

Historical Research, Design and Practice

Module title: Historical Research, Design and Practice			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
Level 9	TBC	5	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	2
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	14%		
Workplace	N/A		
Online	24%		
Other (Identify)	62% 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		
Average (over the duration of the module) of the contact hours ³ per week	1.5		
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.			

³ Effort while in contact with staff

Role e.g. Tutor, Mentor etc.	Qualifications & experience required:					# of Staff with this profile (WTEs)				
Lecturer/Co-ordinator	Minimum Level 10 Qualification within the discipline of History. Extensive research experience and awareness of research methods and thesis writing techniques					100%				
Analysis of required learning effort										
					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					
18	1:8					30	77			125

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

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>This module will equip learners with the appropriate skill set required to undertake a significant piece of independent, original, scholarly research. The module will provide learners with an opportunity to develop a research project with a regional history or cultural heritage focus by outlining the structures and mechanisms required to successfully embark on, and complete, thesis research. Before beginning the thesis writing process, learners will require a strong grounding in how to undertake primary research either in an archival setting or in an appropriate digital space, as well as the ability to expand and develop their knowledge of the literature pertaining to an area of research which interests them.</p> <p>The practical aspects of thesis writing, including how to identify a research question, how to develop an argument, how to structure a thesis and how to adhere to the correct referencing styles will also be discussed and developed. The fundamental purpose is to ensure that learners have a comprehensive, practical grounding in the processes required to research, analyse, discuss and disseminate their work.</p> <p>The module will enhance an appreciation of, and help to achieve, several the MIPOs, specifically MIPOs 3, 4, 5, 6 and 7.</p>
Module Aims and Objectives	The aim of the module is to develop and expand the broad range of skills that a learner will require to successfully execute the task of thesis

	<p>research and writing. The Historical Research, Design and Practice module will support learners as they identify and formulate their own individual research projects and encourage learners to reflect on the process of identifying a research topic, sourcing information, analysis, synthesis and dissemination.</p>
<p>Minimum Intended Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Identify an appropriate area of research suitable for a final thesis and compile a thorough research proposal outlining the viability and necessity of the research. (MIPLOs 3, 5, 6, 7) 2. Refine and articulate a suitable thesis statement and research question and identify relevant source material to empower the learner to complete independent and original historical research. (MIPLOs 3, 4, 5, 7) 3. Develop and apply effective writing strategies enabling them to construct, draft and edit a final thesis. (MIPLO 3, 5, 6, 7) 4. Engage dynamically with the research process and develop effective time management, research and project management skills. (MIPLOs 3, 5, 6)
<p>Information Provided to Learners about the Module</p>	<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>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.</p>
<p>Module Content, Organisation and Structure</p>	<p>The module will be thematic in focus and will deal with a particular topic each week. These topics include:</p> <ol style="list-style-type: none"> 1. Identifying a viable research topic (1 week) 2. Formulating a research question and thesis statement (1 week) 3. Sourcing, analysing and synthesising secondary source material (1 week) 4. Sourcing, analysing and synthesising primary source material (1 week) 5. Writing the Literature Review (1 week) 6. Choosing a suitable methodology: The Historical Method (1 week) 7. Writing a Research Proposal (2 weeks) 8. How to structure a thesis (1 week) 9. Presenting research findings (1 week) 10. Referencing and stylistic conventions (1 week) 11. Disseminating research (1 week) <p>The module will consist of both a structured presentation by the module co-ordinator and a learner-led discussion. Practical examples will be drawn upon as a way of identifying potential challenges. Secondary readings, interpreted by learners before the session, will also help to guide the seminar portion of the module. Throughout, extensive emphasis will be placed on the importance of thesis writing in a regional history and heritage context, with a view to identifying and overcoming potential challenges that learners may face during the process.</p>

Module Teaching and Learning (including formative assessment) Strategy	<p>The module will consist primarily of one lecture session per week, ranging from 30-45 minutes, followed immediately by a learner-led clinic style seminar in which learners will use this time to engage with both their peers and the module facilitator in a thematic, focused environment.</p> <p>Each week, different elements of the thesis preparation and writing process will be discussed and the seminar session will act as a forum for learners to support, encourage and advise each other on the research process. As well as this, the seminar session will provide practical examples and advice on how to approach thesis writing and will provide learners with an opportunity to identify, formulate and refine their research questions and thesis statements in a supportive, inclusive environment. The initial assessment of the thesis outline plan is primarily to provide formative assessment but a motivator of 15% has been applied.</p> <p>This approach optimises opportunities for formative feedback to learners, as with smaller group discussions during the seminar portion of the session, learners will have the opportunity to contribute to, and benefit from, peer experiences as well as more seasoned researchers. This links directly with the Carlow College Teaching and Learning Strategy which promotes peer-to-peer learning, group work and learner-led discussion. Ultimately, this module will provide a forum for learners to acquire clarity on all aspects of the research and writing process.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>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.</p>
Specifications for Module Staffing Requirements	<p>Learner/Staff ratio replicates that of other similar MA programmes and will not exceed 20 learners.</p> <p>Staff requirements: One module co-ordinator with responsibility for module delivery and administration.</p>
Module Summative Assessment Strategy	<p>Thesis Outline Plan: 15% A structural outline of thesis proposal to include research questions, proposed methodology and list of indicative primary and secondary sources. (500-750 words)</p> <p>Thesis Proposal: 85% A 2500-3000 word thesis proposal in which the learner identify their intended research project and provides a detailed explanation of what the study seeks to achieve, how it will be undertaken and what the primary purpose of the research is.</p>
Sample Assessment Materials	<p>Continuous Assessment: Identify relevant scholarly literature and primary source material pertaining to your intended research area and critique it.</p> <p>Compile a literature and primary source review of material relating to your intended research topic.</p>

	<p>Thesis Proposal: Write a research proposal for your intended thesis topic including a thesis statement, relevant research questions, a description of the intended methodology, a survey of the source material and a description of the potential thesis structure.</p> <p>Identify an area of research which would benefit from further study and compose a thesis proposal for this project.</p> <p>Identify an area of research which would benefit from further study and compose a thesis proposal for this project.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Lipkowitz, Elise, <i>From Concept to Completion: A Dissertation-Writing Guide for History Students</i> (Washington D.C: American Historical Association, 2009).</p> <p>McDowell, W.H, <i>Historical Research: A Guide for Writers of Dissertations, Theses and Articles</i> (New York: Routledge, 2013).</p> <p>Recommended Reading: Machi, Lawrence and Brenda McEvoy, <i>The Literature Review: Six Steps to Success</i> (Thousand Oaks, CA: Corwin Press, 2009).</p> <p>Murray, Rowena, <i>How to Write a Thesis</i> (Berkshire: Open University Press, 2006).</p> <p>Swales, John and Christine Feak, <i>Academic Writing for Graduate Students: Essential Tasks and Skills</i> (Ann Arbor: University of Michigan Press, 2004).</p> <p>Turabian, Karl, <i>A Manual for Writers of Research Papers, Theses and Dissertations</i> (Chicago: University of Chicago Press, 2007).</p> <p>Walliman, Nicholas, <i>Your Research Project: A Step-by-step Guide for the First-time Researcher</i>, (London: Sage, 2005).</p> <p>Watson, George, <i>Writing a Thesis: A Guide to Long Essays and Dissertations</i> (London: Longman, 1987).</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall or seminar room, IT resources, internet resources, Library resources (desk space etc.)</p>