

# IE902-60 Professional Research Project (Research Methods & Critical Enquiry)

20/21

**Department**

Education Studies

**Level**

Taught Postgraduate Level

**Module leader**

Rebecca Morris

**Credit value**

60

**Module duration**

52 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

---

## Description

### Introductory description

The dissertation is an opportunity to explore, in depth, an area of academic and/or professional interest related to your degree. Building on the knowledge and skills developed during the Foundation Research Methods module, and your other modules, you will conduct an independent research project, developing a deeper understanding of your chosen topic. From your research project you will produce a dissertation, with guidance from a supervisor who will be allocated to you. Through the dissertation you will demonstrate the ability to analyse and synthesise relevant literature, produce coherent arguments supported by relevant evidence and logical discussion, and acknowledge sources of ideas and information.

### Module aims

This module provides students with an opportunity to consider an area of academic/professional interest in greater depth. The Professional Research Project demonstrates the ability to analyse and synthesise relevant literature, produce coherent arguments supported by relevant practical evidence. The module provides skills in producing logical discussion and how to acknowledge

sources of ideas and information.

The aim of this module is to provide students with a basic training in research methods in education. The module has three main aims:

- to enable students to engage in a critical reading and analysis of research accounts;
- to equip students with basic skills in a range of established research strategies and techniques, including data collection and analysis;
- to prepare students to frame and refine research questions and to design and execute a research and produce a research project (the final assessment).

## **Outline syllabus**

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will address the following core themes:

- Understanding educational research appropriate to educate/school-based inquiry.
- Interviews, questionnaires, observation schedules, survey data as tools for inquiry.
- Experimental design, survey and quantitative data analysis.
- Approaches to analysing qualitative data and using documentary and other sources.
- Designing, planning and writing a research project.
- Use of literature as a support for research.
- Implementing innovation.
- Extending innovation in an educate/school setting.

The module should enable students to develop key research skills appropriate for developing an educate/school-based project. Session tutors, drawing upon their particular research expertise, will guide students in the practicalities of research design, data collection and data analysis.

Each student will also be allocated a supervisor who will guide them on the specific focus of the practical research they will be undertaking and support them in producing a 15000 word project report.

## **Learning outcomes**

By the end of the module, students should be able to:

- Demonstrate detailed knowledge and understanding of a specific topic within the field of Educational Leadership
- Written communication skills
- Demonstrate use of information technology via analysis of qualitative data, quantitative data, or use of e-resources in the library, e.g. literature searches
- Use of relevant research skills
- Demonstrate ability in critical analysis
- Demonstrate ability to understand and articulate new concepts
- Demonstrate ability to plan and structure a sustained report of research or a piece of sustained academic scholarship related to education

## Indicative reading list

- Aubrey, C., David, T., Godfrey, R. and Thompson, L., (2000), Early Childhood Educational Research: Issues in methodology and ethics. London: RoutledgeFalmer
- Bieger, G. R. and Gerlach, G. J., (1996), Educational Research: A Practical Approach, Wadsworth Publishing.
- Grey, D., (2004), Doing Research in the Real World, Sage
- MacNaughton, G., Rolfe, S. A. and Siraj-Blatchford, I. (2001) Doing Early Childhood Research. International Perspectives on Theory and Practice. Buckingham: Open University Press
- Muijs, D., (2004), Doing Quantitative Research, Sage/Paul Chapman
- Opie, C., (2004), Doing Educational Research, Sage/Paul Chapman
- Prior, L., (2003), Using Documents in Social Research, Sage
- Robson, C., (1993), Real World Research: A Resource for Social Scientists and Practitioner Researchers, Oxford, Blackwell
- Wilson, C. and Powell, M. (2001) A Guide to Interviewing Children. London: Routledge

[View reading list on Talis Aspire](#)

## Research element

Students complete an independent research study related to a chosen aspect of educational leadership and management, with supervision.

## Subject specific skills

- examine, evaluate and deploy the findings of empirical and theoretical studies related to educational leadership and management
- reflect upon the ethics of studying aspects of education
- generate and explore suitable research questions
- carry out empirical or desk-based studies ethically
- use appropriate methods of data collection to answer research questions
- analyse data
- present and evaluate research findings

## Transferable skills

- Analysis and decision making
- Communication skills
- Critical thinking
- Data handling
- Emotional intelligence
- Intellectual ability
- Judgement and decision making
- Negotiation
- Planning and organisational skills
- Problem solving
- Reasoning
- Using IT effectively

---

## Study

### Study time

Type	Required	Optional
Seminars	(0%)	4 sessions of 2 hours
Total	600 hours	

<b>Type</b>	<b>Required</b>	<b>Optional</b>
Project supervision	10 sessions of 30 minutes (1%)	
Private study	595 hours (99%)	
Total	600 hours	

### **Private study description**

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

### **Costs**

No further costs have been identified for this module.

---

### **Assessment**

You must pass all assessment components to pass the module.

#### **Assessment group A1**

	<b>Weighting</b>	<b>Study time</b>
Professional Research Project	100%	

#### **Feedback on assessment**

Standard Education Studies feedback form via Tabula

---

### **Availability**

#### **Courses**

This module is Core optional for:

- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M6 Educational Leadership and Management (KLC II)
  - Year 2 of X3M2 Educational Leadership and Management by Professional Route
- Year 1 of TIEA-X336 Postgraduate Taught Learning and Teaching

This module is Core option list B for:

- TIEA-X31L Postgraduate Taught Educational Innovation

- Year 1 of XL19 Educational Innovation (PGCE/MA)
- Year 2 of XL03 Educational Innovation with Specialism in Business
- Year 3 of XL04 Educational Innovation with Specialism in Childhood
- Year 3 of XL15 Educational Innovation with Specialism in Primary Education
- Year 3 of XL16 Educational Innovation with Specialism in Religious Education
- Year 5 of X31L Educational Innovation
- Year 5 of X31L Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 2 of X3M2 Educational Leadership and Management by Professional Route
  - Year 3 of X3M2 Educational Leadership and Management by Professional Route
  - Year 4 of X3M2 Educational Leadership and Management by Professional Route
  - Year 5 of X3M2 Educational Leadership and Management by Professional Route

This module is Core option list C for:

- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M2 Educational Leadership and Management by Professional Route
  - Year 1 of X3M3 Educational Leadership and Management by Professional Route (SSAT)
  - Year 1 of X3M5 Educational Leadership and Management by Professional Route (School Networks)
  - Year 1 of X3M4 Educational Leadership and Management by Professional Route (UCST)