

Module specification

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Module Code	ONLED06
Module Title	Research Proposal
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

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 prepare to engage in a significant work-based research project at level seven. Students will be able to demonstrate a deep level of understanding of the philosophical roots of educational research by proposing an area for research, researching an initial research question and by arguing the case for a coherent research design for their chosen research question. This module draws upon and extends learning from the Research Methodology module.

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

1	Develop your prima facie research question, and support this with an initial literature review.
2	Present an ethics approval form that demonstrates extensive awareness of ethical issues related to your proposed research question, including ethical standards required by your work-based practice.
3	Create a coherent and critically argued proposal for your Master's dissertation, including a rationale for your research question, literature review and chosen research methodology.

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: An oral presentation which includes your prima facie research question(s), explains the ethical implications of your proposed research question and how you will address the relevant issues in your ethics approval form (RESC).
(1000 words - 10 min) [LO1] [30%]

Assessment 2: A research proposal which includes research question(s), literature review, research methodology and ethics approval form.
(2000 words) [LO2, LO3] [70%]

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

- The dissertation research proposal and defining the prima facie research question;
- Reviewing the literature and refining the research question;
- Understanding philosophical positions in social research;
- Ontology, epistemology and axiology;
- Effective research methodologies for evidence-informed education practice;
- Arguing a coherent and ethical research design;
- Research methods that fit the chosen methodology.

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