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| 1. | Title | Dissertation |
| 2. | Level * | 7 |
| 3. | Credits | 60 |
| 4. | Indicative Student Study Hours | Online Taught class sessions: 14 hours Individual supervision: 6 hours Self-directed Study Hours: 580 hours Total study hours: 600 |
| 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)

The dissertation represents a substantial piece of independent research and academic writing. This module challenges you to synthesise and apply the knowledge and skills acquired throughout your MA studies to a topic of their choice within the field of education.

Principal aim and objectives:

Integrated Research Approach: The dissertation incorporates a comprehensive review of relevant literature seamlessly woven into the broader research context, theoretical framework, and analysis. This integrated approach allows for a more cohesive and dynamic exploration of the chosen topic.

Contribution: Students are expected to make an contribution to effective teaching, learning and assessment within their organisations. This can be achieved through:

- Conducting primary research and providing analytical evaluation of findings
- Developing a detailed, scholarly juxtaposition and subsequent reconciliation of existing research perspectives
- Proposing innovative theoretical frameworks or practical applications based on critical analysis of existing literature and research

Professional and Academic Synthesis: The module provides a platform for students to combine insights from professional practice, scholarly research, and academic evaluations in one larger-scale study. This synthesis allows for a rich, multifaceted exploration of educational issues.

Advanced Academic Skills: Students will draw upon and further develop their academic skills, including critical thinking, research methodologies, data analysis, academic writing, and ethical considerations in research.

Future Research Potential: While serving as the culmination of Level 7 study, the dissertation also acts as a springboard for identifying potential research topics for further study, possibly at doctoral level.

8. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

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| 1. | Conceptualise, design, and conduct an independent research project on a topic relevant to their educational practice or interest. |
| 2. | Critically evaluate and synthesise complex theoretical concepts and research findings from multiple sources. |

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| 3. | Apply appropriate research methodologies and analytical techniques to address specific research questions or objectives. |
| 4. | Produce a cohesive, well-structured dissertation that demonstrates originality of thought and contributes to the existing body of knowledge in education. |
| 5. | Reflect critically on the research process, including ethical considerations and limitations of the study. |
| 6. | Evaluate and critically articulate implications of their research for educational practice, policy, or further research. |

| 9. Assessment | | | | | | |
|--|--------------|-------------|-----------------------|----------------------------|----------------------------------|--|
| Pass on aggregate or Pass all components | | | | 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 |
| 1 | Mini-Viva | 0% | No | | LO1,2,3,4,5,6 | Proposal (0%) now takes the form of a mini-viva but still must pass. The supporting paperwork is the revised Ethics form that has to be submitted. |
| 2 | Dissertation | 100% | No | 12000 | LO1,2,3,4,5,6 | |
| Further Details of Assessment Proposals | | | | | | |
| Give brief explanation of each assessment activity listed | | | | | | |
| There is a detailed template of a suggested UCC format available on MOODLE. | | | | | | |
| The dissertation is assessed according to the categories and criteria outlined in the University Centre Colchester's L7 dissertation mark sheet included for reference in the UCC MA module guide and available to students on MOODLE. | | | | | | |
| Summary of Formative Assessment Plan | | | | | | |
| Weeks 1-2: Conceptualising Your Dissertation Project | | | | | | |
| Focus: Understanding how to conceptualise a research project, selecting a topic, and framing the research within the broader context of education. | | | | | | |
| Formative Task: Topic Proposal (300 words) Students submit a 300-word proposal outlining their chosen research topic, its relevance to educational practice, and the potential contribution to the field. | | | | | | |
| Feedback Method: Supervisor feedback on topic feasibility, relevance, and alignment with educational research. | | | | | | |
| Weeks 3-4: Comprehensive Literature Engagement | | | | | | |

Focus: Developing the ability to engage critically with the literature to identify research gaps, theoretical frameworks, and key sources.

Formative Task: Annotated Bibliography (1000 words) Students submit an annotated bibliography of 8-10 key sources relevant to their dissertation topic, summarising the content and critically evaluating its relevance to their project.

Feedback Method: Supervisor feedback on the quality of the literature selected, depth of engagement, and how well it informs the research question.

Weeks 5-6: Crafting Research Questions and Objectives

Focus: Formulating clear and focused research questions and objectives that are aligned with the literature and the conceptual framework.

Formative Task: Draft Research Questions and Objectives (500 words) Students submit a draft of their research questions and objectives, explaining how they align with the literature and theoretical frameworks.

Feedback Method: Supervisor feedback on clarity, focus, and feasibility of the research questions, with guidance on refining the objectives.

Weeks 7-8: Research Design and Methodology

Focus: Understanding and selecting appropriate research methods for data collection and analysis.

Formative Task: Methodology Plan (1000 words) Students submit a detailed methodology plan, including the research design, methods for data collection, sampling strategies, and justification of their chosen approach.

Feedback Method: Supervisor feedback on the appropriateness and feasibility of the research design, with suggestions for refinement.

Weeks 9-10: Ethical Considerations in Educational Research

Focus: Addressing ethical issues in educational research, including participant consent, confidentiality, and potential ethical challenges.

Formative Task: Ethics Application Form Students submit an ethics application, detailing how they will address ethical considerations in their research.

Feedback Method: Supervisor and institutional ethics committee feedback on the ethical viability of the proposed project, with required revisions as needed.

Weeks 11-12: Data Collection and Analysis Strategies

Focus: Preparing for data collection and determining appropriate analysis strategies.

Formative Task: Data Collection Tool Submission (500 words) Students submit their data collection tools (e.g., interview questions, surveys, or observation checklists) along with a brief description of how they will be used.

Feedback Method: Supervisor feedback on the clarity and effectiveness of the data collection tools and strategies, ensuring alignment with the research questions.

Weeks 13-14: Integrating Theory, Data, and Analysis in Writing

Focus: Synthesising theoretical frameworks, data, and analysis to create a coherent narrative in the dissertation.

Formative Task: Literature Review Draft (1500 words) Students submit a draft of their literature review, demonstrating how they are integrating theory with their research questions and setting the foundation for analysis.

Feedback Method: Supervisor feedback on the quality of the literature review, its coherence, and how well it sets up the research and analysis sections.

Weeks 15-16: Adapting to Research Challenges

Focus: Reflecting on and adapting to challenges encountered during the research process, such as issues with data collection, participant access, or analysis.

Formative Task: Reflective Journal (500 words) Students submit a reflective journal entry that discusses any challenges faced during data collection and how they are adapting to overcome them.

Feedback Method: Supervisor feedback on strategies for overcoming challenges and ensuring the research process stays on track.

Weeks 17-18: Recognising and Articulating Research Limitations

Focus: Identifying and acknowledging the limitations of the research and reflecting on how these impact the conclusions.

Formative Task: Limitations Section Draft (500 words) Students submit a draft of the limitations section of their dissertation, reflecting on the scope and challenges of the project.

Feedback Method: Supervisor feedback on how effectively the limitations are articulated, including suggestions for improving the reflection on research constraints.

Weeks 19: Dissertation Writing and Presentation

Focus: Finalising the dissertation by integrating all sections, refining arguments, and ensuring clarity and coherence.

Formative Task: Full Draft Submission (5000-6000 words) Students submit a full draft of their dissertation, including the introduction, literature review, methodology, data analysis, discussion, and conclusion.

Feedback Method: Comprehensive supervisor feedback on the full dissertation draft, focusing on clarity, coherence, structure, and alignment with the research questions and objectives.

Week 20: Final Dissertation Review and Self-Reflection

- **Focus:** Completing final revisions and reflecting on the research journey and the learning outcomes of the dissertation project.

Formative Task: Reflective Blog Post (300 words) Students submit a final blog post reflecting on their research journey, key challenges, personal growth, and how the dissertation project has contributed to their professional development.

Feedback Method: Peer and tutor feedback on reflections, with a focus on personal and professional development and preparation for future research.

10. Summary of Pre and / or Co Requisite Requirements

N/A

11. For use on following programmes

N/A