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Title: INVESTIGATING EDUCATION
Status: Definitive
Code: **5102EDSTUD** (117332)
Version Start Date: 01-08-2019

Owning School/Faculty: Education
Teaching School/Faculty: Education

| Team | Leader |
|------------------------|--------|
| Judith Enriquez-Gibson | Y |
| Saira Weiner | |
| Fran Tracy | |
| Mark Meadows | |

Academic Level: FHEQ5 **Credit Value:** 24 **Total Delivered Hours:** 48

Total Learning Hours: 240 **Private Study:** 192

Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 40 |
| Online | 8 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|-----------|-------------------|-----------------------|---------------|---------------|
| Essay | AS1 | 2500 words | 50 | |
| Portfolio | AS2 | 2500 words equivalent | 50 | |

Aims

To appreciate the interlink between educational research, policy and implications for various social groups.

Learning Outcomes

After completing the module the student should be able to:

- 1 Analyse government policy initiatives for education.
- 2 Critically review the role of educational research in policy formation.
- 3 Identify and evaluate the implications and limitations of different research approaches to educational practice.
- 4 Recognise and assess the relationship between education policy, practice and research with a chosen topic of educational concern or interest.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | |
|--------------|---|---|
| Assignment 1 | 1 | 2 |
| Assignment 2 | 3 | 4 |

Outline Syllabus

Process of education policy formation

Ideologies and policies: academies, free schools, private schools

Key policy initiatives in British education system

Debates around education, social class and equality

Educational discourse and power

Selected cases will be used to explore, understand and evaluate different views about the nature of educational research knowledge and the purposes of research

Stages of the research process

The kinds of knowledge claims that can be made about education

Qualitative and quantitative approaches in educational research, their differences and the paradigms in which they are situated

Writing an analytical report on a policy/ research issue

Learning Activities

This module will be taught through a combination of lectures and group work. Lectures will formally introduce students to the nature of educational research, key studies and the research process. Group work will enable students to clarify and discuss various aspects of educational research and the research process. Blackboard, private study and independent reading.

Notes

The module has been designed to provide an understanding of key education policies and their implications for different social groups. Critical debates around

education, social class and equality are introduced to understand educational discourse and power. The politics of educational research is debated by analysing key research approaches and their underpinning paradigms.