

Seminar and Dissertation

| Section A: Headline Information | |
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| Module title | Seminar and Dissertation |
| Module NFQ level (only if an NFQ level can be demonstrated) | 8 |
| Module number/reference | TBC |
| Module Co-ordinator | Elaine Callinan |
| Parent programme(s) | BA (Honours) in English and History |
| Stage of parent programme | 4 |
| Semester (semester1/semester2 if applicable) | 1 and 2 |
| Module credit units (FET/HET/ECTS) | ECTS |
| Module credit number of units | 15 |
| List the teaching and learning modes | Seminars and supervision |
| Entry requirements (statement of knowledge, skill and competence) | Successful completion of Stage 3 of the programme or equivalent is required. |
| Pre-requisite module titles | N/A |
| Co-requisite module titles | N/A |
| Is this a capstone module? (Yes or No) | Yes |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) | Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline |
| Maximum number of learners per module | 35 |
| Duration of the module | 2 Semesters |
| Average (over the duration of the module) of the contact hours per week (see * below) | 1.25 hours |
| Module-specific physical resources and support required per centre (or instance of the module) | Lecture Hall, library, IT resources. |
| Analysis of required learning effort | |
| *Effort while in contact with staff | |

| Classroom and demonstrations | | Mentoring and small-group tutoring | | Other (specify) | | Directed e-learning (hours) | Independent learning (hours) | Other hours (specify) | Work-based learning hours of learning effort | Total effort (hours) |
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| Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | | | | | |
| 24 | 1:15 | 6 | 1:6 | | | | 345: 250 hours directed and directed study 75 hours (Research methods, Lit. Review) 20 hours planning project | | | 375 hours |
| Allocation of marks (within the module) | | | | | | | | | | |
| | | | | Continuous assessment | Supervised project | Proctored practical examination | Proctored written examination | Total | | |
| Percentage contribution | | | | 30% | 70% | | | 100% | | |

| Section B: Module Descriptor | |
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| Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs | <p>The dissertation is a module that provides learners with a high degree of autonomy in which to develop, design, conduct, present and write-up a significant piece of research. The dissertation topic links with other modules a learner has gained knowledge and cognate skills in at stages 2, 3 and 4. This linkage across the levels along with the higher credit weighting reflects the position of the dissertation as a keystone module on the English and History degree.</p> <p>Learners may take their dissertation in either English or History, or do a dissertation which bridges both disciplines.</p> <p>Alongside conducting a research project, learners will also present their research and findings to their peers and academic faculty. This will assist in honing communication skills for future study and employment.</p> |
| Module Aims and | This module should enable the learner to develop conceptual and academic depth in |

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| Objectives | <p>research knowledge; and become competent in planning and undertaking research and in making recommendations for applying findings.</p> <p>The nature of a dissertation will vary between learners as some will focus on English and others History, and there will be variances in the theoretical and methodological approach(es). There is consistency in the structure and what is expected in the dissertation layout and chapter formats. Seminars, one-to-one supervision, library and online sources will assist learners in their research approach, practice and write-up.</p> |
| Minimum Module Learning Outcomes | <p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Locate and synthesise theoretical and empirical sources to develop an appropriate research question. (MIPLO 1, 2) 2. Identify and apply appropriate research methods to analyse, interpret and evaluate findings (MIPLO 3, 4) 3. Examine critically, strategically and reflectively, a topic of interest arising from the degree programme. (MIPLO 1, 2, 3, 4, 5, 6, 7, 8) 4. Synthesise findings and present a coherent verbal and written account of the entire research. (MIPLO 4, 5, 8) |
| Information Provided to Learners about the Module | <p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Carlow College Dissertation Guidelines</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p> |
| Module Content, Organisation and Structure | <p>Seminars: Learners will have a two-hour seminar at stage 3 to enable them to consider and plan for the stage 4 dissertation project. Learners will be introduced to the dissertation module and provided with information about selecting potential topic areas. Learners will be expected to identify an area for investigation and submit a proposal before the Summer break. At stage 4 seminars (lectures and workshops) in weeks 1-6 will provide a generic introduction to a range of core research methods. They aim to assist learners in the, development, documentation, delivery, verbal presentation and write-up of the dissertation. Over the course of these seminars learners will learn a variety of methods for data collection, interpretation and presentation. The emphasis is on providing a useful toolkit of research methods and set of exemplars. Upon completion of these seminars learners will submit a literature review and research methodology report to gain 10% of their overall grade.</p> <p>The dissertation requires substantial self-directed learning and research, but each learner has a supervisor to provide guidance.</p> |
| Module Teaching and Learning Strategy | <p>Seminars and workshops will provide specific support around the module assessments, research methodologies, the use of literature, research ethics, data analysis, writing up etc.</p> <p>The face-to-face support by supervisors provides formative assessment and will be</p> |

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| | <p>supplemented with online support resources through Moodle, including recommended readings and primary sources (where relevant). Academic supervisors will work alongside learners throughout the module to support the development, analysis and evaluation of the academic and professional skills.</p> <p>The aim of the teaching and learning strategy is to ensure that learners are equipped to complete the continuous assessment report, the presentation and writing of the dissertation. The summative assessment aspect of the literature/research methodology report will ensure learners are following a pathway towards completion of the 7,500-10,000 word final project.</p> |
| Work-Based Learning and Practice-Placement | N/A |
| E-Learning | Online support resources through Moodle, including recommended readings and primary sources (where relevant). |
| Specifications for Module Staffing Requirements | <p>30 learners undertaking a dissertation will require at least six supervising lecturers.</p> <p>In cases where learners undertake an interdisciplinary dissertation, joint supervision may be assigned.</p> |
| Module Summative and Formative Assessment Strategy | <p>Learners will receive feedback on their research proposal at stage 3. During semester 1, stage 4, upon completion of the seminars, learners will write up a literature review/methodology report demonstrating how they will develop/improve their research focus, engage with literature and primary sources and discuss their secondary literature and propose a methodology. The award for this component is 10% and learners will receive feedback directly from their supervisor at a face-to-face meeting. Learners will be assessed for this as they would for all essays at stage 4.</p> <p>Learners will receive feedback on their performance in the following ways throughout the academic year: Learners develop their research and write their dissertation in consultation with a supervisor. The one-to-one supervision along with the scheduled workshops will provide learners with regular formative feedback throughout the module.</p> <p>Learners proposing to conduct interview research may need to submit a completed ethics form to the research ethics committee. While there is no grade awarded for this component it should enable learners to consider the implications of personal research.</p> <p>Learners will also create a paper, and can supplement this with visual material, to give a twenty-minute verbal presentation to their peers and a minimum of two lecturers. Formative assessment will be provided in lecturer feedback prior to the presentation. There will also be a ten-minute question and answer component at the end of the presentation. Learners will receive a grade of up to 20% for their presentation. Learners will be assessed for this component following the Dissertation Oral Presentation Criteria</p> <p>The remaining 70% will be awarded to the written dissertation (summative). Learners will showcase their theoretical and analytic conclusions arising from the research and will be assessed following the Carlow College Undergraduate Dissertation Assessment Sheet. Upon completion of the seminars and the literature review component, the oral presentation and the dissertation learners will have met all the learning outcomes</p> |

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| | of this module. |
| Sample Assessment Materials | Learners on this module select their own dissertation topics. |
| Reading Lists and Other Information Resources | <p>Essential Reading: The essential reading for this module will be dissertation topic specific. Learners will research their own sources and receive guidance from supervisors.</p> <p>Recommended Reading: Davies, M. B., <i>Doing a Successful Research Project: Using Qualitative or Quantitative Methods</i>, (Basingstoke and New York: Palgrave MacMillan, 2007)</p> <p>Hart, C., <i>Doing A Literature Review</i> (London: Sage, 1998)</p> <p>Rudestan, K. and R. Newton, <i>Surviving Your Dissertation</i> (London: Sage, 1992)</p> <p>Swetnam, D., <i>How to Write Your Dissertation</i> (London: Sage, 1995)</p> <p>Murray, R., <i>How to write a thesis</i>, 3rd edn (Maidenhead: Open University Press and McGraw-Hill, 2011). Available from: http://millennium.qmu.ac.uk/record=b1515670~S0</p> <p>Rudestam, E.K., <i>Surviving your dissertation: a comprehensive guide to content and process</i> (London: Sage, 2007)</p> <p>Rugg, G. and M. Ptere, <i>A gentle guide to research methods</i> (Maidenhead: Open University Press and McGraw-Hill, 2007) Available from: http://millennium.qmu.ac.uk/record=b1356471~S0</p> <p>Thody, A., <i>Writing and presenting research</i> (London: Sage, 2007)</p> <p>Wilkinson, D., <i>The researcher's toolkit</i> (London: Routledge, 2000). Available from: http://millennium.qmu.ac.uk/record=b1321629~S0</p> <p>Bloom's Taxonomy</p> |
| Module Physical Resource Requirements | Lecture Hall/Seminar room, library facilities and on-line web/digital resources. |