

# EQ925-30 Research Methods in Psychology and Education

**23/24**

**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

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## Description

### Introductory description

This module will run through the Autumn and Spring terms. The aim of this module is to provide students with a foundation training in research methods in psychology and education. It is designed to meet the needs of home and international students who seek to enhance their learning experience with research methods. The module has two main ambitions. The first is concerned with enabling students to engage in understanding, designing and implementing research projects (ie, dissertation). The second is concerned with equipping students with basic skills in a range of established research strategies and techniques. This is intended to enable students to frame and refine research questions, to design a research appropriate to their own research interests.

### 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

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## **Study**

### **Study time**

<b>Type</b>	<b>Required</b>	<b>Optional</b>
Lectures	8 sessions of 1 hour (3%)	
Total	300 hours	

Type	Required	Optional
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%)	
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

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### Assessment

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

#### Assessment group A2

	Weighting	Study time
Poster presentation 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	50%	15 hours
Critical Review of Two Education Research Papers Students critically review two contrasting education research papers in a topic area of their	50%	40 hours

## **Weighting**

## **Study time**

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 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.

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## **Availability**

### **Post-requisite modules**

If you pass this module, you can take:

- EQ943-60 Dissertation

## **Courses**

This module is Core for:

- Year 3 of TEQA-C8X3 Postgraduate Taught Psychology and Education

This module is Core optional for:

- Year 2 of TEQA-C8X3 Postgraduate Taught Psychology and Education