MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

UN824 (UELT8240) Interrogating Higher Education Research

1. School or partner institution which will be responsible for management of the module

Centre for the Study of Higher Education/Unit for the Enhancement of Learning and Teaching

1. Start date of the module

Spring term 2011/2012, revised start date Spring 2015

1. The number of students expected to take the module

20

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

*None.* This is an existing module and the only change is that it is mapped on to the UKPSF.

1. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

M

1. The number of credits and the ECTS value which the module represents

30 (15 ECTS credits)

1. Which term(s) the module is to be taught in (or other teaching pattern)

Any

1. Prerequisite and co-requisite modules

Successful completion of, or having received exemption from, the core module UN825 Educational Research Methods is a prerequisite for this module. It is assumed that students will have completed 60 credits of the PGCHE (or have equivalent qualifications/experience) prior to embarking upon the MA.

This is a required module for the PGDip.

This module may also be used as a PGCHE optional module.

1. The programmes of study to which the module contributes

MA in Higher Education

PGCHE

1. The intended subject specific learning outcomes

At the end of the module, successful students will be able to:

* 1. Demonstrate a broad understanding of a range of theoretical approaches to higher education research. (MA in Higher Education, Knowledge and Understanding 2, 4; Subject-Specific Skills 2)
  2. Consider the impact of applying selected theoretical approaches to selected research problems in HE. (MA in Higher Education, Knowledge and Understanding 1, 3; Intellectual Skills 2; Subject-Specific Skills 1 UKPSF A5)
  3. Critically analyse the theoretical approaches adopted in a selection of published, peer-reviewed, higher education research. (Intellectual Skills 1; Transferable Skills 2 UKPSF V3)K6
  4. Critically interrogate the relationship between theory and method in a selection of published, peer-reviewed, higher education research. (MA in Higher Education, Knowledge and Understanding 2; Intellectual Skills 3; Subject-Specific Skills 3; Transferable Skills 2 UKPSF V4)

1. The intended generic learning outcomes

12.1 Organise and Manage Own Learning (MA in Higher Education, Transferable Skills: 1) V3

12.2 Develop an understanding of a range of approaches and beliefs which inform Higher Education Policy and Practice (MA in Higher Education, Transferable Skills: 2 UKPSF V4)

12.3 Develop the capacity to communicate research clearly and coherently (speech and writing) to specialist and non-specialist audiences (MA in Higher Education, Transferable Skills: 3)

1. A synopsis of the curriculum

The curriculum builds upon the skills, knowledge and understanding of policy and practice in Higher Education students will have developed as part of the PGCHE programme (or equivalent appropriate experience) and upon the prerequisite module: Educational Research Methodology in particular. The teaching, content and assessment of this module aims to take students beyond the initial understanding of a range of methods of educational research which will be introduced in the Educational Research Methodology module, and aims to develop their capacity for critical analysis of a range of educational theories and their application in contemporary HE research. The scope for this activity is deliberately broadly interpreted to enable students to interrogate educational research in relation to their personal interests and professional practices. Participants will explore the impact of theoretical approaches to higher education research, through engaging in interdisciplinary discussion focused upon critical analysis of relevant research monographs, journal articles, book chapters or guest lectures. The emphasis throughout is on interrogating the rationale and application of particular theoretical approaches.

Indicative content:

1. Shifting paradigms in HE research
2. Truth and bias in HE research
3. The relationship between theory and method in HE research
4. The contribution and influence of major thinkers upon HE research (e.g. Bourdieu, Habermas, Bernstein, and Foucault)
5. A critical overview of current theoretical approaches to HE research, such as: discourse analysis, social and critical realism, actor-network theory, auto/biographical research
6. Indicative Reading List

Books:

1. Bourdieu, P. and Passeron, J-C. (1990) Reproduction in Education, Society and Culture. London: Sage Publications.
2. Pring, R. (2004) Philosophy of Educational Research, London: Continuum
3. Archer, M. (2007) Making Our Way through the World, Cambridge: Cambridge University Press
4. Fairclough, N. (2003) Analysing Discourse, London: Routledge
5. Merrill, B. and West, L. (2009) Using Biographical Methods in Social Research, London: Sage
6. Hodgson, A. (Ed) (2000) Policies, Politics and the Future of Lifelong Learning , London: Kogan Page
7. Tight, M. International Handbook on Higher Education Research

Journal Articles:

1. Haggis, T. (2009) ‘What have we been thinking of? A critical overview of 40 years of student learning research in higher education’ in Studies in Higher Education, 34:4
2. Robbins, D. (1993) ‘The Practical Importance of Bourdieu’s Analyses of Higher Education’ in Studies in Higher Education, 18: 2
3. Wilson, A. (2009) ‘Learning to read: discourse analysis and the study and practice of adult education’ in Studies in Continuing Education, 31: 1
4. Bridges, D. (1999) ‘Educational Research: pursuit of truth or flight into fancy?’ in British Educational Research Journal, 25: 5
5. Clegg, S. (2005) ‘Evidence-based practice in educational research: a critical realist critique of systematic review’ in Sociology of Education, 26: 3
6. Shay, S. Ashwin P and Case, J. (2009) A critical engagement with research into higher education’ in Studies in Higher Education, 34: 4
7. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

Teaching methods: Workshops combining lectures, seminars and tutorials - 20 hours.

This will address SLO 11.2; 11.4; GLO 12.2; 12.3

Independent learning which will include research, private study, assessment work – 280 hours

The allocation of a large amount of time for independent study allows for individual reading (both in preparation for seminars and beyond the content of the taught sessions); reflection upon practice; critical evaluation of the key theories and issues; and for completion of the assessment tasks.

This will address SLO 11.1; 11.3; GLO 12.1; 12.3

This equals 300 study hours for a thirty credit module.

1. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

The assessment will for this module will be in two parts:

Students will be expected to give a twenty minute presentation (including ten minutes for questions) and submit a 5000 word critical essay. Specific topics for the presentation and titles for the essay will be negotiated with the course tutor during individual tutorials.

The presentation and the essay will cover separate theoretical areas.

For the presentation, students will be expected to introduce a peer-reviewed journal article (or section from such an article) to the group alongside a critique of the theoretical approaches selected by the author(s). This is a formative assessment and will not be credit-bearing.

The presentation will assess SLO 11.1, 11.3; GLO 12.1, 12.2, 12.3

For the essay, students will be expected to identify a relevant topic in HE research and critically analyse a range of theoretical approaches to addressing this topic. This is a summative assessment, it is 100% credit bearing.

The essay will assess SLO 11.1; 11.2; 11.3.

Participants wishing to use this module to demonstrate achievement of elements of UKPSF should include a Fellowship declaration on the template provided in the module guide.

1. Implications for learning resources, including staff, library, IT and space

The numbers of PGCHE/MA participants has risen steadily in recent years, with consequent increases in demands on staff time – tutorial, observation, direct teaching and assessment. This module revision will make additional demands on library resources.

Staff and teaching space are available for this module.

This module will mainly use reading materials such as journal articles already available through electronic databases. Some extra books may need to be purchased and the current bid for additional library funding takes account of this for the MA programme.

1. CSHE/UELT recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.
2. Campus(es) where module will be delivered: Canterbury

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................  Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)  …………………………………………………  Print Name | ..............................................  Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................  Head of School  …………………………………………………….  Print Name | ..............................................  Date |

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** *(delete as applicable)***:** "I confirm that the College/Validated Institution*(delete as applicable)* has approved the introduction of the module and will be responsible for its resourcing"

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| .................................................................  Nominated Responsible Officer of Partner College/Validated Institution  ………………………………………………….  Print Name  …………………………………………………..  Post | ..............................................  Date |

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Partner College/Validated Institution

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Last updated July 2014