management and best practice

Distinguishing qualitative, quantitative and mixed-methods approaches

Descriptive and inferential statistics

Data interpretation with relationship to literature and theory

Research dissemination and appropriately communicating to different audiences.

Throughout the module, students will build on groupwork abilities (e.g. task management, delegation, decision-making, communication and persuasion, etc.) and their aptitude to critically engage with published research.

Teaching and Learning Methods: The module takes a primarily Problem-Based Learning (PBL) approach. At the start of the module, students will be briefed by an external partner (e.g. business, charitable and/or policy institute partner) on the themes and landscape (e.g. mental health, gambling, ageing, etc.) which their research will inform. Students will then develop the necessary research skills to carry out a group project whose findings will have value for the external partner. These activities, alongside attendance at taught sessions and engaging with course activities, will prepare students for study at higher levels and will demonstrate how these skills can be realistically applied to professional and academic spheres.

Part 3: Assessment

Students will perform two assessments for this module: a group presentation and an individual exam.

Group presentation

Based on the brief provided by the external partners, students will follow a problem-based learning approach to perform an empirical research project in small groups, with guidance from the module tutor(s) where appropriate. This culminates in a poster presentation session (such as those used in academic and corporate conferences) wherein the students' work will be presented, discussed and evaluated.

Groups will be provided with an assignment brief in good time to ensure that they are prepared to present their work – both visually via the poster and in face-to-face communication – as rigorously as possible. Time will also be allocated at points during the Teaching Block to briefly catch up with each student group to ensure that satisfactory progress is being made.

Individual exam

Students will sit an exam in which their understanding of the research process is assessed. Questions will use a recently-published journal article from an appropriate source (e.g. The Journal of Sociolinguistics) as a basis to explore questions including but not limited to: methods of empirical research; interpretation of results; and critiquing approaches taken.

The journal article will be different every year. It will also be made available to students during the latter half of the Teaching Block, so that there is sufficient time for students to engage with the literature and prepare.

First Sit Components	Final Assessment	Element weighting	Description
Presentation - Component A		40 %	Online group presentation.
Written Assignment - Component A	✓	60 %	Critical response to a journal article (1000 words)
Resit Components	Final Assessment	Element weighting	Description
Presentation - Component A		40 %	Individual presentation on research proposal
Written Assignment - Component A	✓	60 %	Critical response to a journal article (1000 words)

Part 4: Teaching and Learning Methods		4
Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	

Module Learning Outcomes	Reference
formulate appropriate research questions and/or hypotheses to respond to a realworld problem within given resource constraints	MO1
competently and confidently work as members of a group	MO2
identify a range of qualitative, quantitative and mixed-methods approaches suitable for the task at hand	MO3
understand the importance and processes behind responsible and ethical research	MO4
reflect on the empirical research process and consider areas for personal development in future endeavours	MO5
appropriately apply theoretical and practical knowledge to fairly ritique published research	MO6
consider how their practical and analytical skills may be applied into multiple academic and professional domains	MO7

Contact Hours	**Independent Study Hours:**	
	Independent study/self-guided study	114
	Total Independent Study Hours:	114
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	36
	Total Scheduled Learning and Teaching Hours:	36
	Hours to be allocated	150
	Allocated Hours	150

Reading List	*The reading list for this module can be accessed via the following link:* https://uwe.rl.talis.com/index.html

Part 5: Contributes Towards
This module contributes towards the following programmes of study: