

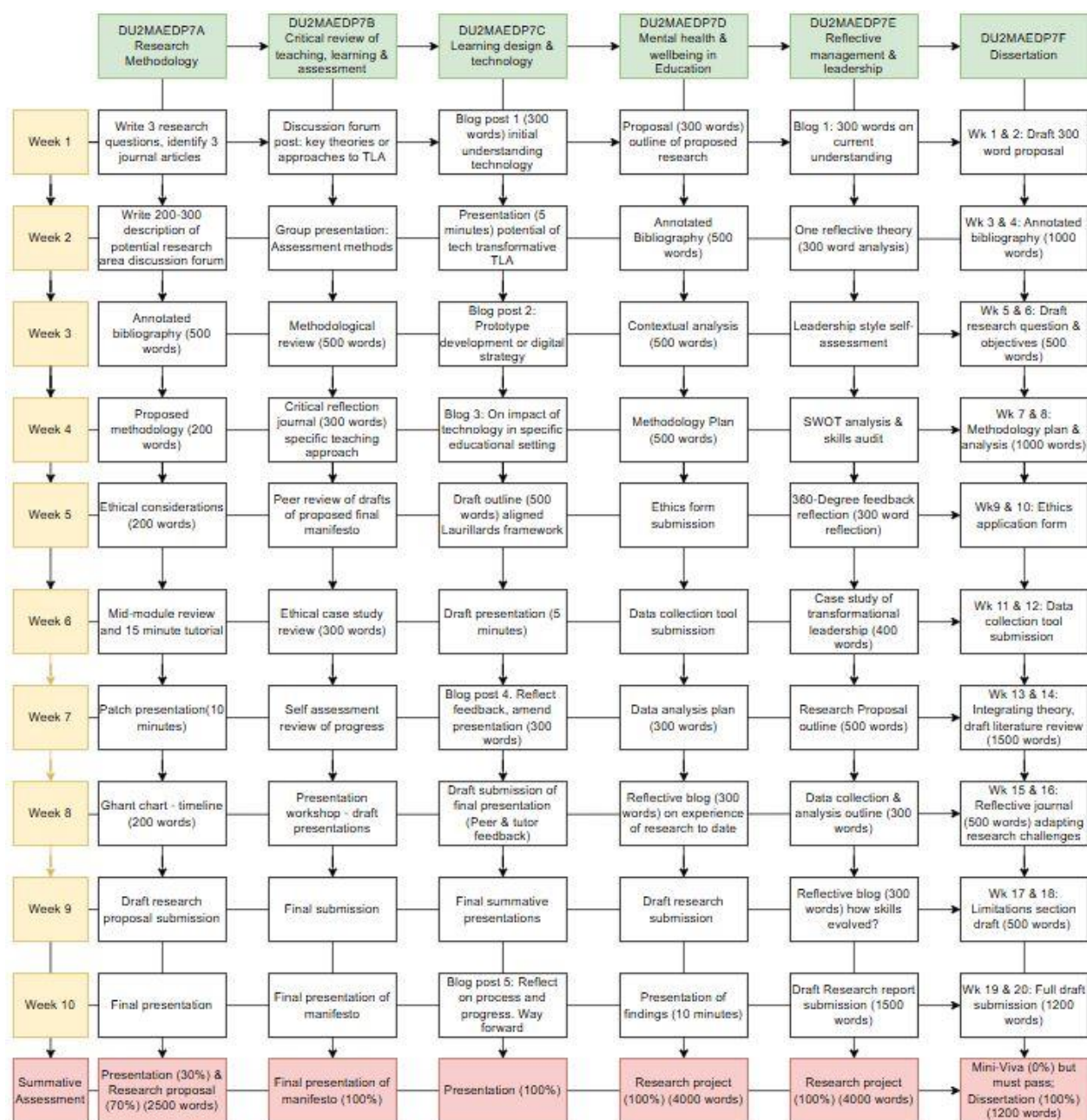
DU2MAEDP7A Module 1 Research methodology

WK	TOPIC	CONTENT	TASK
25.09	Introduction and Research Question Development?	Focus: Understanding the importance of a clear research question. Identifying personal interests and potential research topics.	Understanding the importance of a clear research question. Start to write versions of your proposed research question. (3 potential questions by week 2). Identifying personal interests and potential research topics with reference to 3 key research studies in a similar field. (Find 3 journal articles or book chapters published last 5 years on similar theme).
2.1	Identifying potential research area	Focus: Identifying personal interests and potential research topics	Discussion Board Post: Students will post a 200–300-word description of a potential research area on the discussion forum, including a draft of their research question
9.1	Critical Literature Review Workshop	Focus: Introducing the principles of conducting a critical literature review. Identifying key literature and research gaps.	Annotated Bibliography Submission (500 words): Students will submit an annotated bibliography of 3–5 key sources related to their research topic, including brief summaries and critical evaluations of each source.
16.1	Methodology Alignment	Focus: Exploring different research methodologies and selecting an appropriate one. Aligning methodology with the research question.	Methodology Outline (200 words): Students will submit a brief outline of their proposed research methodology, explaining how it aligns with their research question and the type of data they plan to collect.
23.1	Ethical Considerations Discussion	Focus: Understanding ethical principles in educational research. Reflecting on the ethical implications of their research proposal.	Ethical Considerations Reflection (200 words): Students will submit a brief reflection on the ethical considerations related to their research, including any potential risks and how they plan to mitigate them. Formative Presentation due 6.11.2025
27.10.2025 Reading Week			
6.11	Presentation (3-minute thesis)	Focus: Developing presentation skills and ensuring alignment with assessment criteria.	Peer Presentation (3 minutes): Students will present a condensed version of their proposed research. This will cover their research question, literature review, and methodology
13.11	Presentations, Mid-module Review and Individual	Tutorial Focus: Reviewing progress and identifying areas for improvement. Offering personalised feedback on research development through assessment of presentation & class discussion	Book Individual Tutorial (15 minutes) a one-on-one meeting with the tutor to discuss progress on both the presentation and research proposal.
20.11	Feedback on Feasibility and Timeline	Focus: Creating a feasible research timeline. Identifying resources and addressing any challenges.	Timeline Submission (200 words): Students will submit a draft timeline for completing their research, including key milestones and resources required (Ghat Chart)
27.11	Draft Research Proposal Submission	Focus: Structuring and refining the research proposal. Developing skills for academic writing and referencing	Draft Research Proposal Submission (1000 words): Students will submit a partial draft of their research proposal, including their research question, literature review, and methodology sections.
4.12	Final Presentation Preparation and Feedback	Focus: Finalising the presentation for summative assessment. Reflecting on tutor and peer feedback.	Final Presentation Submission and Peer Review: Students will submit their final presentation and conduct peer reviews of one another's presentations.
Proposal due 12 December 2025			

DU2MAEDP7C M3 Critical review of teaching, learning and assessment			
WK	TOPIC	CONTENT	TASK
11.12	Introduction to module Understanding Key Theories in Education	What is a manifesto and what kind of research are you required to consider for this module. EAT Dimension: Assessment Literacy (AL1) – Clarifying what constitutes “good” understanding of theories within education and linking it to the summative task. This activity builds familiarity with the criteria for high-quality work	Discussion Forum Post – What are the key theories or approaches to teaching and learning that resonate with your experience? Students will be asked to draft and share initial reflections on their understanding of key alternative educational theories (200-300 words).
18.12	Identifying Effective Teaching and Assessment Practices	Students explore different approaches to assessment and teaching, leading to small group discussions. Group Presentation (10 minutes) – Each group presents one assessment method and its effectiveness in fostering learning. This task encourages collaborative learning	Prepare an outline of what theoretical framework you will use to support your argument in your manifesto. EAT Dimension: Assessment Design (AD2) – Promoting meaningful, authentic learning through real-world problem-based tasks that help students connect theory to practice
Christmas holidays 22.12.2025-5.01.2026 (2 weeks)			
8.01	Exploring Research Methods in Education by	Compare 3 different references that critically evaluate the impact of current teaching, learning and assessment strategies on widening participation, inclusion and social justice. Discuss research methods relevant to the critique of teaching and learning practices. Methodological Review – A short written piece (500 words) summarising and critiquing one research method. bell hooks, Gramsci, Freire	EAT Dimension: Assessment Feedback (AF2) – Providing early opportunities for students to act on feedback, directly linking formative feedback to their final manifesto assessment
15.01	Critical Reflection on Teaching Practice. How does teaching practice in your experience impact on inclusion, equity, autonomy and agency for learners?	Students select a teaching practice from their experience and reflect critically on its impact. 3 minute presentations, one slide, present your topic, key theorists and general argument. Peer feedback in pairs, focusing on how well students connect theory with practice and identify areas for improvement. EAT Dimension: Assessment Literacy (AL4) – Clarifying the requirements of the discipline by encouraging reflection on how key concepts apply in practice.	Reflection Journal – Write a critical reflection (300 words) on how a specific teaching approach influences student learning outcome. Prepare an outline (500 words) over the 2 week break of a proposed manifesto that reflects on the impact of current teaching, learning and assessment strategies on widening participation, inclusion and social justice
Inter-semester break 19.01.2026-2.02.2026 (2 weeks)			
5.02.	Peer Review of Draft Work - 3 minute presentations	Students present a draft of their proposed manifesto. Peer Review of Drafts – Students swap drafts (500 words) and provide constructive feedback using assessment criteria	Peer and tutor feedback on content, structure, and argumentation in the manifesto. EAT Dimension: Assessment Feedback (AF3) – Preparing students for meaningful dialogue and peer engagement through structured peer review, enhancing collaboration and critical feedback skills.
12.02	Ethical Considerations in Teaching and Research. Discuss ethics in teaching and research within education.	Ethical Case Study Review – Students write a 300-word ethical analysis of a case study from educational practice or peer reviewed literature case study	Prepare a final draft submission of the manifesto presentation for 26.02.2026. EAT Dimension: Assessment Design (AD3) – Ensuring students engage with ethical issues and consider the implications of their assessment design.
Reading week 16.02.2026			
26.02	Final Draft Submission for Feedback	Feedback to peers on presentations	Review, refine final presentation
5.03	MANIFESTO PRESENTATIONS	Feedback to peers on presentations	Start writing final paper

Assignment 2 presentation due 6.03.2026			
Week	TOPIC	Weekly Activity Tutor(s)	Practical Tasks
12.03	Introduction to Learning design theories	Introduction to Learning Design and Technology. Introduction to the module, Laurillard's Conversational Framework, and transformative technology in education.	Complete digital questionnaire. Create blog on 'Blogger.' If you would like to complete a MOOC during the semester, this is recommended (taken over 3 weeks). https://www.coursera.org/learn/getinmooc See updated weekly activity sheet.
19.03	Researching & selecting technologies	Researching and Selecting Technologies. Show and Tell, Review blog. Models of technology integration. Learning points from Covid Pandemic and transition to online learning.	Translate face-to-face curriculum to online curriculum using ABC. First draft only (iterations made weekly). See updated weekly activity sheet.
26.03	Prototype development	Prototype Development - Initial Ideas. Developing the initial ideas for a prototype or digital strategy for integrating technology. Show and Tell, Review blog. Online learning best practice part 1.	Update curriculum based on today's learning points. See updated weekly activity sheet.
Easter holiday 20.03.2026- 13.04.2026 [2 weeks]			
16.04	Applying technology in practice	Iterative Design - Applying Technology in Practice. Show and Tell, Review blog. Online learning best practice part 2.	Students will apply the selected technology in a real or simulated educational setting (e.g., through a micro-teaching session or workshop) and write a 500-word reflective blog on the outcomes. Update curriculum based on today's learning points. See updated weekly activity sheet.
23.04	Digital strategy draft	Peer Review of Prototype or Digital Strategy Draft. Show and Tell, Review blog. Learning theories in a digital context. Factors influencing the design of curriculum. First tutorial.	Update curriculum based on today's learning points. Establish what learning theories and principles underpin your curriculum. Tutorials to be booked. See updated weekly activity sheet.
30.04	Presentation skills	Enhancing Presentation Skills. Focus: Developing skills for presenting complex ideas using digital technologies. Show and Tell, Review blog. Barriers to integrating digital technologies..	Interrogate design for overcoming/managing barriers and challenges. Draft curriculum plan to be completed by next week. See updated weekly activity sheet.
7.05	Review and feedback	Iterative Feedback and Improvement. Students revise their prototypes and strategies based on peer and tutor feedback. Show and Tell, Review blog. Draft presentations and constructive review and feedback.	Personal reflection. See updated weekly activity sheet.
14.05	Design interrogation	Reflect and design interrogation.	Iterations to design to be made. See updated weekly activity sheet.
21.05	Tutorial	Second tutorial.	Tutorials to be booked.
28.05	Presentations	Presentations (if applicable).Module review.	Times must be booked.
Assignment Submission: 29.05.2026 by Midday			

Module Code	Module Title	Formative Task	Summative Task	Due date	FB date
DU2MAEDP7A	Research Methodology	Draft research question for clarity and feasibility; feedback in Week 2.	Presentation (30%) – 20-minute presentation outlining research proposal.	4.12 Presentation, 12.12 Proposal	1.1.26 and 9.1.26
DU2MAEDP7B	Critical Review of Teaching, Learning, and Assessment	Compile an annotated bibliography (5 sources); feedback in Week 4.	Manifesto (100%) – 4000-word critical review with recommendations.	Presentation	3.4.26
DU2MAEDP7C	Learning Design and Technology	Reflective blog post on transformative learning; feedback in Week 3.	Presentation (100%) – 30-minute proposal for a technology strategy.	Presentation	26.6.26
DU2MAEDP7D	Mental Health in Education and Learning	Contextual analysis of mental health needs (500 words); feedback in Week 5.	Research Project (100%) – 4000-word study on mental health in education.	n/a	n/a
DU2MAEDP7E	Reflective Managing and Leading in Education	Complete a SWOT analysis and skills audit (500 words); feedback in Week 6.	Research Project (100%) – 4000-word study on leadership in education.		
DU2MAEDP7F	Dissertation (CORE)	Submit an ethics application form; feedback in Week 7.	Dissertation (100%) – 12,000-word dissertation; viva as pass/fail.		



Module	Tutorial	Content	Theory	Key Concept
Research Methodology	Developing a Research Question	Exploring how to formulate a clear, focused, and researchable question; aligning with research purpose.	Saunders et al. (2019) Research Onion; Creswell's (2018) framework for qualitative/quantitative research.	Clarity and feasibility in research design.
Research Methodology	Critical Literature Review	Techniques for synthesising sources, identifying gaps, and developing a conceptual framework.	Boote & Beile (2005) criteria for literature reviews; Bloom's Taxonomy for criticality.	Building an argument from literature.
Critical Review of Teaching, Learning, and Assessment	Transformative Pedagogy	Exploring Freire's and Mezirow's theories of transformative learning and their implications for practice.	Freire (1970) critical pedagogy; Mezirow (1991) transformative learning.	Critical reflection as a tool for transformation.
Critical Review of Teaching, Learning, and Assessment	Assessment and Power	Investigating assessment practices, fairness, and equity in educational contexts.	Bourdieu's (1986) cultural capital; Black & William (1998) formative assessment.	Assessment as a driver of learning.
Learning Design and Technology	Instructional Design Models	Exploring ADDIE, SAM, and Laurillard's conversational framework for technology-enhanced learning.	Laurillard (2012) Teaching as a Design Science.	Iterative design of learning environments.
Learning Design and Technology	Digital Pedagogy and Inclusion	Examining the affordances and challenges of digital tools for inclusive education.	Salmon's (2000) e-tivities model; Universal Design for Learning (CAST, 2018).	Digital inclusion and accessibility.
Mental Health in Education and Learning	Understanding Student Wellbeing	Recognising signs of mental distress and understanding frameworks for wellbeing in education.	Maslow's hierarchy of needs; Deci & Ryan's self-determination theory.	Wellbeing as a foundation for learning.
Mental Health in Education and Learning	Institutional Approaches to Mental Health	Exploring whole-school and FE/HE institutional strategies to support student mental health.	Bronfenbrenner's ecological systems theory.	Systemic responsibility for student support.
Reflective Managing and Leading in Education	Leadership Theories in Practice	Exploring distributed, transformational, and servant leadership in educational contexts.	Fullan's change theory; Burns' transformational leadership.	Leadership as relational practice.