

EQ949-30 Research Methods in Education

26/27

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Emma Smith

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 provides a broad foundation for research methods in education and 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

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

Research element

The poster presentation assignment is to present a research proposal, thereby undertaking the first stage of a research project. The reflective assignment will consider key ethical elements of developing 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	10 sessions of 1 hour (3%)	
Seminars	10 sessions of 2 hours (7%)	
Online learning (scheduled sessions)	(0%)	2 sessions of 1 hour
Online learning (independent)	(0%)	5 sessions of 1 hour
Private study	190 hours (63%)	
Assessment	80 hours (27%)	
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.

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.

Assessment group A2

Assessment component	Weighting	Study time	Eligible for self-certification
Poster presentation	50%	40 hours	No
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			

Reassessment component is the same

Assessment component	Weighting	Study time	Eligible for self-certification
A reflection on designing a research study	50%	40 hours	Yes (extension)
Students write a reflective essay about the research they outlined in their poster presentation. The focus will include a detailed exposition of the ethical issues which might arise and their strategies for addressing them and a detailed reflection on their own positionality as a researcher and the implications of this for the research proposed in the poster presentation.			

Weighting

Study time

Eligible for self-certification

Reassessment component is the same

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-X30F Postgraduate Taught Childhood in Society
- Year 1 of TIES-X3BA Postgraduate Taught Drama Education and English Language Teaching
- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education
- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
 - Year 1 of X3M1 Educational Leadership and Management by Dissertation
 - Year 3 of X3M2 Educational Leadership and Management by Professional Route
- Year 1 of TEQS-X3AN Postgraduate Taught Global Education and International Development
- 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)

This module is Core optional for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
 - Year 1 of X35S Education (Part-time - 3 years)
 - Year 2 of X35S Education (Part-time - 3 years)
- 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
- TEQA-C8X3 Postgraduate Taught Psychology and Education
 - Year 1 of C8X3 Psychology and Education
 - Year 2 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
 - Year 1 of C8X4 Psychology and Education
 - Year 2 of C8X4 Psychology and Education
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)
 - Year 1 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)
 - Year 2 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Core option list A for:

- Year 1 of TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)

This module is Option list A for:

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