



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Doctorate in Education

Module Handbook 2025-26

ECDE7002: Introduction to Research Methods in Education

Introduction

Welcome to ECDE7002: Introduction to Research Methods in Education. This handbook outlines the main requirements for the module along including the assignment details, schedule of taught sessions, plus the recommended reading list.

Please do use this handbook to support your studies with us, details of the module team are included below should you wish to contact us for further information or guidance.

During this module, you should:

- Make good use of the University facilities and resources.
- Attend, prepare and participate in sessions.
- Be self-directed and an independent learner.
- Manage your time and work to meet assignment deadlines.

We look forward to working with you in this module.

Module delivery team

Dr Caroline Lewis – Module lead

Email – caroline.lewis@uwtsd.ac.uk

Dr Susan Jones – Module tutor

Email – susan.jones@uwtsd.ac.uk

Please note that Susan works part-time for UWTSD and is available on Monday-Tuesday only.

Module Aims and Outcomes

The first research-based module of the EdD programme focuses on a broad but detailed introduction to applied research within the wide field of education; including relevant theoretical paradigms and traditions, the practical issues of design and the implications for ethical approval prior to the implementation of specific research projects.

This module has been designed to engage participants in developing a critical understanding of research design within the field of education.

AIMS

- To apply key methodological concepts in educational research to formal, informal and non-formal contexts.
- To critically evaluate different models of educational research.
- To understand how to design coherent and ethical research projects to respond to relevant research questions within formal, informal and non-formal contexts.

LEARNING OUTCOMES

Upon successful completion of this module, the student should be able to demonstrate the ability to:

- Critically evaluate data collection techniques and different models of educational research in order to undertake their individual studies in formal, informal and non-formal contexts.
- Demonstrate and articulate a critical understanding of key methodological concepts in education research and apply this to formal, informal and non-formal contexts.
- Critically reflect upon the ethical nature of undertaking research in practice in formal, informal and non-formal contexts.
- Critically evaluate the appropriateness of applying quantitative and qualitative data collection tools to formal, informal and non-formal educational contexts.

Schedule of Sessions

Below are the details of the teaching sessions for this module. There are two in-person teaching days at our SA1 campus and a series of evening seminars held via Teams.

Session	Indicative Content
24.01.26 09:30-15:30 IQ305	Session focus: Educational research and academic literature → Education research – why bother? The purpose of educational research. → What are the features of a skilled researcher? → Introduction to the research process. → Reviewing literature, undertaking literature searches. → Tools to support your research process Suggested reading Denscombe, M. (2010) <i>Ground rules for social research guidelines for good practice</i>. • Pages 31-32: Critically reviewing the literature. • Pages 32-33: Completing the literature review. • Pages 33-36: The literature search. Bell, J. (2017) <i>Doing your research project: A guide for first-time researchers</i>. • Chapters 6 & 7. Follow up activity Task 1: Think about an area/topic/theme that interests you. Undertake a search of the literature using the UWTSD library system and/or Google Scholar: https://scholar.google.com and/or JSTOR: www.jstor.org Use keywords and phrases. Find out: • How much literature exists about your topic? How many sources are available? • Is it the work of a small number of authors or do several authors write about the topic?

	• Is the work based on international studies or is it limited to one/a few countries? • Has the literature been written in English, another language, or a mixture? Then, consider how you will narrow down the options that are available to you. Task 2: Choose any five of the articles from the selection that you have found. Read the abstract (only). For each article, ask yourself (and make notes about): • What question or problem is the author addressing? • How does the publication contribute to your understanding of the topic? What are its key insights and arguments? • What are the results and conclusions of the study? • After you have followed this process for the five publications, consider: • Does each publication relate to the others? • Does it confirm, add to, or challenge established knowledge?
03.02.26 17:30-18:30 Teams	Session focus: Introduction to research philosophy → What is a research philosophy and why do you need one? → Research paradigms. → Ontology and epistemology Suggested reading/watching Ontology, epistemology, methodology and methods: www.youtube.com/watch?v=F2mHeudPGNI Denscombe, M. (2010) <i>Ground rules for social research guidelines for good practice</i>. • Chapter 7, p.117-135. Cohen, L., Manion, L. & Morrison, K. (2011) <i>Research Methods in Education</i>, 7th ed.; Routledge. • Pages 5-7: 1.3 Two conceptions of social reality

	Follow up activity In preparation for Assessment Component 1, consider how the following elements have an impact on your study: • Ontology • Epistemology • Research paradigms Task 1: Undertake further reading about ontology and epistemology and make notes. Task 2: Consider which research paradigm best suits the research that you intend carrying out. Task 3: Find some literature about your chosen paradigm so that you are able to refer to it to support your points.
10.02.26 17:30-18:30 Teams	Session focus: Developing research questions → What are the aims and objectives of your research? → What will you attempt to explain / explore / describe / evaluate in your research? → Which type of research question will you need? → Writing a good research question. → Selecting a research methodology. Follow-up activity Task 1: Undertake some reading about a mixed-methods approach and make notes. In preparation for Assessment Component 1, consider: • Why might a mixed-methods approach be useful in your study?

	• What are the strengths and limitations of this approach? Task 2: In preparation for Assessment Component 1: • Create between 1 and 3 research questions that would be answerable through a mixed methods approach to data collection. • Explain what type of data would need to be collected in order to answer each one. Suggested reading/watching What is mixed methods research? www.youtube.com/watch?v=1OaNiIpyX8 Bell, J. (2017) <i>Doing your research project: A guide for first-time researchers</i>. Maidenhead: Open University Press. • Chapter 2: Approaches to research: Styles of research Advantages and disadvantages of quantitative and qualitative research methods Cohen, L., Manion, L. & Morrison, K. (2011) <i>Research Methods in Education</i>, 7th ed.; London: Routledge. • Pages 21-26: 1.13 Mixed methods research: a new paradigm
17.02.26	Tutorials Please contact Caroline or Susan to make an appointment to discuss your proposed research questions.
24.02.26 17:30-18:30 Teams	Session focus: Research Tools (I) → Choosing the right research tools → Questionnaires → Observation Suggested reading/watching Interviews: www.imperial.ac.uk/staff/educational-development/teaching-toolkit/educational-research-methods/methods/interviews/

	Cohen, L., Manion, L. & Morrison, K. (2011) <i>Research Methods in Education</i>, 7th ed. London: Routledge. • Pages 409-442: Chapter 21 - Interviews • Pages 143-163: Chapter 8 - Sampling
03.03.26 17:30-18:30 Teams	Session focus: Research Tools (II) → Interviews → Sampling strategies Suggested reading/watching Interviews: www.imperial.ac.uk/staff/educational-development/teaching-toolkit/educational-research-methods/methods/interviews/ Cohen, L., Manion, L. & Morrison, K. (2011) <i>Research Methods in Education</i>, 7th ed.; London: Routledge. • Chapter 21 – Interviews (Pages 409-442) • Chapter 8 – Sampling (Pages 143-163)
14.03.26 09:30-15:30 IQ304	Session focus: Ethical considerations for research. How to analyse data → Introduction to research ethics → Student presentations on ethical issues associated with research plans → Strategies to support qualitative data analysis Pre-session activity Prepare a draft 5-minute presentation on what you understand to be the main ethical implications involved with your planned research. You will have the opportunity to refine and develop this during the session before presenting it to peers. Follow-up activity Download the UWTSD Ethics form from Moodle.

	Task 2: In preparation for Assessment Component 3, consider the ethical implications of the research question that you have identified for Assessment Component 2. Outline the responses you would provide in these sections: • H – Anticipated risks • I - Feedback, consent and confidentiality • J - Data protection and storage Essential reading British Educational Research Association (2024) Ethical Guidelines for Educational Research, 5th edition. Download here: Ethical Guidelines for Educational Research, fifth edition (2024) BERA
24.03.26 17:30-18:30 Teams	Session focus: Quantitative data analysis → A guest session delivered by Jess Roberts which will explore approaches to analysing quantitative data. <u>Suggested watching</u> Quantitative data analysis methods: https://youtu.be/EUeQRE5UJpg
21.04.26	Tutorials Please contact Caroline or Susan to make an appointment to discuss your work so far.

Module assessment

All assignments will be due on 30.04.26, please see the accompanying GA36 forms which will contain further details and marking criteria

Assessment Component 1 – 45%

Written Assignment: (3500 words).

Critically reflect on research paradigms that would enable you to conduct a mixed methods enquiry that would meet identified research questions.

With reference to relevant literature, identify an area of research you may want to explore. Create between 1 and 3 research questions that would be answerable through a mixed methods approach to data collection. Critically appraise qualitative and quantitative research paradigms which link to your research questions, justifying why they are appropriate.

Assessment Component 2 - 45%

Written Assignment: (3500 words).

Outline your preferred approach (qualitative/quantitative/mixed methods) to this enquiry by focusing on ONE of your research questions. Plan an appropriate data collection process and associated analysis of the data, reflecting on its strengths and limitations. Critically reflect upon the ethical issues surrounding the research process.

Assessment Component 3 - 10%

Written Assignment: 800-word *equivalent*

Consider the ethical implications of your identified research question (800 words or equivalent).

Exemplar: Using the UWTSD Ethics form, outline the responses you would provide to address the research question in component 2.

You are required to use an adapted version of the university's PG2 form for this component, which has been shared via Moodle.

You will need to complete the following sections:

- SECTION L: Types of Personal Data
- SECTION M: Participant Information and Consent
- SECTION Q: Risk Assessment

Module reading list

Below is a list of key reading for the module but for the most up-to-date list, please see the Leganto tool on the module Moodle page.

Classification	Reading List entry
Essential	Cohen, L., Manion, L. and Morrison, K. (2018 or 2011) <i>Research Methods in Education</i> , 8th or 7th editions London: Routledge. 2017 ed available on DawsonBks
Essential	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.
Essential	Punch, K.F. (2009) <i>Introduction to Research Methods in Education</i> , London: SAGE
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.
Further	Alderson, P. & Morrow, V. (2011) <i>The Ethics of Research with Children and Young People: A Practical Handbook</i> , London: Sage.
Further	Arthur, J. (ed.) (2012) <i>Research methods and methodologies in education</i> . London: Sage publications.
Further	Baxter, P. & Jack, S. (2008) <i>Qualitative case study methodology: Study design and implementation for novice researchers</i> . The qualitative report, 13(4), 544-559. Available freely online.
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) <i>The Sage Handbook of Qualitative Research</i> , London: Sage Publications Ltd. 2017 ed. available from DawsonBks.
Further	Gorard, S. (2010) <i>Quantitative methods in educational research: The role of numbers made easy</i> . London: Bloomsbury Publishing.
Further	Israel, M. (2014) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> , Washington: Sage.
Further	Lewis, V., Kellett, M., Robinson, C., Fraser, S. & Ding, S. (2004) <i>The Reality of Research with Children and Young People</i> . London: SAGE Publications
Further	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds) (2012) <i>Ethics in Qualitative Research</i> , London: Sage Publications Lt d.
Further	May, T. & Perry, B. (2011) <i>Social Research and Reflexivity: Content, Consequence and Context</i> , London: Sage Publication Ltd.
Further	Salkind, N. J. (2010) <i>Statistics for People Who (Think They) Hate Statistics</i> , London: Sage Publications Ltd.
Further	Thomas, G. (2013) <i>How to do your research project: A guide for students in education and applied social sciences</i> . London: Sage.
Further	Wellington, J. (2015) <i>Educational research: contemporary issues and practical approaches</i> . London: Bloomsbury



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