

## Appendix 2: Module outlines for MA in Education studies

Module Outline		Part 1- as validated
1.	Title	Research methodology
2.	Level *	7
3.	Credits	30
4.	Indicative Student Study Hours	Taught class sessions: 35 hours Individual academic tutorials: 2 x 30 minutes Self-directed study hours: 264 hours Total study hours: 300 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	COMPULSORY

### 5. Brief Description of Module (purpose, principal aims and objectives)

This is the first module undertaken by all students and serves as an introduction to understanding and applying different research methodologies. It will enable students to develop an understanding of research philosophy and methodology, and to apply this knowledge in three different written submissions.

Using individual and group activities, students will explore different research methodologies, research ethics, examine methods and critically analyse the appropriate choices to make in relation to a chosen research topic. Students design a small-scale research project, informed by focused research aims, objectives and questions, and consider appropriate research methods to achieve the project's aims.

Academic tutorial support provides guidance on preparing the overarching research questions. Students' existing knowledge of research is identified, and they are encouraged to learn from key texts by sharing learning with their fellow students.

### 6. Learning Outcomes –

**On successful completion of this module a student will be able to:**

1.	Articulate effectively in writing a summary overview of a research project/focus ('the abstract') .
2.	Critically evaluate a range of research methodologies and their suitability to one's own research topic(s).
3.	Demonstrate a thorough understanding of ethical issues in the design and/or implementation of a research project.
4.	Connect coherently one's own research project/activities with philosophical perspectives underpinning current educational research.
<b>Generic learning outcomes</b>	
4	Demonstrate the ability to construct evidence-based arguments.
5	Manage a diverse range of scholarly activities effectively and independently.

7. Assessment						
<b>Pass on aggregate or Pass all components</b> <i>(modules can only be pass all components if this is a PSRB requirement)</i>					PASS on aggregate	
Summary of Assessment Plan						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Research abstract	10%	YES	300-500	LOs 1, 2	
2.	Written critique of a research report	30%	NO	1500	LOs 2, 4, 5, 6	
3	Research proposal	60%	YES	2000	LOs 2, 3, 4, 5, 6	
Further Details of Assessment Proposals						
Give brief explanation of each assessment activity listed						
<p>1. <b>Research abstract:</b> A 500 word outline of the main aim, proposed sample group, findings (based on a critical literature review), methods to collect data. Demonstrate how you will present your findings, analysis and limitations.</p> <p>2. <b>A written critique of a research report</b> (1500 words). You will select a research report that explores a similar topic to analyse for this task.</p> <p>2.1.. A written critique of a research report (1500 words).</p> <p>2.1.1. Identify the research focus and the rationale What questions is the study addressing? What justification is the researcher offering as to why this is important? Is the research focus conceptualised, i.e. what theoretical or paradigmatic approach is the researcher adopting? (300 words)</p> <p>2.1.2. The cases studied Does the report provide information about the cases selected and the basis for their selection? Does the researcher provide information about them that will allow you to make a judgement about how relevant they are to the research focus? (100 words)</p> <p>2.1.3. The methods of data collection and analysis How were the data collected and analysed? Is there enough detail in the report to allow you to decide whether the methods were appropriate? Are the research methods consistent with the way the research topic was presented in the introduction? Has the research been conducted ethically? (200 words)</p> <p>2.1.4. The major claims Look for the report's structure and see if you can identify the report's central claims which relate to</p>						

the cases studied. What types of claims are being made? (300 words)

**2.1.5. Assessment of the major claims**

Do the claims seem plausible or credible and so can they be accepted at face value? If not, examine the validity of the evidence presented for each of the claims? Look at the evidence presented for the claims: is this credible or plausible? How relevant are the claims? (400 words)

**2.1.6. The conclusions**

Identify the conclusions of the research report which relate to the research focus. Are the conclusions theoretical inferences or empirical generalisations? (100 words)

**2.1.7. Assessment of the conclusions**

In the case of theoretical conclusions, assess the evidence from the cases and decide if it is strong enough for the theory proposed to be accepted. In the case of empirical generalisations, can you identify how the researchers are relating their findings to a larger population? Assess whether such generalisations are likely to be sound (100 words).

**2.1.8 How to approach your project proposal**

This proposal is closely linked to your year 2 final dissertation.

A detailed template outlining a proposed structure for UCC research proposals is available online on MOODLE. It will be discussed with each student individual in academic tutorials.

Your project proposal is an opportunity for you to set out your plan for a small-scale piece of primary practitioner research and to receive comments and feedback on it which will assist you in developing your inquiry. The aim is to introduce to the various aspects, experiences, skills and knowledge that you will need to successfully develop as an critical informed self-regulated researcher.

**3. The research proposal (2000 words)**

This will include:

- a clear focus with links to professional practice
- an initial literature review and analysis
- a critical assessment of available methodology together with a justification of methods selected
- identification of ethical and legal issues and strategies
- a planned research schedule

**8. Summary of Pre and / or Co Requisite Requirements**

n/a

**9. For use on following programmes**

MA in Education studies

**Module Specification annually**

**Part 2- to be reviewed**

<b>1.</b>	<b>Module Leader</b>	<b>TBC</b>
-----------	----------------------	------------

<b>2.</b>	<b>Indicative Content</b>
	<p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>• Understanding of research design and methodology;</li> <li>• Research methods used in education, including qualitative and quantitative methods;</li> <li>• Primary and secondary data and the ability to utilise IT applications for data analysis;</li> <li>• Selecting, evaluating, analyzing and synthesizing academic literature from a variety of texts</li> <li>• Analyse successful presentation skills in relation to academic conferences, symposiums and online lectures;</li> <li>• The importance of ethics and eliminating bias in research;</li> <li>• Critically evaluate methods of reporting research, incorporating written and multimodal texts.</li> </ul>

**3. Delivery Method (please tick appropriate box)**

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
<b>X</b>					

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
<b>1</b>	Lectures	35		LOs 1-6
<b>2</b>	Self-directed study	264		
<b>3</b>	Individual academic tutorials	1		LOs 1-6
	<b>Total Hours</b>	<b>300</b>		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two 30 minutes academic tutorials per module.
---	---

**4. Learning Resources**

*To include contextualised Reading List.*

**Highly recommended:**

Bell, J. (2005). *Doing Your Research Project: A guide for first-time researchers in education, health and social science* (4th ed.). Maidenhead: Open University Press.

Bryman, A. (2004). *Social Research Methods* (2nd ed.). Oxford: Oxford University Press.

Kumar, R., (2014) *Research Methodology: A step-by-step Guide for Beginners* (4th Edition) London: Sage

McNiff, J. (2013) *Action research: Principles and Practice*, 3rd edition, Abingdon: Routledge

Oancea, A., Punch, K., (2014), *Introduction to Research Methods in Education* (2nd Edition), London: Sage

### **Recommended**

Clough, P and Nutbrown, C. (2007). *A Student's Guide to Methodology* (2nd ed.). London: Sage.

Greener, I. (2011). *Designing Social Research: A Guide for the Bewildered*. London: Sage.

Henn, M., Weinstein, M., & Foard, N. (2009). *A Critical Introduction to Social Research* (2nd ed.). London: SAGE.

Robson, C. (2011) *Real World Research. A resource for users of social research methods in applied settings*, London: Wiley.

Silverman, D. (2013). *Doing qualitative research* (4th ed.). London: Sage.

### **Other useful texts, websites or resources**

National College for Teaching and Leadership [www.gov.uk/government/organisations/national-college-for-teaching-and-leadership](http://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership) (Early Years to 16 years sectors) Education and Training Foundation [www.et-foundation.co.uk](http://www.et-foundation.co.uk) (Post-16 sector)

[www.bera.ac.uk](http://www.bera.ac.uk)

<http://www.ioe.ac.uk/research.html>

[www.nfer.ac.uk](http://www.nfer.ac.uk)

<http://www.nfer.ac.uk/publications/educational-research/>

[www.aera.net.com](http://www.aera.net.com)