

Module Title: Research Methodology and Enquiry in Education	Level: 7	Credit Value: 30
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Module code: EDS729	Cost Centre: GAPE	JACS2 code: X200
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Semester(s) in which to be offered: 1 / 2	With effect from: September 2012
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Office use only: To be completed by AQSU:	Date approved: August 2012 Date revised: November 2015 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic area: Education	Module Leader: John Luker
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Module duration (total hours): 300 Scheduled learning & teaching hours: 30 Independent study hours: 270	Status: core/option/elective Core (identify programme where appropriate):
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A
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Programme(s) in which to be offered: MA Education MA Education (ALN) MA Education (Learning and Teaching) MA Education (Leadership) MA Education (Youth and Community) Postgraduate Diploma in Education Postgraduate Diploma (ALN) Postgraduate Diploma (Learning and Teaching) Postgraduate Diploma (Leadership) Postgraduate Diploma (Youth and Community) Postgraduate Certificate in Education	Pre-requisites per programme (between levels): N/A
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Expected Learning Outcomes

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

Knowledge and Understanding:

1. Critically appraise the relationships between theory and practice in undertaking research.
2. Obtain, interpret and evaluate critically academic texts of various kinds (e.g. journal articles, books, Internet publications).
3. Critically examine: (1) the relative merits of various approaches to research design, data collection and data analysis; (2) the concepts, theories and philosophies which underpin such approaches; (3) ethical issues which may arise in undertaking research.
4. Collect and analyse research data.
5. Undertake a small-scale research project.

Transferable/Key Skills and other attributes:

- Reflective practice
- Development of study and research skills
- Communication
- Problem solving
- Manage own learning

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.**

Small-scale research project (6000 words)

Part 1 3000 words
Identify a research topic and analyse the key issues that would form the basis of it.

Part 2 3000 words
Outline the research design, its implementation and evaluation.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-5	Project	100%	N/A	6000

Learning and Teaching Strategies:

- Seminars and tutorials.
- Student/group discussion and presentations, individual and group tasks.
- Activities to encourage reflection and evaluation, including directed self-study.
- Work-based learning tasks and observations.
- Engaging with and evaluating appropriate literature.

Syllabus outline:

- Relationships between theory and practice in undertaking research.
- Major sources of knowledge.
- Undertaking a critical review of literature.
- Approaches to research (for example quantitative and qualitative methods; the traditional deductive model; the survey model; the case study; action research; ethnography).
- Analysing research data.
- Ethical issues which may arise in undertaking research.
- Undertaking a small-scale action research project.
- Introduction to the MA dissertation.

Bibliography

Essential reading:

Clough, P. and Nutbrown, C. (2012), *A Student's Guide to Methodology*. Third Edition. London: SAGE Publications Ltd.

Kumar, R. (2014), *Research Methodology: A Step-By-Step Guide for Beginners*. Fourth Edition. London: SAGE Publications Ltd.

Taylor, G. (2013), *How to Do Your Research Project*. Second Edition. London: SAGE Publications Ltd.

Other indicative reading:

Bell, J. (2010), *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. Fifth Edition. Milton Keynes: Open University Press.

Bolton, G. (2005), *Reflective Practice: Writing and Professional Development*. Second Edition. London: Sage.

Brown, A. and Dowling, P. (2005), *Doing Research/Reading Research: A Mode of Interrogation for Education*. Second Edition. London: Falmer Press.

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

Denscombe, M. (2007), *The Good Research Guide for Small-Scale Social Research Projects*. Third Edition. Buckingham: Open University Press.

Denscombe, M. (2009), *Ground Rules for Social Research: Guidelines for Good Practice*. Second Edition. Buckingham: Open University Press.

Gillham, B. (2005), *Research Interviewing: The Range of Techniques*. Maidenhead: Open University Press.

Gillham, B. (2008a), *Developing a Questionnaire* Second Edition. London: Continuum.

Gillham, B. (2008b), *Observation Techniques: Structured to Unstructured*. London: Continuum.

Gillham, B. (2008c), *Small-Scale Social Survey Methods*. London: Continuum.

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

James, N. and Busher, H. (2009), *Online Interviewing*. London: Sage.

Judge, B., Jones, P. and McCreery, E. (2009), *Critical Thinking Skills for Education Students*. Exeter: Learning Matters.

Oliver, P. (2010), *The Student's Guide to Research Ethics*. Second Edition. Maidenhead: Open University Press.

Rumsey, S. (2008), *How to Find Information: A Guide for Researchers*. Maidenhead: Open University Press.

Simons, H. (2009), *Case Study Research in Practice*. London: Sage.

Southern Cross University (2009), 'Action Research'.
<http://www.scu.edu.au/schools/gcm/ar>

Thomas, G. (2009), *How to do Your Research Project*. London: Sage.

Yin, R.K. (2009), *Case Study Research: Design and Methods*. Fourth Edition. London: Sage.

Journals:

Educational Research

British Educational Research Journal

Research in Education

International Journal of Educational Research