

IE9P7-60 Research Methods and Dissertation (with a Drama and ELT focus)

21/22

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Cheryl Cane

Credit value

60

Module duration

48 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module is the final assessed element for students of the MA in Drama and English Language Teaching, taught jointly with students who follow the MA Drama and Theatre in Education course. It provides students with an opportunity to synthesise the practical, professional and academic work covered in other modules within the degree; to examine critically existing research within the field of drama education; and to research in depth into a chosen aspect of the theory and practice of drama education. The MA in Drama and English Language Teaching has been successful due to its essentially practical nature. In order to preserve this sufficiently, the research methods module and dissertation are combined in a way that differs from other Masters courses in the Department of Education Studies.

Module aims

This module, which involves a taught element and individual research supervision, provides students with an opportunity for in-depth enquiry into an aspect of drama and English language

teaching of personal interest to them. Students will produce at the end of the module a dissertation demonstrating their ability to analyse and synthesise relevant literature; to design and implement an appropriate research strategy; and to analyse, reflect upon and report their findings in line with best academic practice within the field. Students will be required to present coherent arguments supported by relevant theoretical evidence.

The module will provide students with training in research methodologies appropriate to the aims and practices of practical and scholarly research in drama education and will support them in carrying out in-depth investigations.

The module will: · enable students to engage in a critical reading and analysis of research accounts within the field of drama and English language teaching; · introduce students to relevant research paradigms and related ethical issues; · equip students with basic skills in a range of established research strategies and techniques, including questionnaires, interviews, and observation of live or recorded classroom practice; · prepare students to frame and refine research questions and to design and execute a research project; · introduce students to best academic practice in presenting findings that result from scholarship and research.

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.

This module includes a taught course relating to research methods before a final stage where an individual research project is completed. Following needs analysis and discussion with tutors, students select either a topic for empirical research within the field of drama and / or theatre education or an area of scholarship related to drama and / or theatre education. Students write a 15,000 word dissertation in consultation with their supervisor. In order to undertake the study, students select and read appropriate theoretical and methodological literature in consultation with their supervisor.

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 drama and English language teaching
- Show development of good quality 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
- Demonstrate ability in critical analysis of existing theory and research accounts within the field of drama and English language teaching
- Demonstrate ability to understand and articulate new concepts
- Demonstrate ability to plan and structure a sustained report of research within the field of drama and English language teaching or a piece of sustained academic scholarship related to drama and English language teaching

Indicative reading list

Ackroyd J. ed (2005) Research Methodologies in Drama Education
 Bell, J. (1987) Doing Your Research Project, OUP
 Donelan, K. (1999) Towards an Intercultural Aesthetic: 'The Gods' Project'
 Biography in the NADIE Journal, vol 23, no. 2
 Edmiston, B. (1995) Discovering right actions: forging ethical understandings
 through dialogical interactions in Selected readings in drama
 and theatre education, Brisbane, Aus, NADIE Publications.
 Gallagher K. (2000) Drama Education in the Lives of Girls
 Grady, S. (2000) Drama and Diversity, Heinemann
 Schon, D. (1986) Educating the Reflective Practitioner (Chapters 1 and 2),
 Jossey Bass
 Somers, J. (1996) The nature of learning in drama in education in Drama and Theatre in
 Education: Contemporary Research, North York, Ontario: Captus Press. Stake, R. (1995) The Art
 of Case Study Research, London, Sage Taylor, P. (ed.) (1996) Researching Drama and Arts
 Education, Falmer. Read Introduction; Chapters 1 – 3; Chapters 8 – 11; Afterword Taylor, P.
 (2000) The Drama Classroom, London, Routledge, Wagner, BJ (ed.) (1998) Educational Drama
 and Language Arts: What Research Shows, Heinemann Winston, J. (1998) Drama, Narrative and
 Moral Education, Falmer Read Introduction and Chapters 1, 6, 7, 9 Yin, R. (2003) Case Study
 Research: Method and Design, Sage Bryman, A. (2008) Social Research Methods (3rd edn).
 Oxford: Oxford University Press. Dörnyei, Z. (2007) Research Methods in Applied Linguistics.
 Oxford: Oxford University Press. Richards, K. (2003). Qualitative Inquiry in TESOL. Basingstoke:
 Palgrave. Silverman, D. (2005). Doing Qualitative Research (2nd edn). London: Sage. O'Toole J.
 (2006) Doing Drama Research, Drama Australia Winston J. And Stinson M eds. (2013) Research
 in Drama and Second Language Learning, London: Routledge Winston J. (ed) 2012 Second
 Language Learning through Drama

[View reading list on Talis Aspire](#)

Research element

With guidance from supervisors, students undertake a short piece of empirical research or a desk-based study related to drama and theatre education. Students can choose to operate as a teacher/researcher, a performer / researcher or alternatively can study the practice of an established arts / education practitioner. The resultant dissertation will be a 15,000 word document.

Subject specific skills

- Examine, evaluate and deploy the findings of empirical research project with in the field of drama and English language teaching.
- Critically evaluate the claims of existing theory and research accounts within the field of drama and English language teaching.
- Reflect upon the ethics of studying aspects of drama and English language teaching.
- Generate and explore suitable research questions
- Use research strategies and techniques appropriate to their chosen field of inquiry.
- Carry out empirical or desk-based studies ethically.
- Use appropriate methods of data collection carefully matched to appropriate research

questions.

- Analyse data effectively.
- Demonstrate an ability to present their findings in an appropriate form.

Transferable skills

Active listening · Analysis and decision making · Attitudes and aptitudes for work
· Cognitive flexibility · Communication skills · Complex problem solving
· Confidence · Coordinating with others · Creativity · Critical thinking
· Emotional intelligence · Initiative and also follow instructions · Intellectual ability
· Cultural awareness · Interpersonal and communication · Knowledge of chosen
job/career (teaching / research / theatre) · Leadership in drama theatre education · Literacy
· Motivation, tenacity, commitment · Negotiation · Passion - Performance skills
· Personal development skills · Persuading/influencing · Planning and organisational
skills · Problem solving · Reasoning · Self-management/resilience · Team
working

Study

Study time

Type	Required
Lectures	10 sessions of 2 hours (3%)
Project supervision	10 sessions of 30 minutes (1%)
Private study	575 hours (96%)
Total	600 hours

Private study description

575 hours - Private Study

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

Weighting**Study time****Eligible for self-certification****Assessment component**

Dissertation 100%

No

A 15,000-word dissertation.

Reassessment component is the same

Feedback on assessment

Standard Department of Education Studies feedback sheets.

Availability

There is currently no information about the courses for which this module is core or optional.