Module specification

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Module Code	ONLED05
Module Title	Research Project
Level	7
Credit value	30
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MA Education	Core
MA Education with Leadership	Core
MA Education with Early Childhood	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**15** hrs
Placement / work based learning	0 hrs
Guided independent study	135 hrs
Module duration (total hours)	**150** hrs

For office use only	
Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	26/01/2023 – updated learning outcomes and assessment strategy
Version number	2

Module aims

The aim of this module is to enable students to critically and systematically apply research theory to practice-based research. They will demonstrate the ability to critically evaluate existing research using a range of current texts and seminal sources. Students will collect and analyse research data, demonstrating critical skills of analysis and evaluation. The research project enables students to draw together their skills at Master's level to demonstrate critical analysis, evaluation, synthesis and reflection on their own practice that will support their own professional learning in their educational context.

This module draws upon and extends learning from the Research Methodology module and the Research Proposal module to present a coherent piece of writing that demonstrates their ability to use evidence-based research and enquiry to inform their work-based practice in education. Where following a specialist route, students will focus their research within the context of their specialism.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically analyse and evaluate the research methodologies and methods you applied to address your research question.
2	Identify, select and critically evaluate data collected from primary and secondary sources, drawing conclusions and making recommendations for practice.
3	Critically analyse and evaluate the strengths and limitations of your research and that of others.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: A research dissertation which demonstrates a critical, analytical and evaluative approach to your research project and critically evaluates the strengths and limitations of your own research and others to support your work-based practice. You should discuss how your research was carried out within professional and ethical standards

of practice. Your dissertation should have a clear structure, demonstrating stylistic competence and accurate referencing.

(6,000 words) [LO1, 2, 3] [100%]

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Dissertation/Project	100

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

Indicative Syllabus Outline

- Reviewing the dissertation research proposal;
- Defining the research question within an educational and / or education specialism;
- How to argue a coherent and ethical research design;
- Critically reviewing the substantive and methodological literature;
- Research methods that fit the chosen methodology;
- Analysing and synthesising the data;
- Reporting the findings;
- Publishing the research.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Gray, D.E. (2017), *Doing research in the Real World*. 4th ed. London: SAGE Publications Ltd.

Kumar, R. (2014), *Research Methodology: A Step-By-Step Guide for Beginners.* 4th ed. London: SAGE Publications Ltd.

Thomas, G. (2017), *How to Do Your Research Project*. 3rd ed. London: SAGE Publications Ltd.

Other indicative reading

Biggam, J. (2014), *Succeeding with your Master's Dissertation: A step-by-step handbook.* 3rd ed. Maidenhead: Open University Press.

Blaxter, L., Hughes, C. and Tight, M. (2010), *How to Research*. 4th ed. Maidenhead: Open University Press.

Bolton, G. (2014), *Reflective Practice: Writing and Professional Development*. 4th ed. London: Sage.

Bryman, A. (2016), *Social Research Methods*. 5th ed. Oxford: Oxford University Press.

Creswell, J.W. (2014), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. London: SAGE Publications Ltd.

Clough, P. and Nutbrown, C. (2012), *A Student's Guide to Methodology*. 3rd ed. London: SAGE Publications Ltd.

Denscombe, M. (2014), *The Good Research Guide for Small-Scale Social Research Projects*. 5th ed. Buckingham: Open University Press.

Flick, U. (2014), *An Introduction to Qualitative Research*. 5th ed. London: SAGE Publications Ltd.

Hopkins, D. (2015*), A Teacher's Guide to Classroom Research*. 5th ed. Buckingham: Open University Press.

O'Leary, Z. (2017), *The Essential Guide to Doing Your Research Project*. 3rd ed.

London: SAGE Publications Ltd.

Oliver, P. (2010), *The Student's Guide to Research Ethics*. 2nd ed. Maidenhead: Open University Press.

Pring, R. (2015), *Philosophy of Educational Research*. 3rd ed. London: Bloomsbury Academic.

Punch, K. and Oancea, A. (2014), *Introduction to Research Methods in Education*. 2nd ed. London: SAGE Publications Ltd.

Simons, H. (2009), *Case Study Research in Practice*. London: SAGE Publications Ltd.

Thomas, G. (2015), *How to do Your Case Study*. 2nd ed. London: SAGE Publications Ltd.

Williams, M. (2016), *Key Concepts in the Philosophy of Social Research*. London: SAGE Publications Ltd.

Yin, R.K. (2013), *Case Study Research: Design and Methods*. 5th ed. London: SAGE Publications Ltd.

Journals:
Educational Research
British Educational Research Journal
Research in Education
International Journal of Educational Research

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence

Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication