

Module Outline**Part 1- as validated**

1.	Title	Research Methodology
2.	Level *	7
3.	Credits	30
4.	Indicative Student Study Hours	Online class hours & workshop: 36 Directed or self-directed study hours: 264 Total study hours: 300
5.	Compulsory (must be taken) OR Optional	Compulsory
6.	Core (must be passed and cannot be compensated) or non-core	Core

*** Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6
PG (Masters) = 7**

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

This is a module undertaken by all students. It will enable students to develop their knowledge of research philosophy and methodology and to develop a proposal for a research project. 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 requirements.

Academic tutorials support and provide guidance 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.

8. Learning Outcomes - On successful completion of this module a student will be able to:
(Add more lines if required)

1.	Critically analyse philosophical perspectives underpinning current educational research
2.	Critically evaluate a range of quantitative and qualitative research methodologies and their alignment with philosophical perspectives.
3.	Demonstrate a thorough understanding of ethical issues relating to permission, anonymity, observation and documentation.
4.	Propose an appropriate topic, focus and scope for own research project.
5.	Manage a diverse range of scholarly activities effectively and independently.
6.	Critically review contemporary research on critical issues in education considering the ethical implications and influence of personal bias on the validity and generalisability of the findings.

9. Assessment**Pass on aggregate or Pass all components****Summary of Summative Assessment Plan**

If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
2.	Research proposal	100 %	Yes	4000	1,2,3,4,5	A summative assessment that outlines clearly the understanding of research and how to apply it to a posed research question

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Research proposal (4000 words, 100%)

This proposal is closely linked to the 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 individually in academic tutorials.

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

Summary of Formative Assessment Plan

The research proposal (100%) is the summative assessment, therefore the formative assessment plan will be designed to scaffold students' skills development and support them in achieving the learning outcomes.

The assessment plan will focus on key milestones that lead up to ~~both the presentation and the~~ final research proposal, enabling students to reflect, receive feedback, and make improvements.

Week 1–2: Introduction and Research Question Development

Focus:

Understanding the importance of a clear research question.

Identifying personal interests and potential research topics.

Formative Activity:

Discussion Board Post:

Students will post a 200–300-word description of a potential research area on the discussion forum, including a draft of their research question.

Feedback Method:

Peer feedback and tutor comments to help refine the research question.

Week 3: Critical Literature Review Workshop

Focus:

Introducing the principles of conducting a critical literature review.

Identifying key literature and research gaps.

Formative Activity:

Annotated Bibliography Submission (500 words):

Students will submit an annotated bibliography of 3–5 key sources related to their research topic, including brief summaries and critical evaluations of each source.

Feedback Method:

Tutor feedback on the relevance of sources, depth of critical analysis, and alignment with the research question.

Week 4: Methodology Alignment

Focus:

Exploring different research methodologies and selecting an appropriate one.

Aligning methodology with the research question.

Formative Activity:

Methodology Outline (200 words):

Students will submit a brief outline of their proposed research methodology, explaining how it aligns with their research question and the type of data they plan to collect.

Feedback Method:

Tutor feedback on the appropriateness of the chosen methodology, highlighting any ethical considerations and potential challenges.

Week 5: Ethical Considerations Discussion

Focus:

Understanding ethical principles in educational research.

Reflecting on the ethical implications of their research proposal.

Formative Activity:

Ethical Considerations Reflection (200 words):

Students will submit a brief reflection on the ethical considerations related to their research, including any potential risks and how they plan to mitigate them.

Feedback Method:

Tutor feedback focusing on the comprehensiveness of ethical considerations, including consent, confidentiality, and safeguarding.

Week 6: Mid-module Review and Individual Tutorial

Focus:

Reviewing progress and identifying areas for improvement.

Offering personalised feedback on research development.

Formative Activity:

Individual Tutorial (15 minutes):

Each student will have a one-on-one meeting with the tutor to discuss their progress on both the presentation and research proposal.

Feedback Method:

Oral feedback and guidance on refining the research question, methodology, and structure of the proposal.

Week 7: Presentation Patch presentation (10-minute thesis)

Focus:

Developing presentation skills and ensuring alignment with assessment criteria.

Preparing students for the summative presentation.

Formative Activity:

Peer Presentation (10 minutes):

Students will present a condensed version of their summative presentation to a small group of peers. This will cover their research question, literature review, and methodology.

Feedback Method:

Peer and tutor feedback, focusing on clarity, engagement, and alignment with the summative criteria (research question, literature review, methodology, ethics).

Week 8: Feedback on Feasibility and Timeline**Focus:**

Creating a feasible research timeline.
Identifying resources and addressing any challenges.

Formative Activity:

Timeline Submission (200 words):

Students will submit a draft timeline for completing their research, including key milestones and resources required.

Feedback Method:

Tutor feedback on the realism of the timeline, offering suggestions for refining the project plan.

Week 9: Draft Research Proposal Submission**Focus:**

Structuring and refining the research proposal.
Developing skills for academic writing and referencing.

Formative Activity:

Draft Research Proposal Submission (1000 words):

Students will submit a partial draft of their research proposal, including their research question, literature review, and methodology sections.

Feedback Method:

Detailed tutor feedback on content, structure, alignment with assessment criteria, and areas for improvement.

Week 10: Writing and draft Feedback**Focus:****Finalising the proposal for summative assessment.**

Reflecting on tutor and peer feedback.

Formative Activity:

Final Proposal Submission and Peer Review:

Students will submit their draft proposal and conduct peer reviews of one another's proposals.

Feedback Method:

Peer feedback and final comments from the tutor, focusing on readiness for summative assessment.

Rationale for Formative Assessment Plan**Scaffolded Learning:**

Each formative activity is designed to build progressively towards the final presentation and research proposal. This helps students develop key research skills while providing multiple opportunities for reflection and improvement.

Peer and Tutor Feedback:

Frequent feedback from both peers and tutors ensures that students receive varied perspectives on their work. This not only helps them refine their ideas but also builds a sense of community and shared learning within the module.

Self-Regulated Learning:

By reflecting on feedback and revising their work in stages, students are encouraged to take ownership of their learning and development. This aligns with the summative aim of helping them become "critical informed self-regulated researchers."

Alignment with Summative Assessments:

Each formative task aligns directly with the criteria for the summative assessments. This ensures that students are well-prepared to meet the assessment criteria for both the presentation and research proposal.

10. Summary of Pre and / or Co Requisite Requirements

As this is the first module on the MA in Education there are no pre and/or co requisite requirements. What will form part of formative assessment is identifying familiarity of students' foundational research knowledge or skills needed to succeed in this module.

11. For use on following programmes

n/a