

MODULE HANDBOOK

ECDE 7012

Research Design and Management in Education

Doctorate in Education (EdD)

LEVEL 7

Institute of Education and Humanities

2025 – 2026

Module Team

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We both hope that you will enjoy the module and are here to help.
You should:

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

It is your responsibility to read the University Regulations for Students, especially for regulations relating to assignments. These are available on MyDay.

All written assignments, apart from examination papers and oral presentations must be submitted electronically via TURNITIN.

Module Aims and Outcomes

This module builds directly from ECDE7002 and ECDE7016 and revisits some material in order to deepen and broaden research insights.

AIMS

- To plan and design a research project which improves and informs practice.
- To ensure that all ethical considerations are addressed during the planning process.

LEARNING OUTCOMES

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

- **Identify, through complex inquiry**, an area of study which would be suitable for a substantial piece of academic research.
- **Critically reflect upon the design and methodology** required to engage with an academic research project.
- Clearly identify and critically **reflect upon the ethical issues** involved in undertaking an academic research project, particularly child consent in education research.
- Evaluate in depth the potential challenges of undertaking research within the specified area of study.

DATES AND TIMES

Date:	Time:	Location:
Saturday 24 th January 2026	9:30-4	IQ304
Tuesday 3rd February 2026	5 –6 pm	Online
Tuesday 10 th February 2026	5-6pm	Online
Tuesday 24 th February 2026	5-6pm	Online
Tuesday 10 th March 2026	Individual Tutorials	Online
Saturday 21 st March 2026	9:30 - 4	IQ304
Tuesday 14 th April 2026	Individual Tutorials	Online
Tuesday 21 st April 2026	Optional Drop-in	Online
27 th April 2026	Assessment Deadline for components 1, 2 and 3	
27 th May 2026	Assessment Return	

INDICATIVE CONTENT

- The identification of an area of education focused study which is of interest to the student and will improve and inform practice. Through exploring the literature surrounding the chosen area of study, building on ECDE7016, students will identify an explicit conceptual focus. This will support the formulation of a clear research question or questions and objective(s) which will contribute to the body of knowledge within the field of study.
- The identification and planning of an appropriate methodology through further exploration of a range of philosophical worldviews appropriate to their context. This will include the implications of applying different methodological approaches and the significance of this for data collection and analysis.
- Design of a data collection process for a small-scale project that would respond to the research aims and questions.
- A detailed exploration of ethical issues, expanding on that from ECDE7002, including consent, confidentiality, power relationships and risk to ensure that appropriate ethical guidelines are fully understood and applied.

SESSION DETAILS

Sessions	Content
Session 1: Saturday 24th January 2026 9:30 – 16:00 IQ304	1. Introduction to module ECDE7012: ○ The module content; ○ The expectations; ○ The assignment. 2. Reflect on previous modules and consider the following: ○ Is your proposed research from ECDE7002 a project you want to take forward? ○ If so, what alterations might you make? Can you refine / develop / amend it? ○ If not, then identify an area of research interest that you want to explore in this module. ○ Consider the question: <i>What gap in knowledge or understanding will your research fill?</i> Key Questions to consider: • What is/are the gap/s in knowledge or understanding that the research project seeks to fill? • What is/are the research question/s that will address these gaps? • What is the nature of the knowledge or understanding to be generated? 3. Consolidate and further develop knowledge, understanding and practical application of research design. Task: Write up research problem statement, research questions and appropriate paradigm/worldview appropriate to scenario selected. Research the following research approaches: - deductive - Inductive - Abductive
Session 2: Tuesday 3rd February 2026 Online	1. Present thinking surrounding research problem statement, research questions and worldview as applied to your chosen scenario, including Q and A/ critical discussion. 2. Group task: reach a consensus regarding research approaches and methodological choices in relation to your scenario. Present your rationale, including relevant literature. Follow-up task: Research allocated research strategy. Be prepared to share ideas in a whole group task, including relevant literature.

Session 3: Tuesday 10th February 2026 Online	Research Methods: considering what data is required to answer the research question and critically evaluating the potential methods for collecting it. Follow-up task: Engaging with the literature: Create a concept map outlining key literature that is pertinent to your study and any gaps in the knowledge base that your study seeks to fill. Be prepared to share your idea at the next session.
Session 4: Tuesday 24th February 2026 Online	1. An opportunity to share your current understanding of the literature pertinent to your study, highlighting gaps in the knowledge base, key literature that has further shaped your thinking since ECDE7016, and literature that you intend to focus on to further develop your knowledge and understanding of your chosen topic. 2. Analysing the data Post-session task: Create a PowerPoint presentation outlining your research design and the rationale behind any decisions you have made. Relevant literature should be cited in supporting the justifications for your decisions.
Session 5: Tuesday 10th March 2026 Online	Bookable individual tutorials.
Session 6: Saturday 21st March 2026 9:30 – 16:00 Room 310	1. Collection and analysis of quantitative data. Using Qualtrics. 2. Individual presentations outlining and justifying research design. 3. Considering researcher positionality. 4. Completing the ethics form.
Session 7: Tuesday 14th April 2026 Online	Bookable individual tutorials.
Session 8: Tuesday 21st April 2026 Online	Optional Drop-in session.
Assignment Submission	Monday 27th April 2026
Assignment Return	Wednesday 27th May 2026

ASSESSMENT

Assessment Component 1 – 40%

Written Assignment: (3200 words)

Select an issue in education that you wish to explore. Presenting a short literature review to justify why the issue is important to the community; establish clear research question(s), aims and objectives for the research.

Assessment Component 2 – 40%

Written Assignment: (3200 words)

Describe and critically evaluate the philosophical worldview that underpins your research, justifying why it is appropriate. Present a plan for an appropriate data collection process and associated analysis of the data, reflecting on its strengths and limitations.

Assessment Component 3 – 20%

Written Assignment (1600 words equivalent)

Complete a draft of the UWTSD Ethics Form for your proposed research project; ensure that you consider consent /assent processes for **all** your participants.

KEY READING

Essential:

Read articles in peer reviewed journals that are reputable in your area of practice.

Recommended:

There is a host of books focused on education and education-related research theory and practice available from the library and all of them will be of some interest. The below are just a few of these titles, and generally cover the range of the module.

The following list was provided for module ECDE7002. It remains relevant for this module.

Classification	Reading List entry
Essential	Creswell, J.W. & Poth, C.N. (2023) <i>Qualitative Inquiry & Research Design : Choosing Among Five Approaches</i> . 5 th edn. . Los Angeles: SAGE.
Essential	Creswell, J.W. (2023) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> . 6 th edn., international student ed. Los Angeles, Calif: SAGE.
Essential	Yin, R.K. (2018) <i>Case Study Research and Application: Design And Methods</i> . 6 th edn.. Los Angeles: SAGE.
Essential	Creswell, J.W. & Plano Clark, V.L. (2008) <i>The Mixed Methods Reader</i> . Thousand Oaks, Calif: Sage Publications.
Essential	Blaxter, L., Hughes, C. & Tight, M. (2010) <i>How to Research</i> 4 th edn. Open University Press.
Essential	Cohen, L. Manion, L. and Morrison, K. (2018) <i>Research Methods in Education</i> , 8 th edn. London: Routledge.
Essential	Flick, U. (2023) <i>An Introduction to Qualitative Research</i> , 7 th edn. London: SAGE.
Essential	Gray, D.E. (2022) <i>Doing Research in the Real World</i> , 5 th edn. London: SAGE.
Essential	Punch, K.F. (2014) <i>Introduction to Research Methods in Education</i> . 2 nd edn. London: SAGE.

Further	Pring, R. (2004) <i>Philosophy of Educational Research</i> . London: Bloomsbury
Further	Aubrey, K. & Riley, A. (2022) <i>Understanding and Using Challenging Education Theories</i> , 3 rd edn. London: SAGE.
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.
Further	Alderson, P. & Morrow, V. (2020) <i>The Ethics of Research with Children and Young People: A Practical Handbook</i> , 2 nd edn. London: Sage.
Further	Arthur, J. (Ed.). (2012) <i>Research methods and methodologies in education</i> . Sage publications.

Further	Baxter, P. & Jack, S. (2008) Qualitative case study methodology: Study design and implementation for novice researchers. <i>The qualitative report</i> , 13(4), 544-559. Journal article available freely online.
Further	Denzin, N.K. & Lincoln, Y.S. (eds), (2023) <i>The Sage Handbook of Qualitative Research</i> , 6 th edn. London: Sage Publications Ltd. 2017 Edition also available
Further	Gorard, S. (2007) <i>Quantitative methods in educational research: The role of numbers made easy</i> . London: Bloomsbury Publishing.
Further	Israel, M. (2013) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> , Washington: Sage.
Further	Mauthner, M.L., Birch, M., Jessop, J. & Miller, T. (eds) (2002) <i>Ethics in Qualitative Research</i> , London: Sage Publications Ltd.
Further	May, T. & Perry, B. (2011) <i>Social Research and Reflexivity: Content, Consequence and Context</i> , London: Sage Publication Ltd.
Further	Salkind, N.J. (2020) <i>Statistics for People Who (Think They) Hate Statistics</i> , 7 th edn. London: Sage Publications Ltd.
Further	Thomas, G. (2023) <i>How to do your research project: A guide for students in education and applied social sciences</i> . 4 th edn. London: Sage.
Further	Wellington, J. (2020) <i>Educational research: contemporary issues and practical approaches</i> . 2 nd edn. London: Bloomsbury
Further	Journal: British Educational Research Journal
Further	Journal: British Journal of Educational Studies
Further	Journal: Educational Action Research
Further	Journal: International Journal of Action Research
Further	Journal: International Journal of Research and Method in Education
Further	Journal: Journal of Educational Research
Further	Journal: Wales Journal of Education
Essential	British Educational Research Association. Accessed at: http://www.bera.ac.uk/
Essential	British Educational Research Association. (2024). <i>BERA Ethical Guidelines for Educational Research</i> . 5 th edn. BERA. Accessed at: Ethical Guidelines for Educational Research, fifth edition (2024) BERA

The following are essential general texts as you orientate and refine your research design:

*Cohen, L. Manion, L. & Morrison, K. (2013) *Research Methods in Education: 7th edn.*, London: Routledge OR

Cohen, L. Manion, L. & Morrison, K. (2018) *Research Methods in Education: 8th edn.*, London: Routledge.

*Flick, U. (2023) *An Introduction to Qualitative Research*, 7th edn. London: SAGE.

*Gray, D. (2018) *Doing Research in the Real World*, 5th edn. London: SAGE.

*Punch, K.F. (2014) *Introduction to Research Methods in Education*. 2nd edn. London: SAGE.

**Note: these texts have companion website or online materials that will also further help your self-study.*

It is recommended that you read the following texts section to orientate to various research tools:

Parts 3 and 4: Cohen, L. Manion, L. & Morrison, K. (2013 or 2018) *Research Methods in Education: 7th edition*, London: Routledge.

Parts 4 and 5: Flick, U. (2023) *An Introduction to Qualitative Research*, London: SAGE.

It is highly recommended that you read the following text as an orientation to some seminal theory that is often used to frame education research:

Aubrey, K. & Riley, A. (2017) *Understanding and Using Challenging Education Theories*, London: SAGE.

- Ch.1 Maslow
- Ch. 6 Bourdieu
- Ch. 7 Foucault
- Ch. 8 Noddings
- Ch. 9 Stenhouse
- Ch. 14 Mezirow

The following texts are research-tool specific; they will be more useful as you progress your doctoral studies and are listed here for reference. You may wish to read them if pertinent to your chosen research design(s).

Further	McNiff, J. (2012) <i>Action research: Principles and practice</i> . London:Routledge.
Further	Fink, A. (2003) <i>How to Ask Survey Questions</i> , London: Sage.
Further	Fink, A. (2017) <i>How to conduct surveys: a step by step guide</i> . London:Sage.
Further	Hamilton, L. & Corbett-Whittier, C. (2013) <i>Using Case Study in Education Research</i> London: SAGE
Further	Yin, R.K. (2018) <i>Case study research and applications: Design and methods</i> . 6 th edn. London: Sage.

