

EDD COURSE SPECIFICATIONS (VALIDATED BY LIVERPOOL HOPE UNIVERSITY)

YOURSELF AS RESEARCHER 1: PROFESSIONAL IDENTITY AND VALUES

1. Course Code: EDDD008 (EDD701)

Credit: 20

2. PRE-REQUISITES, CO-REQUISITES, AND BARRED COMBINATIONS

None

3. COURSE AVAILABILITY

Compulsory/Optional: Compulsory

4. COURSE SYNOPSIS

This strand is made up of two linked modules intended to support students in the development of their identity as 'researching professionals', including personal and theoretical reflection on what this entails. Thus, the modules invite critically informed self-reflection on identity and values firstly as a professional and secondly as a practitioner researcher.

The first module (Professional Identity and Values) focuses on professional identity and values and will consider changing notions of professionalism and professionality. Students are invited to reflect on their evolving professional identities and contexts, the values and other factors that influence this, and relate their experience and understanding to theoretical models relevant to their professional identity and practice. What does it mean to be 'successful' or 'effective' within their profession? What, for example, makes for an effective leader or educator?

5. COURSE AIMS

This course aims to provide students with:

Aim 1 - A critical and evolving conceptualisation of the nature of professional identity

Aim 2 - An in-depth understanding of key theoretical models relating to professional identity and values as appropriate to the students' professional interests

Aim 3 - The experience of belonging to a community of practice, being supported and supporting others in professional learning and development

Aim 4 - The opportunity to engage in critical and personally grounded reflection on their own professional identity, values and context, and models of professional 'success'

Aim 5 - Insight into the role of critical and reflective practice in professional development

6. LEARNING OUTCOMES

By the end of the course, students will be able to:

Outcome 1 - Effectively and analytically communicate key contours of professional experience and setting, relating this critically to current trends and issues

Outcome 2 - Critically relate their professional practice and theoretically informed notions of professionalism to key values and other influences, and critically reflect on how these contribute to their professional identity

Outcome 3 - Critically evaluate key theories and literature relating to professional identity, values, and effectiveness, and draw upon these appropriately in self-reflection

Outcome 4 - Show critical appreciation for the role of critical and reflective practice in professional development

7. SUMMARY OF MATERIAL

1. Introduction to key concepts: what is research, what is a profession and what is practitioner research

- student presentations: map of their own professional context and their own preliminary perspective on key trends, challenges and opportunities specific to their professional role
- what is research; the practitioner as knowledge generator and agent for change and introduction to varieties of practitioner research

2. Professional identity, effectiveness and theoretical models

- professional identity, professionalism and professionality; relation to values, professional dispositions and professional practice
- multiplicity and instability in professional identities
- range of theoretical models that may be applied to the professional context, including a sense of historical evolution in relation to conceptions of professional identity
- concepts of 'success' and 'effectiveness' within the professional field, considered both personally and in relation to theoretical models; what, for example, makes for an effective leader, or educator?
- conception and models of reflective practice, and role in professional identity and development

8. LEARNING AND TEACHING METHODS

The module will be delivered through the following means:

- Workshops and seminars, including tutor and student presentations
- Reflective exercises
- Internet-based discussion and group study

9. ASSESSMENTS

1. Assessment Type: Presentation (hard copy, notes)

Duration – word length equiv.:

Sample Question: On the professional context: personal location within it and identification of key current trends and issues

Weighting (%): 15

Qualifying Component: No

Learning Outcomes Assessed: 1

2. Assessment Type: Reflective Portfolio

Duration – word length equiv.:

Sample Question: Draw on theoretical models and literature to reflect on own professional identity and values. It is expected that students will select a particular issue or theory to reflect on after the residential weekends.

Weighting (%): 85

Qualifying Component: No

Learning Outcomes Assessed: 1, 2, 3, 4

ENGAGING WITH RESEARCH 1: KNOWLEDGE, TRUTH AND VALUES IN RESEARCH

1. Course Code: EDDD010 (EDD702)

Credit: 20

2. PRE-REQUISITES, CO-REQUISITES, AND BARRED COMBINATIONS

None

3. COURSE AVAILABILITY

Compulsory/Optional: Compulsory

4. COURSE SYNOPSIS

The strand Engaging with Research is made up of two linked modules which explore philosophical and socio-political paradigms of knowledge, truth and values and the significance of these to research in professional domains.

This, the first module, is concerned with examining the main philosophical frameworks for knowledge, truth and values, and interrogates different ways of conceptualising the process of research. Such theoretical perspectives underpin research methodologies and sit at the foundations of both the whole research process and understandings about the nature of social reality. Research paradigms can be identified through their ontology (what is reality?), epistemology (how do we know?) and methodology (how do we set about finding out?) The course, then, examines different ways in which 'knowledge' and 'truth' are constructed and the relationship of this both to questions of value and to the generation of professional knowledge. This involves exploring different methodological paradigms, including the broad distinction between objectivism/positivism, interpretivism/constructivism and critical theory, and relating this to the context of educational research. It also involves consideration of the very concept of 'professional knowledge'.

5. COURSE AIMS

This course aims to provide students with:

Aim 1 - Critical insight into different ways in which 'knowledge' and 'truth' are constructed and the relationship of this both to questions of value and to the generation of professional knowledge

Aim 2 - A critical understanding of, and evaluative engagement with, major ontological and epistemological frameworks as they relate to diverse educational settings

Aim 3 - Sophisticated understanding of the significance of ontological and epistemological perspectives to research and practice in professional domains, including the conceptualization of the research process

6. LEARNING OUTCOMES

By the end of the course, students will be able to:

Outcome 1 - Demonstrate critical understanding of different models of constructing 'reality' and 'knowledge' and how this relates to questions of value in relation to educational settings

Outcome 2 - Demonstrate a sophisticated understanding of the relationship between epistemology, ontology and methodology and the significance of different philosophical frameworks to research in an educational setting

Outcome 3 - Critically evaluate relevant literatures relating to the broad themes of knowledge, truth and values in professional contexts

7. SUMMARY OF MATERIAL

1. Introduction to ontology and epistemology

- a. conceptions of reality, knowledge and truth, and their relationship to questions of value
- b. overview of objectivism/positivism, post-positivism, philosophical hermeneutics and interpretivism, constructivism, critical theory, poststructuralism,

2. Philosophical frameworks, research paradigms and the research process

- Significance to the research process and research paradigms: epistemology, ontology and methodology
- Case study analysis: relationship between philosophical debates, research questions and the research process in educational settings

3. Philosophical frameworks and the nature of professional knowledge

- Concepts of professional knowledge, relation to phronesis, and question of how new knowledge is produced or existing knowledge further developed; What status does this knowledge have and how can this be established?
- The moral foundations of educational research and knowledge
 - the 'useful' and the 'relevant' in the generation of professional knowledge through research; relationship to regulatory paradigms of knowledge and value
 - educational research as moral practice; relationship to research epistemologies and concept of purpose of research

8. LEARNING AND TEACHING METHODS

The module will be delivered through the following means:

- Workshops and seminars, including tutor and student presentations
- Analysis of case studies drawn from tutors' own research and from recommended examples of research in professional settings
- Internet-based discussion and group study

9. ASSESSMENTS

1. Assessment Type: Reflective essay 3-4,000 words

Duration – word length equiv.:

Sample Question: Critically consider the significance of ontological and epistemological perspectives to research in your professional domain.

Weighting (%): 100

Qualifying Component: No

Learning Outcomes Assessed: 1,2,3

RESEARCH SKILLS AND METHODS

1. Course Code: EDDD012 (EDD703)

Course Code Sponsoring Pathway / Programme Level: EDUCATION (PROFESSIONAL DOCTORATE)

Credit: 40

2. PRE-REQUISITES, CO-REQUISITES, AND BARRED COMBINATIONS

None

3. COURSE AVAILABILITY

Compulsory/Optional: Compulsory

4. COURSE SYNOPSIS

This module provides students with a practical 'toolkit' to enable them to evaluate research critically and to design and conduct independent research of their own. Students will consider the relationship between research problems, questions and design, including questions of ethics, and learn to evaluate different methodological approaches. Students will be introduced to a range of techniques for collecting and analysing data, acquire insight into their strengths and limitations, and gain hands-on experience through supervised completion of practical exercises.

5. COURSE AIMS

This course aims to provide students with:

Aim 1 - Advanced training in a range of research methods used in the social sciences and application to varying research problems and contexts

Aim 2 - The ability to understand and critically evaluate the process of research design, including the relationship between theoretical underpinnings, methods and claims

Aim 3 - Practical skills and knowledge needed to construct subsequently an independent research project of significant scale

Aim 4 - Knowledge of and practice in the collection, analysis and representation of data, both qualitative and quantitative

Aim 5 – Critical and reflexive insight into the ethical frameworks in which research is appropriately conducted

Aim 6 - Insight into the structuring and writing of a doctoral level dissertation

6. LEARNING OUTCOMES

By the end of the course, students will be able to:

Outcome 1 - Show critical understanding of the advantages and limitations of a range of research methods, their relationship to theoretical underpinnings, and their implications for assessing ensuing claims

Outcome 2 – Demonstrate sustained and reflexive participation in research skills and knowledge development activities

Outcome 3 – Analyse ethical issues arising in the conduct of research

Outcome 4 - Show competence in the independent conceptualization and design of a viable research project

7. SUMMARY OF MATERIAL

- Identifying Research Problems and Formulating Research Questions
- Types of Research
- Methodology and Methods: what's the difference?
- Research Ethics
- Research Design and Management; Fixed and Emergent Methodologies
- Data Collection and Analysis
 - o Sampling Methods and Statistics
 - o Qualitative Approaches and Data Analysis
 - o Quantitative Approaches and Data Analysis
 - o Research Methods for the Online World
- Practitioner research and self-study: issues arising
- Textual and Archival Sources
- Constructing a Research Proposal
- Conducting a Literature Review
- Writing a Dissertation

8. LEARNING AND TEACHING METHODS

This module will be delivered via the following means:

- Tutor input, particularly showcasing examples of research design and methods drawn from their own research
- Workshops and seminars, including use and demonstration of software packages
- Practical exercises (class, home and online)
- Review of research documentation by way of examples: such as empirically based research articles, completed Dissertations, research ethics clearance forms, research proposals
- Internet-based investigations and research
- Groupwork

9. ASSESSMENTS

1. Assessment Type: Research Exercise Portfolio and Skills Record 2-3,000 words

Duration – word length equiv.:

Sample Question: Research Methods exercises are undertaken throughout the module both in class and via Moodle. Students present evidence of their engagement with these and maintain a skills development record. A passing grade is obtained by presenting a portfolio demonstrating sustained and reflexive engagement.

Weighting (%): 30

Qualifying Component: No

Learning Outcomes Assessed: 1,2,3

2. Assessment Type: Article Analysis

Duration – word length equiv.:

Sample Question: Select one to three empirical research articles in an area of your choice.

(i) Analyse the way in which the research was conducted. Pay particular attention to the relationships between theory, methods and claims

(ii) Assess what ethical issues might be involved and measures actually or potentially taken to address these

Weighting (%): 35

Qualifying Component: No

Learning Outcomes Assessed: 1,2,3

3. Assessment Type: Research Design

Duration – word length equiv.:

Sample Question: Design a small-scale research project based on an element of the envisaged methodological approach/es potentially to be used in the main study, including rationale and justification for its selection.

Weighting (%): 35

Qualifying Component: No

Learning Outcomes Assessed: 1,3,4

RESEARCH PROPOSAL

1. Course Code: EDDD013 (EDD704)

Course Code Sponsoring Pathway / Programme Level: EDUCATION (PROFESSIONAL DOCTORATE)

Credit: 60

2. PRE-REQUISITES, CO-REQUISITES, AND BARRED COMBINATIONS

None

3. COURSE AVAILABILITY

Compulsory/Optional: Compulsory

4. COURSE SYNOPSIS

This module, undertaken under supervision, directly underpins the Part 2 Dissertation and comprises a 10-12,000 word research proposal, structured and presented in a manner appropriate to the discipline. It is expected that the Research Proposal would also include reflection on a small-scale pilot study and compliance with the University's research ethics policies and procedures. There is also an oral examination for this module.

5. COURSE AIMS

This course aims to provide students with:

Aim 1 - the opportunity to develop a detailed research proposal underpinning the Dissertation stage, and demonstrate that they have a feasible project for successfully completing the requirements of the Ed. D. programme

Aim 2 – the opportunity to undertake a small-scale pilot study relevant to the proposed Dissertation

Aim 3 - the opportunity to consider the ethical implications of the proposed research and obtain any necessary research ethics clearances

6. LEARNING OUTCOMES

By the end of the course, students will be able to:

Outcome 1 – Articulate the aims, research questions and rationale of a proposed study suitable for doctoral-level research

Outcome 2 – Show, through a small-scale literature review, how their research question can make an original and significant contribution to the field

Outcome 3 - Indicate what theoretical tools will be deployed in relation to the study

Outcome 4 - Provide the research design in detail, showing the capacity to plan research suitable for doctoral level research

Outcome 5 - Demonstrate that they have considered the ethical implications of the proposed research and obtain any necessary research ethics clearances

Outcome 6 - Present evidence that aspects of the research have been trialled through a pilot study
7. Offer a concluding evaluation of the plan.

7. SUMMARY OF MATERIAL

- Group orientation session
- Supervised completion of research proposal and pilot study

8. LEARNING AND TEACHING METHODS

The module will be delivered through the following means:

- Group forum
- Supervisions: face-to-face, Skype as appropriate, and emails
- Independent research

9. ASSESSMENTS

- 1. Assessment Type:** 10-12,000 words Research Proposal with oral examination, up to one hour.
This module is pass/fail only.

Duration – word length equiv.:

Sample Question: Design a Research Proposal for a project suitable to be researched as a doctoral Dissertation, including ethics clearances and a pilot study.

Weighting (%): 100

Qualifying Component: No

Learning Outcomes Assessed: 1,2,3,4,5,6,7

ENGAGING WITH RESEARCH 2: RESEARCH, PRACTICE AND THE POLITICAL

1. Course Code: EDDD011 (EDD705)

Course Code Sponsoring Pathway / Programme Level: EDUCATION (PROFESSIONAL DOCTORATE)

Credit: 20

2. PRE-REQUISITES, CO-REQUISITES, AND BARRED COMBINATIONS

None

3. COURSE AVAILABILITY

Compulsory/Optional: Compulsory

4. COURSE SYNOPSIS

This strand is made up of two linked modules which explore philosophical and socio-political paradigms of knowledge, truth and values and the significance of these to research in professional domains.

This, the second module, is concerned with the location of research in paradigms of knowledge and value explored from socio-politically informed perspectives and in relation to political, cultural and social contexts, including the realm of public policy. It covers the significance of power and politics to knowledge creation from theoretical positions informed by critical theory; competing paradigms of knowledge in national and transnational contexts within which research is sited; and the relationship between research, public policy and practice.

5. COURSE AIMS

This course aims to provide students with:

Aim 1 - Critical insight into the relationship of research to socio-politically informed theoretical perspectives

Aim 2 - Nuanced understanding of the significance of power and political considerations to knowledge creation and questions of value

Aim 3 - Informed and critical awareness of the social, cultural and political location of research, including professional and practitioner research

Aim 4 - A sophisticated understanding of relationships between research, policy and practice

6. LEARNING OUTCOMES

By the end of the course, students will be able to:

Outcome 1 - Offer a sophisticated analysis of professional issues with reference to particular socio-political paradigms of knowledge and value

Outcome 2 – Show critical, informed and positional understanding of how evidence can be used (or misused) to inform professional decision-making

Outcome 3 - Critically evaluate relevant literature relating to knowledge and power relations

7. SUMMARY OF MATERIAL

1. Power, politics and knowledge creation

- Theoretical perspectives on knowledge and power relations: e.g. Marx, Foucault, feminism, postcolonialism, queer theory, critical disability theory
 - Relationship to professional context
 - Case study analysis of research undertaken from such perspectives
- 2. Research context and competing paradigms of knowledge**
- National and transnational political, cultural and social contexts in which research is sited and paradigms of knowledge and value in operation
 - Relevance of competing paradigms to professional domains
 - Ownership, control and gatekeeping in relation to research
- 3. Research, policy and practice**
- Models of the relationship between research and policy
 - Evidence-based policy and professional settings
 - The interpretation of research findings and questions of power and politics

8. LEARNING AND TEACHING METHODS

The module will be delivered through the following means:

- Workshops and seminars, including tutor and student presentations
- Analysis of case studies drawn from tutors' own research and from recommended examples of research in professional settings
- Internet-based investigations, research and group study

9. ASSESSMENTS

1. Assessment Type: Reflective essay 3-4,000 words

Duration – word length equiv.:

Sample Question:

1. Identify an issue, critical incident or policy question arising in your professional life.
2. Analyse it with reference to one or more socio-political paradigms of knowledge and value, making recommendations for appropriate professional response

Weighting (%): 100

Qualifying Component: No

Learning Outcomes Assessed: 1,2,3

YOURSELF AS RESEARCHER 2 - PRACTITIONER RESEARCH IN CONTEXT

1. Course Code: EDDD009 (EDD706)

Course Code Sponsoring Pathway / Programme Level: EDDD008 EDUCATION (PROFESSIONAL DOCTORATE)

Credit: 20

2. PRE-REQUISITES, CO-REQUISITES, AND BARRED COMBINATIONS

None

3. COURSE AVAILABILITY

Compulsory/Optional: Compulsory

4. COURSE SYNOPSIS

This is the second of two linked modules intended to support you in the development of your identity as a 'researching professional', including personal and theoretical reflection on what this entails.

The second module (Practitioner Research in Context) focuses on the nature of professional/practitioner research and on professional contexts as sites for research, considered in theoretical, contextual and historical contexts. Students are also asked to reflect on the rationale, strengths and limitations of practitioner researcher in relation to personal, professional and policy contexts. Students are then asked to consider issues arising in relation to the purpose and use of research findings: such as tensions in the interpretation of evidence, status as knowledge, questions relating to dissemination strategies, impact, and the place of evidence-based or -informed practice. These issues are all considered in relation to a small-scale research inquiry into their own practice.

5. COURSE AIMS

This course aims to provide students with:

Aim 1 - A critical and evolving conceptualisation of professional/practitioner research, theoretically and historically contextualized

Aim 2 - Critical insight into the rationale, strengths and limitations of practitioner research in relation to personal, professional and policy contexts

Aim 3 - Sophisticated insight into issues that might arise in relation to research findings, such as tensions in interpretation and debates around evidence-based practice

Aim 4 - The experience of belonging to a community of practice, being supported and supporting others in professional learning and development

Aim 5 - The opportunity to plan, implement and reflect upon a small-scale research inquiry into their own practice.

6. LEARNING OUTCOMES

By the end of the course, students will be able to:

Outcome 1 - Show critical insight into the policy context of practitioner research

Outcome 2 - Reflect critically on the nature and value of practitioner research with specific reference to their own professional context

Outcome 3 - Demonstrate a sophisticated understanding of issues that may arise in relation to the use of research findings

Outcome 4 - Show the ability to competently and systematically plan and implement a small-scale research inquiry into their own practice.

7. SUMMARY OF MATERIAL

1. Contextualizing practitioner research

- historical foundations and current context in relation to professional field and policy developments
- concepts of nature and purposes of research in a professional setting
- relationship between professional settings and university culture

2. Practitioner research: strengths and limitations

- strengths, challenges and limitations of practitioner research, in relation to personal, professional and policy contexts
- knowledge, practice and communities: relationship to social justice and professional transformations

3. Practitioner research findings

- reflections on the small-scale research project with informal student presentations on their experience and findings
- generally, potential tensions in interpretation of research evidence from moral, political, professional and personal perspectives
- debates around evidence-based and evidence-informed practice
- questions regarding impact on practice and the measuring of this
- questions of dissemination of research findings

8. LEARNING AND TEACHING METHODS

The module will be delivered through the following means:

- Workshops and seminars, including tutor and student presentations
- Reflective exercises
- Internet-based discussion and group study

9. ASSESSMENTS

1. Assessment Type: Presentation

Duration – word length equiv.: 20 minutes

Sample Question: Critically reflect on the policy context for practitioner research in your professional field.

Weighting (%): 20

Qualifying Component: No

Learning Outcomes Assessed: 1

Assessment Type: Research inquiry and reflective commentary

Duration – word length equiv.: 2500 words

Sample Question: Undertake a small-scale research inquiry into your own practice. Write a reflective commentary relating your experience to the nature and value of

practitioner research in your own professional context and one or more issues that may arise in relation to the use of research findings.

Weighting (%): 80

Qualifying Component: No

Learning Outcomes Assessed: 2, 3, 4