

## MODULE SPECIFICATION FORM

Module Title: Journal Review and Evaluation	Level: 6	Credit Value: 20
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Module code: EDP614 (if known)	Cost Centre: GAPE	JACS3 code: X200
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Semester(s) in which to be offered: 1 – 3	With effect from: September 2013
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<b>Office use only:</b> To be completed by AQSU:	Date approved: July 2013 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Academic Department: Education	Module Leader: Dr Peter Gossman
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Module duration (total hours): <b>200</b> Scheduled learning & teaching hours: <b>36</b> Independent study hours: <b>164</b> Placement hours: N/A	Status: core/option/elective (identify programme where appropriate): Core BA (Hons) Education Studies
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered: BA (Hons) Education Studies	Pre-requisites per programme (between levels): None
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**Module Aims:**

1. Encourage wider reading of empirical educational research, particularly in recent journals.
2. Broaden knowledge of research paradigms in relation to empirical educational research.
3. Relate education research paradigms to epistemological and ontological theories.

**Expected Learning Outcomes:**

At the end of this module, students will be able to:

## Knowledge and Understanding:

1. Read and evaluate critically empirical education research.
2. Identify, from reading, the ontological and epistemological stance taken by the author.
3. Apply the knowledge of underlying concepts and principles (ontology and epistemology) to identify strengths and weaknesses of selected education research.
4. Consider how education research is iterative and generative.
5. Critically evaluate the impact of selected education research to solving problems in educational practice.

## Transferable/Key Skills and other attributes:

- critically analyse and evaluate the application of theory to practice;
- literature searching;
- academic reading and writing;
- analysis of argument;
- critical thinking and writing.

**Assessment:** please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Two assessments will be undertaken by the participants. Each assessment will require the student to select a piece of empirical education research (one from each of the main research paradigms). The participants will evaluate the research in the light of a framework provided, considering a range of factors relating to the research. For example objective, author's voice, paradigm, ontological and epistemological stances, research questions (and how/if they are addressed), etc. Articles will be selected by the participants and agreed with the tutor before analysis and evaluation commence. Student will need to be able to find at least one of the references from the article they select (to cover outcome 5).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (eg, if exam or presentation)	Word count (or equivalent if appropriate)
1	1 - 5	Essay	50%		2,000
2	1 - 5	Essay	50%		2,000

**Learning and Teaching Strategies:**

The module will be delivered using an interactive approach drawing upon the readings undertaken by the participants. The strategies to be adopted will include tutor directed sessions, workshops, simulation, video-tapes, seminars and supported self-study based on learners' review of education research in preparation for writing their assessments. Peer learning and peer review will also form part of the social constructivist approach to the module. The use of the VLE (Virtual Learning Environment) is also encouraged through interactive activities, forums and discussion groups.

**Syllabus outline:**

- availability of education research;
- search techniques for education research journals (driven by participants own areas of interest);
- paradigms of research in general and in education;
- epistemology and ontology in relation to world views and the conduction of research;
- alignment of epistemology / ontology and research methodologies;
- the use of the researcher's voice in research;
- recognition and analysis of the construction of arguments in research;
- narrative truth in writing.

## Bibliography:

### Essential reading:

Bell, J. (2010), *Doing Your Research Project: A guide for first-time researchers in education and social science*. Fifth Edition. Maidenhead: Open University Press.

Blaxter, L., Hughes, C. and Tight, M. (2010), *How to Research*. Fourth Edition. Maidenhead: Open University Press.

Cohen, L., Manion, L. and Morrison, K. (2007), *Research Methods in Education*. Sixth Edition. London: Routledge.

Costello, P.J.M. (2011), *Effective Action Research: Developing Reflective Thinking and Practice*. Second Edition. London: Continuum.

Cottrell, S. (2008), *A Study Skills Handbook*, Third Edition, Basingstoke: Palgrave MacMillan.

### Other indicative reading:

Denscombe, M. (2010), *Ground Rules for Social Research: Guidelines for Good Practice*. Second Edition. Maidenhead: Open University Press.

Department of Education and Training (2010), *Action Research in Education: Guidelines*. Second Edition. State of New South Wales: Department of Education and Training.

Electronically available at <https://www.det.nsw.edu.au/proflearn/docs/pdf/actreguide.pdf>

Drever, E. (1995), *Using Semi-Structured Interviews in Small Scale Research: A Teacher's Guide*. Glasgow: The Scottish Council for Research in Education.

Munn, P. and Drever, E. (1990), *Using Questionnaires in Small-scale Research: A teacher's guide*. Edinburgh: The Scottish Council for Research in education.

Gillham, B. (2000), *Developing a Questionnaire*. London: Continuum

Gillham, B. (2008), *Research Interviewing: The range of techniques*. Maidenhead: Open University Press.

Gillham, B. (2000), *Case Study Research Methods*. London: Continuum.

Hitchcock, G. and Hughes, D. (1989), *Research and the Teacher: A qualitative introduction to school-based research*. London: Routledge.

Hopkins, D. (2008), *A Teacher's Guide to Classroom Research*. Fourth Edition. Maidenhead: Open University Press.

Smith, M.K. (2007), 'Action research', *The Encyclopaedia of Informal Education*.

Electronically available at <http://www.infed.org/research/b-actres.htm>

Waters-Adams, S. (2006), 'Action research in education'. Electronically available at <http://www.edu.plymouth.ac.uk/resined/actionresearch/arhome.htm>

### Web sites:

Academic Productivity (2007), '12 tips on how to review journal articles',  
electronically available at: <http://academicproductivity.com/2007/12-tips-on-how-to-review-journal-articles/>

Australian National University (undated), 'Writing a journal article review', electronically available at: <https://academicsskills.anu.edu.au/node/492>

Benos, D.J., Kirk, K.L. and Hall, J.E. (2003), 'How to review a paper', electronically available at: <http://advan.physiology.org/content/27/2/47.full>

Coutts, H.T. (undated), 'Critical reviews of journal articles', electronically available at: [http://www-bcf.usc.edu/~genzuk/Reviews\\_Journal\\_Articles.pdf](http://www-bcf.usc.edu/~genzuk/Reviews_Journal_Articles.pdf)

Pannell, D.J. (2006). 'Reviewing journal articles, Discussion Paper', School of Agricultural and Resource Economics, University of Western Australia, <http://dpannell.fnas.uwa.edu.au/reviews.htm>

Richmond.edu (undated), 'How to review a journal article: Suggestions for first - time reviewers and reminders for seasoned experts', electronically available at:

[https://facultystaff.richmond.edu/~rterry/NECTFL/How\\_to\\_Review\\_a\\_Journal\\_Article\\_NECTFL.pdf](https://facultystaff.richmond.edu/~rterry/NECTFL/How_to_Review_a_Journal_Article_NECTFL.pdf)

University of Saskatchewan Library (2011), 'Critical reviews of journal articles', electronically available at: <http://library.usask.ca/education/files/Guides/crja.pdf>