1. **Title of the module**

UELT8250 (UN825) - Educational Research Methodology

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

UELT/Centre for the Study of Higher Education

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

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

15 credits (7.5 ECTS)

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

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Postgraduate Diploma for Higher Education;

MA in Higher Education.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate a knowledge and understanding of a range of research methods (MA in Higher Education, Knowledge and Understanding 2, 4; Intellectual Skills 1, 2, 3; Subject-Specific Skills 4; Transferable Skills 1, 2, 3. PGCHE Knowledge and Understanding 6; Intellectual Skills 1, 2, 3; Subject Specific Skills 7; Transferable Skills 1. UKPSF A5; K1; V3)
3. Critically evaluate the suitability of different research methods, approaches and instruments within educational research (MA in Higher Education, Knowledge and Understanding 2, 4; Intellectual Skills 1, 2, 3; Subject-Specific Skills 4; Transferable Skills 1, 2, 3. PGCHE Knowledge and Understanding 6; Intellectual Skills 1, 2, 3; Subject Specific Skills 7; Transferable Skills 1. UKPSF A5; K1; V3)
4. Consider the ethical implications of collecting and handling qualitative and quantitative data relating to human subjects within educational settings (MA in Higher Education, Knowledge and Understanding 2, 4; Intellectual Skills 1, 2, 3; Subject-Specific Skills 4; Transferable Skills 1, 2, 3. PGCHE Knowledge and Understanding 6; Skills and Other Attributes 1, 2, 3; Subject Specific Skills 7; Transferable Skills 1. UKPSF A5; K1; V3)
5. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
6. Write about their research work and ideas self-critically to a high standard (MA in Higher Education, Knowledge and Understanding 2, 4; Intellectual Skills 1, 2, 4; Subject-Specific Skills 4; Transferable Skills 1, 2, 3. PGCHE Knowledge and Understanding 6; Subject Specific Skills 7; transferable Skills 1. UKPSF A5; K1; V3)
7. **A synopsis of the curriculum**

The main purpose of this module is to provide programme participants with an introduction to methodologies and methods of conducting educational research, and their implications in terms of ethics, validity and generalisability. Topics introduced include: conceptual analysis, forms of reasoning, epistemology, education as social science, quantitative vs qualitative analysis, datasets and other sources, various methods and approaches for empirical investigation (with room to accommodate participants’ needs), research ethics considerations, research writing and audiences.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Cohen, L., Manion, L., and Morrison, K. (2013). Research Methods in Education. (6th Ed.). London: Routledge
* Kvale, S. (2007). Doing Interviews. London: Sage
* May, T. (2001) Social Research: Issues, methods and process. Maidenhead: Open University Press.
* Moustakas, C. (1994). Phenomenological Research Methods. London: Sage.
* Pink (2009) Doing sensory ethnography. London: Sage
* Reason, P. & Bradbury, H. (eds.) (2006) Handbook of Action Research. London: Sage.
* Rose, G. (2007). Visual Methodologies: An Introduction to the Interpretation of Visual Materials. (2nd ed.). London: Sage.
* Scott, D. and Usher, R. (2011) Researching Education: Data methods and theory in Educational Enquiry. London: Continuum
* Silverman, D. (2010). Qualitative Research. (3rd Ed.). London: Sage

1. **Learning and teaching methods**

Total contact hours: 10

Private study hours: 140

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay, 3000-4000 words, 100%

13.2 Reassessment methods

Reassessment instrument: like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 |
| **Learning/ teaching method** |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** |
| Private study | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Each weekly seminar covers different research methods, or concerns related to research design. This is taught through reference to international examples, case studies, and literature. Traditions of theory and practice are approached in terms of their international origins and development, and international differences in regulatory practice, particularly with regards to ethics protocols, are discussed.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018