

MODULE SPECIFICATION FORM

Module Title: Literature Review and Analysis	Level: 6	Credit Value: 20
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Module code: EDP623 (if known)	Cost Centre: GAPE	JACS2 code: X370
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Semester(s) in which to be offered: 1 – 3	With effect from: September 2013
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Office use only: 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):
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Originating Academic area: Education	Module Leader: Dr Jane Bulkeley
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Module duration (total hours): 200 Scheduled learning & teaching hours: 36 Independent study hours: 164 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:

The module aims to provide an opportunity for students to undertake a literature review and to present their review in the form of a written report and oral presentation.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Critically analyse and justify an area of educational practice worthy of future research, in the light of published research.
2. Conduct a comprehensive literature search within the selected area of education research.
3. Write a structured literature review within that selected area of education research.
4. In the light of the literature review, identify and develop an argument supporting the line of research they propose to undertake.

Transferable/Key Skills and other attributes:

- research methodology skills;
- literature review;
- scholarly activity to support development of own practice;
- analysis, critical thinking and writing skills
- presentation skills.

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.***

1. Two assessments will be undertaken by the participants. The first assignment requires participants to write a literature review following a literature search related to their research methods proposal. A summative review of this module will then be included in the research for publication assignment (3000 words).
2. Following completion of the literature review, participants will be required to present a synopsis to their peers and the module tutor(s) with an outline of their refined research questions informed by the literature review, for the second assessment. This will go towards the final assessment mark for this module (1000 words equivalent). The presentation will be of 10 minutes duration and must cover the elements listed above.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-3	Literature Review	75%		3000
2	4	Presentation	25%		10 minutes

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of 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 literature. Peer learning and peer review are important aspects of this module. The use of the VLE (Virtual Learning Environment) is also encouraged through interactive activities, forums and discussion groups.

Syllabus outline:

- the purposes of literature reviews;
- selecting sources of data for literature research;
- evaluation of data sources generated by literature searching;
- advanced Internet search techniques;
- reading and analytical techniques in literature searching;
- identifying chains of research themes;
- reading literature sources for credibility;
- structuring literature reviews.

Bibliography

Essential reading:

Aveyard, H. (2010). *Doing a Literature Review in Health and Social Care*. Second Edition.

Maidenhead: Open University Press. (Ebook / 362.1072 AVE)

Bell, J. (2010), *Doing Your Research Project: A guide for first-time researchers in education and social science*. Fifth Edition. Maidenhead: Open University Press. (Ebook / 370.78 BEL)

Blaxter, L., Hughes, C. and Tight, M. (2010), *How to Research*. Fourth Edition. Maidenhead: Open University Press. (Ebook / 001.42 BLA)

Cohen, L., Manion, L. and Morrison, K. (2007), *Research Methods in Education*. Sixth Edition. London: Routledge. (Ebook / 370.72 COH)

Cottrell, S. (2008), *A Study Skills Handbook*, Third Edition, Basingstoke: Palgrave MacMillan. (371.30281 COT)

Denscombe, M. (2010), *Ground Rules for Social Research: Guidelines for Good Practice*. Second Edition. Maidenhead: Open University Press. (Ebook / 300.72 DEN)

Other indicative reading:

Drever, E. (2003), *Using Semi-Structured Interviews in Small Scale Research: A Teacher's Guide*. Revised Edition. Glasgow: The Scottish Council for Research in Education. (370.72 DRE)

Fairbairn, G.J. and Winch, C. (2011). *Reading, Writing and Reasoning: A guide for students*. Third Edition. Maidenhead: Open University Press. (Ebook)

Hitchcock, G. and Hughes, D. (1995), *Research and the Teacher: A qualitative introduction to school-based research*. Second Edition. London: Routledge. (370.72 HIT)

Hopkins, D. (2008), *A Teacher's Guide to Classroom Research*. Fourth Edition. Maidenhead: Open University Press. (Ebook / 370.92 HOP)

Roberts, C.M. (2010), *The Dissertation Journey*. Second Edition. London: Sage Ltd. (808.066 ROB)

Websites:

<http://www.emeraldinsight.com/authors/guides/write/literature.htm>

http://www.humanities.manchester.ac.uk/studyskills/assessment_evaluation/dissertations/literature_review.html

<http://www.monash.edu.au/lls/llonline/writing/general/lit-reviews/index.xml>