

H8RMLD: Research Methods for Learning and Development

Module Code:	H8RMLD
Long Title	Research Methods for Learning and Development APPROVED
Title	Research Methods for Learning and Development
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	
Module Author:	Laura Costelloe
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	Demonstrate an understanding of the principles and practices of good academic research.
LO2	Identify and explain different traditions, approaches and paradigms in educational research.
LO3	Critically analyse a range of published research relevant to one's own chosen field of study (i.e. ECE or AWE).
LO4	Prepare a research proposal and choose an appropriate research strategy.
LO5	Demonstrate an awareness of the ethical bases of educational research.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Introduction to Research Methods for Learning and Development - Qualitative, quantitative and mixed-methods for research - Research and ethics			
Developing a Research Perspective - Understanding the research process - Identifying areas of academic interest and developing an appropriate research perspective - Articulating research questions - Preparing a research proposal			
Data Collection Sources for Educational Research - Sources of data - Data collection for qualitative and quantitative research - Sampling Techniques			
Methods for Research in Learning and Development - Qualitative research approaches (e.g. action research, interviews and focus groups, conversation analysis, discourse analysis) - Quantitative research approaches (e.g. aims and hypotheses, reliability and validity, statistics, probability and sampling)			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Presentation	% of total:	25
Assessment Date:	n/a	Outcome addressed:	1,2,3
Non-Marked:	No		
Assessment Description: Students prepare an oral presentation which critically analyses a published research paper in their area of academic interest, paying particular attention to research methods and any associated ethical concerns.			
Assessment Type:	Assignment	% of total:	75
Assessment Date:	Sem 1 End	Outcome addressed:	1,3,4,5
Non-Marked:	No		
Assessment Description: Students will submit a research proposal which outlines a number of research questions, situated in relevant academic literature and accompanied by a proposed research methodology. This will be supported through the submission of a mid-semester short written paper which briefly outlines their proposed research area and the question/s which will be answered. This allows for formative feedback to be provided on the feasibility and suitability of their proposed research project.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	2	Once per semester	0.17
Independent Learning	No Description	8.5	Once per semester	0.71
Total Weekly Contact Hours				0.17
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Independent Learning	No Description	8.5	Once per semester	0.71
Lecture	per week	2	Once per semester	0.17
Total Weekly Contact Hours				0.17

Module Resources	
<i>Recommended Book Resources</i>	
<p>Cohen, L., Manion, L. and Morrison, K.. (2013), <i>Research Methods in Education</i>, 7th. Taylor & Francis, Hoboken.</p> <p>Curtis, W., Murphy, M. and Shields, S.. (2014), <i>Research and Education</i>, Routledge, London.</p> <p>Merriam, S.B. and Simpson, E.L.. (2000), <i>A Guide to Research for Educators and Trainers of Adults</i>, 2nd. Krieger, Malabar, Fla..</p> <p>Punch, K.. (2009), <i>Introduction to Research Methods in Education</i>, Sage, London.</p>	
<i>Supplementary Book Resources</i>	
<p>Bryman, A.. (2012), <i>Social Research Methods</i>, 4th. Oxford University Press, Oxford.</p> <p>Mukherji, P. and Albon, D.. (2015), <i>Research methods in early childhood: an introductory guide</i>, 2nd. Sage, London.</p> <p>Newby, P.. (2014), <i>Research Methods for Education</i>, 2nd. Routledge, London.</p> <p>Roberts-Holmes, G.. (2014), <i>Doing Your Early Years Research Project: a step-by-step guide</i>, 3rd. Sage, London.</p>	
<i>Recommended Article/Paper Resources</i>	
<p>Pereira Heath, M.T. and Tynan, C.. (2010), <i>Crafting a Research Proposal</i>, <i>The Marketing Review</i>, 10(2), p.147.</p>	
<i>Other Resources</i>	
<p>[Journal], <i>The Journal of Educational Research</i>.</p> <p>[Journal], <i>Educational Research</i>.</p> <p>[Journal], <i>International Journal of Educational Research</i>.</p>	
Discussion Note:	