

# IE909-30 Foundation Research Methods in Education

21/22

**Department**

Education Studies

**Level**

Taught Postgraduate Level

**Module leader**

Michael Hammond

**Credit value**

30

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

---

## Description

### Introductory description

This is a core research methods modules for several of our MA programmes. It helps prepare students to undertake the independent research dissertation.

[Module web page](#)

### Module aims

-to introduce students to the various, sometimes competing, paradigms in educational research  
-to involve students in reading, critically, research papers, monographs and texts

- to encourage students to identify the theoretical and methodological grounds on which educational research is based.  
-to assess the efficacy of such research from a variety of perspectives and practices

### 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.

Introduction to Research Philosophies  
From Research Questions to Research Design  
Data collection methods  
Ethical issues in research  
Methods of data analysis

## **Learning outcomes**

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

- a) Understand competing paradigms and methodologies in educational research
- b) Identify theoretical and methodological grounds on which education research is based
- c) Assess the efficiency and effectiveness of educational research from different perspectives and methodologies
- d) Gain familiarity with different research practices in relation to various empirical investigations within educational settings

## **Indicative reading list**

Davies, M., Hughes, N., (2014), *Doing a successful research project*, London: Palgrave Macmillan  
Punch, K.F., (2015), *Introduction to Research Methods In Education*, London: Sage.  
Thomas, G., (2016), *How to do your case study*, London: Sage.  
White, P., (2017), *Developing Research Questions*, 2nd edition, London: Palgrave Macmillan

[View reading list on Talis Aspire](#)

## **International**

Many of the students who take this module are interested in undertaking research in the international context and so will need to consider the opportunities and challenges that this approach may present.

## **Subject specific skills**

Students should demonstrate a understanding of the following skills

- the need to reflect upon the ethics of undertaking research in an education context
- the ability to generate and explore hypotheses and research questions relating to education research
- an understanding of how to carry out empirical studies ethically involving a variety of methods of data collection
- an understanding of how to analyse data and present and evaluate research findings

## **Transferable skills**

- Basic numeracy skills
- Communication skills
- Confidence

- Critical thinking
  - Intellectual ability
  - Interpersonal and communication
  - Problem solving
  - Technical skills
  - Using IT effectively
- 

## Study

### Study time

Type	Required
Lectures	5 sessions of 1 hour (2%)
Seminars	15 sessions of 2 hours (10%)
Private study	265 hours (88%)
Total	300 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

Category	Description	Funded by	Cost to student
Printing and photocopying	Students will need to pay for the printing of an A2 poster for one part of their assessment.	Student	£10.00

---

## Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

### Assessment group A3

	<b>Weighting</b>	<b>Study time</b>
Poster presentation	60%	
Presentation to small group as part of a larger Poster conference for PGT students. Marks are awarded for the poster as well as for the presentation		
Reflective Account	40%	

## **Feedback on assessment**

Through the use of Tabula and tutorials/face to face on request.

---

## **Availability**

### **Post-requisite modules**

If you pass this module, you can take:

- EQ943-60 Dissertation

## **Courses**

This module is Core for:

- Year 1 of TIEA-X9Y6 Postgraduate Award in Foundation Research Methods in Education
- Year 1 of RIEA-X3XL Postgraduate Masters by Research in Education
- Year 1 of RIEA-X3X8 Postgraduate Research Doctorate in Education
- Year 1 of TIES-X3BA Postgraduate Taught Drama Education and English Language Teaching
- Year 3 of TIEA-X30C Postgraduate Taught Drama and Theatre Education
- TEQA-X35Q Postgraduate Taught Education (Full-time)
  - Year 1 of X35Q Education (Full-time)
  - Year 1 of X9Y6 Foundation Research Methods in Education
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)

This module is Core optional for:

- Year 1 of TIEA-X9Y6 Postgraduate Award in Foundation Research Methods in Education
- Year 2 of RIEA-X3X8 Postgraduate Research Doctorate in Education
- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education
- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- Year 1 of TIEA-X31L Postgraduate Taught Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M2 Educational Leadership and Management by Professional Route
  - Year 2 of X3M2 Educational Leadership and Management by Professional Route

- TEQS-X3AN Postgraduate Taught Global Education and International Development
  - Year 1 of X3AN Global Education and International Development
  - Year 2 of X3AN Global Education and International Development
- Year 1 of TEPS-X3AQ Postgraduate Taught Professional Education
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 2 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Optional for:

- Year 1 of RIEA-X3X8 Postgraduate Research Doctorate in Education
- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - 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)

This module is Core option list A for:

- TIEA-X31L Postgraduate Taught Educational Innovation
  - Year 1 of X31L Educational Innovation
  - Year 1 of X31L Educational Innovation
  - Year 1 of XL19 Educational Innovation (PGCE/MA)
  - Year 1 of XL02 Educational Innovation with Specialism in Assessment
  - Year 1 of XL03 Educational Innovation with Specialism in Business
  - Year 1 of XL04 Educational Innovation with Specialism in Childhood
  - Year 1 of XL05 Educational Innovation with Specialism in Drama
  - Year 1 of XL06 Educational Innovation with Specialism in English
  - Year 1 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
  - Year 1 of XL07 Educational Innovation with Specialism in Further Education
  - Year 1 of XL08 Educational Innovation with Specialism in History
  - Year 1 of XL14 Educational Innovation with Specialism in Language and Literacy
  - Year 1 of XL09 Educational Innovation with Specialism in Leadership
  - Year 1 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 1 of XL11 Educational Innovation with Specialism in Mentoring and Coaching
  - Year 1 of XL13 Educational Innovation with Specialism in New Technology
  - Year 1 of XL15 Educational Innovation with Specialism in Primary Education
  - Year 1 of XL16 Educational Innovation with Specialism in Religious Education
  - Year 1 of XL17 Educational Innovation with Specialism in Science
  - Year 1 of XL18 Educational Innovation with Specialism in Special Educational Needs
  - Year 2 of XL02 Educational Innovation with Specialism in Assessment
  - Year 2 of XL03 Educational Innovation with Specialism in Business
  - Year 2 of XL04 Educational Innovation with Specialism in Childhood

- Year 2 of XL05 Educational Innovation with Specialism in Drama
- Year 2 of XL06 Educational Innovation with Specialism in English
- Year 2 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
- Year 2 of XL08 Educational Innovation with Specialism in History
- Year 2 of XL09 Educational Innovation with Specialism in Leadership
- Year 2 of XL10 Educational Innovation with Specialism in Mathematics
- Year 2 of XL15 Educational Innovation with Specialism in Primary Education
- Year 2 of XL16 Educational Innovation with Specialism in Religious Education
- Year 2 of XL17 Educational Innovation with Specialism in Science
- Year 2 of XL18 Educational Innovation with Specialism in Special Educational Needs
- Year 3 of X31L Educational Innovation
- Year 3 of X31L Educational Innovation
- Year 3 of XL02 Educational Innovation with Specialism in Assessment
- Year 3 of XL04 Educational Innovation with Specialism in Childhood
- Year 3 of XL05 Educational Innovation with Specialism in Drama
- Year 3 of XL06 Educational Innovation with Specialism in English
- Year 3 of XL08 Educational Innovation with Specialism in History
- Year 3 of XL10 Educational Innovation with Specialism in Mathematics
- Year 3 of XL15 Educational Innovation with Specialism in Primary Education
- Year 3 of XL16 Educational Innovation with Specialism in Religious Education
- Year 3 of XL17 Educational Innovation with Specialism in Science
- Year 3 of XL18 Educational Innovation with Specialism in Special Educational Needs
- Year 4 of X31L Educational Innovation
- Year 4 of X31L Educational Innovation
- Year 5 of X31L Educational Innovation
- Year 5 of X31L Educational Innovation
- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 1 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Core option list B for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- Year 1 of TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M1 Educational Leadership and Management by Dissertation
  - Year 1 of X3M2 Educational Leadership and Management by Professional Route
  - 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)