University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Research Design in Education			
Code: EDLR11008	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme)**
School:	School of Education		
Module Co-ordinator:	A Henshall		

Summary of Module
This module will introduce students to the purposes and practice of educational research. Students will become familiar with the ontological and epistemological concepts underpinning research and with a range of methodologies. Students will be equipped with the knowledge and skills to evaluate published research. This module will, in tandem with the module Research and Pedagogy, prepare students to undertake a small-scale research study in an area of education that is relevant to their practice.   The UWS Graduate Attributes that should be developed through the completion of this module are: Critical and analytical thinking   Autonomy and resilience   Effective communication and collaboration.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** 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:

☐	☐	☐	☐	☒	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☒

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	Demonstrate critical knowledge and understanding of the purposes, principles and practice of educational research.
L2	Develop an awareness of the ontological, epistemological and methodological concepts that underpin research and the language that is used to express these concepts.
L3	Identify the strengths, weaknesses and limitations of a range of published educational research.
L4	Present reasoned arguments and express ideas in a clear, coherent style that adheres to academic conventions and UWS academic writing and referencing guidance, using credible academic sources to support arguments.

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 Level **11** Knowledge and understanding of key concepts, principles and theories relating to educational research. Knowledge and understanding of different approaches to research and their strengths and limitations. Critical awareness of up-to-date published research and other relevant academic literature in relation to a topic of interest.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Practising how to apply a range of the principal skills and techniques, which are associated with educational research.

Generic Cognitive skills	SCQF Level **11** Critically identify and define problems and issues in education which are suitable for research. Evaluate sources of evidence and the credibility and limitations of those sources.
Communication, ICT and Numeracy Skills	SCQF Level **11** Present material in a range of formats to an audience of their peers. Using a range of software to support research practice e.g. accessing and searching academic literature databases.
Autonomy, Accountability and Working with others	SCQF Level **11** Exercising autonomy and initiative in working independently on a range of research related tasks. Work effectively with peers in carrying out research related tasks. Taking responsibility for a accessing and navigating relevant databases and other resources.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24

Independent Study	168
Tutorial/Synchronous Support Activity	8
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

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.

Braun, V. and Clarke, V. (2022) Thematic Analysis, a practical guide. London Sage Publications Ltd.

Cohen L, Manion L, Morrison K (2018) *Research Methods in Education* (8th ed) Oxon: Routledge.

Denscombe, M. (2017) *The Good Research Guide: For Small-scale Social Research Projects* (6th ed). Maidenhead: McGraw-Hill Open University Press.

Leedy, P.D. and Ormrod, J.E. (2021) *Practical Research: Planning and Design* (12th ed). Harlow: Pearson.

Newby, P. (2014) *Research Methods for Education* (2nd ed.). London: Routledge, Taylor and Francis

British Educational Research Journal

International Journal of Educational Research

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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

For the purposes of this module, academic engagement equates to the following:

• Completion of class activities, coursework and assessment tasks
• Attendance at face-to-face classes.
Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study.

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..

This module supports equality of opportunity for students from all backgrounds and with different learning needs, in alignment with the overall commitment to equality and diversity as stated in the Programme Specifications. Learning materials will be presented on Aula electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: UWS Equality and Diversity Policy

(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
Assessment Results (Pass/Fail)	Yes ☒ No ☐
School Assessment Board	CPL
Moderator	L Walden

External Examiner	L. Pereira
Accreditation Details	
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Students will choose two articles from a pool of suggested texts (one must be qualitative and one must be quantitative) and produce a written critical review of these articles- 100% of mark, 3,500 words.
(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**)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	✓	✓	✓	✓		100	

Combined Total for All Components	**100%**	**XX hours**

Change Control:

What	When	Who
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)