

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module:</b> Research and Pedagogy			
<b>Code:</b> EDLR11007	<b>SCQF Level:</b> 11 (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> 20	<b>ECTS:</b> 10 (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	X Qu		
<b>Summary of Module</b>			
<p>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.</p> <p>The UWS Graduate Attributes that are commonly developed through the completion of this module are:</p> <p>Critical and Analytical thinking</p> <p>Resilience autonomy and motivation</p> <p>Effective communication and collaboration</p> <p>Development of professional knowledge and skills</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11</p> <p>Demonstrate and/or work with:</p> <p>A critical overview of a subject/discipline/sector, including a critical understanding of the principal theories, concepts and principles.</p> <p>A comprehensive knowledge and understanding of research and quality improvement methodologies to conceptualise a</p>

	<p>contemporary issue/topic in pedagogy/education.</p> <p>Comprehensive knowledge and understanding of epistemology, ontology, and the main research paradigms.</p> <p>Knowledge and understanding of the moral, ethical and professional considerations associated with research and improvement methods.</p> <p>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.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 11</b></p> <p>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.</p> <p>Synthesising complex information and communicating this in academic terms. Applying critical thinking techniques related to teaching practice.</p> <p>Designing or critically analysing a piece of research which addresses a recognised need for change or improvement in an educational setting.</p> <p>Reflecting on one's experience of teaching practice and generating evidence- based knowledge/teaching approaches to support continuous professional development in an educational context.</p>
Generic Cognitive skills	<p><b>SCQF Level 11.</b></p> <p>Analysing and synthesising a wide range of complex information. Critically thinking about the application of evidence to practice.</p> <p>Problem-solving and reflecting on one's responses to different problems and issues with varying levels of complexity.</p> <p>Gather information and evaluate its validity and usefulness for particular enquiries.</p> <p>Evaluate and apply learning to the enhancement of practice.</p> <p>Engage in an informed and critical fashion with literature in order to discuss the main themes and alternative interpretations.</p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 11</b></p> <p>Demonstrating inclusive and effective professional communication within a multicultural team; and showing collaboration with others.</p>

	<p>Use ICT and digital information technologies to source, extract, describe, communicate and make decisions in multiple educational contexts.</p> <p>Use of appropriate computer software for written and oral presentations. Interpret and present relevant quantitative and qualitative information.</p>				
Autonomy, Accountability and Working with others	<p><b>SCQF Level 11</b></p> <p>Working independently to produce a project proposal or teaching proposal.</p> <p>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).</p> <p>Organising and managing time taking account of own responsibilities. Working within ethical and professional boundaries.</p>				
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:				
	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> <tr> <td><b>Other:</b></td> <td></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>	<b>Other:</b>	
	<b>Module Code:</b>	<b>Module Title:</b>			
<b>Other:</b>					
<b>Co-requisites</b>	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>		
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<b>Learning and Teaching</b>	
<b>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.</b>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	28
Tutorial/Synchronous Support Activity	8
Independent Study	156
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Punch, K. F. (2016) Developing effective research proposals. London: Sage.

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.

Osman, R. and Walton, E. (2022). Pedagogical responsiveness in complex contexts - Issues of transformation, inclusion and equity. London: Springer International Publishing.

Kara, H., Lemon, N., Mannay, D. and McPherson, M. (2021) Creative research methods in education: Principles and practices. Bristol: The Policy Press.

Robson, C. and McCartan, K. (2016) Real-world research: A resource for users of social research methods in applied settings. New Jersey: Wiley.

Bell, J. and Waters, S. (2018) Doing your research project: A guide for first-time researchers (7th ed). Maidenhead: Open University Press.

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Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	CPL
<b>Moderator</b>	A Henshall
<b>External Examiner</b>	L Pereira
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1

#### Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 Oral Presentation: 40%. Answering one interview question in 10 minutes face to face.

Assessment 2 Written work submission in week 11: 60% - Choose from a research project proposal or a teaching method statement.

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
				x	x	40	1

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	x	x	x	x	x	60	2

<b>Combined Total for All Components</b>						<b>100%</b>	<b>3 hours</b>
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**