

IE909-30 Foundation Research Methods in Education

22/23

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Tom Perry

Credit value

30

Module duration

20 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

This module aims to give students a broad and critical understanding of research methods in the field of education, including an awareness of a range of research philosophies, purposes, designs, and methods. It will enable them to understand and critique education research design and methods from a variety of perspectives, including identifying the theoretical and methodological grounds on which educational research is based.

The module will enable students to design educational research that is feasible, valuable and applies their knowledge and critical understanding of research methods in the field of education. This will support students who are going on to complete dissertations or other research projects. Through building education research literacy, the module will also support students to access and critically analyse research across their studies.

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 will introduce students to a broad range of research methods in the field of education, including a range of research philosophies, purposes, designs, and methods. The module starts by looking at different purposes of research, and how these shape research questions. This is followed by an introduction to the theory and practice of searching and reviewing literature in education. The central section of the module will look at research philosophy, methodology and design, exploring a range of worldviews and approaches, including from arts-, science- and practice-based research traditions. The middle and later stages of the module support students to understand how research is designed and planned. This includes consideration of ethics, data collection, and numeric and non-numeric analysis.

Learning outcomes

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

- a) Understand a range of education research philosophies, purposes, designs, and methods
- b) Identify theoretical and methodological grounds on which education research is based
- c) Evaluate the efficacy and quality of education research design and methods from a variety of perspectives
- d) Critically read research papers, monographs and texts in chosen areas of study
- e) Design feasible and valuable educational research through applying knowledge and critical understanding of education research methods

Indicative reading list

Coe, R., Waring, M., Hedges, L. V., & Ashley, L. D. (Eds.). (2021). Research methods and methodologies in education. Sage.

Hammond, M., & Wellington, J. (2019). Education research: The basics. Routledge.

Punch, K. F., & Oancea, A. (2014). Introduction to research methods in education. Sage.

Robson, C., & McCartan, K. (2016). Real world research: a resource for users of social research methods in applied settings. Wiley.

Wyse, D., Selwyn, N., Smith, E., & Suter, L. E. (Eds.). (2016). The BERA/SAGE handbook of educational research. Sage.

[View reading list on Talis Aspire](#)

Research element

The poster presentation assignment is to present a research proposal, thereby undertaking the first stage of a research project.

Other research tasks will be included in the module learning to develop research literacy.

Interdisciplinary

The module focus is on social and educational research. This draws on a range of disciplines across the field of education and methodologies and methods used within them.

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 effectively and 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	Optional
Lectures	8 sessions of 1 hour (3%)	
Seminars	10 sessions of 2 hours (7%)	
Practical classes	1 session of 1 hour (0%)	
Online learning (scheduled sessions)	(0%)	2 sessions of 1 hour
Online learning (independent)	2 sessions of 1 hour (1%)	5 sessions of 1 hour
Other activity	2 hours (1%)	
Total	300 hours	

Type	Required	Optional
Private study	267 hours (89%)	
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.

Other activity description

Panel discussion event
Poster presentation event

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 A4

	Weighting	Study time
Poster presentation	50%	
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		
Critical Review of Two Education Research Papers	50%	
Students critically review two contrasting education research papers in a topic area of their choice, with a focus on the research design and methods employed. They will be asked to: summarise each paper and the design and methods used, identify the theoretical and methodological grounds on which education research is based, discuss the quality and limitations of each paper, and compare and contrast the respective contribution of the two papers to their		

Weighting

Study time

chosen topic area.

Feedback on assessment

Written feedback on all summative assessments. Students can request a tutorial for further discussion if they wish. Formative assessment opportunities through tutor and student feedback on session tasks.

Availability

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)