

## Research Methods

Section A: Headline Information	
Module title	Research Methods
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	TBC
Module Co-ordinator	Dr Catherine O'Sullivan
Parent programme	BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies
Stage of parent programme	Stage 3
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures and web facilitated learning.
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 3, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	None
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	N/A
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 or a closely cognate area.
Recommended number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	Average 2 hours per week 2 hours of lectures = 24 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Library, IT.
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)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 5						101: Literature Review prep & writing: 45 Directed study & Reading: 35 Self-directed study & reading: 21			125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				100%				100%		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	This module prepares learners to think in terms of evidence-based practice by involving them in relevant, contemporary approaches to research, and by providing them with the tools to evaluate their own practice. Research is useful in determining the needs of an individual, group or community, and also contributes greatly to overall best-practice.
<b>Module Aims and Objectives</b>	<p>This module will give learners an understanding of the methodological approaches utilised in social research, and make them aware of the role of research in informing both theory and practice. Learners should develop the skills and knowledge necessary to undertake a research project. They should also be capable of reading and interpreting research reports.</p> <p>Learners will be encouraged to examine sociological explanations for and evidence of poverty, inequality and discrimination.</p>

<b>Minimum Module Learning Outcomes</b>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate the philosophical bases of quantitative and qualitative research (MIPLO 6).</li> <li>2. Critically analyse the characteristics of different methodological approaches and methods of research (MIPLO 6).</li> <li>3. Appraise the available literature in order to justify a research question relating to their practice experience (MIPLO 2, 3, 6).</li> <li>4. Be capable of conducting high quality, ethically sound research (MIPLO 4, 6).</li> </ol>
<b>Information Provided to Learners about the Module</b>	<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 handbook 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>Diploma Supplement contains module name, code, stage and ECTS.</p>
<b>Module Content, Organisation and Structure</b>	<p>This module builds on the research methods content of Stage 1 Introduction to Sociology. Over the semester, it will cover the principles and practice of research methodologies, including the ethical and political issues involved. Furthermore, literature searching and reviewing, developing a research question, writing a proposal and interpreting the results of data analysis will be covered and applied.</p> <p>Small group peer learning workshops will promote in learners the ability to apply research skills in a safe environment. Conducting a Literature Review will enable and inform learners in understanding real-world research.</p>
<b>Module Teaching and Learning Strategy</b>	<p>Lecturers will deliver the module content, and small group peer learning workshops will allow learners to apply the research knowledge and skills learned.</p> <p>Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College, St. Patrick's Teaching and Learning Strategy).</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.
<b>Specifications for Module Staffing Requirements</b>	<p>One lecturer.</p> <p>Staff – learner ratio is typical of a lecture format, i.e. 1- 25.</p>
<b>Module Summative and Formative Assessment Strategy</b>	<p>This module will be assessed by two in-class tasks and an assignment of a Research Proposal</p> <p>The in-class tasks will have a weighting of 20% each and the Research Proposal will be worth 60%.</p>

<b>Sample Assessment Materials</b>	<p>The Research Proposal is conducted on the learners' subject-area of choice; in some cases learners will intend to carry out Stage 4 research on this chosen topic.</p> <p>The Research Proposal requirements:</p> <p>Times New Roman Font: 12  Line-spacing: 1.5  Word Count: 1,500  Soft-copy submission through Turnitin  Criteria used for marking: structure, content, grammar, spelling and referencing.</p> <p>An example of an in-class assignment is: 'Using the Growing Up in Ireland Study, evaluate the methods used to provide evidence for the key factors that most help or hinder children's development'.</p>
<b>Reading Lists and Other Information Resources</b>	<p>Bryman, A. (2016). <i>Social Research Methods</i>, (5<sup>th</sup> edition). UK: Oxford University Press.</p> <p>Machi, L.A. (2008). <i>The Literature Review: Six Steps to Success</i>. US: Corwin Press.</p> <p>Merriam, S.B. and Tisdell, E.J. (2016). <i>Qualitative Research</i>, (4<sup>th</sup> edition). US: Jossey-Bass.</p> <p><b>Other Reading:</b>  Babbie, E. (2010). <i>The Practice of Social Research</i>. US: Wadsworth.</p> <p>Bell, J. (2005). <i>Doing your Research Project: A Guide for First Time Researchers in Education, Health and Social Science</i>, (4<sup>th</sup> edition). UK: Open University Press.</p> <p>Sarantakos, S. (2013). <i>Social Research</i>, (4<sup>th</sup> edition). UK: Palgrave.</p> <p><b>Recommended Viewing:</b>  TED Talk Presentation: Research Methods – Introduction</p> <p><b>Software Packages:</b>  SPSS  NUDIST  NVIVO</p>
<b>Module Physical Resource Requirements</b>	<p>Lecture hall, Internet, Projector, Speakers, WIFI.</p>