

# IE927-60 Dissertation

**22/23**

**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 web page](#)

### Module aims

This module provides students with either:

- an opportunity to consider in depth an area of academic and professional interest related to education. The dissertation demonstrates the ability to analyse and synthesise relevant literature, produce coherent arguments supported by relevant evidence and logical discussion and acknowledges sources of ideas and information.

OR

- an opportunity to conduct and report a piece of empirical research in the field of education.

## 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.

Following consultation and needs analysis and discussion with tutors, students select either a topic within an area of scholarship or a topic for empirical research within the field of 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. The study for the dissertation builds on the Foundation Research Methods module, which is a pre-requisite.

## 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 education
- 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

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)

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).

Journals (all available in Warwick library, most electronically)

British Educational Research Journal

International Journal of Qualitative Studies in Education

Oxford Review of Education

[View reading list on Talis Aspire](#)

## Research element

Students complete an independent research study related to a chosen aspect of education, with supervision.

### **Subject specific skills**

- examine, evaluate and deploy the findings of empirical and theoretical studies related to education
- 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**

<b>Type</b>	<b>Required</b>	<b>Optional</b>
Seminars	(0%)	4 sessions of 2 hours
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>
Dissertation	100%	

## Feedback on assessment

Standard Education Studies feedback form via Tabula

---

## Availability

### Courses

This module is Core for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research
- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- Year 2 of TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
- TIEA-X31L Postgraduate Taught Educational Innovation
  - Year 1 of XL20 Educational Innovation (Early Years)
  - Year 2 of XL20 Educational Innovation (Early Years)
  - Year 3 of XL20 Educational Innovation (Early Years)
- Year 1 of TEQA-C8X3 Postgraduate Taught Psychology and Education
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 3 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Core optional for:

- 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 2 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Core option list B 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