

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 |

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 |

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|------------------------------|--|
| 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

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. (1000 words) [LO1] [30%]

Assessment 2: An academic poster presenting a coherent, critically argued research methodology to address a qualitative research question related to their professional practice. (2000 words) [LO2, LO3] [70%]

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|--------------------|---------------|
| 1 | 1 | Written Assignment | 30 |
| 2 | 2, 3 | Presentation | 70 |

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 of 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

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*. 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.

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.

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

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.

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