



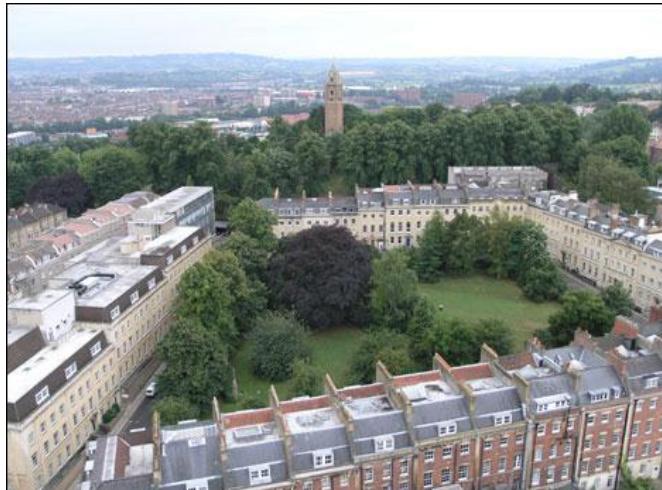
**Graduate School of Education**

Student Handbook

Supplement for

# **MSc Educational Research**

**2013-14**



**This handbook should be read in conjunction  
with the M-level Handbook**

**Programme Co-ordinator: Wan Ching Yee**

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# **1 Introducing the MSc Educational Research**

## **1.1 Welcome to the MSc Educational Research**

This supplement to the main Masters Programmes Student Handbook is an important document for students taking the MSc Educational Research (or the PhD Education) at the University of Bristol.

I very much hope that you will enjoy participating in this programme and that you will find it rewarding and stimulating both personally and professionally. The programme has been constructed to be of value to a diversity of full-time and part-time students who may be participating for a variety of reasons. Some of you will be taking the full MSc programme, normally as part of your research training in your MPhil/PhD programme. There are also some of you participating in the MPhil/PhD programme who, because of significant prior experience of doing research methods, will take only those units that have been recommended to you after an audit of your research skills has been taken. This needs to be formally discussed with your supervisor and agreed by the Director of the PhD programme, Dr Sue Timmis.

The programme is run by experienced staff in the Graduate School of Education (GSoE) who are specialists in their area. All of the teaching staff will endeavour to give you the support needed to be successful in the programme and to pursue your development as an independent researcher and in furthering your research career. You are joining a dynamic and vibrant research community and we very much hope that you will enjoy your time with us.

I look forward to meeting you and to working with you in the programme.

A handwritten signature in blue ink that reads "Wan Ching Yee".

Wan Ching Yee  
MSc Educational Research Programme Co-ordinator



## **1.2 The MSc Educational Research and Diploma Programme**

The MSc Educational Research programme is designed for Education Professionals who want to develop their research knowledge and skills. It aims to provide students with the epistemological, methodological, analytical and practical expertise required by an educational researcher. The programme will appeal to a diversity of students with different backgrounds who are interested in developing a career in educational research and professionals already working in educational institutions and local, national and international organisations that require research knowledge and skills.

In addition, the units of the MSc Programme are taken by MPhil/PhD students in the School as part of their research training programme. Comprehensive training in research methods has been advocated by the ESRC<sup>1</sup> since 1992 and most leading universities now offer Masters programmes that provide the training for MPhil/PhD students in the social sciences that the ESRC requires. For this reason, the MSc/Diploma programme is essential for currently registered MPhil/PhD students and anyone who wishes to pursue PhD study as it provides all the necessary research training required. All new research students in the Graduate School of Education (GSoE) will follow a programme of core and optional taught units of the MSc Educational Research (unless they are exempt – *information on exemptions is contained in the MPhil/PhD Handbook*). The Graduate School of Education can award the Diploma to all research students who complete 120 credits of taught units on the Diploma programme. Students following the Diploma programme will only complete the taught units (up to a value of 120 credits). Only those students following the MSc programme will complete a dissertation in addition (60 credits, totalling 180 credits in all).

The MSc Educational Research programme is now one of the research training pathways that make up the recently formed South West Doctoral Training Centre (SWDTC – see <http://www.bristol.ac.uk/fssl/swdtc.html>). The Universities of Bristol, Exeter and Bath have created the SWDTC which draws together the established research excellence of more than 770 academic and research staff at the three institutions. The SWDTC has been accredited by the ESRC and allocated 41 ESRC studentships annually. This offers our students access to innovation and best practice across disciplinary and interdisciplinary fields, and broader access to world class research and training opportunities.

The programme covers a wide variety of introductory and advanced level courses on both quantitative and qualitative research methods as well as courses that address important philosophical issues in relation to social science research, with specific reference to education. The world of educational research is a highly contested and varied field and students must be able to situate themselves in relation to important methodological debates and to be able to critique the work of researchers in their field who may be using a variety of research approaches and methods. As an independent researcher, therefore, it is important to develop knowledge and skills across a wide variety of methodological approaches. The programme aims to give students that breadth of knowledge and experience at the same time as helping

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<sup>1</sup> Economic and Social Research Council – the leading funding agency for Social Science Research in the UK – [www.esrc.ac.uk](http://www.esrc.ac.uk)

them to develop more fully the specific methodological approaches that they wish to use in their own research.

### **1.3 Who is the Programme for?**

The MSc Educational Research is suitable for:

- Students who wish to pursue the MSc as part of their professional career development or as preparation for PhD study.
- ESRC 1+3 students who follow the MSc Educational Research as their '1' research training year.

The Diploma in Educational Research is suitable for:

- Currently registered PhD students.
- Students who wish to pursue the Diploma as part of their professional career development.

### **1.4 Aims of the Programme**

This programme aims to develop the student's interest in and knowledge and understanding of:

1. the epistemological underpinnings of educational research
2. a broad grounding in the wide variety of both quantitative and qualitative approaches and methods within educational research
3. a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge within education in order to:
  - a) evaluate critically current research and advanced scholarship within education; and
  - b) evaluate methodologies and develop critiques of them via
    - a comprehensive understanding of techniques applicable to the students' own research or advanced scholarship.
    - an understanding of ethical issues and procedures within Educational research.
    - an environment which encourages a commitment to intellectual challenge.
    - the opportunity for students' to develop their intellectual, practical and transferable skills.

We also aim to provide a supportive, collaborative working environment in which students from different backgrounds can work together and share their experiences for their mutual benefit.

### **1.5 Learning Outcomes of the Programme**

By the end of the programme students will have developed an understanding of:

- The links between the basic principles of educational research design and theoretical and methodological concerns and how to formulate researchable problems.
- The strengths and weaknesses of a range of research approaches and methods and the limitations imposed upon the interpretation of the data generated.
- A range of alternative epistemological and ontological positions relevant to educational research and the implications of these for research design, conduct and analysis.
- The specificities of educational research and the range of methods and tools it encompasses.
- The contribution which educational research can make to educational practice and policy.

## **2 Programme Structure and Organisation**

### **2.1 Structure**

The programme is based upon a principle of credit accumulation so that students who have gained the 120 credit points from coursework which are needed for Post-graduate Diploma may proceed to the Master of Science degree (MSc) and carry out a dissertation (60 credits).

A total of 180 credits are necessary for students to be awarded the MSc Degree. Alternatively students may opt to study for a Postgraduate Certificate (60 credits) or Diploma (120 credits).

All the taught units in the programme are offered at the same level (Level M) and so count towards the MSc, Post-graduate Diploma and Post-graduate Certificate.

All taught units consist of 20 or 10 credit points. A unit of 20 credit points normally has the following components:

- 20 hours contact time (including teaching, tutorials and assignment supervision)
- 80 hours of associated study time (reading, individual tutorials, assignment preparation)
- the submission of an assignment (the nature of the assignment will differ from unit to unit but will usually involve a written assignment and/or the production of a piece of digital work).

A unit of 10 credit points normally expects half the above time.

Four units are compulsory CORE units which all students take. These are:

- Understanding Educational Research
- Introduction to Qualitative Methods in the Social Sciences
- Introduction to Quantitative Methods in the Social Sciences
- Philosophy and Research Design in the Social Sciences

Full unit descriptions are available in section 3. In addition all students take a short Core Skills in Educational Research (non-assessed) module which acts an induction to the programme. The remaining credit points are made up of optional units. Please see the contents page of this Handbook for units offered in 13/14. Full unit descriptions are available in section 4.

The dissertation, which should be 15,000 words, contributes the final 60 credit points to the MSc degree. This provides an opportunity for you to work on a one to one basis with a tutor/supervisor exploring a topic of professional relevance in some depth. You will normally focus on a topic related to your specialist area of interest and may conduct a small-scale piece of research as part of the dissertation.

### **Virtual Learning Environment**

The MSc is a face-to-face taught Master's that makes use of the University's Blackboard Virtual Learning Environment. Blackboard includes unit materials, announcements about the course, discussion areas and other facilities. As soon as students have registered with the University computer service, they should register with Blackboard, by visiting <http://www.ole.bris.ac.uk>.

In order to ensure the effective use of Blackboard throughout the course, students should visit the site on a regular basis, checking for relevant announcements and other new information. The information contained in Blackboard complements the Student Handbook.

**All up-to-date information concerning units, meetings and all forms needed for the course, will be stored in Blackboard.**

## 2.2 Timetabling & Online Unit Registration

Once you have selected your taught units for 2013/14, you will be expected to check your personalised timetable on a regular basis, so that you are aware of any rescheduled or cancelled classes, or room changes.

**You can access your timetable via the MyBristol portal at: [mybrisol.bris.ac.uk](http://mybrisol.bris.ac.uk)**

Whilst choosing your units, please refer to <http://www.bristol.ac.uk/education/students/newstudents/timetables.html> to find timetables. These timetables will not be updated during the year, so please check your personalised timetable regularly to see changes.

New MSc Educational Research students will select their units online during Orientation Week. All PhD students should select their taught units by completing the unit preference form in section 6 of this Handbook.

## Making Contact with Staff

All enquiries about the MSc Educational Research can be made to the **Programmes Office** in Room 108 on the first floor of 35 Berkeley Square or by contacting the

**Programme Coordinator:** Wan Ching Yee

[Wan.Yee@bristol.ac.uk](mailto:Wan.Yee@bristol.ac.uk)

The main **Student Services Office** contact for Masters students is Jen Williams ([ed-masters-students@bristol.ac.uk](mailto:ed-masters-students@bristol.ac.uk)) PhD students should normally contact Liz Barker, the Graduate Administration Manager, with any queries ([ed-phd@bristol.ac.uk](mailto:ed-phd@bristol.ac.uk))

### **Unit Tutors:**

Information on particular units can be obtained by contacting the appropriate teaching staff.

<i>Name</i>	<i>Email</i>
Professor Sally Barnes	<a href="mailto:Sally.Barnes@bristol.ac.uk">Sally.Barnes@bristol.ac.uk</a>
Dr Angeline Mbogo Barrett	<a href="mailto:Angeline.Barrett@bristol.ac.uk">Angeline.Barrett@bristol.ac.uk</a>
Professor Sibel Erduran	<a href="mailto:Sibel.Erduran@bristol.ac.uk">Sibel.Erduran@bristol.ac.uk</a>
Dr Paul Howard-Jones	<a href="mailto:Paul.Howard-Jones@bristol.ac.uk">Paul.Howard-Jones@bristol.ac.uk</a>
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Dr Sue Timmis	<a href="mailto:Sue.Timmis@bristol.ac.uk">Sue.Timmis@bristol.ac.uk</a>
Dr Sheila Trahar	<a href="mailto:S.Trahar@bristol.ac.uk">S.Trahar@bristol.ac.uk</a>
Dr Jocelyn Wishart	<a href="mailto:J.M.Wishart@bristol.ac.uk">J.M.Wishart@bristol.ac.uk</a>

### **3 Unit Descriptions – Core Units**

#### **3.1 Core Skills in Educational Research (EDUCM5501)**

**Unit Tutors: Dr Sue Timmis and Prof Sally Barnes**

##### ***Introduction***

This unit is designed to ensure that students about to embark upon a research degree have acquired the core skills necessary to access information from the library, and the web; particularly the electronic sources that are available. Students will be provided with suitable information on appropriate computing and database workshops to enhance their skills. More cognitive generic skills such as critical thinking, originality, particularly as applied to reading and reviewing research literature will be discussed as well as working with supervisors and making the most of research centre membership.

##### ***Unit Aims***

The unit aims

- To introduce ways of managing a research-based project
- To support participants to adopt a critical and analytical basis for judging the quality of the research literature
- To afford training opportunities in computer applications to support independent research

##### ***Learning Outcomes***

At the end of the unit students will be able to demonstrate:

- Procedures to effectively manage a research project
- An ability to critically evaluate the research literature
- Use of computer aided information services

##### ***Key Readings***

Cryer, P (2006) *The Research Students' Guide to Success (2<sup>nd</sup> edition)*, Buckingham: Open University Press

Murray, R (2002) *How to Write a Thesis*, Buckingham: Open University Press.

Phillips, E M and Pugh, D S (2000) *How to Get a PhD: A Handbook for Students and their Supervisors*, Buckingham: Open University Press.

Poulson, L. & Wallace, M. (2004) (eds) *Learning to Read Critically in Teaching and Learning*, London: Sage.

Potter, S (ed) (2002) *Doing Postgraduate Research*, London: Sage

Wisker, G (2008) *The Postgraduate Research Handbook: Succeed With Your MA, Phil, EdD and PhD*, Palgrave Study Guides, Macmillan

##### **University of Bristol Helpful links:**

Finding Research Related Information:

<http://www.bristol.ac.uk/library/support/findinginfo/>

IT training and Information for Research Postgraduates

<http://www.bristol.ac.uk/it-services/learning/research-postgraduates.html>

### **3.2 Understanding Educational Research (EDUCM5502) (20 credits)**

**Unit Tutors: Dr Lisa Lucas and Dr Sheila Trahar**

#### ***Introduction***

This unit develops concepts and practices to enable participants to develop a reasoned evaluation of published educational research. It provides an overview of paradigmatic differences that operate in social science research and facilitates participants in considering the implications of these for understanding and evaluating research in their own field of interest. Particular attention will be paid to associated issues concerning the relationship between evaluation and educational values; research ethics; implications for research design and methodology; research quality criteria; and the intended applications and audiences of the research.

Participants will critically engage with these issues by evaluating one or more published studies as group activities during the unit and as the basis for individually prepared assessed work.

#### ***Unit Aims***

The unit aims

- to explore the issues and practices involved in evaluating research in education
- to examine the paradigmatic influences in current educational research and the implications of these with associated issues for the reasoned evaluation of published research.
- to undertake the evaluation of selected reports of research that relate to the participant's field of interest.

#### ***Learning Outcomes***

By the end of the unit students will

- be familiar with key issues in evaluating published research
- be aware of current debates over the paradigmatic influences in social science and educational research and their implications for evaluation
- be able to demonstrate the evaluation of a selected report of research and to support the evaluation with appropriately reasoned analysis

#### ***Key Readings***

Benton, T and Craib, I (2001) *Philosophy of Social Science: the Philosophical Foundations of Social Thought*. Hounds Mills: Palgrave

Brown, A and Dowling, P (1998) *Doing Research/Reading Research, a Mode of Interrogation for Education*. London: Falmer.

Bryman, A (2004) *Social Research Methods*. Oxford: Oxford University Press

Clough, P and Nutbrown, C (2007) *A Student's Guide to Methodology*. London: Sage

Punch, K. (2005) *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage.

Yates, L (2004) *What Does Good Education Research Look Like? Situating a Field and its Practices*. Maidenhead: Open University Press

### **3.3 Introduction to Qualitative Research Methods in the Social Sciences (EDUCM0004) (20 credits)**

**Unit Tutors: Dr Frances Giampapa and Dr Angeline Mbogo Barrett**

#### ***Introduction***

This unit is designed to provide a philosophical appreciation of the underpinnings of qualitative research methods and develop a critical understanding of the potential of various qualitative methodologies and key epistemological and methodological ‘problems’ raised in qualitative methodologies

The unit will introduce ethical, political and value concerns arising from the interpretation and analysis of qualitative data and develop students’ understanding of the application, strengths and weaknesses of a range of qualitative methods and develop basic skills in the use of qualitative research techniques.

#### ***Unit Aims***

- To provide a philosophical appreciation of the underpinnings of qualitative research methods
- To develop a critical understanding of the potential of various qualitative methodologies and key epistemological and methodological ‘problems’ raised in qualitative methodologies
- To introduce ethical, political and value concerns arising from the interpretation and analysis of qualitative data
- To develop students’ understanding of the application, strengths and weaknesses of a range of qualitative methods and develop basic skills in the use of qualitative research techniques

Students will apply these methods and techniques in the particular context of their own discipline

#### ***Learning Outcomes:***

##### **Module specific skills**

- Develop a philosophical appreciation of the underpinnings of qualitative research methods
- A critical understanding of and the ability to apply to their own work, the appropriate uses, strengths and weaknesses of qualitative methods
- Ability to evaluate the research practice, data and interpretations of others
- Sensitivity to ethical, political and value concerns in qualitative research
- Appreciation of a reflexive approach to social science research
- Demonstrate basic skills in the use of qualitative research techniques

##### **Discipline specific skills**

- Develop an appreciation of the philosophical underpinning of qualitative approaches in relation to the discipline
- Understand how qualitative research can address specific challenges within a disciplinary context
- Demonstrate and apply a critical understanding of qualitative methods used in the discipline.
- Understand how qualitative methods are used in the discipline and gain an overview of some current qualitative research examples within the discipline

- Develop an understanding of discipline-specific ethical, political and value issues, related to qualitative research

**Personal and key skills**

- Critical analysis
- Ability to reflect on personal/ethical issues raised in qualitative research.
- Team work
- Presentation skills
- Practical skills in qualitative research methods

***Key Readings***

Bryman, A. (2008) Social Research Methods [third edition] Oxford University Press.

Mason, J. (2002). Qualitative Researching. London & Thousand Oaks, California, Sage.

Ritchie, J. and J. Lewis (2003). Qualitative Research Practice. London, Sage.

Silverman, D. (2006) Interpreting Qualitative Data [third edition] London: Sage Publications.

Silverman, D. (2010) Doing Qualitative Research [third edition] Sage Publications.

The Library provides access to a number of interdisciplinary specialist journals, including:  
Qualitative Research, Qualitative Inquiry and Forum Qualitative Social Research

### **3.4 Introduction to Quantitative Research Methods in the Social Sciences (EDUCM0003) (20 credits)**

**Unit Tutor: Dr Tim Jay**

#### ***Introduction***

This unit aims to provide a philosophical appreciation of the underpinnings of quantitative research methods and develop a critical understanding of the potential of various quantitative methodologies and key epistemological and methodological ‘problems’ raised in quantitative methodologies

The unit will introduce ethical, political and value concerns arising from the interpretation and analysis of quantitative data and develop students’ understanding of the application, strengths and weaknesses of a range of quantitative methods and develop basic skills in the use of quantitative research techniques

#### ***Unit Aims***

- To provide a philosophical appreciation of the underpinnings of quantitative research methods
- To develop a critical understanding of the potential of various quantitative methodologies and key epistemological and methodological ‘problems’ raised in quantitative methodologies
- To introduce ethical, political and value concerns arising from the interpretation and analysis of quantitative data
- To develop students’ understanding of the application, strengths and weaknesses of a range of quantitative methods and develop basic skills in the use of quantitative research techniques

Students will apply these methods and techniques in the particular context of their own discipline.

#### ***Learning Outcomes***

##### **Module specific skills**

- Develop a philosophical appreciation of the underpinnings of quantitative research methods
- A critical understanding of and the ability to apply to their own work, the appropriate uses, strengths and weaknesses of quantitative methods
- Ability to evaluate the research practice, data and interpretations of others
- Sensitivity to ethical, political and value concerns in quantitative research
- Appreciation of a reflexive approach to social science research
- Demonstrate basic skills in the use of quantitative research techniques

##### **Discipline specific skills**

- Develop an appreciation of the philosophical underpinning of quantitative approaches in relation to the discipline
- Understand how quantitative research can address specific challenges within a disciplinary context
- Demonstrate and apply a critical understanding of quantitative methods used in the discipline.
- Understand how quantitative methods are used in the discipline and gain an overview of some current quantitative research examples within the discipline

- Develop an understanding of discipline-specific ethical, political and value issues, related to quantitative research

**Personal and key skills**

- Critical analysis
- Ability to reflect on personal/ethical issues raised in quantitative research.
- Team work
- Presentation skills
- Practical skills in quantitative research methods using SPSS

**Key Readings**

*Action, C., Miller, R., Fullerton, D. and Maltby, J. (2009) SPSS for Social Scientists [second edition], Basingstoke: Palgrave.*

*Bryman, A. (2008) Social Research Methods [third edition] Oxford University Press.*

*Field, A (2009) Discovering Statistics using SPSS [3rd edition], Sage*

*Fielding, J and Gilbert, N (2006) Understanding Social Statistics [2nd edition], Sage*

*De Vaus, D.A (2002) Surveys in Social Research, [5th edition] Routledge*

*Gilbert, N. (ed.) (2008) Researching Social Life [third edition], Sage*

### **3.5 Philosophy and Research Design in the Social Sciences (EDUCM0005) (20 credits)**

**Unit Tutors: Dr Sue Timmis, Prof Sibel Erduran and Dr Paul Howard-Jones**

#### ***Introduction***

The unit aims to provide foundation knowledge and skills for the design of research in the social sciences, including an appreciation of philosophical, practical and ethical issues. Students will apply these in the particular context of their own discipline.

#### ***Unit Aims***

The unit aims to provide foundation knowledge and skills for the design of research in the social sciences, including an appreciation of philosophical, practical and ethical issues. Students will apply these in the particular context of their own discipline.

#### ***Learning Outcomes***

##### **Module specific skills**

- Have an understanding of the differing philosophical bases of social science research.
- Appreciate the relevance of social science theories to the design of research.
- Understand the principles and processes of research design
- Appreciate a range of ethical issues in the design and conduct of social research.

##### **Discipline specific skills**

- Demonstrate and apply a critical understanding of philosophical debates surrounding the methodologies used in the discipline.
- Develop research questions and employ research methods appropriate to the discipline.
- Develop research proposals which take account of relevant ethical issues.
- Develop a critical understanding of the use and abuse of evidence for policy and practice as relevant to the discipline.

##### **Personal and key skills**

- Critical analysis
- Ability to reflect on personal/ethical issues raised by engagement in research.
- Team work
- Presentation skills

#### ***Key Readings***

Benton, T. and Craib, I., (2001) *Philosophy of Social Science: the philosophical foundations of social thought*. Basingstoke : Palgrave.

Clough, P and Nutbrown, C (2007) *A Student's Guide to Methodology [2<sup>nd</sup> ed]*. London: Sage.

Delanty, G and Strydom, P (Eds.) (2003) *Philosophies of Social Science: The Classic and Contemporary Readings*, Maidenhead: Open University Press,

Gilbert, N. (ed.) (2008) *Researching Social Life* [third edition], London: Sage.

May, T. (2001) *Social Research* [third edition] Maidenhead: Open University Press.

## **4 Unit Descriptions – Optional Units**

### **4.1 Narrative Inquiry**

**(EDUCM0008) (20 credits)**

**Unit Tutor: Dr Malcolm Reed**

#### ***Introduction***

This unit will provide a critique of ‘narrative’ as a root metaphor for understanding and describing human experience, provide participants with an overview of contemporary narrative research and develop critical awareness of the implications of particular methodological choices and positions. Debate, discussion and structured activities will facilitate the presentation, comparison, evaluation and justification of specific forms of narrative research at both micro levels (such as narrative analysis) and macro levels (such as narrative approaches to educational inquiry).

#### ***Unit Aims***

- To explore and critique the ‘narrative turn’ in social research methodology.
- To develop knowledge and critical understanding of a range of narrative ‘positions’ and their various histories and purposes.
- To enable participants to identify, articulate and situate their own developing approach(es) to narrative inquiry

#### ***Learning Outcomes***

##### **Module specific skills**

- Engage in debate and discussion about narrative world-views.
- Identify and describe different narrative approaches, their development, their purposes and their interrelationships.
- Identify the particular benefits that narrative inquiry might bring to a mixed methods study
- Present, articulate and situate their own developing approach to narrative inquiry.

##### **Discipline specific skills**

- Demonstrate and apply a critical understanding of the philosophical debates surrounding approaches to narrative inquiry in education.
- Develop and design narrative inquiries that take account of relevant ethical issues in specific contexts (eg: with children).
- Develop a critical understanding of the appropriate and particular use of narrative educational inquiries.

##### **Personal and key skills**

- Critical analysis and evaluation
- Ability to reflect on personal/ethical issues raised by engagement with narrative approaches.
- Collaborative ways of working
- Presentation skills

***Key Readings***

- Andrews, M, Squires, C and Tamboukou, M (2008) Doing Narrative Research, London: Sage
- Clandinin, J (Ed.) Handbook of Narrative Inquiry, Thousand Oaks, CA: Sage
- Clandinin, J and Connolly, M (2000) Narrative Inquiry: Experience and story in Qualitative Research, San Francisco: Jossey-Bass
- Riessman, C (2008) Narrative Methods for the Human Sciences, Thousand Oaks, CA: Sage.
- Speedy, J (2008) Narrative inquiry and Psychotherapy, Hounds Mills: Palgrave Macmillan
- Trahar, S (2010) Developing Cultural Capability in International Higher Education: A Narrative Inquiry, London: Routledge

## **4.2 Philosophy of Social Sciences (*next available 2014/15*)**

**(EDUCM 5506) (20 credits)**

**Unit tutors: Prof Sibel Erduran and Dr Tim Jay**

### ***Introduction***

This is a graduate level overview of key 'meta-theoretical' developments and debates in the understanding of social sciences with particular reference to education. The unit covers: the purpose of general theory in social science disciplines; the character of explanatory practice; and the conceptual 'dualisms' in the philosophy of social science such as, realism/constructionism, positivity/reflexivity, objectivity/partiality, science/ideology and explanation/description, RCT/qualitative case studies. Some of the methodological perspectives to be covered include interpretivism, positivism, feminism and discourse analysis.

### ***Unit Aims:***

- To introduce a representative range of philosophical perspectives which influence educational research today.
- To introduce and describe the connection between philosophical perspectives and different methodologies.
- To complement themes used in the unit Understanding Educational Research, linking philosophies with methodologies

### ***Learning Outcomes***

- To be able to demonstrate the importance of philosophical perspectives in the development of educational theory and research.
- To be able to critically discuss and work with several philosophical perspectives exploring differences and connections between them.
- To contextualize participants own area of research within a philosophical perspective and discuss how this might influence the methodologies to be adopted.

### ***Key Readings***

Benton, T., & Craib, I (2001). *Philosophy of social science : the philosophical foundations of social thought*. Basingstoke : Palgrave.

Hesse-Biber, S., Gilmartin, C. & Lydenberg, R. (Eds) (1999), *Feminist approaches to theory and methodology*. New York: Oxford University Press.

Sherrat, Y. (2006). *Continental philosophy of social science : hermeneutics, genealogy and critical theory from ancient Greece to the twenty-first century*. Cambridge: Cambridge University Press.

Smith, Mark J. (1998) *Social science in question: Towards a post-disciplinary framework*. London: Sage.

Journal articles from Public Understanding of Science, British Journal of Sociology of Education, Philosophy of Science, Journal for the Theory of Social Behaviour, Theory & Psychology

### **4.3 Multivariate Statistics in Education**

**(EDUCM5507) (20 credits)**

**Unit tutor: Dr Tim Jay**

#### ***Introduction and Aims:***

The unit will introduce students to a range of statistical methods available in the statistical package SPSS for Windows, with the main emphasis being on the use of advanced statistics and their interpretation. The philosophy of the course is that students learn more about inferential statistics by carrying them out using a real data set than by trying to learn statistical theory from first principles. Statistics covered include: analysis of variance and covariance, simple and multiple linear regression, multivariate techniques of factor analysis, discriminant analysis and cluster analysis, and the use of secondary data analysis in education.

#### ***Learning Outcomes***

By the end of the unit, students will:

- gain a working knowledge of a range of essential multivariate inferential statistics available on SPSS.
- be able to select, apply and interpret these statistics appropriately according to research hypotheses and the scale of measurement of the variables involved.
- consider the use and value of secondary analyses of existing data sets in education

#### ***Key Readings***

##### **Main Course Text:**

Field A. (2005) *Discovering Statistics Using SPSS* (2nd Edition) London, Sage

##### **Alternative Texts:**

Bryman, A. and Cramer, D. (2005) *Quantitative Data Analysis with SPSS 12 and 13: a guide for Social Scientists*. London: Routledge

Erickson, B.H. and Nosanchuk. T.A. (1992) *Understanding Data*, Buckingham: Open University Press

McCall, R.B. (2001) *Fundamental Statistics for Behavioural Sciences*, Belmont, California: Wadsworth

Siegel, S. and Castellan N.J. (1988) *Nonparametric Statistics for the Behavioural Sciences*, New York: McGraw-Hill

Wright, D.B. (1997) *Understanding Statistics: An introduction for the social sciences*, London: Sage

**Prerequisite unit: Introduction to Quantitative Methods in the Social Sciences**

**4.4    Narrative Interviewing (*next available 2014/15*)  
(EDUCM0008) (10 credits)**

**Unit Tutor: Dr Sheila Trahar**

***Unit Aims***

- Introducing key concepts and ethical issues in research conversations and interviews
- Identifying and exploring processes of eliciting, selecting and co-constructing narratives in, and from, conversations
- Providing experiential opportunities to engage in, and critique several narrative interview positions and practices, and
- Participating in ethical decision-making about appropriate interview practices

***Learning Outcomes***

- Describe and critique a range of conversational narrative practices and positions, including the elicitation, selection and co-construction of individual and collective narratives
- Demonstrate and critically evaluate their own research interviewing practices
- Identify and explain a preferred approach to research interviewing within a specific context or study

***Key Readings***

- Gubrium, J and Holstein, J (2003) Post-modern Interviewing, Thousand Oaks, CA:  
Sage
- Drewery, W (2005) Why we should watch what we say: Position Calls, Everyday  
Speech and the Production of Relational Subjectivity, in: Theory and  
Psychology 15(3): 305324
- Jarvinen, M (2000) The Biographical Illusion: Constructing Meaning In Qualitative  
Interviews, In: Qualitative Inquiry, 6 (3) 370-392
- Kvale, S (2006) Dominance Through Interviews and Dialogues, Qualitative Inquiry, 6  
(12) 480 - 500.
- Speedy, J (2008) Constructing Stories: Narrative interviews and conversations with  
Donald, in: Narrative Inquiry in Psychotherapy, Houndsills:  
Palgrave/Macmillan
- White, M (2007) Maps to Narrative practice, New York: Norton

**Prerequisite units: Introduction to Qualitative Research in the Social Sciences, Narrative Inquiry**

## **4.5 Questionnaire Design and Analysis**

**(EDUCM0011) (10 credits)**

**Unit Tutors: Dr Talia Isaacs and Dr Jocelyn Wishart**

### ***Introduction***

All students will take the new core unit on Introduction to Quantitative Methods in the Social Sciences which will be introduced to a range of research designs including questionnaires. However, in educational research, questionnaires are very common methods of data collection but these can be poorly designed or implemented or might not be fit for purpose and yield low-quality and unusable data. Arguably questionnaire survey is the most widely used and misused data collection method in educational research. There is a need for more in-depth training (including practical workshops) to ensure high quality design and implementation of questionnaires, with discussion on sampling techniques, strategies for improving responses rates and data quality, methods of analysing closed- and open-ended response data, and the use of electronic and internet based survey tools.

### ***Unit Aims***

The unit aims to develop students' critical understanding of the different approaches to the design and construction of questionnaires including the use of electronic and web-based tools, and to expose students to analytic techniques for quantifying or categorising response data. It will also raise students' awareness of the importance of constructing specifications, question design, the different types of questions and their purposes, questionnaire adaptation and translation, and data management. Ethics, reliability and validity and practical and administrative issues connected to the design and implementation of these methods will also be addressed.

### ***Learning Outcomes***

- Demonstrate and apply a critical understanding of questionnaire survey research
- Demonstrate an understanding of the different forms of questionnaires and their strengths and weaknesses
- Demonstrate an understanding of participant sampling and recruitment techniques, question (item) design, the importance of piloting, and other issues that may arise when designing and administering questionnaires, including ethical and sensitivity issues
- Develop an awareness of the importance of constructing specifications, question design, the different types of questions and their purposes, questionnaire adaptation and translation, and data management
- Develop ability in team work in questionnaire design and implementation
- Develop presentation skills
- Develop practical skills in using electronic and web-based survey tools, in designing and piloting questionnaires, and in analysing qualitative and quantitative questionnaire data based on open-ended and closed responses

### ***Key Readings***

Bradburn, M., Sudman, S., & Wansink, B. (2004) Asking Questions: The Definitive Guide to Questionnaire Design. San Francisco: Jossey-Bass

Dörynei, Z.,(2010). *Questionnaires in second language research: Construction, administration, and processing*. 2nd ed. New York: Routledge.

DeVaus, D.A. (2002) (2<sup>nd</sup> Edition) *Surveys in Social Research*, London: UCL Press

Oppenheim, A.N. (1992) *Questionnaire Design and Attitude Measurement*, London:Heinemann

Presser, S. et al. (2004) *Methods for testing and evaluating survey questionnaires*. Wiley Interscience.

Punch, K. (2005) *Survey Research: the basics*, London: Sage

## **4.6 Advanced Quantitative Modelling Techniques in Education (EDUCM5509) (10 credits)**

### **Unit Tutor: Prof Sally Thomas**

#### ***Introduction***

This unit is designed to build upon and extend the knowledge and skills developed in mandatory quantitative research methods units (Statistics in Education and Multivariate Statistical Methods in Education). In this unit students will be introduced to larger data sets and more advanced statistical modelling techniques using analytical tools (Mlwin software) for longitudinal and multivariate data, linear and multiple regression and multi-level modelling. This will be undertaken through a series of practical exercises drawn from research projects carried out within the School and from other sources (e.g. DfES data archives). Students will be encouraged to understand the complex and hierarchical nature of educational settings (e.g. pupils nested within classrooms, departments, schools and LEAs), how contrasting pictures can be derived from different manipulations of the data and the implications this has for particular types of research data gathering and analysis.

#### ***Unit Aims***

The unit aims

- to provide students with a statistical understanding of the complex nature of educational data, and, more specifically, of the modelling of educational outcomes such as examination and assessment results, in relation to a variety of explanatory factors comprising for example, educational processes, inputs and context.
- to provide students with an understanding of when complex quantitative modelling methods are appropriate and how these can contribute to a more robust/powerful evidence base in educational research.
- to provide students with the knowledge and skills to apply basic multilevel modelling techniques to larger educational datasets using the Mlwin computer package and to interpret basic statistical output in relation to specific research questions.

#### ***Learning Outcomes***

By the end of the unit students will be able to:

- understand, from a statistical viewpoint, the complex/multilevel nature of educational data and how educational outcomes can be modelled using quantitative approaches.
- understand when complex quantitative modelling methods are appropriate.
- demonstrate a working knowledge of basic multilevel modelling techniques (using Mlwin computer software) applied to larger educational datasets and an understanding of how to interpret basic statistical output in relation to specific research questions.

#### ***Key Readings***

Goldstein, H (1997) Methods in School Effectiveness Research, *School Effectiveness & School Improvement*, 8, (4): 369-395

Kreft, IGG and De Leeuw, J (1998) *Introducing Multilevel Modelling*. London: Sage.

Rasbash et al (2000) A user's guide to Mlwin. London: Institute of Education.

Snijders T and Bosker R (1999) *Multilevel Analysis*. London: Sage.

**Prerequisite units: Introduction to Quantitative Research Methods in the Social Sciences and Multivariate Statistical Methods in Education**

**4.7 Ethnography across educational contexts (*next available 2014/15*)  
(EDUCM0007) (20 credits)**

**Unit Tutor: Dr Frances Giampapa**

***Introduction***

This unit is designed to provide students with a critical understanding of ethnography as a theoretical and methodological approach to research. The unit will provide an historical overview of the development of ethnography across the social sciences, with specific attention paid to its use in educational research from diverse theoretical perspectives. This will include engaging in current interdisciplinary debates within ethnographic research in relation to: researcher role and ethics, reflexivity, power, representation, and analysis of ethnographic data.

***Unit Aims***

- To provide a philosophical understanding of the underpinnings of ethnographic approaches to research
- To develop a critical understanding of the key epistemological and methodological issues raised in ethnographic research
- To introduce students to the current debates in ethnography and new approaches to using ethnography across educational contexts
- To develop students' understanding of the application, strengths and weaknesses of ethnographic approaches to research and to develop basic skills in using ethnographic data analysis.
- To develop students' understanding of issues relating to the modes of representation of ethnographic data

***Learning Outcomes***

**Module specific skills**

- Develop an understanding of the philosophical underpinnings of ethnography across the social science research.
- Develop an understanding of the ways in which ethnography as a theoretical and methodological approach is used across educational research.
- Be able to critique empirical studies with regards to both theoretical and methodological analysis.
- Demonstrate and situate their own developing approach to ethnographic research
- Develop an understanding of the diverse modes of representing ethnographic data

**Discipline specific skills**

- Develop an appreciation of the theoretical underpinning of ethnography in relation to the discipline
- Understand how ethnography can address specific challenges within a disciplinary context
- Demonstrate and apply a critical understanding of ethnography as used in the discipline.
- Develop an understanding of discipline-specific ethical, political and value issues, related to ethnography

**Personal and key skills**

- Critical analysis
- Ability to reflect on personal/ethical issues raised in ethnographic research.

- Team work
- Presentation skills

***Key Readings***

Atkinson, P., Coffey, A., Delamont, S., Lofland, J. & Lofland, L. (2001). *Handbook of Ethnography*. London: Sage.

Coffey, A. (1999). *The Ethnographic Self: Fieldwork and the Representation of identity*. London: Sage.

Grenfell, M., Bloome, D., Hardy, C., Pahl, K., Roswell, J. & Street, B. (in press, 2011). *Language, Ethnography and Education: Bridging New Literacy Studies and Bourdieu*. London: Routledge.

Thapar-Björkert, S. & Henry, M. (2004). Reassessing the research relationship: Location, position and power in fieldwork accounts. *International Journal of Social Research Methodology*, 7 (5): 363-381.

Goldstein, T. (2001). Hong Kong Canada: Playwriting as Critical Ethnography. *Qualitative Inquiry*, 7(3): 279-303.

## **4.8 Educational Quality, Improvement and Evaluation (*next available 2014/15*) (EDUCM0006) (10 credits)**

**Unit Tutor: Prof Sally Thomas**

### ***Introduction***

This unit is designed for students who are interested in research designs and evaluation techniques related to the evaluation of educational quality and improvement in different organisational settings. It will review research and research designs relating to educational effectiveness, improvement and quality assurance and consider the implications for policy and practice. It will focus on research into the organisational factors that correlate with effective outcomes, both in UK and worldwide, as well as the outcomes of the research such as strategies for promoting quality and improvement at local, national and organisational levels. The different methods of data collection and analysis that have been used in selected research studies will be examined as well as a range of qualitative and quantitative methods for evaluating quality (eg programme evaluation, case studies, inspection frameworks, league tables, value added approaches). Students will be invited to present case studies based on their own research and/or experience and critically reflect on the usefulness of the theoretical and methodological ideas discussed

### ***Unit Aims***

The broad aim of this unit is to review selected research, theory and research designs relating to educational quality and Improvement, strategies for improving educational effectiveness, and approaches to quality assurance. Evidence from different countries/cultures and different organisational settings will be used to consider the implications of such theories and paradigms for policy and practice. A range of evaluation approaches and methods, applicable to different organisational settings, will be considered. The influence of values, culture and context on quality frameworks, together with the changing role of various stakeholders in contributing to quality, will also be considered

### ***Learning Outcomes***

The intended learning outcomes of this unit are fourfold. At the end of the unit participants should be able to:

- evaluate critically the theoretical and research evidence concerning education quality, and the characteristics of 'effective' educational organisations in an international context;
- critically review the strengths, weaknesses and feasibility of various education improvement strategies at institutional, local, national and global levels;
- understand and critically review the methodology and methods of evaluating educational quality and improvement in different settings
- consider how the ideas, evidence and methods raised in the unit might be applied in the participants own research; and reflect critically on their own experience as a practitioner or learner in relation to the issues discussed in the unit.

### ***Key Readings***

Harris, A., Bennett, N. and Preedy, M. (eds) *Organisational Effectiveness and Improvement in Education*, Buckingham: Open University Press  
Scheerens, J. Glas, C. Thomas, S. (2003) *Education Evaluation, Assessment and Monitoring: A systematic approach*, Lisse, the Netherlands: Swets & Zeitlinger  
Townsend, T (ed) (2007) *International Handbook of School Effectiveness and Improvement*. New York: Springer

- Kellaghan, T & Stufflebeam, DL (eds) (2003) International handbook of educational evaluation. Springer.
- Rossi, PH, Lipsey, MW & Freeman, HE (2004) Evaluation: A Systematic Approach. 6th edition. Sage.
- Creemers, B, Kyriakides, L & Sammons, P (2010) Methodological Advances in Educational Effectiveness Research

#### **4.9 Writing as Inquiry (*next available 2014/15*)**

**(EDUCM0021) (10 credits)**

**Unit Tutors: Dr Malcolm Reed**

##### ***Introduction***

This unit is designed to give participants a critical awareness of writing as a research method. The unit will explore, review and practice creative, evocative, poetic, experimental, performative and engaging writing strategies as legitimate research sites. Fictionalised and creative research accounts, layered accounts, and poetic narratives will be included as examples within a range of written re-presentation methods. There will be opportunities to participate in critical reading groups and writers workshops and improve writing strategies and critical capacities

##### ***Unit Aims***

- Establish writing strategies as legitimate research sites
- Provide opportunities to experiment with writing and difference
- Explore aesthetic, evocative and poetic validities in experimental research writing
- Develop skills and confidence in both crafting and critiquing written texts

##### ***Learning Outcomes***

It is anticipated that upon completion of this unit participants will have:

- Developed a knowledge and understanding of writing as a method of inquiry and of narrative ethics and aesthetics
- Identified, evaluated and experimented with a range of writing strategies in terms of research process and progress as well as 'product'
- Demonstrated and situated their own developing writing style(s)

##### ***Key Readings***

Cixous, H (2004) *The Writing Notebooks of Helene Cixous*, London: Continuum

Clough, P (2002) *Narratives and Fictions in Educational Research*. Buckingham: Open University Press

Etherington, K (2002) Narrative ideas and stories in disability, in K.Etherington (Ed) Rehabilitation counselling in physical and mental health, London: Jessica Kingsley

Richardson, L & St Pierre, E (2005 3rd ed) *Writing: A method of inquiry*, in: NK Denzin & YS Lincoln (Eds) *Handbook of Qualitative Research*, Thousand Oaks, CA: Sage

Speedy, J (2008) *Crossing the borders between fiction and researching: Narrative Inquiry and Psychotherapy*, Hounds Mills: Palgrave Macmillan

Sparkes, A. (2002) *Telling Tales in Sport & Physical Activity: A Qualitative Journey*. Champaign, Ill: Human Kinetics Press

## **4.10 Auto-Ethnography**

**(10 credits)**

**Unit Tutors: Malcolm Reed**

### ***Introduction***

This unit differentiates between autobiographical, biographical, auto/biographical and auto-ethnographic research and critically focuses on the latter, a contested ethnographic genre using the researcher's own life experience as all or part of the field of study. Participants will consider the ethical and aesthetic dimensions of these writing genres and explore the ways in which auto-ethnographic texts succeed and fail to highlight relationships between cultures and agencies and to critique binary individual-versus-collective frames of reference

### ***Unit Aims***

This unit aims to:

1. Deepen participant's critical understanding and knowledge of reflexivity, ethnography and autobiographical narrative as vehicles for researching social life
2. Position auto-ethnography as an interdisciplinary research genre and critically assess its legitimacy as a site for explorations of the interplay between selves, identities and cultures.
3. Develop a critically informed appreciation of the differences between evocative, performative and analytic research studies of 'lived experience'.
4. Provide opportunities to undertake a brief auto-ethnographic study

### ***Learning Outcomes***

#### **Module specific skills:**

- Engage in debate and discussion about the relationship between biographical research and ethnography
- Identify and describe different auto-ethnographic approaches, their development, their purposes and their interrelationships.
- Demonstrate a firm conceptual grasp of contemporary auto-ethnographic and auto/biographical theory and its application within research contexts
- Successfully incorporate auto-ethnographic writing into their research practices

#### **Discipline specific skills:**

- Demonstrate and apply a critical understanding of the philosophical debates surrounding autobiographical and autoethnographic approaches to educational research.
- Develop and design auto-ethnographies that take account of relevant ethical issues in specific contexts
- Develop a critical understanding of the appropriate and particular use of auto-ethnography in education.

#### **Personal and key skills:**

- Critical analysis and evaluation
- Ability to reflect on personal/ethical issues raised by these methodological approaches.
- Collaborative and reflexive ways of working
- Presentation skills

***Key Readings***

- Reed-Danahay, D (Ed.) Auto/ethnography: Researching the self and the social, Oxford
- Berg Holman-Jones, S (2005) Auto-ethnography: Making the personal political, in: Denzin, N & Lincoln, Y (Eds.) (3rd Ed.) Sage Handbook Of Qualitative Research, Thousand Oaks, CA: Sage
- Delamont, S (2009) The only honest thing: auto-ethnography, reflexivity and small crises in fieldwork, Ethnography and Education, 4(1), 51-63.
- Ellis, C (2008) Revision: Autoethnographic Reflections on Life and Work, Walnut Creek, CA: Left Coast Press
- Spry, T (2011) Body, Paper, Stage: Writing and Performing Autoethnography, Walnut Creek, CA: Left Coast Press

## **4.11 Visual Inquiry**

**(10 credits)**

**Unit Tutor: Dr Malcolm Reed**

### ***Introduction***

Visual approaches to research or multi-modal approaches including visual, photographic and written methods of representation are increasingly used in educational and other social research settings. This unit provides an interdisciplinary overview of visual approaches to inquiry in the social sciences and highlights the opportunities available to reconstruct the traditional subjects of research including still, moving and digital images. There will be opportunities to participate in visual methods workshops and experience, situate and evaluate both researcher-led and participatory visual approaches to social inquiry.

### ***Unit Aims***

This unit aims to:

- To familiarize participants with a range of approaches to visual inquiry and representation
- To develop a critical understanding of the divergent and contingent practices of producing and analysing visual texts, positions and modalities
- To provide opportunities to experiment with researcher-led and participatory visual methods and situate these principles and practices within a theoretical position.
- To explore a range of visual methods, including collection, production, analysis and representation of visual research material.

Students will apply these methods and techniques in the particular context of their own discipline.

### ***Learning Outcomes***

#### **Module Specific Skills:**

- Describe and locate a range of visual inquiries
- Reflect critically on a range of applications of visual theory and practice
- Demonstrate and situate their own developing approach to visual inquiry
- Demonstrate basic skills in the use of visual methods, to including collection, production, analysis and representation of visual research material
- Awareness of ethical, political and value concerns in visual inquiry

#### **Discipline Specific Skills:**

- Develop an appreciation of the theoretical underpinning of visual methods in relation to the discipline
- Understand how visual inquiry can address specific challenges within a disciplinary context
- Demonstrate and apply a critical understanding of visual inquiry used in the discipline.
- Understand how visual methods are used in the discipline and gain an overview of some current examples within the discipline
- Develop an understanding of discipline-specific ethical, political and value issues, related to visual inquiry

#### **Personal and Key Skills:**

- Critical analysis
- Ability to reflect on personal/ethical issues in relation to the use of digital, still and moving images.
- Team work
- Presentation skills
- Practical skills in using digital equipment and visual methods

**Key Readings**

Goldman, R., Pea, R. D., Barron, B., & Derry, S. J. (Eds.). (2007). *Video Research in the Learning Sciences*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Pink, S, Laszlo, K and Afonso, A (2004) *Working Images: Visual Research and Representation in Ethnography*, London: Routledge

Rose, G (2001 2<sup>nd</sup> ed) *Visual Methodologies*. London: Sage.

Van Leeuwen, T. & Jewitt C. (eds) (2001) *Handbook of Visual Analysis*. London

Springgay, S, Irwin, R and Kind, SW (2005) A/r/tography as Living Inquiry Through Art and Text, *Qualitative Inquiry*, 11 (6) 897-912

Videopapers – Special Issue of Technology, Pedagogy and Education, Volume 18 Issue 3 2009.

## **4.12 Interdisciplinary Studies of Science (10 credits)**

**Unit Tutor: Prof Sibel Erduran**

### ***Introduction***

The unit will introduce and develop interdisciplinary perspectives on the nature of science drawing from the formalised discipline of Science Studies. The sessions will cover conceptualisation of science from a diverse range of disciplinary bases including philosophy, sociology, psychology and anthropology of science as well as cognitive sciences.

### ***Unit Aims***

The unit aims to:

- To familiarize participants with a range of perspectives on science including philosophy, sociology, history and psychology of science;
- To develop a critical understanding of how interdisciplinary perspectives can contribute to the characterisation of science including their applications in education;
- To provide opportunities for cross- and inter-disciplinary collaboration with a focus on science studies.

Students will apply these aims in the particular context of their own discipline

### ***Learning Outcomes***

#### **Module-specific skills:**

- Introductory knowledge of the field of Science Studies and implications for education
- Understand how science can be described from a range of disciplinary perspectives
- Develop skills in analysis and synthesis of ideas based on interdisciplinary perspectives

#### **Discipline-specific skills:**

- Critically engage with the strengths and limitations of interdisciplinary research
- Develop knowledge of recent debates on the nature of science
- Understand domain-specific characterisations of different fields of scientific inquiry

#### **Personal and key skills:**

- Critical analysis
- Skills for debating
- Persuasive writing
- Collaborative inquiries
- Presentation skills

### ***Key Readings***

Croissant, W. Bauchspies and S. Restivo, *Science, Technology and Society: A Sociological Approach* (Blackwell, 2005)

Latour, B., and S. Woolgar.( 1986) *Laboratory Life*. Princeton: Princeton University Press,  
Longino, Helen E. (1990). *Science as social knowledge*. Princeton, New Jersey: Princeton University Press.

Knorr-Cetina, Karin. (1999). Epistemic cultures. Cambridge, MA: Harvard University Press.  
Restivo, S. (1993) Science, society, and Values: Toward a Sociology of Objectivity. Lehigh,  
Shapin, Steve. (1996) The Scientific Revolution. Chicago,

## **5 Selecting Your MSc in Educational Research 2013/14**

This information is designed to help you select your study units for this academic year. Please use it to help you fill the form which follows. This is an initial planning exercise. Please discuss your options with your supervisor or personal tutor who should also sign the form. Late changes are at the discretion of the Programme Co-ordinator.

### **➤ STEP 1**

Carefully read the general information on the MSc in Educational Research course at:

<http://www.bristol.ac.uk/education/students/masters/edures/>

### **➤ STEP 2**

Read the unit descriptions for the Educational Research programme and decide which optional units interest you the most and are most relevant for your research. You should also check the timetable to see when each unit is taught.

### **➤ STEP 3**

Discuss your choices with your supervisor or personal tutor. Once agreed, tick the relevant boxes for your core units and optional units overleaf. Ask your supervisor or personal tutor to sign the form.

### **➤ STEP 4**

Return the form to the Student Services Office by 5pm on **Monday 30<sup>th</sup> September**.

#### Some General advice for selecting your Units

- Check that the units you take will give you the range of intellectual experiences and cover a broad range of perspectives and methodological approaches.
- Consult with your supervisor (if registered on the PhD programme) or your personal tutor (if registered on the MSc in Educational Research) to ensure your choices meet your research needs
- Check on the timing of the modules you want to take to ensure no clashes
- Check in the course description whether there are any pre-requisites or co-requisites for the unit you want to take.
- Core introductory units are taught in the Autumn term and we recommend that part-time students take them in the order they appear on the timetable where possible

<b>MSc Educational Research students complete a total of 180 credit points comprising:</b> <b>80 credits from core units</b> <b>40 credits from optional units</b> <b>60 credits from the dissertation</b>
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<b>PhD Education students are required to complete 80 credits from core units.</b>
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<b>You may also complete optional units if you wish, up to a maximum of 40 credits (a total of 120 credits in total, including your core units). You may audit additional units if you wish (subject to the agreement of the unit tutor)</b>
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### **1.1.1 MSc Educational Research/ PhD Education**

### **1.1.2 PREFERENCE FORM FOR STUDENTS 2013/14**

**Please return this form to the Student Services Office by 30<sup>th</sup> September. Please ensure this is signed off by your supervisor or personal tutor.**

<b>Autumn Term</b>			
<b>Dates:</b>	<b>Unit title:</b>	<b>Credit points:</b>	<b>2013/14 (✓)</b>
Mon 30 <sup>th</sup> Sept & Weds 2nd Oct	Core Skills in Educational Research - core unit (non-assessed)	CORE Un-assessed	<input type="checkbox"/>
Mon 28 <sup>th</sup> , Wed 30 <sup>th</sup> Oct & Fri 1 <sup>st</sup> Nov	Understanding Educational Research	CORE - 20	<input type="checkbox"/>
Mon 2nd, Wed 4th, Fri 6th December	Introduction to Qualitative Research Methods in the Social Sciences	CORE - 20	<input type="checkbox"/>
Tuesdays; either 14:00-16:00 or 16:45-18:45	Introduction to Quantitative Research Methods in the Social Sciences	CORE - 20	<input type="checkbox"/>
<b>Spring Term</b>			
Mon 20 <sup>th</sup> , Tue 21 <sup>st</sup> & Wed 22nd January	Narrative Inquiry	20	<input type="checkbox"/>
Thursdays; 11:00-13:00	Multivariate Statistical Methods in Education*	20	<input type="checkbox"/>
Fri 21 <sup>st</sup> , Fri 28 <sup>th</sup> Feb & Fri 7 <sup>th</sup> Mar	Philosophy and Research Design in the Social Sciences	CORE - 20	<input type="checkbox"/>
Mon 3 <sup>rd</sup> , Tue 4 <sup>th</sup> & Wed 5 <sup>th</sup> March	Auto-Ethnography	10	<input type="checkbox"/>
<b>Summer Term</b>			
Tues 29 <sup>th</sup> & Wed 30 <sup>th</sup> Apr, Fri 2 <sup>nd</sup> May	Questionnaire Design and Analysis	10	<input type="checkbox"/>
Tues 13 & Wed 14 <sup>th</sup> May & Thu 26 <sup>th</sup> June	Advanced Quantitative Modelling Techniques in Education**	10	<input type="checkbox"/>
16 <sup>th</sup> & 17 <sup>th</sup> April	Interdisciplinary Studies of Science	10	<input type="checkbox"/>
Wed 4 <sup>th</sup> , Thu 5 <sup>th</sup> & Fri 6 <sup>th</sup> June	Visual Inquiry	10	<input type="checkbox"/>

\* Successful Completion of the Introduction to Quantitative Research Methods unit is a pre-requisite of the Multivariate Statistics unit

\*\* Successful Completion of the Introduction to Quantitative Research Methods and Multivariate Statistics units are pre-requisites of the Advanced Quantitative Methods unit

<b>Name:</b> <b>Student number:</b>	<b>Date:</b>
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**Student signature:..... Date: .....**

**Signature of supervisor or personal tutor to confirm approval of optional unit choices:**

..... **Date:** .....

### **FOR OFFICE USE ONLY:**

Checked and approved by Programme Coordinator: \_\_\_\_\_ Date: .....