

## Module specification

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Module Code	ONLED04
Module Title	Research Methodology
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	None

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MA Education	Core
MA Education with Leadership	Core
MA Education with Early Childhood	Core

### Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>15 hrs</b>
Placement hours	0 hrs
Guided independent study hours	135 hrs
<b>Module duration (Total hours)</b>	<b>150 hrs</b>

### Module aims

This module explores the philosophical and theoretical frameworks that underpin educational research. Students will examine, critique and evaluate different research methodologies that will be considered when proposing and conducting the research project module. This module is an initial exploration of research paradigms that will be revisited and extended in the research proposal module.

As a result of studying this module, students will be able to argue a coherent research strategy where they can align concepts of philosophy, in order to pose and answer a research question that relates to

their own work-based practice. Students will also be able to demonstrate a critical understanding of the ethical approach required for practice-based research and enquiry.

## Module Learning Outcomes

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

1	Critically explore and evaluate how philosophical assumptions underpin educational research and critically reflect on how these assumptions are impacted by professional and personal values.
2	Critically evaluate characteristics of educational research paradigms by examining philosophy, ontology, epistemology and axiology.
3	Create a coherent and critically argued approach for a possible small-scale research project in their own educational practice.

## 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 critically reflective analysis of how their own philosophical assumptions, and professional and personal values will impact their approach to educational research.

Assessment 2: An academic poster presenting a coherent, critically argued research methodology to address a qualitative research question related to their professional practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Written Assignment	1000 words	30	N/A
2	2 and 3	Presentation		70	N/A

## 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.

### **Welsh Elements**

Students are entitled to submit assessments in the medium of Welsh.

### **Indicative Syllabus Outline**

- Philosophical assumptions that underpin educational research;
- Interpreting frameworks in qualitative research;
- The characteristics of qualitative research, ethical enquiry in educational settings;
- The process of designing a qualitative study;
- The data collection cycle;
- The data analysis spiral;
- Standards of validation and evaluation.

### **Indicative Bibliography**

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

#### **Essential Reads:**

Gray, D. (2017), *Doing Research in the Real World*. 4<sup>th</sup> ed. London: SAGE Publications Ltd

#### **Other indicative reading:**

Biggam, J. (2014), *Succeeding with your Master's Dissertation: A step-by-step handbook*.

3<sup>rd</sup> ed. Maidenhead: Open University Press.

Bryman, A. (2021), *Social Research Methods*. 6<sup>th</sup> ed. Oxford: Oxford University Press.

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

London: SAGE Publications Ltd.

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

Thomas, G. (2017), *How to Do Your Research Project*. 3<sup>rd</sup> ed. London: SAGE

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#### **Journals:**

Educational Research

British Educational Research Journal

Research in Education

International Journal of Educational Research

### Administrative Information

<b>For office use only</b>	
Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	Jan 2023: updated learning outcomes and assessment strategy Mar 2025: revalidated in Education Subject Level Review
Version number	3

