



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

MODULE DIRECTORY

EdD DOCTORATE IN EDUCATION

LEVELS 7 & 8

YR ATHROFA: CENTRE FOR EDUCATION (PROFESSIONAL LEARNING AND LEADERSHIP)

INSTITUTE OF EDUCATION AND HUMANITIES

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 7 & 8 within the EdD Doctorate in Education programme in the academic year 2023-2024.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

EdD Doctorate in Education

ECDE7015	Exploring Contemporary Issues in Education 1: Policy Review and Critical Analysis
ECDE7016	Writing a Critical Literature Review in Education
ECDE7002	Introduction to Research Methods in Education
ECDE7012	Research Design and Management in Education
ECDE7013	Exploring Contemporary Issues in Education 2: <i>applying critical skills, contributing to knowledge: leading improvement</i>
ECDE8001	Research Thesis

Module Code	ECDE7015
Title	Exploring Contemporary Issues in Education 1: Policy Review and Critical Analysis
Date	11/07/2022
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To develop the higher-level critical and analytical skills required to contribute meaningfully to the education debate, across a variety of different platforms.
- To critically evaluate the presentation of contemporary educational issues and proposals in legislation, statutory and non-statutory guidance, through consultation documents and the representation of those issues and proposals in the press, social media and other channels.
- To demonstrate a critical understanding of the development of education policy, its impact and its potential pitfalls; including its perception among policymakers, schools, teachers, parents, communities, and children and young people.

LEARNING OUTCOMES

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

- assess the impact of differing approaches to the presentation of policy, proposals and educational outcomes for differing audiences;
- critically evaluate contrasting approaches to one or more contemporary issues relating to education in Wales, the UK and international contexts, taking into account differing educational orthodoxies.
- understand the evidence of impact that differing discourses have in promoting or mitigating the impact of educational change;
- explore critically the relationship between education policy, implementation strategy and impact locally, nationally and internationally;
- articulate an understanding of the challenges and opportunities in leading educational change successfully.

INDICATIVE CONTENT

- Education improvement journey in Wales (and/or in other international examples) and media representations of its successes.
- PISA, GCSE, teacher assessments – moral panic and reaction in Wales and across the world.
- Assessment of education outcomes in national and international contexts and their presentation in the media.
- Evidence based leadership – overcoming myths and folk-tales.
- The impact of social media – understanding new forms of representing ‘truth’.

- International success stories – the evidence base that underpins sustained improvement and its implications for leadership.
- Policy to practice – the impact of national policy on teaching and learning.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Presentation	8 minutes presentation and 1500 word equivalent supporting material	40%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Blogs	800 words	10%

Assessment Component 3

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Article	4000 word paper and 150 word abstract	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECDE7015	
Module Title	Exploring Contemporary Issues in Education 1: Policy Review and Critical Analysis	
Classification	Reading List entry	Electronic*
Essential	Coe R, Aloisi C, Higgins S, Elliot Major L. (2014) <i>What Makes Great Teaching? Review of the Underpinning Research</i> . Durham: Centre for Evaluation and Monitoring/The Sutton Trust.	☐
Essential	Hattie J. (2008) <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i> . New York: Routledge.	☒
Essential	Ko J, Sammons P. (2013) <i>Effective Teaching: A Review of Research and Evidence</i> . Reading: CfBT Education Trust.	☐
Essential	OECD, (2014) <i>Improving Schools in Wales: an OECD Perspective</i> . Paris, OECD.	☒
Further	OECD, (2015) <i>Improving Schools in Scotland: an OECD Perspective</i> . Paris, OECD.	☒
Further	Painter A, Bamfield M. (2015) <i>The New Digital Learning Age: How we can enable social mobility through technology</i> . RSA London.	☐
Further	Pashler H, Bain PM, Bottge BA, et al. (2007) <i>Organizing Instruction and Study to Improve Student Learning. IES Practice Guide NCER 2007-2004</i> . Washington, DC: National Center for Education Research.	☐
Further	Dixon P. <i>Testing Times: Success, Failure and Fiasco in Education Policy in Wales since Devolution</i> .	☐
Further	Evans G. (2016) <i>A Class Apart: Learning the Lessons of Education in post-devolution Wales</i> . Welsh Academic Press.	☐
Further	Wales Journal of Education. University of Wales Press. Accessed at: http://www.wales.ac.uk/Resources/Documents/Wales-Journal-of-Education-Volume-18.1.pdf	☒
Further	British Educational Research Journal. Wiley-Blackwell. Accessed at: http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291469-3518;jsessionid=3AE218BCA75A03D995A142B93E27EEDD.d01t02	☒
Further	International Journal of Educational Research Elsevier. Accessed at:	☒

	http://www.journals.elsevier.com/international-journal-of-educational-research/	
Further	Cambridge Journal of Education. Taylor and Francis. Accessed at: http://www.tandfonline.com/toc/ccje20/current	☒
Further	American Educational Research Journal. Sage Journals. Accessed at: http://aer.sagepub.com	☒
Further	Deans for Impact. <i>The Science of Learning</i> . Austin, TX: Deans for Impact, 2015. Accessed at: www.deansforimpact.org/pdfs/The_Science_of_Learning.pdf	☒
Further	OECD Education Policy Outlook 2015, <i>Making Reforms Happen</i> . Accessed at: http://www.oecd.org/edu/education-policy-outlook-2015-9789264225442-en.htm	☒
Further	Programme for International Student Assessment. Accessed at: https://www.oecd.org/pisa/	☒
Further	RSA Cities of Learning. Accessed at: https://www.thersa.org/action-and-research/rsa-projects/creative-learning-and-development-folder/cities-of-learning	☒
Further	Scottish Government. <i>National Improvement Framework for Scottish Education - achieving excellence and equity</i> . 2016. Accessed at: http://www.gov.scot/Publications/2016/01/8314	☒

Module Code	ECDE7016
Title	Writing a Critical Literature Review in Education
Date	23/03/2021
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To develop the higher-level critical and analytical skills required to build argument within a literature review.
- To critically evaluate existing literature related to a research study and identify gap(s) in this literature.
- To compose a literature review which has argument, criticality and clarity focusing on a specific research area.

LEARNING OUTCOMES

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

- Demonstrate and articulate clarity of argument and criticality appropriate to educational research.
- Critically evaluate literature from a variety of sources using higher order skills to develop argument and identify research gap(s) in support of specified research topics.
- Compose a literature review incorporating critical argument to support specified research topics.

INDICATIVE CONTENT

- Exploring current issues within educational research.
- Examining a variety of media sources related to educational research. This includes the use of academic data bases and the ability to search within those databases for appropriate material.
- Use of debate and critical thinking to discuss specific academic sources in the development of critical argument.
- Presenting a variety of academic reading in the support of argument, focusing on specified educational research.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Presentation	15 minutes	20%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	6500 words	80%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	80%
Practical	20%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECDE7016	
Module Title	Writing a Critical Literature Review in Education	
Classification	Reading List entry	Electronic*
Essential	Top Tips on Writing a Literature Review for Your Education Research Project (Mike Lambert https://www.academia.edu/5195702/Top_Tips_on_Writing_a_Literature_Review_for_Your_Education_Research_Project)	☒
Essential	Winchester, C.L. and Salji, M., 2016. Writing a literature review. <i>Journal of Clinical Urology</i> , 9(5), pp.308-312.	☐
Essential	Wallace, M. and Wray, A., 2021. <i>Critical reading and writing for postgraduates</i> . Sage Publications Limited.	☐
Essential	Oliver, P., 2012. <i>Succeeding with your literature review a handbook for students</i> , Berkshire, England: McGraw-Hill : Open University Press.	☐
Further	Further reading will be research topic specific and will depend on students focus of study	☐

Module Code	ECDE7002
Title	Introduction to Research Methods in Education
Date	08/12/2021
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- 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:

- 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 in formal, informal and non-formal educational contexts.

INDICATIVE CONTENT

Research Context:

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

Research Problems:

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

Types of Data:

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

Design:

- o 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;
- o Understand and know how to address the ethical issues associated with their research design;
- o Know how to apply appropriate forms of analysis to primary and/or secondary data;

Communication:

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

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written Assignment	3500 words	45%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written Assignment	3500 words	45%

Assessment Component 3

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Written Assignment	800 words	10%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECDE7002	
Module Title	Introduction to Research Methods in Education	
Classification	Reading List entry	Electronic*
Essential	Arthur, J. (Ed.). (2012). <i>Research methods and methodologies in education</i> . Sage publications.	☐
Essential	Cohen, L. Manion, L. and Morrison, K. (2018) <i>Research Methods in Education</i> , London: Routledge.	☒
Essential	Connolly, P. (2007). <i>Quantitative data analysis in education: A critical introduction using SPSS</i> . Routledge.	☒
Essential	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage.	☐
Essential	McNiff, J. (2013). <i>Action research: Principles and practice</i> . Routledge.	☒
Essential	Noffke, S. E., & Somekh, B. (Eds.). (2009). <i>The Sage Handbook of Educational Action Research</i> . London: Sage.	☐
Essential	Punch, K. F., (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> , London: Sage Publications Ltd.	☐
Further	Alderson, P. & Morrow, V. (2011) <i>The Ethics of Research with Children and Young People: A Practical Handbook</i> , London: Sage.	☒
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.	☒
Further	Bourque, L. B. and Fielder, E. P., (2003) <i>How to Conduct Self-Administered and Mail Surveys</i> , London: Sage.	☐
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 Publications Ltd.	☐
Further	Gorard, S. (2010). <i>Quantitative methods in educational research: The role of numbers made easy</i> . London: Bloomsbury Publishing.	☐
Further	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds), (2012) <i>Ethics in Qualitative Research</i> , London: Sage Publications Ltd.	☒
Further	McKernan, J., & McKernan, J. (2013). <i>Curriculum action research: A handbook of methods and resources for the reflective practitioner</i> . Routledge.	☐
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	Yin, R. K. (2013). <i>Case study research: Design and methods</i> . London: Sage.	☐
Further	Bell, J. (2014). <i>Doing Your Research Project: A guide for first-time researchers</i> . McGraw-Hill Education (UK).	☒
Further	Blaikie, N. W. H., (2003) <i>Analyzing Quantitative Data: From Description to Explanation</i> , London: Sage.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2008) <i>Strategies of Qualitative Inquiry</i> , London: Sage Publications Ltd.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2012) <i>The Landscape Of Qualitative Research: Theories and Issues</i> , London: Sage Publications Ltd., 2003.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) <i>The Sage Handbook of Qualitative Research</i> , London: Sage Publications Ltd., 2005.	☐
Further	Lewis, V., Kellett, M., Robinson, C., Fraser, S. & Ding, S., (2006) <i>The Reality of Research with Children</i> .	☐
Further	May, T. & Perry, B. (2011) <i>Social Research and Reflexivity: Content, Consequence and Context</i> , London: Sage Publication Ltd.	☒
Further	Holliday, A., (2007) <i>Doing and Writing Qualitative Research</i> , London: Sage Publications Ltd.	☐
Further	Israel, M (2014) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> , Washington: Sage.	☐
Further	Salkind, N. J., (2010) <i>Statistics for People Who (Think They) Hate Statistics</i> , London: Sage Publications Ltd.	☐
Further	Thody, A., (2006) <i>Writing and Presenting Research</i> , London: Sage Publications Ltd.	☒
Further	Journal: Action Research	☒
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 Contemporary Ethnography	☒
Further	Journal: Journal of Educational Research	☒
Further	Journal: Educational Research Journal NFER	☒
Further	Journal: Qualitative Research	☒
Further	Journal: Theory & Society	☒
Further	Journal: Wales Journal of Education	☐
Further	Journal: Youth & Society	☒
Further	British Educational Research Association. Accessed at: http://www.bera.ac.uk/	☒
Further	Disability Rights Commission. Accessed at: http://www.drc-gb.org/	☒
Further	Equal Opportunities Commission. Accessed at: http://www.eoc.org.uk/	☒
Further	National Assembly for Wales/Welsh Assembly Government. Accessed at: http://www.wales.gov.uk/	☒
Further	Office of Public Sector Information. Accessed at: http://www.opsi.gov.uk/	☒
Essential	British Educational Research Association. (2018). <i>BERA Ethical Guidelines for Educational Research</i> . BERA. https://www.bera.ac.uk	☒

Module Code	ECDE7012
Title	Research Design and Management in Education
Date	08/12/2021
Level	7
Credits	30
Pre-Requisites	ECDE7002

AIM(S)

- 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:

- 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.

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, 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 research paradigms appropriate to their context. This will include the implications of applying different methodological approaches such as positivism, subjectivism, participatory research, empiricism and relativism and the implications of these for data collection and analysis. The role of the child in research design will naturally form part of these discussions.
- 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 applied and full ethical approval is obtained from the relevant university committee.
- The development of a realistic timeline for completion of the research project. This will include reflection upon any potential challenges and barriers that may

arise and the establishment of effective solutions to ensure successful completion of the research project.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3200 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3200 words	40%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1600 words	20%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECDE7012	
Module Title	Research Design and Management in Education	
Classification	Reading List entry	Electronic*
Essential	Alderson, P. & Morrow, V., 2011. <i>The Ethics of Research with Children and Young People: A Practical Handbook</i> . London: Sage Publications Ltd.	☒
Essential	Arthur, J. (Ed.), 2012. <i>Research methods and methodologies in education</i> . London: Sage Publications Ltd.	☐
Essential	British Educational Research Association. BERA 2011. <i>Ethical Guidelines for Educational Research</i> .	☒
Essential	Cohen, L. & Manion, L., 2018. <i>Research Methods in Education</i> . (8th ed) London: Routledge.	☒
Essential	Creswell, J. W., 2012. <i>Qualitative inquiry and research design: Choosing among five approaches</i> . London: Sage Publications Ltd.	☒
Essential	Israel, M., 2014. <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> . Washington: Sage Publications Ltd.	☐
Essential	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (Eds), 2012. <i>Ethics in Qualitative Research</i> . London: Sage Publications Ltd.	☒
Essential	Punch, K. F., 2013. <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> . London: Sage Publications Ltd.	☐
Further	Bell, J., 2014. <i>Doing Your Research Project: A guide for first-time researchers</i> . Maidenhead: McGraw-Hill Education.	☒
Further	Blaikie, N. W. H., 2003. <i>Analyzing Quantitative Data: From Description to Explanation</i> . London: Sage Publications Ltd.	☐
Further	Bourque, L. B. and Fielder, E. P., 2003. <i>How to Conduct Self-Administered and Mail Surveys</i> . London: Sage Publications Ltd.	☐
Further	<i>British Educational Research Journal</i>	☒
Further	Bryman, A., 2012. <i>Social Research Methods</i> . Oxford: Oxford University Press.	☐
Further	Christensen, P., & James, A., 2008. <i>Research with Children</i> . London: Falmer Press.	☒
Further	Connolly, P., 2007. <i>Quantitative data analysis in education: A critical introduction using SPSS</i> , London: Routledge.	☒
Further	Denzin, N. K. & Lincoln, Y. S. (Eds), 2012 <i>The Landscape Of Qualitative Research: Theories and Issues</i> . London: Sage Publications Ltd., 2003.	☐
Further	<i>Educational Research Journal (NFER)</i>	☒

Further	Field, A. & Hole, G., 2003. <i>How to Design and Report Experiments</i> , London: Sage Publications Ltd.	☐
Further	Fink, A., 2002. <i>How to Ask Survey Questions</i> . London: Sage Publications Ltd.	☐
Further	Greene, S. & Hogan, D., 2005. <i>Researching Children's Experience: Approaches and Methods</i> . London: Sage Publications Ltd.	☒
Further	Kara, H., 2015. <i>Creative Research Methods in the Social Sciences: A Practical Guide</i> . Bristol: Policy Press.	☐
Further	May, T. & Perry, B., 2011. <i>Social Research and Reflexivity: Content, Consequence and Context</i> . London: Sage Publication Ltd.	☒
Further	Rose, G., 2011. <i>Visual Methodologies: An Introduction to Researching with Visual Materials</i> . London: Sage.	☐
Further	Salkind, N. J., 2010. <i>Statistics for People Who (Think They) Hate Statistics</i> . London: Sage Publications Ltd.	☐
Further	Spencer, S., 2010. <i>Visual Research Methods in the Social Sciences: Awakening Visions</i> . Abingdon, Oxon: Routledge.	☐
Further	Thody, A., 2006. <i>Writing and Presenting Research</i> , London: Sage Publications Ltd.	☒
Further	UWTSD Research Ethics and Code of Practice. Accessed at: www.uwtsd.ac.uk/research/research-ethics/	☒
Further	Wales Journal of Education	☒

Module Code	ECDE7013
Title	Exploring Contemporary Issues in Education 2: <i>applying critical skills, contributing to knowledge: leading improvement</i>
Date	11/07/2022
Level	7
Credits	60
Pre-Requisites	ECDE7012

AIM(S)

- 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 (often but not necessarily in a workplace setting), 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:

- Identify, access and synthesise relevant literature pertaining to a specific aspect of practice.
- Identify pertinent research question(s) related to a specific aspects 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.

INDICATIVE CONTENT

- Undertaking an appropriate literature review, reading critically;
- Identifying gaps in knowledge and designing research question(s) to address these gaps;
- Research project methodology and design;
- Design and piloting of research tools;
- Understanding the specific ethical issues arising from researching one's own institution and co-professionals;
- 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.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	10%
Independent learning	540	90%
Placement learning	0	0%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual seminar presentation	25 minutes	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	12,000 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECDE7013	
Module Title	Exploring Contemporary Issues in Education 2: <i>applying critical skills, contributing to knowledge: leading improvement</i>	
Classification	Reading List entry	Electronic*
Essential	Alderson, P. & Morrow, V. (2011) <i>The Ethics of Research with Children and Young People: A Practical Handbook</i> , London: Sage Publications Ltd.	☒
Essential	Arthur, J. (Ed.), (2012) <i>Research methods and methodologies in education</i> , London: Sage Publications Ltd.	☐

Essential	Cohen, L. & Manion, L. (2018) <i>Research Methods in Education</i> , (8th ed) London: Routledge.	☒
Essential	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (Eds), (2012) <i>Ethics in Qualitative Research</i> , London: Sage Publications Ltd.	☐
Essential	Creswell, J. W. (2012) <i>Qualitative inquiry and research design: Choosing among five approaches</i> , London: Sage Publications Ltd.	☐
Essential	Israel, M. (2014) <i>Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance</i> , Washington: Sage Publications Ltd.	☐
Essential	Punch, K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> , London: Sage Publications Ltd.	☐
Further	Bryman, A., (2012) <i>Social Research Methods</i> , Oxford: Oxford University Press.	☐
Further	Connolly, P. (2007) <i>Quantitative data analysis in education: A critical introduction using SPSS</i> , London: Routledge.	☒
Further	Christensen, P. & James, A. (2008) <i>Research with Children</i> , London: Falmer Press.	☒
Further	Denzin, N. K. & Lincoln, Y. S. (Eds), (2012) <i>The Landscape Of Qualitative Research: Theories and Issues</i> , London: Sage Publications Ltd., 2003.	☐
Further	Kara, H. (2015) <i>Creative Research Methods in the Social Sciences: A Practical Guide</i> , Bristol: Policy Press.	☐
Further	Rose, G. (2011) <i>Visual Methodologies: An Introduction to Researching with Visual Materials</i> , London: Sage.	☐
Further	Smith, P.D. & Mayall, M. (2012) <i>Researching the Visual: Introduction Qualitative Methods Series</i> , London: Sage Publications Ltd.	☐
Further	Thody, A. (2006) <i>Writing and Presenting Research</i> , London: Sage Publications Ltd.	☐
Further	Bell, J. (2014) <i>Doing Your Research Project: A guide for first-time researchers</i> . McGraw-Hill Education (UK).	☐
Further	Blaikie, N. W. H. (2003) <i>Analyzing Quantitative Data: From Description to Explanation</i> , London: Sage Publications Ltd.	☐
Further	Bourque, L. B. and Fielder, E. P. (2003) <i>How to Conduct Self-Administered and Mail Surveys</i> , London: Sage Publications Ltd.	☐

Further	Field, A. & Hole, G. (2003) <i>How to Design and Report Experiments</i> , London: Sage Publications Ltd.	☐
Further	Fink, A. (2003) <i>How to Ask Survey Questions</i> , London: Sage Publications Ltd.	☐
Further	Greene, S. & Hogan, D. (2005) <i>Researching Children's Experience: Approaches and Methods</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	Rose, G. (2011) <i>Visual Methodologies: An Introduction to Researching with Visual Materials</i> , London: Sage Publications Ltd.	☐
Further	Salkind, N. J., (2010) <i>Statistics for People Who (Think They) Hate Statistics</i> , London: Sage Publications Ltd.	☐
Further	Spencer, S. (2010) <i>Visual Research Methods in the Social Sciences: Awakening Visions</i> , Abingdon, Oxon: Routledge.	☐
Further	Journal: Action Research	☒
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 Contemporary Ethnography	☒
Further	Journal: Journal of Educational Research	☒
Further	Journal: Educational Research Journal NFER	☒
Further	Journal: Qualitative Research	☒
Further	Journal: Theory and Society	☒
Further	Journal: Wales Journal of Education	☒
Further	Journal: Education and Society	☒
Further	British Educational Research Association. Accessed at: http://www.bera.ac.uk/	☒
Further	British Medical Association. Accessed at: http://www.bma.org.uk/	☒
Further	Disability Rights Commission. Accessed at: http://www.drc-gb.org/	☒
Further	Equal Opportunities Commission. Accessed at: http://www.eoc.org.uk/	☒
Further	Welsh Government. Accessed at: http://www.wales.gov.uk/	☒

Further	Office of Public Sector Information. Accessed at: http://www.opsi.gov.uk/	☒
Essential	British Educational Research Association. (2018). BERA Ethical Guidelines for Educational Research, BERA, Accessed at: https://www.bera.ac.uk/	☒
Further	The Teaching and Learning Research Programme (TLRP) Accessed at: http://www.tlrp.org/	☒
Further	UWTSD Academic Quality Handbook 2016-17. Accessed at: www.uwtsd.ac.uk/academic-office	☒
Further	UWTSD Research Ethics and Code of Practice. Accessed at: www.uwtsd.ac.uk/research/research-ethics/	☒

Module Code	ECDE8001
Title	Research Thesis
Date	08/12/2021
Level	8
Credits	360
Pre-Requisites	

AIM(S)

- To undertake an extended, independent critical and evaluative research project of 60,000 words on a relevant and appropriate academic topic of interest.

LEARNING OUTCOMES

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

- Complete, within the defined timescale and to agreed standards, a significant independent empirical research project at postgraduate level 8, reflecting appropriate skills of assimilation, synthesis, argument, communication and presentation.
- Understand and apply appropriate ethical standards to their research design and in all their interactions related to the research project.
- Establish the present state of knowledge in a defined area and make a significant contribution to that knowledge.
- Demonstrate deep and insightful knowledge of their particular chosen topic for research and critically evaluate a breadth of accumulated information and interpretations, drawn from a wide range of sources.
- Demonstrate a critical awareness of relevant theoretical and conceptual considerations underpinning the research project.

INDICATIVE CONTENT

Students will have the opportunity to undertake an extended research project upon a topic of their own choice to be agreed with the Programme Manager. The agreed subject area and methodological approach will, in the main, be expected to come within the broad areas of expertise within the programme staff. However, other areas could be considered, with consultation and approval of other Academic Disciplines, Centres or Institutes within the University.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	Up to 120	3%
Independent learning	3480	97%
Placement learning	0	0%
TOTAL	3600	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Thesis	60,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECDE8001	
Module Title	Research Thesis	
	Reading List	
	The bibliography for this module will reflect specific interests and research questions of the students at this stage of individual study.	