



MODULE HANDBOOK

ECDE7013

Summer Term 2024

**Exploring Contemporary Issues in Education
2:**

**Applying critical skills, contributing to
knowledge: leading improvement**

Doctorate in Education (EdD)

LEVEL 7

Full-Time International Cohort

Institute of Education and Humanities

Module Team

Dr Iain Jones Module Lead: April - July 2024	i.jones@uwtsd.ac.uk
Dr Julia Holloway Module Lead: August - September 2024	j.holloway@uwtsd.ac.uk
Dr Catherine Morgan Supporting the ethical approval process	c.morgan@uwtsd.ac.uk

Welcome to ECDE7013

We hope that you will enjoy the module and we are here to support you and your learning. You should:

- Make good use of the University facilities and resources.
- Attend, prepare and participate in all 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 on the two research methods modules in Terms 1 and 2 of the EdD programme. As well as building on ECDE7002 and ECDE7012 this module also relates to 7016.

ECDE7013 is a 60 credit module and is an opportunity to design and implement a full research project. The focus in this module is to develop the skills of data analysis and synthesis, using data collected in a live small-scale research project.

AIMS

- To apply critical skills to explore and investigate literature and practice relating to a contemporary issue in the workplace.
- To undertake a systematic literature review and a small-scale research project in the workplace in order to make recommendations for further research or practice development related to the issue.
- To engage fully with the research process, including the ethics process.

LEARNING OUTCOMES

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

- Identify, access and synthesise relevant literature pertaining to a specific aspect of practice.
- Identify pertinent research question(s) related to a specific aspect of practice that are clearly framed and manageable.
- Plan and implement a small-scale research project from conception to completion that effectively responds to the research questions.
- Report the research project appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

Key dates in Summer Term 2023-24

Week number	Date / Tuesday	Methods of teaching and learning	Monthly milestones
1	16 April 10.00-4.00	All day: Face-to-face 1 and follow up	- Intro to module and choice of project. - Integrate ethics within proposal. Option: Complete and submit ethics form by 25 April - Significance of literature-given your proposal - Learning to refine aims, objectives and research questions. - Choice of methodology and tools
2	23 April	Directed activities	
3	30 April 10.00-12.00	Online teaching and learning via Teams and follow up	
4	7 May	Directed activities	- Refine proposal. - Review ethics within proposal. - Introduce methods of data analysis Option: Complete and submit ethics form by 22 May
5	14 May 10.00-4.00	All day: Face-to-face 2	
6	21 May	Online teaching and learning via Teams and follow up	
7	28 May	Spring Bank Holiday	
8	4 June	Online teaching and learning via Teams and follow up	- Prepare and plan assessment 1. - Give presentation on 18 June. - Review presentation. - Pilot and review data collection
9	11 June	Online tutorials via Teams	
10	18 June 10.00-4.00	All day: Face-to-face 3. Assessment 1/ Individual presentation	
11	25 June	Directed activities	
12	2 July	Online teaching and learning via Teams and follow up	- Review progress on data collection. - Developing methods of data analysis and interpretation
13	9 July 10.00-4.00	All day: Face-to-face 4. Introduction to Assessment 2	

Assessment deadlines	Assignment component 1: 18 June 2024
	Assignment component 2: 30 September 2024

Indicative content

- Identifying gaps in knowledge and designing research question(s) to address these gaps.
- Understanding the specific ethical issues arising from researching institutions, including your own and co-professionals.
- Undertaking an appropriate literature review by reading critically.
- Research project methodology and design.
- Design and piloting of research tools.
- Using research as a tool for developing their own practices and those of their colleagues.
- Analysing data with emphasis on the interpretation of data collected from familiar contexts.
- Critical evaluation of process, limiting claims.
- Reporting conventions.

Teaching, learning and support

The module has a total of 60 hours scheduled learning, over two terms, and 540 hours of independent learning.

Full-time International students, and the module team, work together in a combination of six full days, a series of online webinars via Teams, individual tutorials and self-directed activities in which students post formative work to the 7013 moodle page.

- The four face-to-face days, on a Tuesday from 10.00-4.00 between April and July, will be facilitated by Iain and Julia.
- The programme of online webinars via Teams on a Tuesday will be between 10.00 and 12.00.
- The times of individual face-to-face tutorials, on a Tuesday, are to be negotiated with the module team and students.
- Details and dates for the formative self-directed activities are included in the module handbook and will be added to the moodle page under 'Activities for Full-Time Students'.
- Tutorials. Make use of tutorials to discuss and review the progress of your study and then bring issues and actions back to the Teams sessions and all day face-to-face sessions. Bookable by email.

Assessment

Assessment Component 1 – 25% Individual seminar presentation (25 minutes. 20 minute presentation and 5 mins question and answer) 18 June 2024

Present your small-scale research project design, include your research questions, offer a critical justification for your methodological choices, the research tools and the ethical processes adopted. You should also include an outline of the intended approach to data analysis.

Assessment Component 2 – 75%. Written research report (12,000 words) 30 September 2024

Present a research report of your small-scale research project. The report should include a literature review, research questions, justification of methodology and research tools employed, description of method and data analysis, findings, critical discussion of the implications of the findings for practice or future research and an evaluation of the research process.

These activities are designed to support you as you complete Section E (Details of Research Activity) and Section F (Scope of Research Activity) of the PG2 Ethics Form.

Week 2 23 April	Directed activities: Wed 17- 24 April: Complete all sections of your ethics form for your proposed small-scale research project Please read the PG2 and UWTSD and BERA Ethics guidelines – on the 7013 moodle page. Please see ‘Resources-FT Students’ • By Friday 19 April complete and email a full draft of your PG2 Ethics Form to Catherine, Iain and Julia • Monday 22 April: Iain, Catherine and Julia review draft PG2 forms • Tuesday 23rd April: Complete final amendments of PG2 form for 7013 • Thursday 25th April 9.00: Deadline for submission of PG2 form to Catherine • Wednesday 1st May: Meeting of Research Ethics Committee • Monday 13th May: Confirmation of decision
Week 3 30 April	Online/ Teams This session is designed to review the literature relating to your area of enquiry and your small-scale research project - Scope out the content and design of your literature review. This can be one side of A4, ensuring that you lead the reader towards a clear identification of the gap(s) in knowledge or understanding that you seek to explore. - Building your literature review will significantly help you with your research design and writing.

Week 4 7 May	Directed activities Draft an outline of your literature review . This will be a key element of Assessment 1 on 18 June (your individual 25 minute presentation)
Week 5 14 May	Structure of Day 2/ Face-to-face 10.00-12.30 : Review progress on ethics, ethical dilemmas and introduction to data analysis 1.30-4.00: Data analysis The second day will combine presentations and group activities
Week 6 21 May	Online / Teams Purpose : - To introduce elements of the presentation to be given on 18 June - To review examples of your draft presentations and give individual feedback based on assessment criteria
Week 7 28 May	Spring Bank Holiday/ Self-assessment
Week 8 4 June	Online / Teams Purpose : Online teaching and learning via Teams and follow up • Review preparation and plan for assessment 1

Week 9 11 June	Individual tutorials before assessed presentation
Week 10 18 June	Day 3. Assessment 1 Individual 25 mins presentation: 20 min presentation and 5 min question and answer 25 % of module mark
Week 11 25 June	Directed activities • Review presentation • Pilot and review data collection
Week 12 2 July	Online teaching and learning via Teams and follow up: • Review progress on data collection
Week 13 9 July	Day 4. Introduction to Assessment 2 • Developing methods of data analysis and interpretation • Planning for July and August

Key reading :

Classification	Reading List entry	Electronic*
Essential	Cohen, L. Manion, L. and Morrison, K. (2018) <i>Research Methods in Education, 8th editions</i> 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> . 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. 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	Kara, H. (2015) <i>Creative Research Methods In The Social Sciences: A Practical Guide</i> . Bristol: Policy Press	☐
Further	Kara, H. (2017) <i>Research and Evaluation For Busy Students and Practitioners</i> . Bristol: Policy Press	☐
Further	Lewis, V., Kellett, M., Robinson, C., Fraser, S. & Ding, S., (2006) <i>The Reality of Research with Children</i> .	☐
Further	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds), (2012) <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	Nind, M.,Curtin, A, & Hall, K (eds) (2016) <i>Research Methods for Pedagogy</i> . London: Bloomsbury	☐
Further	Salkind, N. J., (2010) <i>Statistics for People Who (Think They) Hate Statistics</i> , London: Sage Publications Ltd.	☐
Further	Thomson, P. & Hall, C. (2017) <i>Place-Based Methods For Researching Schools</i> . London: Bloomsbury	☐

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, Jerry (2015) <i>Educational research: contemporary issues and practical approaches</i> . London: Bloomsbury	☐
The following journals, as well as others held within the library, will be a valuable source of reading for you.		
Essential	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	☐
The following websites, as well as others, will be a valuable source of reading for you.		
Essential	British Educational Research Association. Accessed at: http://www.bera.ac.uk/	☒
Essential	British Educational Research Association. (2018). <i>BERA Ethical Guidelines for Educational Research</i> . Fourth edition. BERA. Accessed at: https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018	☒
Essential	Professor Pat Thomson's blog on Doctoral Writing for PhD and EdD students https://patthomson.net/	☒
Further	Disability Wales. Accessed at : https://www.disabilitywales.org/	☒
Further	Equality and Human Rights Commission in Wales. Accessed at: https://www.equalityhumanrights.com/en/commission-wales/about-commission-wales	☒
Further	National Assembly for Wales/Welsh Assembly Government. Accessed at: http://www.wales.gov.uk/	☒
Further	National Centre for Research Methods/Resources https://www.ncrm.ac.uk/resources/	☒
Further	Office of Public Sector Information. Accessed at: http://www.opsi.gov.uk/	☒

The following texts will continue to be useful as you progress through your doctoral studies.

It is highly recommended that you re-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 through your doctoral studies and are listed here for reference. You may wish to read them to support your chosen research design(s).

Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage.
Further	McNiff, J. (2013). <i>Action research: Principles and practice</i> . Routledge.
Further	Field, A. (2016). <i>An Adventure in Statistics: The Reality Enigma</i> . SAGE.
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> . Sage.
Further	McKernan, J., & McKernan, J. (2013). <i>Curriculum action research: A handbook of methods and resources for the reflective practitioner</i> . Routledge.
Further	Yin, R. K. (2013). <i>Case study research: Design and methods</i> . London: Sage.

