MA in Education

Module Title:	RESEARCH METHODOLOGY
Module Code:	MAED01M
Level:	7
Credits:	30
Pre-requisites:	None

Module Description:

This module develops and extends the students' existing knowledge of the theory and practice of research in educational contexts. Students are encouraged to develop their own research-related interests, which can be explored in preparation for your dissertation. Students familiarise themselves with their co-students to identify areas of shared interest and expertise which can be further developed as they progress through the module. Using individual and group activities, students explore different research methodologies, research ethics, examine their methods and critically analyse their underlying values. Students identify a topic for a small-scale research project, and consider the research design and research methods that best meet the project's requirements. Throughout the module, support and guidance is provided on preparing the overarching research questions of a study, and in identifying which research designs and research methods are most suitable to answer those questions. Students' existing knowledge about research is identified and they are encouraged to learn from key texts and share learning with their fellow students.

Indicative Content:

Within the stated aims of the module learning outcomes, the content and delivery methods will be modified to meet the needs of each learning cohort. A general outline of the course is indicated below.

- Understanding of research design and methodology.
- Research methods used in education, including qualitative and quantitative methods
- Primary and secondary data and the ability to utilise IT applications for data analysis.
- The importance of ethics and eliminating bias in research.
- Methods of reporting research, incorporating written and multimodal texts

Module Specifications: *UCC School of Education*

Learning and Teaching Methods:
The module will be delivered through a combination of lectures and seminars. Students engage in individual and group activities. Self-managed learning and study will supplement lectures. An individual research project will form part of this module.

Specific Learning Resources:
All learners will be required to have access to the Wi-fi within their teaching space and full use of an interactive board for the taught elements.

Bibliography

Highly Recommended

Alasuutari, P., Bickman, L. & Brannen, J (Eds.), *The SAGE Handbook of Social Research Methods.* London: SAGE.

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.

Blaxter, L. Hughes, C. and Tight, M. (2010) *How to Research.* (4th Edition) 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, Abgindon: Routledge

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

Recommended

Clough, P., & 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.

Greenfield, T. (2002). *Research methods for Postgraduates* (2nd ed.). London: Arnold.

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,* (3rd ed.). London: Wiley.

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

Broadsheet newspapers, websites and the following journals (list not exclusive):

- In Tutition
- Times Education Supplement
- Education Today
- BBC education news website: www.bbc.co.uk/news/education
- National College for Teaching and Leadership www.gov.uk/government/organisations/national-college-for-teaching-and-leadership (Early Years to 16 years sectors)

Module Specifications: *UCC School of Education*

- Education and Training Foundation www.et-foundation.co.uk (Post-16 sector)
- www.bera.ac.uk
- http://www.ioe.ac.uk/research.html
- www.nfer.ac.uk
- http://www.nfer.ac.uk/publications/educational-research/
- www.aera.net.com
- http://www.tandfonline.com/toc/cber20/current#.VG8to6FFDcs

Module Learning Outcomes

Subject Specific Learning Outcomes
On successful completion of this module you will be able to:

LO 1	Analyse and critically evaluate a range of research methodologies with reference to theoretical knowledge at the forefront of the discipline.
LO 2	Design and critically analyse an original research project proposal within their institutions that demonstrates critical engagement with the processes of research and knowledge creation.
LO 3	Demonstrate a thorough understanding of ethical issues relating to permission, anonymity, observation and documentation in relation to their research task, and demonstrate this by a critical analysis of the ethical implications of research and BERA standards.

Assessment Title or element	Weighting (%)

By the end of the module, the student will complete a research proposal. The specific focus of the research project will be decided by the individual's areas of interest in the field of education, and will be agreed in in consultation with the tutor. (This research may take the form of a pilot study for the student's dissertation).

The assessment will consist of three parts:

A 500 word outline research proposal, which will be subject to approval by the course tutor. (Patch 1)	10%
An individual presentation given to the group and tutor to discuss preferred methodology. (15 mins, Patch 2)	30%
An in-depth research proposal. To demonstrate successful implementation of research methods to include: a methodology section; and an ethical consideration. To show analysis, reflection, and limitations there will be a discussion section. To complete the research proposal successfully, participants will also provide evidence of their skills to plan the research process with SWOT analysis and example time line. (4000 words, Patch 3)	60%

Information correct at point of publication.