# Exploring Historiography and Research Methods

| Module title: Exploring Historiography and Research Methods | | | |
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| **Module NFQ level** (only if an NFQ level can be demonstrated) | **Module number / reference** | **ECTS Value** | **Duration** |
| Level 9 | | 10 | 12 weeks |
| **Parent programme(s).** Principal programme title, and embedded(s) if relevant | | **Stage of parent programme** | **Semester No.** |
| **MA in Irish Regional History** | | 1 | 1 |
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| Teaching and Learning modes | Proportion (% of Total Directed Learning) |
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| Classroom / Face to Face | **14%** |
| Workplace | **N/A** |
| Online | **12%** |
| Other (Identify) | **74% Self directed learning** |
| **Entry requirements (statement of knowledge, skill and competence)** | |
| **The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.** | |

| **Maximum number of learners per instance of the module** | 20 |
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| **Average (over the duration of the module) of the contact hours[1] per week** | 3 |
| **Pre-requisite module title(s) (if any)** | **N/A** |
| **Co-requisite module title(s) (if any)** | **N/A** |
| **Is this a capstone module? (Yes or No)** | **No** |
| **Module-specific physical resources and support required per centre (or instance of the module)** | |
| Library holdings and electronic resources (including e-journal and e-book repositories) [currently available] | |
| IT Resources for lecturing staff | |
| Access to photocopying facilities | |
| E-learning resources (VLE) and access to online primary source repositories | |
| Lecture theatre/seminar room [currently available] | |
| **Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.** | |

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[1] Effort while in contact with staff

| Role e.g. Tutor, Mentor etc. | Qualifications & experience required: | # of Staff with this profile (WTEs) |
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| Lecturer/Co-ordinator | **Minimum Level 10 Qualification within the discipline of History.** <br><br> **Extensive research experience and awareness of research methods and thesis writing techniques** | 100% |

| Analysis of required learning effort | | | | | | | | | | |
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| | | | | | | | **Hours of Learner effort** | | | |
| **Classroom and demonstrations** | | **Mentoring and small-group tutoring** | | **Other (specify)** | | **Directed e-learning** | **Independent learning** | **Other (specify)** | **Work-based learning** | **Total effort** |
| Hours | Minimum ratio teacher / learner | Hours | Minimum ratio teacher / learner | Hours | Minimum ratio teacher / learner | | | | | |
| 36 | 1:8 | | | | | 30 | 184 | | | 250 |

| Allocation of Marks | | | | | |
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| | Continuous Assessment | Supervised Project | Proctored Practical Exam. | Proctored Written Exam | Total |
| **Percentage Contribution** | 100% | | | | **100%** |

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| **Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs** | This module will examine a range of methodological and historiographical techniques that will aid the learner in their thesis research. The principal aim of the module is to develop an awareness of the different methodological and historiographic approaches to regional history and heritage, and to explore the application of a range of these techniques in the research process. Learners will assess the usefulness of qualitative and quantitative methods, cartographic techniques, oral history methodologies, the case study method, writing regional history, regional history and heritage in a national context and the evolution of historiographies in constructing a regional history narrative. <br><br> This module will provide learners with a strong methodological foundation upon which to develop their own research projects and also develop transferable skills such as critical analysis and project management skills. <br><br> The module will enhance an appreciation of, and help to achieve, a number of the MIPLOs, specifically MIPLOs 1, 2, 3, 4, 6, 7 and 8. |
| **Module Aims and Objectives** | The module will enhance and develop the learner's existing understanding of methodologies and historiographical techniques associated with regional history and heritage, while providing relevant knowledge and skills for undertaking postgraduate research in these |

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| | areas. The module will also expand the learners' awareness of historiographical terminology and develop techniques for critically analysing source materials. |
| **Minimum Intended Module Learning Outcomes** | On successful completion of this module, learners should be able to:<br><br>1. Understand a range of methodological and historiographic techniques employed by historians in local, regional and national contexts. (MIPLOs 1, 3, 6, 8)<br>2. Interpret the evolution of historical writing across space and time. (MIPLOs 1, 2, 8)<br>3. Develop a critical awareness of the importance of methodologies in presenting regional history to public audiences. (MIPLOs 1, 2, 3, 7, 8)<br>4. Engage critically with the merits and shortcomings of a variety of techniques and to identify practical applications for these techniques in their own research. (MIPLOs 3, 4, 6, 8). |
| **Information Provided to Learners about the Module** | College Prospectus specifies module name, stage and ECTs.<br><br>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.<br><br>Module syllabus to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. |
| **Module Content, Organisation and Structure** | This twelve-week module will be divided into six blocks incorporating a range of themes including: the purpose and practice of history and heritage; analysing and presenting historical evidence; collecting and analysing qualitative and quantitative evidence, oral history, mapping history and public history.<br><br>A lecturer with expertise in each of these areas will teach the module in rotation and will be responsible for correcting the weekly report corresponding with the topic. Learners will be required to do some preparatory work in the form of reading or a practical exercise, such as researching how these methodologies have practical applications. Each of the themes covered on the course will incorporate an exploration of the case study method thereby highlighting to learners the effectiveness of this methodology also. |
| **Module Teaching and Learning (including formative assessment) Strategy** | The module will consist primarily of one lecture hour per week followed by a two-hour weekly seminar which will involve facilitated discussions using primary source material and the application of key research skills. In order to participate fully in these seminars, learners will be expected to work individually and/or in groups, to undertake directed readings, and to engage in practical class exercises.<br><br>Learners will learn in a peer-led environment and gain a greater understanding of the historiographical and methodological concepts through the discussion and debate emerging from these seminars which will be facilitated by the module coordinator. In this way, they will be provided with formative feedback. This links directly with the Carlow College Teaching and Learning Strategy which states that learners should |

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| | be brought into 'contexts which moves learning from an individual to a group practice; incorporate class-based group-work and role-playing approaches and support peer learning'. |
| **Work-Based Learning and Practice-Placement** | N/A |
| **E-Learning** | The VLE (Moodle) will be integral to effective module delivery. A range of resources to aid independent learning and research, as well as supplementary readings, seminar content and other relevant teaching and learning aids will be uploaded to the Moodle page regularly. |
| **Specifications for Module Staffing Requirements** | Learner/Staff ratio replicates that of other similar MA programmes and will not exceed 20 learners.<br><br>Staff requirements: One module co-ordinator with responsibility for module administration and the majority of teaching requirements.<br><br>This module is designed to incorporate a rotational team teaching model where lecturers with expertise in a broad range of methodologies will work with learners in clearly defined units. |
| **Module Summative Assessment Strategy** | **Continuous Assessment: 50%**<br>5 x 500 word fortnightly reflective personal response (worth 10% each) outlining how specific methodologies or historiographic techniques can be incorporated into the learner's own research. This assessment will be submitted in the form of a Moodle Blog Post, thereby developing the learners' digital skills simultaneously, and will require learners to reference their work using academic sources. Blogs should follow normal Carlow College writing conventions and will be assessed in similar manner to all essay style assignments.<br><br>**Essay: 50%**<br>A 3000 word essay examining one research methodology in detail, outlining its potential for use in the learner's own research, the advantages and disadvantages of the methodology and also considering how this methodology will enhance an interpretation of regional history and heritage. |
| **Sample Assessment Materials** | **Continuous Assessment:**<br>Write a short report on the merits of cartography in an area of your choice.<br><br>Outline the advantages and disadvantages of a qualitative research approach to regional history.<br><br>Assess the usefulness of an oral history methodology in your proposed research area.<br><br>**Essay:**<br>Identify an aspect of regional history of interest to you and examine the potential for incorporating quantitative and qualitative research methods in regional history. You should consider the correct process for data collection, the benefits and shortcomings of the approach and how this data will enhance the public's understanding of a particular aspect of regional history. |

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| **Reading Lists and Other Information Resources** | **Essential Reading:**<br><br>Gillespie, Raymond and Myrtle Hill, *Doing Local History: Pursuit and Practice* (Belfast: The Institute of Irish Studies, 1998).<br><br>Jordanova, Ludmilla, *History in Practice* (New York: Bloomsbury Press, 2006).<br><br>Lord, Evelyn, 'What is regional history?', *The Local Historian*, 39(1) 2009, pp 69-73.<br><br>**Recommended Reading:**<br>Bloch, Marc, *The Historian's Craft* (New York: Alfred A. Knopf, 1953).<br><br>Burke, Peter (ed.), *New Perspectives on Historical Writing,* 2<sup>nd</sup> edn, (Cambridge: Polity, 2001)<br><br>Carr, E.H., *What is History?* (London: Penguin, 1961).<br><br>Evans, Richard J.*, In Defence of History* (London: Granta Books, 2001).<br><br>Lewis Gaddis, John, *The Landscape of History: How Historians Map the Past* (UK: OUP, 2002).<br><br>Loughran, Tracey (ed.) *A Practical Guide to Studying History: Skills and Approaches* (London: Bloomsbury Academic, 2017).<br><br>Perks, Robert and Alistair Thomson,*The Oral History Reader,* 3<sup>rd</sup> edn, (London: Routledge, 2015). |