

Module Title:	Research Methodology and Enquiry in the Social Sciences	Level:	7	Credit Value:	30
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Module code:	EDM702	Is this a new module?	Yes	Code of module being replaced:	N/A
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Cost Centre(s):	GAPE	JACS3 code:	X200	HECoS code:	101088
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With effect from:	September 19
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Faculty:	Social & Life Sciences	Module Leader:	John Luker
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Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education (all routes)	✓	<input type="checkbox"/>
MA Play, Policy and Practice	✓	<input type="checkbox"/>
MA Education (Youth and Community route)	✓	<input type="checkbox"/>
MA Youth and Community Work (JNC)	✓	<input type="checkbox"/>
MA Youth and Community Studies	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: April 2019 (validation of MA Y&C)

APSC approval of modification: *Enter date of approval*

Version: 2

Module Aims

The aim of this module is to enable students to engage in a small-scale work-based research project at level seven. Students will be able to demonstrate a deep level of understanding of the philosophical roots of research by arguing a coherent research design for their chosen research project. The research will inform the student of the existing body of knowledge related to a work-based research question by conducting a critical review of current relevant literature using a range of professional and academic texts. Students will gain practical experience of the research processes and will have the opportunity to demonstrate their ability to do so using an ethical approach and an appropriate research methodology. This module forms a key element of preparing students for the stage two dissertation module.

Intended Learning Outcomes

At the end of this module, students will be able to		Key Skills	
1	Critically appraise the relationships between theory and practice by undertaking a small-scale, work-based research project within the field of the social sciences.	KS1	KS3
		KS6	KS9
2	Obtain, interpret and critically evaluate academic texts of various kinds, including books, journals, internet sources and professional publications.	KS4	KS6
		KS9	KS10
3	Critically examine the relative merits of various approaches to research design together with the philosophies, concepts and theories that underpin them.	KS3	KS6
		KS9	
4	Critically examine and apply concepts of ethics in relation to research design and practice.	KS1	KS2
		KS6	KS7
5	Collect, analyse and critically evaluate research data.	KS1	KS4
		KS5	KS6
		KS9	KS10

Transferable skills and other attributes

Manage own learning in relation to professional practice and standards;
 Develop a rigorous approach to own study and research skills;
 Plan and deliver projects within a specified period of time;
 Use new technologies to access and review academic and professional sources;
 Use new technologies to analyse and interpret complex sets of data;
 Communicate with a range of stakeholders to carry out ethically-based research.

Derogations

All elements of all assessments must be passed with a grade of at least 40%. There is no compensation.

Please note that this derogation only applies to the MA Youth and Community Work (JNC) and MA Youth and Community Studies programmes.

Indicative assessment:

The assessment, a small-scale research project is comprised of two parts:

Part 1 3000 words

The student will identify a research question and analyse the key issues through a critical review of the literature and a methodological justification.

Part 2 3000 words

The student will, using the defined research methods, implement, analyse and evaluate the research project in relation to their own work-based practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4, 5	Essay	100	N/A	6,000

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants. The strategies to be adopted will include tutor directed sessions, workshops, investigations, seminars and supported self-study based on learners' own research. Peer learning and peer review are important aspects of this module. The use of the Virtual Learning Environment (VLE) is also encouraged through interactive lectures, activities, forums and discussion groups. This is a work-based learning module during which learners will be engaging with an extensive range of appropriate literature in order to critically evaluate practice during their research project.

Syllabus outline:

- Relationships between philosophy, theory and practice in undertaking research;
- Major sources of knowledge;
- Deciding upon a research question;
- Undertaking a critical review of literature;
- Approaches to research (for example quantitative and qualitative methods; the traditional deductive model; the survey model; the case study; action research; ethnography);
- Consents and permissions;
- Analysing research data;
- Ethical issues which may arise in undertaking research; □ Undertaking a small-scale action research project;
- Introduction to phase two MA dissertation module.

Bibliography:

Essential reading

Clough, P. and Nutbrown, C. (2012), *A Student's Guide to Methodology*. Third Edition. London: SAGE Publications Ltd.

Kumar, R. (2014), *Research Methodology: A Step-By-Step Guide for Beginners*. Fourth Edition. London: SAGE Publications Ltd.

Thomas, G. (2013), *How to Do Your Research Project*. Second Edition. London: SAGE Publications Ltd.

Other indicative reading

Bell, J. (2014), *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. Sixth Edition. Milton Keynes: Open University Press.

Bolton, G. (2014), *Reflective Practice: Writing and Professional Development*. Fourth Edition. London: Sage.

Bradford, S. & Cullen, F. (Eds.) (2013) *Research and Research Methods for Youth Practitioners*. London: Routledge

Brown, A. and Dowling, P. (2009), *Doing Research/Reading Research: Re-Interrogating Education*. London: Falmer Press.

Cooper, S. (2017) *Participatory Evaluation in Youth and Community Work; Theory and Practice*. London: Routledge.

Denscombe, M. (2014), *The Good Research Guide for Small-Scale Social Research Projects*. Fifth Edition. Buckingham: Open University Press.

Gillham, B. (2005), *Research Interviewing: The Range of Techniques*. Maidenhead: Open University Press.

Gillham, B. (2008a), *Developing a Questionnaire*. Second Edition. London: Continuum.

Gillham, B. (2008b), *Observation Techniques: Structured to Unstructured*. London: Continuum.

Gillham, B. (2008c), *Small-Scale Social Survey Methods*. London: Continuum.

Gray, D.E. (2014), *Doing research in the Real World*. Third Edition. London: SAGE Publications Ltd.

Hopkins, D. (2015), *A Teacher's Guide to Classroom Research*. Fifth Edition. Buckingham: Open University Press.

James, N. and Busher, H. (2009), *Online Interviewing*. London: SAGE Publications Ltd.

Earles-Reynolds, L-J., Judge, B., McCreery, E. and Jones, P. (2013), *Critical Thinking Skills for Education Students*. Second Edition. London: Learning Matters.

Oliver, P. (2010), *The Student's Guide to Research Ethics*. Second Edition. Maidenhead: Open University Press.

Rumsey, S. (2008), *How to Find Information: A Guide for Researchers*. Maidenhead: Open University Press.

Simons, H. (2009), *Case Study Research in Practice*. London: SAGE Publications Ltd.

Stuart, K., Maynard, L. & Rouncefield, C. (2015) *Evaluation Practice for Projects with Young People: A guide to creative research*. London: Sage

Thomas, G. (2015), *How to do Your Case Study*. Second Edition. London: SAGE Publications Ltd.

Yin, R.K. (2013), *Case Study Research: Design and Methods*. Fifth Edition. London: SAGE Publications Ltd.

Journals:

Educational Research

British Educational Research Journal

Research in Education

International Journal of Educational Research