

Liverpool John Moores University

Title: Writing Research
Status: Definitive
Code: **7106MRES** (104197)
Version Start Date: 01-08-2021

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

Team	Leader
Jo Frankham	Y
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Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 12
Total Learning Hours: 200 **Private Study:** 188

Delivery Options

Course typically offered: Summer

Component	Contact Hours
Lecture	3
Workshop	9

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Written assignment (equivalent in level of challenge to 5,000 words)	100	

Aims

To introduce methodological frameworks around the themes of post-structuralism, the 'post-modern' and deconstruction;

To enable students to engage reflexively with issues of research and consider how best to negotiate subjectivity in the process of collecting, analysing and interpreting research data;

For students to develop a critical appreciation of the transition from hermeneutics to

post-structuralism and from post-structuralism to the 'post-modern' and deconstruction;

For students to demonstrate a wide and critical understanding of a range of different forms of reporting research and preparing publications for different audiences;

For students to develop a critical appreciation of the processes of refereeing and reviewing.

Learning Outcomes

After completing the module the student should be able to:

- 1 Present and defend arguments based on theories and concepts within the underpinning epistemologies and ontological frameworks of post-structuralism and the 'post-modern';
- 2 Demonstrate the ability to incorporate theoretical, conceptual and empirical data and forms of critical analysis in a holistic process of educational research in relation to these frames;
- 3 Engage reflexively with issues of research design and empirical data in relation to these methodological frameworks;
- 4 Engage critically with and understand the implications of these methodologies when applied to their own research;
- 5 Demonstrate knowledge and critical understanding of different methods of reporting research and preparing publications for different audiences;
- 6 Demonstrate a critical understanding of the processes of refereeing and reviewing.

Learning Outcomes of Assessments

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

Written Assignment	1	2	3	4	5	6
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Outline Syllabus

Through lectures, group work and independent learning, students will be introduced to the philosophical approaches of post-structuralism and the 'post-modern', along with their underpinning epistemologies and ontological frameworks. A series of pre-readings will facilitate group work and debate around key issues and concepts, with the aim of enabling students to relate issues of reflexivity and deconstruction to their own work. The module assessment will encourage students to engage reflexively with research; data/writing and process. Students will also be introduced to different methods of reporting research, including, for example, performance ethnography. In addition, they will consider the issue of writing for different audiences, along with processes of refereeing and reviewing and intervening political issues.

Learning Activities

Lectures, group work, independent learning. Within the written assignment students will critical reflect upon selected theoretical frameworks and workshop activities

undertaken within the taught programme and may wish to record their engagement using appropriate tools (this may draw upon approaches and skills developed in modules 7101, 7102 or 7103).

Notes

This module will be followed by full-time students in year one and part-time students in year two of the two-year programme.