

Module Title: Dissertation	Level: 7	Credit Value: 60
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Module code: EDSM69	Cost Centre: GAPE	JACS2 code: X210
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Semester(s) in which to be offered: 1/2	With effect from: September 2012
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Office use only: To be completed by AQSU:	Date approved: August 2012 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic area: Education	Module Leader: Phil Bassett
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Module duration (total hours): 600 hours Scheduled learning & teaching hours: 30 hours Independent study hours: 570 hours	Status: Core core/option/elective (identify programme where appropriate):
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Percentage taught by Subjects other than originating Subject (please name other Subjects): N/A
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Programme(s) in which to be offered: MA Education MA Education (Learning and Teaching) MA Education (Leadership) MA Education (ALN)	Pre-requisites per programme (between levels): Candidates will have successfully completed Stage 1 of the Programme (i.e. 120 credits).
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Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

On successful completion of the module, students will be able to plan, carry out and evaluate a small-scale piece of educational research in which they:

1. develop a proposal for the MA dissertation;
2. demonstrate a critical understanding of research methodology in Education;
3. evaluate critically theoretical perspectives in relation to their chosen topic;
4. identify and select appropriate source material, including data from primary sources;
5. evaluate critically the strengths and limitations of research carried out both by themselves and others;
6. produce an extended piece of writing, with a clear structure, which shows stylistic competence and uses a conventional system of full and accurate referencing.

Transferable/Key Skills and other attributes:

- Reflective practice
- Development of study and research skills
- Communication
- Problem solving
- Manage own learning

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

A dissertation of between 16000 and 20000 words.

The Dissertation

The dissertation is an independent study, involving the collection and analysis of data from primary sources, carried out by individual students on a topic of their choice. The dissertation should be between 16000 and 20000 words in length.

Two copies of the dissertation should be submitted. The binding should be of a fixed type so that leaves cannot be removed or replaced. The title page must give the following information: the full title; the full name of the author; the words 'submitted in partial fulfilment of the requirements for the degree of Master of Arts in Education'; Glyndŵr University; and the month and year of submission. An abstract, which provides a synopsis of the work undertaken, must be bound into the dissertation. The abstract is regarded as an integral part of the work to be examined and should not exceed 300 words.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-6	Dissertation	100%	N/A	16000-20000 words

Learning and Teaching Strategies:

Independent study supported by individual tutorials. Students will have an entitlement to a minimum of 30 hours contact with their supervising tutor.

Syllabus outline:

Students undertaking the dissertation will already have completed the Research Methodology and Enquiry in Education module. The Research Methodology and Enquiry in Education module provides initial guidance concerning how to undertake a dissertation, including the development of a research proposal for it. On the basis of this proposal, students will be allocated a supervisor, with appropriate research or subject expertise, who will support them throughout the process of carrying out the research and writing the dissertation. Tutorials will be held with students individually and supervisors will recommend appropriate reading, as well as offer advice and feedback on work in progress.

Bibliography

Reading for the dissertation is divided into two categories: reading specific to the topic, which will be identified by the student with advice from the tutor, and reading about research methods, drawing on texts such as those listed below:

Essential reading:

Bell, J. (2010), *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. Fifth Edition. Buckingham: Open University Press.

Biggam, J. (2011), *Succeeding with Your Master's Dissertation: A Step-by-Step Handbook*. Buckingham: Open University Press.

Costello, P.J.M. (2011), *Effective Action Research: Developing Reflective Thinking and Practice*. Second Edition. London: Continuum.

Denscombe, M. (2007), *The Good Research Guide for Small-Scale Social Research Projects*. Third Edition. Buckingham: Open University Press.

Other indicative reading:

Brown, A. and Dowling, P. (2005), *Doing Research/Reading Research: A Mode of Interrogation for Education*. Second Edition. London: Falmer Press.

Denscombe, M. (2009), *Ground Rules for Social Research: Guidelines for Good Practice*. Second 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.
- Hopkins, D. (2008), *A Teacher's Guide to Classroom Research*. Fourth Edition. Buckingham: Open University Press.
- James, N. and Busher, H. (2009), *Online Interviewing*. London: Sage.
- Judge, B., Jones, P. and McCreery, E. (2009), *Critical Thinking Skills for Education Students*. Exeter: 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.
- Southern Cross University (2009), 'Action Research'.
<http://www.scu.edu.au/schools/gcm/ar>
- Thomas, G. (2009), *How to do Your Research Project*. London: Sage.
- Yin, R.K. (2009), *Case Study Research: Design and Methods*. Fourth Edition. London: Sage.