

H9CONS: Contextual Studies

Module Code:	H9CONS
Long Title	Contextual Studies APPROVED
Title	Contextual Studies
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	5
Module Coordinator:	Leo Casey
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Engage in academic argumentation and discourse.
LO2	Summarise and appraise research articles.
LO3	Critically analyse and discuss research literature.
LO4	Present research reviews, proposals and results in seminar format.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

H9CONS: Contextual Studies

Module Content & Assessment			
Indicative Content			
Syllabus • A set of reading materials at a general level will be prepared. These will reflect the primary research interests of the students undertaking this module. • Each student will be required to read the literature and to critically review a selection of articles and share and discuss these reviews with their peers. • Each week a student will be assigned to lead the discussion through a formal presentation and then a 'round table' working session. • All learners will be evaluated for their contribution to the discussion by means of submission of short reflective reports • All learners will lead at least one session and submit a more extensive reflection involving critique of the papers under review • At the end of the semester, each learner will prepare a critical review of the literature which should demonstrate a clear understanding of the field, the major contributors, and the future direction of work (5,000 words).			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Part Time			
Coursework			
Assessment Type:	Presentation	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Engage in in-class exercises involving the selection and appraisal and review of scholarly articles.			
Assessment Type:	Assignment	% of total:	70
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Carry out a literature review on topic of choice relevant to a specifically identified research question (5,000 words).			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			
Reassessment Description Students must pass all components of assessment on the module; a component fail leads to a component repeat.			

H9CONS: Contextual Studies

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	24	Per Semester	2.00
Independent Learning	Independent Learning	101	Per Semester	8.42
Total Weekly Contact Hours				2.00

Module Resources	
<i>Recommended Book Resources</i>	
O'Leary, Zina. (2013), <i>The Essential Guide to Doing Your Research Project</i> , Sage, London.	
<i>Supplementary Book Resources</i>	
<p>Bell, J. (2010), <i>Doing Your Research Project: a guide for first-time researchers in education and social science</i>, 5th. McGraw-Hill/Open University Press, Maidenhead.</p> <p>Brown, R.B. (2008), <i>Dealing with Statistics: what you need to know</i>, Open University Press, Berkshire.</p> <p>Cohen, L., Manion, L. and Morrison, K. (2013), <i>Research Methods in Education</i>, 7th ed. Taylor & Francis, Hoboken.</p> <p>Bryman, A. (2012), <i>Social Research Methods</i>, 4th ed. Oxford University Press, Oxford.</p> <p>Creswell, John W. (2009), <i>Research Design: qualitative, quantitative and mixed methods approaches</i>, 3rd ed. Sage Publications Thousand Oaks, C.A.</p> <p>Curtis, W., Murphy, M. and Shields, S. (2014), <i>Research and Education</i>, Routledge, London.</p> <p>Denscombe, Martyn. (2014), <i>The Good Research Guide: for small-scale social research projects</i>, 5th ed. McGraw Hill/Open University Press, Maidenhead.</p> <p>Merriam, S.B. and Simpson, E.L. (2000), <i>A Guide to Research for Educators and Trainers of Adults</i>, 2nd ed. Krieger, Malabar.</p> <p>Patton, M.Q. (2015), <i>Qualitative Research and Evaluation Methods: integrating theory and practice</i>, 4th ed. Sage, Thousand Oaks, C.A.</p> <p>Punch, K. (2014), <i>Introduction to Social Research: quantitative and qualitative approaches</i>, 3rd ed. Sage, London.</p> <p>Punch, K. (2009), <i>Introduction to Research Methods in Education</i>, Sage, London.</p> <p>Schutt, R.K. (2011), <i>Investigating the Social World: the process and practice of research</i>, 7th ed. Pine Forge, London.</p> <p>Silverman, D. (2013), <i>Doing Qualitative Research: a practical handbook</i>, 4th ed. Sage, London.</p>	
<i>This module does not have any article/paper resources</i>	
<i>Other Resources</i>	
<p>[Journal], <i>Active Learning in Higher Education</i>.</p> <p>[Journal], <i>Adult Learner</i>.</p> <p>[Journal], <i>British Educational Research Journal</i>.</p> <p>[Journal], <i>Canadian Journal of Learning & Technology</i>.</p> <p>[Journal], <i>Early Childhood Education Journal</i>.</p> <p>[Journal], <i>European Early Childhood Education Research Journal</i>.</p> <p>[Journal], <i>International Journal of Learning: Annual Review</i>.</p> <p>[Journal], <i>International Journal of Teaching & Learning in Higher Education</i>.</p> <p>[Journal], <i>International Review of Research in Open & Distance Learning</i>.</p> <p>[Article], <i>Irish Educational Studies</i>.</p> <p>[Journal], <i>Journal of Adult & Continuing Education</i>.</p> <p>[Journal], <i>Journal of Asynchronous Learning Networks</i>.</p> <p>[Journal], <i>Journal of Educational Research</i>.</p> <p>[Journal], <i>Journal of Learning for Development</i>.</p> <p>[Journal], <i>Journal of Teaching & Learning</i>.</p> <p>[Journal], <i>Journal of the Scholarship of Teaching & Learning</i>.</p>	
Discussion Note:	