



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

**Yr Athrofa**  
Institute of Education  
Addysg i Gymru Education for Wales

# **MODULE HANDBOOK**

**ECDE7002**

**Introduction to Research Methods in  
Education**

**Doctorate in Education (Ed D)**

**LEVEL 7**

**Yr Athrofa**

**Faculty of Education and Communities**

**2017-2018**

## Module Team

Peter Rabbett and Christine Jones will lead this module. Please make contact with them in case of general queries. Christine Jones is a Welsh speaker and will be happy to work with you through the medium of Welsh. The main module tutors will be Jan Barnes and Helen Lewis.

|                     |                                                                          |
|---------------------|--------------------------------------------------------------------------|
| Prof. Peter Rabbett | <a href="mailto:Peter.Rabbett@uwtsd.ac.uk">Peter.Rabbett@uwtsd.ac.uk</a> |
| Dr Christine Jones  | <a href="mailto:c.m.jones@uwtsd.ac.uk">c.m.jones@uwtsd.ac.uk</a>         |
| Dr Jan Barnes       | <a href="mailto:janine.barnes@uwtsd.ac.uk">janine.barnes@uwtsd.ac.uk</a> |
| Dr Helen Lewis      | <a href="mailto:H.E.Lewis@uwtsd.ac.uk">H.E.Lewis@uwtsd.ac.uk</a>         |
| Louis Dare          | <a href="mailto:louis.dare@uwtsd.ac.uk">louis.dare@uwtsd.ac.uk</a>       |

We 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 must be submitted electronically via TURNITIN.

## Module Aims and Outcomes

The first research module of the Ed D programme focusses 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 the 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.

### Key dates

|                                                                       |                                        |                     |
|-----------------------------------------------------------------------|----------------------------------------|---------------------|
| ECDE7002<br>Introduction to Research Methods in<br>Education          | Day 1<br>3 <sup>rd</sup> February 2018 | Week 1 of<br>module |
|                                                                       | Day 2<br>24 <sup>th</sup> March 2018   | Week 7 of<br>module |
| Week 10 of module<br><i>last <b>online</b> teaching/learning week</i> | 5 <sup>th</sup> May 2018               |                     |
| Assessment deadline                                                   | 5pm 17 <sup>th</sup> May 2018          |                     |

## INDICATIVE CONTENT

Upon the successful completion of this module, the student should:

### Research Context:

- Understand the purposes and processes of educational research;
- Understand how research can be used to inform and improve practice or organisations in education;
- identify how their project makes a contribution to the body of knowledge;
- Demonstrate a critical understanding of the theoretical context and/or tradition in which they have located their study.

### Research Problems:

- Be able to identify and clarify an explicit conceptual focus for a research study;
- Be able to provide a clear rationale for the research;
- Be able to identify key questions and objectives, and their significance to their field;
- Be familiar with procedures for conducting ethical research.

### Types of Data:

- Be able to identify what information or data is needed to respond to the research questions identified;
- Be able to consider the potential sources of the information or data required (documents, resources, people);
- Understand and evaluate a range of procedures for collecting data;
- Be able to select a data collection instrument appropriate for the context and aims of their study.

### Design:

- Be able to select, design and construct appropriate research tools for a small-scale research project such as for the critical study or pilot doctoral work;
- Understand and know how to address the ethical issues associated with their research design;
- Know how to apply appropriate forms of analysis to primary and/or secondary data;

### Communication:

- Be able to engage in collaborative research design and evaluation;
- Be able to critically review and discuss published research;
- Be able to articulate research ideas and work in progress to peers and colleagues.

## Session Details

This module has a total of 30 hours scheduled learning and 270 hours of independent learning. There are two days where participants and the module team work together and a programme of weekly webinars/tutorials that alternate between individual bookable tutorial time and group discursive sessions.

The weekly webinar/tutorial takes place on **Tuesday evenings between 7-8pm.**

| Week | Date 2018                                    | Focus; pre-reading and follow up activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lead                    |
|------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 1    | Saturday 3 <sup>rd</sup> February<br>All day | <b>Pre-reading</b><br>Read ONE of the three chapters that provide an overview of ontology and epistemology in social research<br>Note – you will be expected to read all three (and seek out others similar) throughout the module! DO NOT BE PUT OFF by the style and terminology: we will work through this together.<br>- chapter 1 Cohen, Manion & Morrison 2011 (*recommended)<br>- chapter 1 Gray 2018<br>- chapter 7 Flick<br><b>Preparatory task</b><br>Bring two academic sources of material related to your /an area of research interest to the session on 3 <sup>rd</sup> February | All self-study          |
|      |                                              | Education research – why bother?<br>The place of education research in Wales<br>A note on education research and doctoral research                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Leads on 3/2/18: PR/CMJ |
|      |                                              | Key learning in this module: <ul style="list-style-type: none"> <li>- <b>Ontology (day 1)</b></li> <li>- <b>Epistemology (day 1)</b></li> <li>- Critical reading (day 1/2)</li> <li>- <b>Theory as a frame for thinking (day 1/2)</b></li> <li>- Ethics (day 2)</li> <li>- Coherent research design (runs as a theme throughout the module)</li> </ul> Paradigms and Perspectives – How we make sense of the narratives related to ‘research evidence’<br><br>Mobilizing previous learning – what do we know and understand already (ontology and epistemology)                                 |                         |
|      |                                              | Theory in education research<br><br>Where is the theory in evaluation?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |
|      |                                              | Reviewing the literature, undertaking literature searches<br><br>Introduction to the research process<br><br>Introduction to ethical approval processes                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         |
|      |                                              | Module overview, tutorials and webinars<br>Assessment planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |

|   |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                       |
|---|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|   |                                         | <b>Follow up thinking:</b> <ul style="list-style-type: none"> <li>- What is my (default) ontological and epistemological position?</li> <li>- (Why) Is ontology and epistemology important?</li> <li>- What is the difference between education research and educational evaluation?</li> </ul>                                                                                                                                                                                |                                                       |
|   |                                         | <b>Follow up reading/task:</b> <ul style="list-style-type: none"> <li>- Read at least one more of the provided chapters</li> <li>- Read chapter 8 Childs and Menter 2018</li> <li>- Read chapter 4: Cohen, Manion and Morrison 2011 before day 2 (24-03-17)</li> <li>- Try to identify the coherence of each research paper that you read – consider ontology, epistemology and the claims made for the findings. Become a critical reader.</li> </ul>                         |                                                       |
| 2 | Tuesday 13 <sup>th</sup> February 7-8pm | <b>Preparatory task</b> <ul style="list-style-type: none"> <li>- Consider your developing area of research interest (or an area of research interest)</li> <li>- In relation to this area of interest, identify two research questions that may sit within a positivist paradigm and two research questions that may sit within an interpretivist paradigm;</li> </ul> <p>Be prepared to explain your rationale for why each RQ is associated with the identified paradigm</p> |                                                       |
|   |                                         | <b>Online shared session:</b> Generating research questions<br>Sharing ideas and examples                                                                                                                                                                                                                                                                                                                                                                                      | Jan Barnes                                            |
| 3 | Tuesday 20 <sup>th</sup> February 7-8pm | <b>Tutorial session</b><br>This session is for you to book tutorial time to discuss: <ul style="list-style-type: none"> <li>- Developing thinking from the module and any associated issues</li> <li>- Your ideas about research questions you may use for your assignment components</li> <li>- Talking through a research paradigm; ontology and/ or epistemology</li> </ul>                                                                                                 |                                                       |
|   |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Book in advance via Jan / Helen Individual Pair Group |
| 4 | Tuesday 27 <sup>th</sup> February 7-8pm | <b>Preparatory task</b><br>Re-read section 1.13 and 1.14 of chapter 1: Cohen, Manion and Morrison (2011)<br>Read: <ul style="list-style-type: none"> <li>- chapter 13 Punch 2009</li> <li>- chapter 8 in Gray 2018</li> </ul>                                                                                                                                                                                                                                                  |                                                       |
|   |                                         | <b>Online shared session:</b> Pragmatic research design and mixed methods<br>An example from a recently completed PhD<br>Discussion                                                                                                                                                                                                                                                                                                                                            | HL                                                    |

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| 5 | Tuesday<br>6 <sup>th</sup><br>March<br>7-8pm     | <b>Tutorial session</b><br>This session is for you to book tutorial time to discuss: <ul style="list-style-type: none"> <li>- Developing thinking from the module and any associated issues</li> <li>- Your ideas about research questions you may use for your assignment components</li> <li>- Talking through a research paradigm; ontology and/ or epistemology</li> </ul>                                                                                                                                                                                                                   | Book in advance as previously |
| 6 | Tuesday<br>13 <sup>th</sup><br>March<br>7-8pm    | <b>Preparatory task</b><br>Undertake the reading, viewing and thinking outlined in relation to effect size and research reviews prepared by Paul Hutchings<br><b>Online shared session: Statistics and research</b><br>Presentation: <ul style="list-style-type: none"> <li>- Statistics explained (what you need to know if you don't know statistics)</li> </ul> Discussion: <ul style="list-style-type: none"> <li>- Do statistics lead or mis-lead?</li> <li>- Effect size calculations and research reviews – should these drive policy and/or professional learning programmes?</li> </ul> | Paul Hutchings                |
| 7 | Saturday<br>24 <sup>th</sup><br>March<br>All day | <b>Pre-reading</b><br>Read <ul style="list-style-type: none"> <li>- chapter 4 Cohen, Manion and Morrison 2011</li> <li>- chapters 5 and 11 of Childs and Menter 2018</li> </ul> <b>Preparatory task</b><br>Prepare a 3-5 minute presentation of assessment component 1 or 2; you may use PPT if you wish but this is not required; this is not an assessed presentation but a (compulsory) formative opportunity to discuss an early draft of your thinking for one of the assessment components for the module.                                                                                 |                               |
|   |                                                  | Research tools <ul style="list-style-type: none"> <li>- What tools are available?</li> <li>- Choosing the right tools for the job</li> <li>- Maintaining coherence throughout</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         | Jan Barnes<br>Helen Lewis     |
|   |                                                  | Ethical approval processes; risk management and data management.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Jan Barnes<br>Helen Lewis     |
|   |                                                  | Follow up reading<br>Parts 4 and 5 Flick 2014<br>Chapter 5: Cohen, Manion and Morrison 2011<br>Relevant elements of parts 3 and 4 in Cohen, Manion and Morrison 2011                                                                                                                                                                                                                                                                                                                                                                                                                             |                               |
| 8 |                                                  | <b>Preparatory task</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |

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|                                                                                                                           | Tuesday<br>17 <sup>th</sup><br>April<br>7-8pm | Draft the risk and data management sections of the UWTSD Ethics Form for a research project using the research processes from ONE of your assessment components; consider whose consent you would need for the project, and each specific research tool, and how you might ask for it.                                                                                                         |                               |
|                                                                                                                           |                                               | <b>Online shared session:</b> Consent and assent processes<br>Presentation: consent and assent processes<br>Discussion                                                                                                                                                                                                                                                                         | Helen<br>Lewis                |
|                                                                                                                           |                                               | <b>Follow up reading</b><br><b>Assent/consent chapter</b>                                                                                                                                                                                                                                                                                                                                      |                               |
| 9                                                                                                                         | Tuesday<br>24 <sup>th</sup><br>April<br>7-8pm | <b>Tutorial session</b><br>This session is for you to book tutorial time to discuss: <ul style="list-style-type: none"> <li>- Developing thinking from the module and any associated issues</li> <li>- Your draft research questions and research designs for your assignment components</li> <li>- Talking through associated ethics processes (consent, risk and data management)</li> </ul> | Book in advance as previously |
| 10                                                                                                                        | Tuesday<br>1 <sup>st</sup> May<br>7-8pm       | <b>Tutorial session</b><br>This session is for you to book tutorial time to discuss: <ul style="list-style-type: none"> <li>- Developing thinking from the module and any associated issues</li> <li>- Your draft research questions and research designs for your assignment components</li> <li>- Talking through associated ethics processes (consent, risk and data management)</li> </ul> | Book in advance as previously |
| Assessment deadline: <b>5pm 17-05-18</b> <ul style="list-style-type: none"> <li>- Submit components 1, 2 and 3</li> </ul> |                                               |                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| *CJ is available throughout to support WM tutorials if require, deliberation and clarification of terminology.            |                                               |                                                                                                                                                                                                                                                                                                                                                                                                |                               |

### Session overviews:

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. DAY 1 | <p>This session frames the module by setting out the national context for education research and considering how this is related to doctoral study. Intentionally challenging at the start, this module introduces complex ideas that form the core of coherent research design. Both <i>Ontology</i> and <i>Epistemology</i> are explored with regard to their relationship to paradigms of thinking and associated research activity. We recognise that the three taught years of the Ed D allow students to grapple with and explore these concepts in increasing depth as they move towards thesis stage – and we are unapologetic about introducing them early!</p> <p>Day 1 also allows us to explore the place of theory in education research; there is an introduction to the research process and the need for careful ethical consideration of all research activity. We will have an opportunity to refresh/recall approaches to conducting a literature search through use of the</p> |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|                                                       | databases available through the UWTSD library and an overview of the module and assessment is provided.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2. ONLINE SEMINAR                                     | <p>Generating research questions</p> <p>This is a light-hearted and practical session, following from the preparatory activity, in which we collaboratively ‘play’ with the ideas from day 1 and try them out in practice. In playful collaboration we expect to engage, support and challenge each other’s thinking.</p>                                                                                                                                                                                                                                                                                                 |
| 3. TUTORIAL SESSION*<br><i>book in session 3 or 5</i> | <p>This session is for you to book tutorial time (individual, pair or group) to discuss:</p> <ul style="list-style-type: none"> <li>- Developing thinking from the module and any associated issues</li> <li>- Your ideas about research questions you may use for your assignment components</li> <li>- Talking through a research paradigm; ontology and/ or epistemology</li> </ul>                                                                                                                                                                                                                                    |
| 4. ONLINE SEMINAR                                     | <p>Pragmatic research design and mixed methods</p> <p>In order to gain an insight into the application of mixed methods research designs we hear from a recently completed PhD student who worked across the quantitative and qualitative paradigms in her study of young children’s thinking. We take the chance to discuss the benefits and limitations of mixed methods approaches.</p>                                                                                                                                                                                                                                |
| 5. TUTORIAL SESSION*<br><i>book in session 3 or 5</i> | <p>This session is for you to book tutorial time (individual, pair or group) to discuss:</p> <ul style="list-style-type: none"> <li>- Developing thinking from the module and any associated issues</li> <li>- Your ideas about research questions you may use for your assignment components</li> <li>- Talking through a research paradigm; ontology and/ or epistemology</li> </ul>                                                                                                                                                                                                                                    |
| 6. ONLINE SEMINAR                                     | <p>Statistics and research</p> <p>In this seminar we are introduced to key ideas in statistics – the central tenets that allow us to engage with statistical material. During year 2 there is an opportunity to follow a taught statistics strand; however this seminar seeks to scratch the surface of this area in order that we can consider the power and value of statistics in research, and recognise the potential for misuse or simplistic application as a result of this power.</p> <p>We also discuss the use of effect size calculations and research reviews to drive policy and professional learning.</p> |
| 7. DAY 2                                              | <p>On this second face-to-face day for the module, you will have the opportunity to share your early thinking about at least one of your assessment components. The focus of the day is research tools – that is, the particular approaches that we use as researchers to generate data. We consider the need to ensure the ‘right tools for the job’ and recognise that all research decisions have implications for the outcomes of the research process. We revisit ontology and epistemology to ensure that our research designs remain coherent.</p>                                                                 |

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                          | <p>The day will also include consideration of ethical research and the need for formal ethical approval processes; there is a specific focus on risk management and data management.</p> <p>Today's session, and the follow up activity will feed directly into your assessment components.</p>                                                                                                                                                                                          |
| 8. ONLINE SEMINAR                                        | <p>Consent and assent processes</p> <p>Building on the second full day we consider, carefully and with regard to specific research tools, the implications for consent and assent processes. We discuss the challenges that exist within some institutional practices with regard to genuine assent and consent processes. We recognise the power imbalances that exist in many situations in which adults work with children and young people and discuss the ethical implications.</p> |
| 9. TUTORIAL SESSION**<br><i>book in session 9 or 10</i>  | <p>This session is for you to book tutorial time (individual, pair or group) to discuss:</p> <ul style="list-style-type: none"> <li>- Developing thinking from the module and any associated issues</li> <li>- Your draft research questions and research designs for your assignment components</li> <li>- Talking through associated ethics processes (consent, risk and data management)</li> </ul>                                                                                   |
| 10. TUTORIAL SESSION**<br><i>book in session 9 or 10</i> | <p>This session is for you to book tutorial time (individual, pair or group) to discuss:</p> <ul style="list-style-type: none"> <li>- Developing thinking from the module and any associated issues</li> <li>- Your draft research questions and research designs for your assignment components</li> <li>- Talking through associated ethics processes (consent, risk and data management)</li> </ul>                                                                                   |

## Details of Assessment

### Assessment Component 1 – 45%

Written Assignment: (3500 words).

Identify a research question that might include the collection and analysis of **QUANTITATIVE** data as part of the research process. Critically evaluate the theoretical frame within which you situate your research, justifying why it is appropriate. 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 2 – 45%

Written Assignment: (3500 words).

Identify a research question that might include the collection and analysis of **QUALITATIVE** data as part of the research process. Critically evaluate the theoretical frame within which you situate your research, justifying why it is appropriate. 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%

Consider the ethical implications of one of your research projects (800 words or equivalent).

Outline the responses you would provide for the consent, risk and data management sections of the UWTSD Ethics Form for a research project using the research processes from **ONE** of assessment components above.

### KEY READING:

| Classification | Reading List entry                                                                                                                                                                                     | Electronic*                         |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Essential      | Cohen, L. Manion, L. and Morrison, K. (2013 or 2011) <i>Research Methods in Education, 8<sup>th</sup> or 7<sup>th</sup> editions</i> London: Routledge.<br>2017 ed available on DawsonBks              | <input type="checkbox"/>            |
| Essential      | Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.                                                                                                                        | <input type="checkbox"/>            |
| Essential      | Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.                                                                                                                                     | <input type="checkbox"/>            |
| Essential      | Punch, K.F. (2009) <i>Introduction to Research Methods in Education</i> . London: SAGE.                                                                                                                | <input type="checkbox"/>            |
| Further        | Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.                                                                                            | <input type="checkbox"/>            |
| Further        | Alderson, P. & Morrow, V. (2011) <i>The Ethics of Research with Children and Young People: A Practical Handbook</i> , London: Sage.                                                                    | <input type="checkbox"/>            |
| Further        | Arthur, J. (Ed.). (2012). <i>Research methods and methodologies in education</i> . Sage publications.                                                                                                  | <input type="checkbox"/>            |
| 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.<br>Available freely online. | <input checked="" type="checkbox"/> |
| Further        | Denzin, N. K. & Lincoln, Y. S. (eds), (2011) <i>The Sage Handbook of Qualitative Research</i> , London: Sage Publications Ltd.<br>2017 ed. Available from DawsonBks                                    | <input type="checkbox"/>            |
| Further        | Gorard, S. (2010). <i>Quantitative methods in educational research: The role of numbers made easy</i> . London: Bloomsbury Publishing.                                                                 | <input type="checkbox"/>            |
| Further        | Israel, M (2014) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> , Washington: Sage.                                                                          | <input type="checkbox"/>            |
| Further        | Lewis, V., Kellett, M., Robinson, C., Fraser, S. & Ding, S., (2006) <i>The Reality of Research with Children</i> .                                                                                     | <input type="checkbox"/>            |
| Further        | Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds), (2012) <i>Ethics in Qualitative Research</i> , London: Sage Publications Ltd.                                                               | <input type="checkbox"/>            |
| Further        | May, T. & Perry, B. (2011) <i>Social Research and Reflexivity: Content, Consequence and Context</i> , London: Sage Publication Ltd.                                                                    | <input type="checkbox"/>            |
| Further        | Salkind, N. J., (2010) <i>Statistics for People Who (Think They) Hate Statistics</i> , London: Sage Publications Ltd.                                                                                  | <input type="checkbox"/>            |

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| Further                                                                                                                | Thomas, G. (2013). <i>How to do your research project: A guide for students in education and applied social sciences</i> . London: Sage.                                                                                                                                                                                                     | <input type="checkbox"/>            |
| Further                                                                                                                | Wellington, Jerry (2015) <i>Educational research: contemporary issues and practical approaches</i> . London: Bloomsbury                                                                                                                                                                                                                      | <input type="checkbox"/>            |
| <b>The following journals, as well as others held within the library will be a valuable source of reading for you.</b> |                                                                                                                                                                                                                                                                                                                                              |                                     |
| Essential                                                                                                              | Journal: British Educational Research Journal                                                                                                                                                                                                                                                                                                | <input type="checkbox"/>            |
| Further                                                                                                                | Journal: <a href="#">British Journal of Educational Studies</a>                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> |
| Further                                                                                                                | Journal: Educational Action Research                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/>            |
| Further                                                                                                                | Journal: International Journal of Action Research                                                                                                                                                                                                                                                                                            | <input type="checkbox"/>            |
| Further                                                                                                                | Journal: International Journal of Research and Method in Education                                                                                                                                                                                                                                                                           | <input type="checkbox"/>            |
| Further                                                                                                                | Journal: Journal of Educational Research                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/>            |
| Further                                                                                                                | Journal: Wales Journal of Education                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>            |
| <b>The following websites, as well as others, will be a valuable source of reading for you.</b>                        |                                                                                                                                                                                                                                                                                                                                              |                                     |
| Essential                                                                                                              | British Educational Research Association. Accessed at: <a href="http://www.bera.ac.uk/">http://www.bera.ac.uk/</a>                                                                                                                                                                                                                           | <input checked="" type="checkbox"/> |
| Essential                                                                                                              | British Educational Research Association. (2011). <i>BERA Ethical Guidelines for Educational Research</i> . BERA. Accessed at: <a href="https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1">https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1</a> | <input checked="" type="checkbox"/> |
| Further                                                                                                                | Disability Rights Commission. Accessed at: <a href="http://www.drc-gb.org/">http://www.drc-gb.org/</a>                                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> |
| Further                                                                                                                | Equal Opportunities Commission. Accessed at: <a href="http://www.eoc.org.uk/">http://www.eoc.org.uk/</a>                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> |
| Further                                                                                                                | National Assembly for Wales/Welsh Assembly Government. Accessed at: <a href="http://www.wales.gov.uk/">http://www.wales.gov.uk/</a>                                                                                                                                                                                                          | <input checked="" type="checkbox"/> |
| Further                                                                                                                | Office of Public Sector Information. Accessed at: <a href="http://www.opsi.gov.uk/">http://www.opsi.gov.uk/</a>                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> |

**Preparatory and follow up reading is taken from the following texts; one chapter of which is provided for you via moodle.**

Childs, A. & Menter, I. (2018) *Mobilising Teacher Researchers* London: Routledge

\*Cohen, L. Manion, L. & Morrison, K. (2011) *Research Methods in Education: 7<sup>th</sup> edition*, London: Routledge.

\*Cohen, L. Manion, L. & Morrison, K. (2013) *Research Methods in Education: 8<sup>th</sup> edition*, London: Routledge.

\*Flick, U. (2014) *An Introduction to Qualitative Research*, London: SAGE.

\*Gray, D.E. (2018) *Doing Real World Research*, London: SAGE.

\*Punch, K.F. (2009) *Introduction to Research Methods in Education*. London: SAGE.

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

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

Parts 3 and 4: Cohen, L. Manion, L. & Morrison, K. (2011, or 2013) *Research Methods in Education: 7<sup>th</sup> edition*, London: Routledge.

Parts 4 and 5: Flick, U. (2014) *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 | 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.                                                                        |