

Section One

Module Title: Masters Level Research	Code EDU7393
Credit Value 20	Level 7
Module Overview	
<p>This module provides students with an overview of research methods relevant to conducting educational research. It will provide a basis for the skills required for the planning, data assimilation and dissemination stages of your chosen area of your dissertation. Topics covered in the module include: Academic Writing at Master's Level; Reviewing Literature; Desk-Based Research; Qualitative and Quantitative Data collection and analysis; Designing a Research Proposal; Project Planning; Ethics.</p> <p>These skills are underpinned by key theoretical and methodological approaches which will inform your independent educational research and subsequent Dissertation module. These approaches will provide you with a framework with which to explore your independent research in a questioning and critical manner and provide an introduction to key thinkers in Educational and Social Research.</p> <p>As a core module, the skills and experiences which form the basis of this module will be applicable across all Postgraduate Master's programmes in Education and guide your accompanying study and engagement with these modules.</p> <p>The module summative assessment requires you to complete two separate pieces of work. The first is a literature review. The second is a research proposal which includes application for ethical clearance for your chosen Dissertation topic. Both can be carried forwards for use in your Dissertation module.</p> <p>There is also formative assessment throughout the module. Each session you will be asked to complete a research task related to the topic of that session. Details will be provided on an ongoing basis. In addition, you will be asked to write 250 words on the topic covered in each session. This will be subject to ongoing peer / tutor engagement and will encourage you to develop a lively and enquiring style of writing which is crucial to Master's Level work.</p>	

Module Learning outcomes: By the end of the module you will be able to:
1. 1. Create an education research proposal relevant to your chosen educational field of research and /or workplace.
2. Demonstrate an understanding of relevant literature in relation to your chosen educational field of research and /or workplace.
3. Examine relevant research methodologies and ethical considerations relevant to your chosen educational field of research and /or workplace.

Library & Learning Resources – available through REBUS (Reviewed Annually)
Purchase

n/a

Essential (Books/Journals/Specific chapters/Journal Articles)

Bryman, A. (2012) *Social Research Methods* (4th Edn), Oxford: Oxford University Press
Burton, D. and Bartlett, S., (2009) *Key Issues for Education Researchers*, London: Sage
Cohen, L., Manion, L. and Morrison, K. (2018) *Research Methods in Education*, Abingdon: Routledge
Denzin, N. and Lincoln, Y., (Eds.) (2005) *Handbook of Qualitative Research* (3rd Edn). Thousand Oaks: Sage.
Solomon, A., Wilson, G. and Taylor, T. (2012) *100% Information Literacy Success*. Boston: Wadsworth.

Recommended

Pears, R. and Shields, G. (2016) *Cite Them Right. The Essential Referencing Guide* (10th Edition). London: Palgrave MacMillan.

Background

Richardson, L. and McBryde-Wilding, H. (2009). *Information Skills for Education Students*. Exeter: Learning Matters.

Journals

[Action Research](#)

[British Educational Research Journal](#)

[British Journal of Educational Studies](#)

[Cambridge Journal of Education](#)

[Complicity: An International Journal of Complexity and Education](#)

[Education Inquiry](#)

[Evaluation and Research in Education Journal](#)

[International Journal for Lesson and Learning Studies](#)

[The Journal of Educational Enquiry](#)

[Journal of Education Policy](#)

[Journal of Education for Teaching](#)

[Oxford Review of Education](#)

Learning Schedule (Reviewed Annually)

The activities and topics described below provide a broad indication of the range of topics to be covered within the module. Sessions will be tailored to meet the needs of specific subjects and areas of learning. Related pre and post-session activities will be at the discretion of individual teaching teams but will be consistent with the agreed indicative content and learning and teaching strategies.

More detailed and relevant subject-specific information will be provided for students at the start of the module. This module will be taught on a full-time and part-time basis. Most teaching sessions will take place on Campus through lectures and workshops but trainees will also be required to access learning electronically, through engagement with information and discussion forums on Moodle.

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
<p>Dakka, F. & Wade, A. (forthcoming) 'Writing Time: A Rhythmic Analysis of Contemporary Academic Writing' <i>Higher Education Research and Development</i> available on Moodle.</p> <p>Sword, H. (2017) <i>Air & Light & Time & Space. How Successful Academics Write</i>, Cambridge: Harvard University Press.</p> <p>Richardson, L. & St Pierre, E.A. (2008) 'Writing: A Method of Enquiry' in <i>Collecting and Interpreting Qualitative Materials</i>, Norman K. Denzin and Yvonna S. Lincoln (Eds), Thousand Oaks: Sage pp 959-978.</p>	<p>Tutorial:</p> <p>Introduction to Research Methods in Education</p> <p>Workshop:</p> <p>Reflecting on Writing at Master's Level</p>	<p>Select and critically interrogate a research journal article</p> <p>Writing: Write 250 words on what you consider to be the constituents of good academic research</p>
<p>Barthes, R. (1977) 'The Death of the Author' in <i>Image, Music Text</i>, London: Fontana, available at: http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/barthes.death.pdf</p> <p>Lytard, J-F. (1979) <i>The Postmodern Condition: A Report on Knowledge</i>, Manchester: Manchester University Press available at: https://monoskop.org/images/e/e0/Lyotard_Jean-Francois_The_Postmodern_Condition_A_Report_on_Knowledge.pdf pp xxii-7</p> <p>Edwards, P.E. (1996) <i>The Closed World: Computers and the Politics of Discourse in Cold War America</i></p>	<p>Tutorial:</p> <p>Power, Truth and Knowledge: Modern and Postmodern perspectives</p> <p>Workshop:</p> <p>Literature Search</p> <p>Secondary Data Analysis</p> <p>Policy Analysis</p> <p>Close Reading</p>	<p>Indicative Literature Search and Review</p> <p>Writing: Have we always lived in a post truth world? What does this mean for education?</p>

<p>Massachusetts, MA: MIT Press, pp 30-40 available on Moodle</p>		
<p>Höpfl, H., Hamilton, L. & Brannan, M. (2017) 'A gendered perspective on Learning to Labour', <i>Culture and Organization</i>, 23(2):85-94</p> <p>Willis, P. (1993) <i>Learning to Labour. How Working Class Kids Get Working Class Jobs</i>, Aldershot: Ashgate</p>	<p>Tutorial: Identity</p> <p>Workshop: Practitioner Research Reflexivity Action Research</p>	<p>Writing:</p>
<p>Danaher, G., Schirato, T. and Webb, J. (2000), <i>Understanding Foucault</i>, Sage, London.</p> <p>Foucault, M. (1979) <i>Discipline and Punish: The Birth of the Prison</i>, Penguin, London.</p> <p>French, A. Lowe, R. and Nasseem., E. (2018, Forthcoming) Children participating as researchers in primary schools: what's in it for the teachers? <i>Education 3-13</i>.</p> <p>Freire, P. (1972) <i>Pedagogy of the Oppressed</i>. Penguin. London</p> <p>Kousholt, K. and Fisker, T.B. (2015) Approaches to reduce bullying in schools – a critical analysis from the viewpoint of first- and second-order perspectives on bullying, <i>Children & Society</i>, Vol. 29 No. 6, pp. 593-603.</p> <p>Posner, E.A. & Weyl, E.G. (2018) <i>Radical Markets</i>, Woodstock: Princeton University Press, pp111-116 available on Moodle</p>	<p>Tutorial: Structure and Agency</p> <p>Workshop: Quantitative methodologies Questionnaire</p>	<p>Writing:</p>
<p>Brinkmann, S. & Kvale, S. (2015) <i>Interviews: learning the craft of qualitative research interviewing</i> 3rd Ed, Los Angeles: Sage</p> <p>Nutbrown, C. (2010) 'Naked by the Pool: Blurring the Image? Ethical Issues in the Portrayal of Young Children in Arts-Based Educational Research' <i>Qualitative Inquiry</i>, 17(1) pp 3-14 available on Moodle</p> <p>Weinstein, R.M. (1982) 'Goffman's <i>Asylums</i> and the Social Situation of Mental Patients' <i>Orthomolecular Psychiatry</i>, 11(4): 267-274 available at:</p>	<p>Tutorial: Time, Space and Education</p> <p>Workshop: Qualitative Methodologies Interviews</p>	<p>Writing: Design an interview and interview a colleague about their experience of time and space in education. Through the literature write up</p>

<p>http://orthomolecular.org/library/jom/1982/pdf/1982-v11n04-p267.pdf</p>		<p>into a short piece (c500 words)</p>
<p>Boden, M.A. (1994). <i>Dimensions of Creativity</i>, MIT Press, Cambridge, Mass; London. Barrett, E. & Bolt, B., Dr (2007). <i>Practice as research: approaches to creative arts enquiry</i>, I. B. Tauris, London. Baggs, A (2011) In My Language (video). Retrieved from: https://www.youtube.com/watch?v=JnylM1hl2jc Deleuze, G. & Guattari, F (1987) <i>A Thousand Plateaus</i>, Minnesota: University of Minnesota Press Honan, E. Bright, D (2016) Writing a thesis differently. <i>International Journal of Qualitative Studies in Education</i>, Vol 29 (5), pp.731-743. Retrieved from: http://dx.doi.org/10.1080/09518398.2016.1145280 - just a really interesting read. Macleod, K. & Holdridge, L. (2006). <i>Thinking through art: reflections on art as research</i>, Routledge: London. MacLure, M. (2016) The refrain of the a-grammatical child: Finding another language in/for qualitative research. <i>Cultural Studies</i> 16 (2), 173-182.</p>	<p>Tutorial: Exploring, critiquing and unfolding creative methodologies.</p> <p>Workshop: We will put our thinking into motion through creative encounters which will play with discourse and research representation. In this 'writing' session you will be invited to challenge, critique and reimagine practice and theory through a creative piece. How do we put our thinking into motion through creative encounters? How can we play with and reimagine academic '<i>writing</i>' thought?</p>	<p>Writing:</p>
	<p>Tutorial: Ethical Dimensions of Research</p> <p>Workshop: HELS Ethics Review Process</p>	

Section Two – Assessment (Reviewed Annually)

Assessment method	Literature Review
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	<p>Master’s Level study introduces you to advanced research thinking and practice in the field of Education research. To scaffold this, this module provides you with the skills required to seek out, assimilate and disseminate knowledge. These are skills which are executed within a framework of the critical understanding of the interdisciplinary / multidisciplinary nature and practice of education research.</p> <p>By completing a literature review around your chosen topic of research, you will execute these skills at the required level and will have a basis for further exploration of the topic in your dissertation module.</p>
Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	<p>Assessment will be carried out in accordance with QAA expectations at Level 7. As such you will be expected to produce a literature review which demonstrates the following:</p> <ul style="list-style-type: none"> • Isolates a gap in knowledge and / or research problem • Generates a subsequent research question • Identifies the key literature in your chosen topic area • Critically examines the literature to provide a justification for your research proposal.
Assessment Scope Explanation of the scope and range of the assessment.	1500 words
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	<p>Formative and ongoing feedback will be provided within tutorials and workshops, drawn largely from the writing completed in between each session. This will be undertaken in a supportive and critical manner to develop your engagement with the literature and progress independent academic inquiry alongside your peers.</p> <p>You will receive summative written feedback on your submission within 20 working days of it being received. The feedback will outline the key strengths and areas for development in your submission, and suggest strategies you might apply to future assignments in the context of your studies. You will also receive a clear indication of your achievement against each of the learning outcomes.</p>

Assessment method	Ethical Dimensions of Research
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	<p>Master’s level study within the Research Methods Module requires that you have a strong awareness of the position of you as the researcher and the participants in your study. To demonstrate this in practice requires you to complete a Faculty of Health, Education and Life Sciences online ethics application. This is a document which is mandatory for all primary research undertaken within the Faculty.</p>

	Given that this is a significant early milestone of your dissertation, this part of the assessment will require you to explore and document the fundamentals of ethical research in relation to your research topic.
Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	Assessment will be carried out in accordance with QAA expectations at Level 7. In addition you must demonstrate an awareness of the Faculty of Health, Education and Life Sciences Ethical Review Process and the key areas of consideration. Therefore, you will be expected to produce a document, in the format of an ethics application, which demonstrates the following: <ul style="list-style-type: none"> • The ethical considerations of your proposed research • Consideration of the position of participants in your research • Consideration of the position of the researcher • Consideration of safe and confidential storage of primary data
Assessment Scope Explanation of the scope and range of the assessment.	750 words
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	Ethical considerations of research are central to contemporary research and this will be discussed with tutors and peers throughout the module. This will be undertaken in a supportive and critical manner to develop your engagement with the ethical dimensions of research and how to apply them to your dissertation research. <p>You will receive summative written feedback on your submission within 20 working days of it being received. The feedback will outline the key strengths and areas for development in your submission, and suggest strategies you might apply to future assignments in the context of your studies. You will also receive a clear indication of your achievement against each of the learning outcomes.</p>

Assessment method	Research proposal
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	Master's level study within the Research Methods Module facilitates development of relevant research methodologies, methods and skills for conducting an independent piece of research, including applying for Ethical approval for your research. <p>Undertaking and completing the Research Proposal develops the critical framework of your Literature Review and applies your skills and knowledge to your chosen topic of independent study. In addition it develops the skills necessary to approach and undertake your dissertation.</p>
Assessment Scope	750 words

Explanation of the scope and range of the assessment.	
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	<p>Formative and ongoing feedback will be provided within tutorials and workshops, drawn largely from the writing completed in between each session. This will be undertaken in a supportive and critical manner to develop your engagement with the literature and progress independent academic inquiry alongside your peers.</p> <p>You will receive summative written feedback on your submission within 20 working days of it being received. The feedback will outline the key strengths and areas for development in your submission, and suggest strategies you might apply to future assignments in the context of your studies. You will also receive a clear indication of your achievement against each of the learning outcomes.</p>
Plagiarism	<p>You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating. You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits.</p> <p>If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.</p>

Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Literature Review (FT): 7 th January 2019 Literature Review (PT): 23 rd April 2019 Research Proposal and Ethics Application: 23 rd April 2019 (FT) October 2019 (PT)	Electronic via Moodle	TBA. Subject to submission deadline
Exceptional Circumstances explanation		
Assessment resubmission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work
TBC. Subject to Exam Board decision	Electronic via Moodle	TBA
<p>*Resubmission deadline(s) are only relevant if you are unsuccessful in your first attempt – please see University Regulations on resubmission policy and procedure.</p>		

Marking Criteria

Postgraduate bands

	0 – 39% Fail	40 – 49% Fail	50 – 59% Pass	60 – 69% Strong Pass (merit)	70 – 79% Very Strong Pass (distinction)	80 – 100% Exceptionally Strong Pass (distinction)
Criterion 1 Mark:	Create an education research proposal relevant to your chosen educational field of research and /or workplace.					
	Proposal with little or no relevance to your chosen educational field of research and /or workplace.	Proposal with limited relevance to your chosen educational field of research and /or workplace.	Proposal with some relevance to your chosen educational field of research and /or workplace.	Proposal with clear relevance to your chosen educational field of research and /or workplace.	Comprehensive proposal with relevance to your chosen educational field of research and /or workplace.	Outstanding proposal with relevance to your chosen educational field of research and /or workplace.
Criterion 2 Mark:	Demonstrate an understanding of relevant literature in relation to your chosen educational field of research and /or workplace.					
	Little or no understanding of relevant literature in relation to your chosen educational field of research and /or workplace.	Limited understanding of relevant literature in relation to your chosen educational field of research and /or workplace.	Some understanding of relevant literature in relation to your chosen educational field of research and /or workplace.	Clear understanding of relevant literature in relation to your chosen educational field of research and /or workplace.	Comprehensive understanding of relevant literature in relation to your chosen educational field of research and /or workplace.	Outstanding understanding of relevant literature in relation to your chosen educational field of research and /or workplace.
Criterion 3 Mark:	Examine relevant research methodologies and ethical considerations relevant to your chosen educational field of research and /or workplace.					
	Little or no relevant examination of research methodologies and ethical considerations relevant to your chosen educational field of research and /or workplace.	Limited relevant examination of research methodologies and ethical considerations relevant to your chosen educational field of research and /or workplace.	Some relevant examination of research methodologies and ethical considerations relevant to your chosen educational field of research and /or workplace.	Clear relevant examination of research methodologies and ethical considerations relevant to your chosen educational field of research and /or workplace.	Comprehensive relevant examination of research methodologies and ethical considerations relevant to your chosen educational field of research and /or workplace.	Outstanding relevant examination of research methodologies and ethical considerations relevant to your chosen educational field of research and /or workplace.

