

<b>Course Code:</b>	<b>Session:</b>
PDIS102	2017/18

<b>1. Course Title:</b>
Educational Enquiry and Research Methods

2. Version	Date of Production/Revision:	Approval Date
1.0	2017/18	4 <sup>th</sup> October 2017 AC

<b>3. Level:</b>
SCQF Level 11

<b>4. Credits:</b>
20 Credits

<b>5. Lead School/Board of Studies:</b>
Learning and Teaching Team   School of Design

<b>6. Course Contact:</b>
Maddy Sclater   Senior Academic Fellow in Digital Learning   <a href="mailto:m.sclater@gsa.ac.uk">m.sclater@gsa.ac.uk</a>

<b>7. Course Aims:</b>
<p>The course provides students the opportunity to:</p> <ol style="list-style-type: none"> <li>1. Examine and explore the role of creativity in teaching, learning and supervision and educational enquiry;</li> <li>2. Interrogate and apply theoretical frameworks and pedagogical approaches to their own teaching/supervisory practices;</li> <li>3. Cultivate their knowledge and understanding of the impact and inter-relationships of, policy, practice and research upon higher education and their own practices as teachers and supervisors in the creative arts.</li> <li>4. Develop their skills and approaches to undertaking educational enquiry in the creative arts</li> <li>5. Develop and enhance their research skills, capabilities and profile as researchers and supervisors into and through practice.</li> </ol>

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**8. Intended Learning Outcomes of Course:**

Students who successfully complete this programme will be able to:

1. Critically reflect upon and evaluate their own skills and capabilities as educational researchers;
2. Critically evaluate and synthesis concepts and theories of research and its pedagogical practices – including the framing of research questions, research design, research project management and dissemination;
3. Plan a small scale action research project that investigates an aspect of their teaching or supervisory practice demonstrating their understanding and application of relevant research methodologies and approaches;
4. Critically evaluate their educational practice in response to student, tutor and peer feedback, research and scholarship

**9. Indicative Content:**

- The context of educational research
- Approaches to educational research
- Practice as research
- Conceptualising a research question
- Research methods in educational research
- Developing and managing a research project
- Managing information and data
- Disseminating research outcomes
- Research Ethics

**10. Description of Summative Assessment:**

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Action Research proposal	2,000 word research proposal	50	25
2	Reflective Portfolio	2,000 to 3,000 word reflective portfolio	50	25

**10.1 Please describe the Summative Assessment arrangements:**

Student's work is submitted electronically and marked and moderated by the course team. Feedback is provided in relation to intended learning outcomes. Alternative submissions formats can be agreed with the course team i.e. physical portfolio.

**11. Formative Assessment:**

Students are required to complete a series of 4 reflective journals as part of their engagement on

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the course which are aligned to the summative assessment requirements. Students and tutors provide formative feedback on journal entries facilitating developmental dialogue between tutors, students and peers.

**11.1 Please describe the Formative Assessment arrangements:**

Please see above

**12. Collaborative:**

Yes

No

**12.1 Teaching Institutions:**

4T

**13. Requirements of Entry:**

N/A

**14. Co-requisites:**

Learning and Teaching in the Disciplines

Or

Pedagogies and Practices in Supervision

**15. Associated Programmes:**

Masters of Education in Learning Teaching and Supervisory Practices in the Creative Disciplines

Postgraduate Certificate in Higher Education Learning and Teaching in the Creative Disciplines

Postgraduate Certificate in Supervisory Practice in the Creative Disciplines

**16. When Taught:**

Semester 2 and 3

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**17. Timetable:**

The course is delivered through a range of teaching activities including teaching through face to face and blended learning activities. Delivery of content is thematic and is indicatively scheduled for weeks 4, 9, 14, 20.

**18. Available to Visiting Students:**Yes 

No X

**19. Distance Learning:**Yes 

No X

**20. Placement:**Yes 

No X

**21. Learning and Teaching Methods:**

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture		
Studio		
Seminar/Presentation		
Tutorial	1	1
Workshop	12	12
Laboratory work		
Project work		
Professional Practice		50
E-Learning / Distance Learning		27
Placement		
Examination		
Essay		
Private Study		50
Other (please specify below)		50
<b>TOTAL</b>	<b>13</b>	<b>200</b>

**22. Description of "Other" Teaching and Learning Methods:**

Formative Assessment - Reflective Journals: 8  
Summative Assessment - Portfolio Development: 42

**23. Additional Relevant Information:**

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**24. Indicative Bibliography:**

[Bell, Judith \(2014\) Doing your Research Project. Buckingham, McGraw-Hill Open University Press](#)  
[Oliver, P. \(2010\) Understanding the research process,,: SAGE, Los Angeles](#)

[BERA, \(2004\) Revised Ethical Guidelines For Educational Research, BERA](#)

[Biggs, M. & Karlsson, H \(2010\) The Routledge Companion to Research in the Arts, Routledge, London](#)

[Blaxter, L. Tight, M. & Hughes, C. \(2010\) How to Research. Buckingham: Open University Press](#)

[Bolt, B. & Barrett, E. \(2014\) Practice as Research - Approaches to Creative Arts Enquiry, I.B. Tauris, London](#)

[Bradbury, H. Reason, P. \(2013\) The SAGE handbook of action research: participative inquiry and practice, SAGE Publications, Los Angeles](#)

[Brinkmann, S. \(2012\) Qualitative inquiry in everyday life: working with everyday life materials, SAGE, London](#)

[Brockbank, A. & McGill, I. \(2007\) Facilitating Reflective Learning in Higher Education. Buckingham: SHRE and Open University Press](#)

[Cleaver, E. Lintern, M. & McLinden, M. \(2014\) Teaching and Learning in Higher Education: Disciplinary Approaches to Educational Enquiry, Sage Publishing, London](#)

[Coghlan, D., and Brannick, T. \(2009\) \*Doing action research in your own organization\*. 3<sup>rd</sup> ed, Sage, London](#)

[Cohen, L. Manion, L. & Morrison, K. \(2000\) Research methods in education , RoutledgeFalmer, London](#)

[Creswell, J.w. \(2143\) Research design: qualitative, quantitative, and mixed methods approaches, Sage, Los Angeles](#)

[Dean, R.T. & Smith, H. \(2009\) Practice-led Research, Research-led Practice in the Creative Arts, Edinburgh University Press](#)

[Elliott, J. \(1991\) \*Action research for educational change\*, Open University Press, Milton Keynes](#)

[Emmison, M. & Smith, P. \(2000\) Researching the Visual. London: Sage, London](#)

[Gray, C. & Malins, J. \(2004\) Visualising Research: A Guide to the Research Process in Art and Design. Aldershot, Ashgate](#)

Hagel, P. (2011) Writing for publication about student learning, teaching or professional practice in higher education, Higher Education Research Group (HERG)

[Hickman, R. \(2009\) Research in Art and Design Education: Issues and Exemplars \(Readings in Art & Design Education\), University of Chicago Press](#)

[Kumar, R.K. \(2014\) Research methodology: a step-by-step guide for beginners, Sage, Los Angeles](#)

[Lucas, R. \(2016\) Research Methods for Architecture, Laurence King, London](#)

[McNiff, J. \(2002\) Action research for professional development: Concise advice for new action researchers, McNiff](#)

[Moore, N. \(2000\) How to do research: the complete guide to designing and managing research projects, Library Association, London](#)

[Reason, P. & Bradbury, H. \(eds.\) \(2005\) Handbook of action research. Concise ed. Sage, London](#)

[Rust, C. Mottram, J. & Till, J. \(2007\) Practice-Led Research in Art, Design and Architecture, AHRC](#)

[Silverman, D. \(2004\) Qualitative research: theory, method and practice, Sage, London](#)

[Sullivan, G. \(2005\) Art practice as research: inquiry in the visual arts, SAGE, London](#)

[Walliman, N. \(2005\) Your research project: a step-by-step guide for the first-time researcher, Sage, London](#)