Module Descriptor

Title	Research and Pedagogy		
Session	2025/26	**Status**	
Code	EDLR 11007	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	X Qu		

Summary of Module

Effective research method skills and understanding are essential in the research process for any MEd student. They are also key for MEd students to think critically about evidence-based approaches to professional practices in an educational setting. This module will equip students with a deeper understanding of applying research methods to design a viable and justified research project. This will include the main areas of study design and specialist knowledge with regard to the research purpose. Concepts of research ethics will also be outlined and introduced to the student. An introduction to more advanced data analysis and statistical analysis will be provided. Critical appraisal skills relating to pedagogical/educational research articles will also be developed. Students will practice deploying study and research skills and define and articulate viewpoints in an essay as well as in oral presentations on pedagogy or research.

The UWS Graduate Attributes that are commonly developed through the completion of this module are:

Critical and Analytical thinking

Resilience autonomy and motivation

Effective communication and collaboration

Development of professional knowledge and skills

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☒ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	L1. Develop a critical understanding of the nature of knowledge and its role in developing pedagogy/research.
L2	Draw on theory and research to support pedagogic/research practices.
L3	Understand how ontological, epistemological and methodological concepts inform effective professional teaching/research practices.
L4	Critically analyse, evaluate and synthesise a range of research evidence, methods, and designs relevant to their professional teaching/research practice.
L5	Communicate ideas and arguments in a lucid and balanced fashion both in writing or orally regarding the relationship between policy, practice, theory and research and the implications for professional development, pedagogy or research.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate and/or work with: A critical overview of a subject/discipline/sector, including a critical understanding of the principal theories, concepts and principles. A comprehensive knowledge and understanding of research and quality improvement methodologies to conceptualise a contemporary issue/topic in pedagogy/education. Comprehensive knowledge and understanding of epistemology, ontology, and the main research paradigms. Knowledge and understanding of the moral, ethical and professional considerations associated with research and improvement methods.Demonstrate and/or work with: A critical overview of a subject/discipline/sector, including a critical understanding of the principal theories, concepts and principles. A comprehensive knowledge and understanding of research and quality improvement methodologies to conceptualise a contemporary issue/topic in pedagogy/education. Comprehensive knowledge and understanding of epistemology, ontology, and the main research paradigms.

	Knowledge and understanding of the moral, ethical and professional considerations associated with research and improvement methods. Understanding of recent research on the subject and being able to articulate this in written and verbal form, demonstrating the ability to critically appraise and convey ideas.
Practice: Applied Knowledge and Understanding	**SCQF 11** Utilising literature search strategies and appraisal skills to critically evaluate the evidence base of the chosen topic/issue, including the implications of the findings for practice. Synthesising complex information and communicating this in academic terms. Applying critical thinking techniques related to teaching practice. Designing or critically analysing a piece of research which addresses a recognised need for change or improvement in an educational setting. Reflecting on one's experience of teaching practice and generating evidence- based knowledge/teaching approaches to support continuous professional development in an educational context.
Generic Cognitive skills	**SCQF 11** Analysing and synthesising a wide range of complex information. Critically thinking about the application of evidence to practice. Problem-solving and reflecting on one's responses to different problems and issues with varying levels of complexity. Gather information and evaluate its validity and usefulness for particular enquiries. Evaluate and apply learning to the enhancement of practice. Engage in an informed and critical fashion with literature in order to discuss the main themes and alternative interpretations
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrating inclusive and effective professional communication within a multicultural team; and showing collaboration with others. Use ICT and digital information technologies to source, extract, describe, communicate and make decisions in multiple educational contexts. Use of appropriate computer software for written and oral presentations. Interpret and present relevant quantitative and qualitative information.
Autonomy, Accountability and Working with Others	**SCQF 11** Working independently to produce a project proposal or teaching proposal. Responsibility for selection of research topic or teaching approach ideas, ownership of knowledge production process including integrity of source usage (e.g. literature, ethical practice). Organising and managing time taking account of own responsibilities. Working within ethical and professional boundaries.

Prerequisites	**Module Code**	**Module Title**
	Other	

Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bell, J. and Waters, S. (2018) Doing your research project: A guide for first-time researchers (7th ed). Maidenhead: Open University Press. Kara, H., Lemon, N., Mannay, D. and McPherson, M. (2021) Creative research methods in education: Principles and practices. Bristol: The Policy Press. Osman, R. and Walton, E. (2022). Pedagogical responsiveness in complex contexts - Issues of transformation, inclusion and equity. London: Springer International Publishing. Pring, R. & Thomas, G. (2004) Evidence-based practice in education. Maidenhead: McGraw-Hill Education. Philpott, C. and Poultney, V. (2018) Evidence-based teaching - A critical overview for enquiring teachers. St Albans: Critical Publishing. Punch, K. F. (2016) Developing effective research proposals. London: Sage. Robson, C. and McCartan, K. (2016) Real-world research: A resource for users of social research methods in applied settings. New Jersey: Wiley.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-

campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Attending all scheduled classes on time and actively participating in classroom discussions Engaging in group work as required Complete AULA learning tasks including reading and forum posts Responding to tutor and classmates communication in a timely manner

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	ESS
Moderator	A Henshall
External Examiner	L Pereira
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Oral Assessment: 40%. Answering one interview question in a 8-10 minutes recorded video.
Assessment 2
Written work submission: 60% - Choose from a research project proposal or a teaching method statement - 2000 words.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Oral Assessment	☐	☐	☐	☒	☒	40	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Assessment	☒	☒	☒	☒	☒	60	2

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Transferred to new template, assessment wording, MC		