

H9RAQM: Research with Qualitative and Quantitative Methods

Module Code:	H9RAQM
Long Title	Research with Qualitative and Quantitative Methods APPROVED
Title	Research with Qualitative and Quantitative Methods
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	10
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	Identify and explain different traditions, approaches and paradigms in educational research.
LO2	Propose research questions and identify their implications with regard to the choice of research methods and the interpretation of the results obtained.
LO3	Label and assess the characteristics, strengths, and anticipated outcomes of a variety of qualitative research approaches (e.g. phenomenographic, ethnographic, grounded theory, case study, and action research).
LO4	Solve problems of quantitative analysis that involve key concepts of statistical concepts (e.g., distribution, sampling, sum of least squares, significance, H0/H1, alpha/beta error).
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 • What is research? • Research process and advancement of knowledge • Quantitative, Qualitative, and Mixed 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			
Research Design and Ethics • Experimental Research • Quasi-Experimental and Single-Case • Non-experimental Quantitative Research • Qualitative Research			
Methods for Research • Qualitative research approaches (e.g. action research, interviews and focus groups, conversation analysis, discourses analysis) • Quantitative research approaches (e.g. aims and hypotheses, reliability and validity, statistics, probability and sampling)			
Measurement • Methods of Data Collection, including Tests, Questionnaires, Interviews, Focus groups, Observation, Existing or Secondary data, Reliability and Validity, Sampling			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Part Time			
Coursework			
Assessment Type:	Assignment	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1,3,4,5
Non-Marked:	No		
Assessment Description: Learners present a critical analysis of a number of research papers in their area of academic interest, paying particular attention to research methods and any associated ethical concerns.			
Assessment Type:	Assignment	% of total:	10
Assessment Date:	n/a	Outcome addressed:	2
Non-Marked:	No		
Assessment Description: Learners submit 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.			
Assessment Type:	Assignment	% of total:	60
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Learners produce a quantitative research report demonstrating use of a range of techniques and approaches to quantitative data collection and analysis: 1. Quantitative Research Report demonstrating use of a range of techniques and approaches used in quantitative data collection and analysis (30%). 2. Analysis of own research study and question from qualitative, quantitative and mixed methods perspectives. Students critically explore the insights gained from taking differing research approaches (qualitative, quantitative or mixed-methods) to their research topic (30%).			
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.			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	214	Per Semester	17.83
Total Weekly Contact Hours				3.00

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