

Undergraduate Advanced Diploma in Research Theory and Practice

2018 – 2019

Course code: 1819GCR001

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk

Welcome to the **Undergraduate Advanced Diploma in Research Theory and Practice**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Advanced Diploma is designed so that students can develop the research skills necessary to conduct their own independent research project. Students will receive a broad research skills training which encompasses their chosen research specialism. The Advanced Diploma is taught and awarded at FHEQ level 6 (i.e. third-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course guide.

The course aims to:

1. provide students with the knowledge and understanding of how to access and assess the available literature in their chosen discipline;
2. give students the opportunity to acquire or develop skills and expertise relevant to their research interests;
3. develop the student's ability to analyse and evaluate different methods for conducting independent and collaborative research.

Transferable skills for further study and employability

1. The capacity for independent thought and judgement
2. The development of independent learning, study and time management skills
3. The deployment of skills in critical reasoning
4. The development of competence in using IT to support one's work
5. The ability to work with others, productively and equitably
6. The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study
7. Journalistic skills in editing, writing and presenting ideas.
8. Pedagogical skills for teachers, such as assessing and evaluating teaching methods and research design.

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation. However, students will be expected to deepen their knowledge and understanding outside the classroom through independent learning and reflection. Up to 6 hours of independent study are expected per week during term time. The ICE Virtual Learning Environment (VLE) will provide access to additional resources and be a place of interactive teaching and learning, rather than simply a repository of information.

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Teaching staff

Course Director:

Dr Alex Carter - Academic Director, Institute Teaching Officer in Philosophy

Alex was awarded his PhD in Philosophy by the University of Essex in 2015. Before this, Alex studied Philosophy & Ancient History at the University of Wales, Swansea and Philosophy at the University of Bristol. Alex has over five years of teaching experience in Ethics, History of Philosophy and Philosophy of Religion. He has worked at the Institute of Continuing Education since 2015 as Academic Director for Philosophy and as a Panel Tutor.

Alex's teaching method was developed at the University of Essex where the principle aim is to get students to feel the "pain of the problem", i.e. to make plain the very real ways in which philosophical problems affect our lives. Accordingly, Alex is most keen to offer his support to philosophical projects that, not only to inform contemporary debates, but actively affect change. Alex's ongoing research interests include the theology of Simone Weil and Ludwig Wittgenstein's ethical philosophy.

Lecturers:

Dr Jenny Bavidge - Academic Director, University Senior Lecturer in English Literature

Jenny Bavidge is University Senior Lecturer and Academic Director for English at ICE and is a member of the English Faculty. She is a Fellow of Murray Edwards College, University of Cambridge. Jenny took her BA in English Literature and Language at Worcester College, Oxford and then an MA at Royal Holloway, University of London. She stayed at Royal Holloway to write a PhD on representations of urban space in the contemporary novel which she completed in 2001. She then took up a Lectureship in English at the University of Greenwich, where she stayed, becoming Senior Lecturer, until she joined ICE in 2011. She is President of the Literary London Society and sits on the committee of the Association for the Study of Literature and the Environment.

Jenny's approach to teaching is always to begin with close reading and to encourage students to develop and understand their own responses to the literature they encounter. Classes then aim to include a wide variety of critical, theoretical and contextual material to broaden potential approaches to literary study.

Dr Gilly Carr - Academic Director, University Senior Lecturer in Archaeology

Dr Gilly Carr is a University Senior Lecturer in Archaeology with academic responsibility for Archaeology at the Institute of Continuing Education.

Gilly also has additional responsibility for programmes in Heritage Studies, Holocaust Studies, Anthropology, Egyptology and Classical Archaeology. She is attached to the University of Cambridge's Department of Archaeology, is a member of the McDonald Institute for Archaeological Research and a Fellow and Director of Studies at St Catharine's College.

Since 2006 Gilly has been working in the field of Conflict Archaeology, Heritage Studies and POW Archaeology. This research has been funded by, variously, the British Academy, the McDonald Institute of Archaeological Research, the Société Jersiaise, and the EVZ Foundation (Germany).

Gilly has collaborated in a number of heritage projects. Her latest exhibition, 'On British Soil: Nazi Persecution in the Channel Islands' opens at the Wiener Library for the study of the Holocaust and Genocide in October 2017. Previous exhibitions include 'Occupied Behind Barbed Wire', which were shown at Jersey and Guernsey Museums, and which focused on the art and artefacts made by islanders interned in German civilian internment camps during WWII. She has also recently worked on a Resistance Trail for Jersey, a reinterpretation of the Occupation Tapestry Gallery for the 70th anniversary of Liberation, and is currently working on resistance-related projects in Guernsey. In 2016 Gilly joined the UK delegation of IHRA (International Holocaust Remembrance Alliance).

Dr Carr teaches in a number of areas within archaeology. Topics include: Introduction to Archaeology; History and Theory of Archaeology; Prehistoric Peoples; Iron Age Britain; Celtic Europe; Roman Britain; Funerary Archaeology; Heritage Studies and Conflict Archaeology. Gilly also supervises a range of dissertations at Certificate, Diploma and Advanced Diploma level.

Dr Nigel Kettley - Academic Director, University Senior Lecturer in Education and Social Science

Nigel has had a wide-ranging teaching and research career in the fields of sociology, educational studies, research methods and teacher training. Before joining the Institute of Continuing Education in 2007, he was a Research Associate in the Faculty of Education, University of Cambridge, and earlier still an MPhil and then PhD student at Wolfson College.

Before returning to study in 1997, he was a lecturer in a Further Education college. He is an active researcher in the areas of widening participation, educational attainment and lifelong learning more generally with a particular focus on issues of gender, social stratification, educational practice and theory building.

Nigel teaches on a variety of courses for the Institute, supervises MPhil and PhD students for the Faculty of Education, and established and now directs the MSt in Advanced Subject Teaching. He is also a Governing Body Fellow of Wolfson College and a member of the Faculty of Education.

Dr Tom Monie - Academic Director, Institute Teaching Officer in Biological Sciences

Dr Tom Monie is an ICE Teaching Officer and the Academic Director for Biological Sciences at ICE. A protein biochemist with a long-standing interest in infection and immunity, Tom is a Fellow of Christ's College, University of Cambridge, where he also acts as a Tutor and the Director of Studies in Part 1A Biological Natural Sciences.

Tom oversees and teaches on the Certificate in Genetics, the Diploma in Evolutionary Biology, and the short course on the Innate Immune System in Health and Disease. Tom's extensive experience in teaching within the University includes undergraduate supervisions, practical classes and lectures- he currently delivers the first year "Genes in Action" course for the Biology of Cells. Recent publication topics have included cat allergy- which was a global media story- Crohn's Disease, inherited auto-inflammatory genetic diseases, species variation in immunity and inflammation.

Many students have benefitted from his involvement in a wide range of teaching activities targeted at the provisions of subject-specific and transferable skills for graduate students. Tom is a firm believer that learning should be fun, that student participation is central to this process, and that successful teaching requires responsiveness to the needs of the students. He aims to instill these elements into his teaching and engagement activities.

Professor Susan Oosthuizen - Academic Director, Professor of Medieval Archaeology

Susan Oosthuizen directs programmes in landscape and garden history/archaeology at the Institute, and is attached to the University of Cambridge Department of Archaeology. Her undergraduate degree in Archaeology and History was taken at the University of Southampton; she holds an MA from SOAS (University of London), a PGCE and a PhD from the University of Cambridge, where her research on Anglo-Saxon landscapes bridged archaeology, history and historical geography. She is a Fellow of the Society of Antiquaries of London, a Fellow of the Royal Historical Society, a Fellow of Wolfson College, Cambridge, and a former President of the Cambridge Antiquarian Society. She delivered the 2012 Hoskins Lecture on 'Medieval Open Fields and Their Origins', and her most recent book on The Anglo-Saxon Fenland was published in 2017.

Professor Oosthuizen teaches in landscape and field archaeology, including garden archaeology, with a special interest in the Anglo-Saxon and medieval landscapes, and in research skills.

Dr Samantha Williams - Academic Director, University Senior Lecturer in Local and Regional History

Samantha Williams is University Senior Lecturer and Academic Director for Local History at ICE and is a member of the Faculty of History. Samantha took her BA in History at the University of Lancaster before moving to Oxford to undertake her MSc in Economic and Social History. She moved to Cambridge to complete her PhD on poverty and welfare provision under the Old Poor Law at the Cambridge Group for the History of Population and Social Structure. Before joining ICE she held lectureships in History at Goldsmith's College (University of London), the Faculty of History (University of Cambridge) and Trinity Hall (University of Cambridge).

Samantha is also an Official Fellow and Director of Studies at Girton College and an Affiliated Researcher at the Cambridge Group for the History of Population and Social Studies.

She discussed her book *Poverty, Gender and Life-cycle under the English Poor Law, c.1760-1834* (Royal Historical Society, Boydell and Brewer, 2011) on BBC Radio 4's Today programme and 3 Counties radio and it generated interest in The Guardian's editorial and the BBC Magazine. She is currently working on a new book on poor unmarried mothers and the 'child support agency' under the old poor law in London from the establishment of metropolitan workhouses (c.1722) and the overhaul of the poor laws in 1834.

Samantha enjoys teaching students from all backgrounds and experiences. Her classes are a mixture of informal presentations and group discussion, with an emphasis upon historical debates and interesting themes and drawing upon original documents. She also supervises students on the MSt in History, the MPhil in Early Modern History and PhD students.

Administrative staff

Academic Programme Manager: Sarah Blakeney, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 760865, sarah.blakeney@ice.cam.ac.uk

Programme Administrator: Rachel Revell, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746282, rachel.revell@ice.cam.ac.uk

Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at:

www.ice.cam.ac.uk/about-us/how-find-us

Contact details of ICE

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Please also refer to the 'information for students' section on ICE's website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the relevant Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 23/08/2018

Syllabus for Unit 1

Michaelmas term 2018

Research Fundamentals: Thinking like a researcher

Start date	30 September 2018	End date	2 October 2018
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Course Director	Dr Alexander Carter	No. of meetings	3 day teaching block

Aims

Unit 1 is a 20 credit unit covering research fundamentals. There are six interrelated aims relevant to generic research and to discipline-specific research:

1. to provide students with knowledge of the fundamentals of research (including: the necessity and significance of research; national and international research contexts; aspects of funding and research policies; fundamental differences in basic, translational and applied research; the concept of intellectual property, plagiarism and the meaning of research misconduct; and the value of a research community);
2. to promote students' knowledge and understanding of various philosophical and theoretical approaches to research;
3. to enable students to identify research problems and formulate research questions based on initial explorations of academic and non-academic literature;
4. to provide students with the knowledge and understanding of different skills and techniques to conduct systematic literature reviews;
5. to enable students to assess and evaluate literature critically for the development of research questions and/or hypotheses;
6. to provide students with the necessary subject specific knowledge to conduct a systematic literature review in their chosen field.

Content

This unit focuses on research fundamentals. Research methods in all subject disciplines are grounded in the social and natural sciences and utilise similar techniques to conduct research, especially literature searches and reviews. However, there are distinct differences with regards to theory development, identifying research problems and developing research questions.

Presentation and delivery of the unit

Unit 1 will be delivered over a 3-day block. Day 1 morning session will include an overview of the programme and timetable followed by a workshop on identifying and developing a research question. The afternoon session will cover digital skills, library and bibliographic skills, archive skills. Day 2 morning session will give students the opportunity to learn about discipline-specific research skills; taking ownership, reading critically and evaluation skills. This work will be followed by a lecture by an ICE member of staff covering transferable research skills. Day 3 sessions will provide students with the necessary skills and understanding for preparing their first summative assignment.

Sunday 30 September 2018

Day 1 AM: Induction and Welcome (1 hour)

Students will be introduced to ICE, the teaching staff and each other. Students will be asked to interview each other; and to ask why they have chosen to take the course. A short presentation will follow that will outline the course structure and identify the essential features and key benefits of the VLE.

Day 1 AM: Skills for Independent Research (3 hours)

The 3 hour face-to-face workshop will cover research fundamentals relevant to all disciplines. The workshop will be a combination of interactive problem-based, in-class learning activities and short presentations. Students will actively engage in the facilitation of the workshop through specified pre-reading.

- *Approaching Research: Five Questions:* What is independent research? What have I let myself in for? How do I take ownership of my research? What is expected of me at this level (SEEQ QAA guidelines)? What is the role of my supervisor?
- *Developing a research question:* How did the authors identify the research question? What other research questions could they have asked? How did they justify their choice? What does the research question tell us about the research philosophy and position of the authors?
- *Developing review questions:* To enhance the ability to think like a researcher and initiate discussions within class. Answers to review questions will be discussed in-depth in class and made available online to aid independent learning. Students will write their own answers for each review question outside class.

Day 1: PM: Digital skills, library and bibliographic skills, archive skills (3 hours)

This workshop will introduce students to using various databases for conducting the literature review by applying various search tools including searching full text, abstract, indexes, searching connectors and characters.

Students will be provided with additional support around access to databases through the University of Cambridge library. This workshop is applied and students will work in pairs to produce a list of databases and search terms relevant to researching various aspects of the four themes. Students will keep a log throughout this process to establish a solid base for their future work. Students will be divided into small groups and allocated a theme to conduct an interdisciplinary search simulating an interdisciplinary research community.

- *Ongoing project (via VLE):* Students will apply the learned techniques to search databases and start creating a comprehensive literature review for their mini-project (Lent term). Supervisors will provide feedback on the tools used for the search (and provide discipline-specific guidance).

Monday 1 October 2018

Day 2: AM: Subject Groups Seminars (3 hours)

The previous day's workshops will be supplemented by a three-hour, face-to-face research seminar. Students will form three groups according to their chosen discipline:

- **Arts and Social Sciences:** Education Studies, English Literature, Film, International Development, Philosophy (incl. Religion and Ethics), Social Sciences (esp. Sociology and Politics);
- **The Human Past:** Archaeology, History of the Landscape, History;
- **Natural Sciences:** Evolutionary Biology, Genetics, Physics, etc.

The first seminar relates the previous research fundamentals tuition to their chosen discipline. Students will pre-read discipline-specific materials and will interrogate the material during the seminars (application).

- **Arts and Social Sciences:** Introduction to Stream. Finding your critical voice; assessing secondary literature critically; analysing and assessing arguments.
- **The Human Past:** Introduction to Stream. Finding your critical voice; assessing secondary literature critically; historical debate.
(via VLE) *Pre-reading assessment and review. Read x and y and write a short formative piece.*
- **Natural Sciences:** Introduction to the Stream. Experimental design; reproducibility and reliability.

Day 2: PM: Subject-specific Supervision (1 hour)

One-to-one subject-specific supervisions are one hour support sessions. In the first supervision, students will discuss their topic for upcoming assignments, e.g. Systematic Literature Review/Mini-Project.

Day 2: PM: Plenary lecture (1 hour) – *The Role of Metaphors in Guiding Research* - Alex Carter

The first one-hour plenary lecture will provide students with insight into the 'research experience' through a specific 'research story' from an established academic. Students will be given an account both of the general importance of research and some of its specific challenges.

Tuesday 2 October 2018

Day 3 AM: Systematic Literature Review Planning and Techniques (3 hours)

This two-hour, face-to-face workshop will help students to plan their literature review systematically by explaining how to define parameters based on research questions and objectives and how to generate terms.

- *What constitutes 'good literature':* academic (e.g. peer-reviewed journal articles and academic books) versus non-academic literature (e.g. government and business reports) and grey areas of literature (e.g. conference proceedings).
- *How to evaluate the literature:* Abstract analysis > Critical reading (assessing versus attacking) > Application to project. What are the criteria for assessment? How current should my sources be? How much should I read of each thing? Taking the search further, e.g. multi-lingual/interdisciplinary resources.

Formative assessment (via VLE): Literature Review Skeleton. Students should identify key authors in their relevant research field and ensure that the research focus is driving the literature search. Students should give an indication of how they intend to move from an initial literature search to critical review. The Literature Review Skeleton Feedback should be forward looking to assist in the next step of conducting the systematic literature review.

Day 3: PM: Subject Groups Seminars (3 hours)

The morning workshops will be supplemented by a three-hour, face-to-face research seminar. Students will form three groups according to their chosen discipline and engage in practical exercises aimed at developing students' understanding of discipline-specific processes for locating and evaluating sources relevant to their research question.

- **Arts and Social Sciences:** Interpreting evidence: "What kinds of evidence are there and how is each kind different?" Discipline specific literature analysis.
- **The Human Past:** Research stories: Students will be asked their own motivations for research. ICE academic(s) will then outline a personal research story. Discipline specific literature analysis.

- **Natural Sciences:** Case studies workshop: locating sources and assessing their reliability. How does the research question influence the choice and use of sources? Discipline specific literature analysis.

Independent Learning (6 hours per week)

In addition students will be expected to deepen their knowledge and understanding outside the classroom through independent learning and reflection. This will take a considerable amount of their study time and can take place either individually or in small groups and is intended to engage students in post-workshop activities (e.g. review questions) and to enable students to prepare for seminars. Students will be encouraged to write reflective research diaries to help them evaluate their progress, which can be used as a basis for discussion with personal tutors.

Learning Outcomes

By the end of Unit 1 students should be able to:

1. understand the fundamentals of research (e.g. the necessity and significance of research; national and international research contexts; aspects of funding and research policies; fundamental differences in basic, translational and applied research; the concept of intellectual property, plagiarism and the meaning of research misconduct; and the value of a research community);
2. demonstrate a practical understanding of various philosophical and theoretical approaches to research;
3. identify research problems and critically assess research findings within literature;
4. apply various systematic literature review skills and techniques to answer research questions;
5. synthesise research findings from literature to derive research questions and/or formulate hypotheses;
6. acquire and demonstrate critical thinking and academic writing skills for conducting systematic literature reviews.

Assessment of Unit 1

Formative assessment

Throughout the unit, students will be tasked with completing short, formative assessments for use in workshops and/or supervision sessions. These formative assessments will also help to ensure students are suitably prepared for the summative assessment.

Summative assessment

The summative assessment component for unit 1 asks students to conduct a systematic literature review of 1500-2000 words, ideally on their own research topic. However, the topic can be discipline-specific or interdisciplinary.

The literature review should briefly explain the purpose of the research (e.g. background, research question and objectives), the underpinning research philosophy and the technique applied to conduct the literature review. Students should justify their choice of technique and how this helped them to structure the literature review. The selection criteria/parameter(s) for conducting the literature review should be clearly highlighted. The review should be grounded in well-structured critical arguments. The final section of the literature review should summarise the findings and outline potential research questions and/or hypotheses, indicating how the student intends to investigate the problem on a methodological level.

Date for the submission of the literature review: Tuesday, 11 December 2018 by 12.00 (noon) GMT * Greenwich Mean Time

For the award of credit for this course the literature review is weighted at 25% of the course total.

Reading Materials

ADTIS Online Courseware:

(see: <http://www.langcen.cam.ac.uk/lc/adtis/adtis-online-courseware.html>)

Passport to Study in the UK and at Cambridge
Studying in English
What is Academic English?
Writing Introductions
Writing Conclusions.
Writing a Literature Review
Writing Abstracts

Crème, P. and Lea, M. R., *Writing at University: A Guide for Students* (OUP, 2008)

Douglas, Y., *The Reader's Brain: How neuroscience can make you a better writer* (CUP, 2015)

Neville, C., *The Complete Guide to Referencing and Avoiding Plagiarism* (OUP, 2010)

Williams, J. M., *Style: The Basics of Clarity and Grace* revised by Gregory G. Colomb (Pearson Longman, 2014)

Williams, J. M., *Style: Lessons in Clarity and Grace* (Pearson Longman, 2014)

Subject-Relevant Reading List

Education Studies

Bell, J. (2006) *Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science*. Maidenhead: Open University Press.

Blake, D. and Hanley, V. (1995) *The Dictionary of Educational Terms*. Aldershot: Ashgate Publishing.

Booth, A., Sutton, A. and Papaioannou, D. (2016) *Systematic Approaches to a Successful Literature Review*. Second Edition. Croydon: Sage.

Cohen, L. and Manion, L. (2010) *Research Methods in Education*. Fourth Edition. London: Routledge.

Fink, A. (2014) *Conducting Research Literature Reviews: From the Internet to Paper*. Fourth Edition. London: Sage.

Ridley, D. (2012) *The Literature Review: A Step-by-Step guide for Students*. Second Edition. London: Sage.

Scott, D. and Morrison, M. (2007) *Key Ideas in Educational Research*. London: Continuum.

English Literature

Baldick, Chris. (2015) *The Oxford Dictionary of Literary Terms* 4th Edition. Oxford: Oxford UP.

Barry, Peter. (1995) *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP.

Boote, D., & Beile, P. (2005). Scholars before Researchers: On the Centrality of the Dissertation Literature Review in *Research Preparation. Educational Researcher*, 34(6), 3-15. Retrieved from <http://www.jstor.org/stable/3699805>

Eagleton, Robert. *Doing English*. London: Routledge.

Eco, Umberto. (1977; trans 2015) *How to Write a Thesis*. Cambridge, Mass. and London: MIT Press

Feak, C.B. & Swales, J.M. (2009). Telling a research story: Writing a literature review. Ann Arbor, MI: University of Michigan Press

History

Breisach, E. (1983). *Historiography: Ancient, Medieval, and Modern*. Chicago: University of Chicago Press.

Collingwood, R. G. (1946) *The Idea of History*. Oxford: Oxford University Press.
 Kelley, D. R. (1998). *Faces of History: Historical Inquiry from Herodotus to Herder*. New Haven, CT: Yale University Press.
 Kelley, D. R. 2003 *Fortunes of History: Historical Inquiry from Herder to Huizinga*. New Haven, CT: Yale University Press.

Landscape History/Archaeology

Aston, M. 2000. *Interpreting the Landscape*. London: Routledge
 Aston, M. and Gerrard, C. 2013. *Interpreting the English Village: Landscape and Community in Shapwick, Somerset*. Oxford: Oxbow
 Banham, D. and Faith, R. 2014. *Anglo-Saxon Farms and Farming*. Oxford: OUP
 Beresford, M. 1957. *History on the Ground*. London: Lutterworth Press
 Beresford, M. 1988. *New Towns of the Middle Ages*. Stroud: Alan Sutton
 Beresford, M. and St Joseph, J. K. 1978. *Medieval England: An aerial Survey*. Cambridge: CUP
 Dyer, C. 2002. *Making a Living in the Middle Ages*. London: Penguin
 Gelling, M. 1978. *Signposts to the Past: Place-names and the history of England*. London: Dent
 Hoskins, W. G. 1988. *The Making of the English Landscape*. London: Hodder & Stoughton
 Hunter, J. & Ralson, I. 1999. *The Archaeology of Britain*. London: Routledge
 Morris, R. 1989. *Churches in the Landscape*. London: Dent
 Oosthuizen, S. 2017. *The Anglo-Saxon Fenland*. Oxford: Windgather
 Rackham, O. 1976. *Trees and Woodland in the British Landscape*. London: Dent
 Rackham, O. 1993. *History of the British Countryside*. London: Dent
 Roberts, B. K. and Wrathmell, S. 2002. *Region and Place: A study of English rural settlement*. London: English Heritage
 Taylor, C. C. 1974. *Fieldwork in Medieval Archaeology*. London: Batsford
 Wilson, D. M. 2000. *Air Photo Interpretation for Archaeologists*. Stroud: Tempus

Natural Sciences

Beveridge, W. I. B., (2015) *The Art of Scientific Investigation*. CreateSpace Independent Publishing.
 Carey, S. S., (2011) *A Beginner's Guide to Scientific Method*. Fourth Edition. Wadsworth Publishing.
 Lazic SE, Clarke-Williams CJ, Munafò MR (2018) *What exactly is 'N' in cell culture and animal experiments?* PLoS Biol 16(4): e2005282. doi.org/10.1371/journal.pbio.2005282
 Van Emden, H., (2008) *Statistics for terrified biologists*. Wiley-Blackwell .
 Valiela, I., (2009) *Doing Science: Design, Analysis, and Communication of Scientific Research*. Second Edition. OUP
 Weissgerber TL, Milic NM, Winham SJ, Garovic VD (2015) *Beyond Bar and Line Graphs: Time for a New Data Presentation Paradigm*. PLoS Biol 13(4): e1002128. doi.org/10.1371/journal.pbio.1002128

Philosophy

Blackburn, S., *The Oxford Dictionary of Philosophy* (OUP, 2016)
 Bynagle, H. E., *Philosophy: A Guide to the Reference Literature* (Libraries Unlimited, 2006)
 Honderich, T., *The Oxford Companion to Philosophy* (OUP, 2005)
 McGinn, C., *The Making of a Philosopher* (Schribner, 2002)

Social Sciences (esp. Sociology and Politics)

Creswell, J. W. (1994) *Research Design: Qualitative and Quantitative Approaches*. London: Sage.
 Edwards, M. (2014) *Writing in Sociology*. London: Sage.
 Galvan, J. L. and Galvan, M. C. (2017) *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. Seventh Edition. London: Routledge.
 Gorard, S. (2013) *Research Design: Creating Robust Approaches for the Social Sciences*. London: Sage.

Malici, A. and Smith, E. S. (eds.) (2013) *Political Science Research in Practice*. Abingdon: Routledge.

Punch K. (2014) *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd Ed), London: Sage

Ragin, C. C. (1994) *Constructing Social Research*. Thousand Oaks, CA: Pine Forge.

Syllabus for Unit 2

Lent Term 2019

Research Design: Theory and practice

Start date	13 January 2019	End date	15 January 2019
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Course Director	Dr Alexander Carter	No. of meetings	3 day teaching block

Aims

Unit 2 is a 20 credit unit that consolidates learning from unit 1 to enable students to use their insights for designing research. Unit 2 has four aims relevant to all disciplines:

1. to foster students' knowledge and understanding of research design processes appropriate to their discipline;
2. to introduce students to different methodological approaches to research, including techniques to carry out qualitative, quantitative and mixed methods research;
3. to provide students with discipline specific writing skills and tools;
4. to deepen students' awareness of current and emerging themes in their discipline.

Content

This unit guides students to develop a working knowledge of the most commonly used qualitative and quantitative research methods. To support a developmental and sequential approach to the course, unit 2 begins by reflecting on the learning from unit 1 and explaining what the students will be expected to demonstrate by the end of unit 2. This is done through a brief discussion of the learning outcomes and an introduction to the summative assessment (Mini Project) that students will complete throughout the duration of unit 2.

Students learn the differences between qualitative and quantitative research and how the choice of research method depends on the ontological position of the researcher and the epistemology suitable to the research question.

In discipline specific workshops students develop the skills necessary for conducting research, e.g. planning, writing and editing lengthy documents. To help foster students' identities as researcher, students will be challenged to critically assess their own written work and the work of others.

Presentation and delivery of the unit

The unit will be presented through a combination of workshops, which include short tutor presentations, small break-out sessions and completion of tutorial tasks. The short tutor presentations will be used to provide students with knowledge of research design processes. The subject seminars and one-to-one supervisions will give students the opportunity to work within their discipline and work collaboratively on discipline-specific research activities relevant to the summative assessment.

Students will be expected to engage in online learning activities and time is allocated for independent learning outside the classroom.

Sunday 13 January 2019

Day 4 AM: Welcome (1 hour)

Students will be welcomed back to ICE. Students will reflect briefly on the key areas of Unit 1 and how they inform the content and aims of Unit 2.

Day 4 AM: Introduction to Research Methodology and Design (3 hours)

This workshop will introduce students to some of the fundamental aspects of quantitative, qualitative and mixed methods research. We will reflect on issues related to the selection of a design process for independent research, accepting, modifying or rejecting the so-called paradigms of research, and will explore chronological, mono-methods (quantitative or qualitative) and cyclical approaches for research design. Contemporary typologies of mixed methods will also be critically evaluated.

Day 4: PM: Ethics of Research (1.5 hours)

This workshop will cover the importance of professional standards in collaboration, pedagogy, academic criticism, etc. Students will also be asked to reflect on their own research in order to consider any potential, if unexpected, ethical 'pay outs' of their research.

Day 4: PM: Self-assessment and Problem-solving (1.5 hours)

This workshop will provide practical advice on how to mitigate and/or resolve difficulties associated with conducting research, e.g. issues of scheduling, planning and resourcing of research projects. Students will prepare a research project and/or data management plan including a step-by-step approach and timeline. Students will be asked to evaluate how realistic the plans are, consider parallels with their peers and discuss what they would do in the event that their results are inconclusive.

Monday 14 January 2019

Day 5: AM: Subject Groups Seminars (3 hours)

The seminar will go into more specific detail concerning research design in students' subject area. Different research apparatus will be analysed and evaluated.

- **Arts (and Social Sciences*):** Case Studies exploring different methods of analysis. Exploring the historical context. Students will be asked to specify what research methods apply and to design their own research methods.
- **The Human Past:** Holocaust Case Study. Students will be presented with artefacts and will be asked to "construct the story". Students will be asked to reflect on the skills they have used for interpreting the past and to identify any further skills they might use.
- **Natural (and Social*) Sciences:** Students will have a firm idea of the data that they require for their research projects and the workshop will help them to design their data collection instruments in order to gather this data.

*Social Science students will be advised to choose the stream most relevant to their research question.

Day 5: PM: Subject Groups Seminars (3 hours)

During this 3-hour seminar students will present a short report on a recent and relevant discipline-specific text (see formative assessment below). Students will then examine a previous, anonymised piece of writing, offering suggestions on how it could be improved.

- **Arts and Social Sciences:** Writing workshop: common mistakes and helpful suggestions. Article/Chapter analysis: students discuss their own critical summaries of a recent article (focussing on the background and area of research). Further, deconstructive analysis will be done via set tasks.
- **The Human Past:** Writing workshop: common mistakes and helpful suggestions. Article/Chapter analysis: students discuss their own critical summaries of a recent article (focussing on the background and area of research). Further, deconstructive analysis will be done via set tasks.
- **Natural Sciences:** Writing as a scientist: the writing process, drafting, editing, figures, abstract and title, responding to feedback. Critical analysis of research texts.

Day 5: PM: Plenary lecture (1.5 hour)

The second plenary lecture will present students with a particular example of methodological difficulty, experiment and resolution. The lecture will exemplify the importance of being open to different methodologies and different philosophical outlooks on research.

Tuesday 15 January 2019

Day 6: AM: Subject Groups Seminars (3 hours)

During this 3-hour seminar students will be tasked with producing an abstract for their mini-projects. Firstly, students will be asked to sum up their position in a single sentence.

- **Arts and Social Sciences:** Mini project synopsis: aims, methodology, findings and theoretical interpretations. Students will engage in exercises that will help them to “map” their project.
- **The Human Past:** Mini project synopsis: aims, methodology, findings and theoretical interpretations. Students will engage in exercises that will help them to “map” their project.
- **Natural Sciences:** Mini project synopsis: aims, methodology, findings and theoretical interpretations. Students will engage in exercises that will help them to “map” their project.

Formative assessment: Students must read and provide a critical summary of a recent article or chapter. Links to discipline-specific texts will be provided on the VLE.

Day 6: PM: Subject-specific Supervision (1 hour)

One-to-one subject-specific supervisions are one-hour support sessions. In this supervision students will discuss the title/plan of their upcoming assignment, i.e. Mini-Project. Supervisors will assist students in identifying a question that does not overlap with their dissertation (if they plan to continue to Unit 4).

Students will be asked to bring a revised research proposal including a short outline of their research problem, research objectives and intended research methodology and contributions. Students should be able to explain how the research proposal has changed from the initial submission and why.

Independent Learning (6 hours per week)

In addition, students will be expected to deepen their knowledge and understanding outside the classroom through independent learning and reflection. This will take a considerable amount of their study time and can take place either individually or in small groups and is intended to engage students in post-workshop activities and to enable students to prepare for seminars. Students will be encouraged to write reflective research diaries to help them evaluate their progress.

Learning Outcomes

As a result of the unit students should be able to:

1. discern between qualitative, quantitative and mixed methods research processes;
2. understand all elements of the research design process and determine qualitative or quantitative research methods appropriate to epistemological/ontological positions;
3. identify the tools, methods and analytical techniques necessary for conducting research in their chosen discipline;
4. appreciate current and emerging themes in their chosen discipline.

Assessment of Unit 2

Formative assessment

Students will submit one-page summaries of their research methods through the VLE prior to their 1:1 supervision. Submissions will be visible to all to enable students to read through their peers' proposals, arguments, plans and designs. Students will be encouraged to provide feedback to their peers, pose questions and to make suggestions for improvement on each other's work via the VLE forums.

Summative assessment

Students will submit a mini-project in the form of a 3,000-4000 word written assignment that describes a detailed and fully justified research method for their research question. The mini-project will require students to demonstrate a critical evaluation of different data collection methods and analytic tools, and methods that could be applied to address a research question.

Arts and Human Past students will be asked to focus on the historical background to their research topic and the wider (subcategories/interdisciplinary) implications of their research question. Social/Natural Science students will be asked to focus on the theoretical and conceptual framework(s), in light of the current knowledge, of their research question(s).

Date for the submission of the mini - project: Tuesday 26th March 2019 by 12.00 (noon) GMT

** Greenwich Mean Time*

For the award of credit for this course the mini-project is weighted at 50% of the course total

Reading Materials

Montgomery, D. C. (2017). *Design and analysis of experiments*. John Wiley and Sons.

Subject-Relevant Reading List

Education Studies

- Elliott, J. (1991). *Action Research for Educational Change*. Milton Keynes: Open University Press.
- Gorard, S. (2001). *Quantitative methods in educational research: The role of numbers made easy*. London: Continuum.
- Gorard, S., and Taylor, C. (2004). *Combining Methods in Educational and Social Research*. London: Open University Press.
- Hammersley, M. (1993). 'On the Teacher as Researcher.' In *Educational Research: Current Issues*. London: Paul Chapman.
- LeCompte, M. D., and Preissle, J. (1993). *Ethnography and Qualitative Design in Educational Research*. San Diego, CA: Academic Press.
- Robson, C. (2002). *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. 2nd edition. London: Blackwell.
- Wilson, E. (ed.) (2009). *School-Based Research*. London: Sage.

English Literature

- Graff, G, and Birkenstein, C. (2010) *They Say / I Say : The Moves That Matter in Academic Writing*. 2nd edition, W.W. Norton & Co.
- Ringrose, C.. 'Study Skills for Literature' in Julian Wolfreys (Ed.) *The English Literature Companion*. London: Palgrave.

History

- Evans, R. J. (2001). *In Defence of History*. 2nd edn., London.
- Elton, G.R. (2002). *The Practice of History*. 2nd edn., Oxford.
- Jenkins, K. (1991) *Rethinking History*. London.
- Geertz, C. (1983) *Local Knowledge*. New York.
- Rationality and Relativism*. Collis, M. and Lukes, S.(Eds.) London, 1982.
- Papineau, D. (1978) *For Science in the Social Sciences*. London.
- A Concise Companion to History*. U. Rublack (Ed.) Oxford, 2011.
- Skinner, Q.R.D. (2002). *Visions of Politics Vol. 1: Regarding Method*. Cambridge.

Landscape History/Archaeology

- Hatcher, J. & Bailey, M. 2001. *Modelling the Middle Ages*. Oxford: OUP.
- Taylor, C. C. 1983. *Village and Farmstead*. London: G. Philip.
- Oosthuizen, S. 2013. *Tradition and Transformation in Anglo-Saxon England*. London: Bloomsbury Academic.

Natural Sciences

- Greene, A. E., (2013) *Writing Science in Plain English* (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press.
- Katz. M. J., (2009) *From Research to Manuscript: A Guide to Scientific Writing*. Second Edition. Springer.
- Schimmel, J., (2011) *Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded*. OUP.
- Turbek. S. P., Chock. T. M., Donahue. K., Havrilla. C. A., Oliverio. A. M., Polutchko. S. K., Shoemaker. L. G., Vimercati. L., (2016) *Scientific Writing Made Easy: A Step-by-Step Guide to Undergraduate Writing in the Biological Sciences*. Bulletin Ecological Society of America. doi.org/10.1002/bes2.1258

Philosophy

- Graybosch, A. J., Scott, G. M., Garrison, M. G., *The Philosophy Student Writer's Manual* (Pearson, 2013)
- Martinich, A. P., *Philosophical Writing: An Introduction*, (John Wiley and Sons, 2015)
- Seech, Z., *Writing Philosophy Papers* (Cengage, 2008)
- Stramel, J. S., *How to Write a Philosophy Paper* (University Press of America, 1995)

Social Sciences (esp. Sociology, Politics and International Development)

- Bryman, A., and Cramer, D. (1994). *Quantitative Data Analysis for Social Science*. Revised edn. London: Routledge.
- Cresswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA.: Sage.
- Creswell, J. W., and Plano Clark, V. L. (2007). *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage.
- Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage.
- Dancey, C. P., and Reidy, J. (2008). *Statistics without Maths for Psychology: Using SPSS for Windows*. 4th edn. Harlow: Pearson Education Limited.
- Gorard, S. (2001). *Quantitative methods in educational research: The role of numbers made easy*. London: Continuum.
- Kielmann, Cataldo & Seeley (2011) Introduction to Qualitative Research Methodology, DFID available online:
www.rbfhealth.org/sites/rbf/files/Introduction%20to%20Qualitative%20Research%20Methodology%20-%20A%20Training%20Manual.pdf.
- Jackson, A. Y., and Miles, L. A. (2012). *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives*. London: Routledge.
- Johnson, R. B., and Onwuegbuzie, A. J. (2004). 'Mixed methods research: a research paradigm whose time has come.' *Educational Researcher*. 33.7, pp. 14–26.
- Nofke, S., and Somekh, H. (2005). *Research Methods in the Social Sciences*. London: Sage.
- Sumner, A. and M.Tribe. 2008. International Development Studies. Theories and Methods in Research Practice. London: Sage.
- Tashakkori, A. and Teddlie, C. (2003) 'Major issues and controversies in the use of mixed methods in the social and behavioral sciences', in A. Tashakkori and C. Teddlie (eds), *Handbook of Mixed Methods in Social and Behavioral Research*. London: Sage, pp. 3–50.

Syllabus for Unit 3

Easter Term 2019

Collaborative Research: Engaging with a research community

Start date	26 May 2019	End date	28 May 2019
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Course Director	Dr Alexander Carter	No. of meetings	3 day teaching block

Aims

Unit 3 consolidates learning from unit 2 to enable students to use their insights for designing research. Unit 3 has five aims relevant to all disciplines:

1. to deepen students' knowledge and understanding of interdisciplinary research;
2. to provide students with an awareness of the wider research community in their cognate discipline, as well as nationally and internationally;
3. to foster students' self-reflective and reflexive awareness of their own research;
4. to provide students with the technical skills necessary to present their ideas in different media;
5. to provide students with the skills necessary to develop professionally as researchers.

Content

This unit develops students' understanding of their own research, both in the context of their own specific research projects and as part of a wider research community. To support a developmental and sequential approach to the course, unit 3 begins by reflecting on the learning from unit 2 and explaining what the students will be expected to demonstrate by the end of unit 3. This is done through a brief discussion of the learning outcomes and an introduction to the final summative assessment that students will complete throughout the duration of unit 2.

Students learn different methods for communicating research ideas clearly and succinctly. To better enable the presentation of their research, students will also develop AV and ICT skills.

In discipline specific workshops students will be given employability and careers advice that is relevant to their chosen area of research. Students will be given advice and support concerning further study; all those undertaking Unit 4 (dissertation) will be given advice on how and what to prepare.

Presentation and delivery of the unit

The unit will be presented through a combination of workshops, which include short tutor presentations, small break-out sessions and completion of tutorial tasks. The short tutor presentations will be used to provide students with knowledge of research design processes. The subject seminars and one-to-one supervisions will give students the opportunity to work within their discipline and work collaboratively on discipline-specific research activities relevant to the summative assessment.

Students will be expected to engage in online learning activities and time is allocated for independent learning outside the classroom.

Sunday 26 May 2019

Day 7: Welcome (1 hour)

Students will be welcomed back to ICE. Students will reflect briefly on the key areas of Unit 2 and how they inform the content and aims of Unit 3.

Day 7: AM: Interdisciplinary Research Frameworks and Communities (1.5 hours)

This workshop will introduce students briefly to key concepts in research funding policy and infrastructure, as well as research standards, regulations and professional bodies. Discussions will be led around what constitutes professional and ethical research practice.

Students will be invited to form interdisciplinary groups of and tasked with developing their own code of conduct.

Day 7: AM: Critical/Reflective Writing Skills (1.5 hours)

Students will be given instruction on writing reflectively and how this differs from other forms of writing. Consequently, students will gain transferable skills in writing and will be better able to identify the unique characteristics of academic writing. This will also enable students to make a more informed choice concerning the summative assignment.

Formative assessment (via VLE): Students are asked to produce a reflective essay on the nature and potential outcomes of their research.

Day 7: PM: Presentation Skills (1.5 hours)

Students will be given practical advice on how to present both publicly and to camera. The aim of this training is to bolster confidence and to encourage students to reflect on their own and others' research, i.e. as a *public* phenomenon. This will also enable students to make a more informed choice concerning the summative assignment.

Day 7: PM: Video/Document Editing Skills (1.5 hours)

With the help of the eLearning Team, students will be shown how to produce both a short presentation video and a journalistic article. Templates for both will be generated during the session and uploaded to the VLE for students to use in developing their summative assignments.

Monday 27 May 2019

Day 8: AM: Research Projects Mini-Conference (3 hours)

All Advanced Diploma students will convene to outline their research project as it stands. The conference will give students the opportunity to present their work and demonstrate what they have learned. Students will give short 10 minute presentations of their research (as detailed in their mini projects). Students will also create a conference proceedings document including short abstracts.

Day 8: AM: Future Directions (1 hour)

This seminar will provide students with career advice and support, e.g. research funding advice, how to improve applications for further study, what to include on an academic CV, etc. An open discussion will follow where students will be invited to share their research goals, ask any remaining questions and provide feedback on the Day Schools.

Day 8: PM: Extended Subject-specific Supervisions (2 hours)

In this extended supervision, students will discuss the feedback from their mini-project. Students will also be asked to reflect on how the course has benefitted and/or changed the direction of their research. For students going on to Unit 4, students will also discuss the topic of their dissertation.

Day 8: PM: Plenary lecture (1.5 hour) – TBC

A one-hour lecture will showcase a piece of interdisciplinary research; outlining the specific challenges, merits and unexpected outcomes.

Tuesday 28 May 2019

Day 9: AM/PM: Fieldtrips

Students will visit two locations in Cambridge. Destinations will be chosen depending on the specific research interests of students. Destinations may include:

- The Fitzwilliam Museum;
- The Pepys Library;
- The Whipple Museum;
- The Centre for Global Equality (subject to appointment);
- The Museum of Zoology;
- The Wittgenstein Archive.

Students will be accompanied and supported by ICE members of staff. Any remaining face-to-face supervisions may take place during or after the trip (assuming both the student and the supervisor are available).

Independent Learning (6 hours per week)

In addition, students will be expected to deepen their knowledge and understanding outside the classroom through independent learning and reflection. This will take a considerable amount of their study time and can take place either individually or in small groups and is intended to engage students in post-workshop activities (e.g. review questions) and to enable students to prepare for seminars. Students will be encouraged to write reflective research diaries to help them evaluate their progress, which can be used as a basis for discussion with personal tutors.

Learning Outcomes

By the end of Unit 3 students should be able to:

1. understand how to carry out a research project
2. identify the differences between and potential advantages of interdisciplinary, intra-disciplinary and multidisciplinary research;
3. demonstrate how their own independent research projects fit within a wider research framework;
4. anticipate potential roadblocks to research, whether in obtaining funding, collating data or writing;
5. present their research ideas clearly and succinctly using different media;
6. recognise the professional development opportunities available to researchers.

Assessment of Unit 3

The summative assessment component for unit 3 asks students to produce either a 300 – 400 word journalistic article or a 3 – 4 minute video showcasing their research. This can be based upon their mini-project, the proposed topic of their dissertation or on something else entirely. They must then produce a 1500-2000 word reflective essay on how the article/video relates (directly or indirectly) to research in their chosen subject and how the article helps to identify any wider (e.g. social, political, technological) implications of their research.

Date for the submission of the journalistic article/video and the written report: Tuesday 30th July 2019 by 12.00 (noon) BST * *British Summer Time*

For the award of credit for this course the written report is weighted at 25% of the course total

Reading Materials

- Duarte, N., *Slide:ology: The Art and Science of Creating Great Presentations* (O'Reilly Media, 2008)
- Duarte, N., *Resonate: Present Visual Stories That Transform Audiences* (John Wiley and Sons, 2010)
- Reynolds, G., *Presentation Zen: Simple Ideas on Presentation Design and Delivery* (New Riders, 2011)
- Pistono, F. and Yampolskiy, R. V. (2016). Unethical research: How to create a malevolent artificial intelligence. Retrieved from <https://arxiv.org/ftp/arxiv/papers/1605/1605.02817.pdf>
- Beech, J. (2014). *Doing your Research Project*. Sage Publications. UK.
- Giorgini, V., Mecca, J. T., Gibson, C., Medeiros, K., Mumford, M. D., Connelly, S. and Devenport, L. D. (2015). Researcher perceptions of ethical guidelines and codes of conduct. *Accountability in Research*, 22(3), pp.123-138.

Subject-Relevant Reading List

Education Studies

- Elliott, J. (1991). *Action Research for Educational Change*. Milton Keynes: Open University Press.
- Etherington, K. (2004). *Becoming a Reflexive Researcher: Using Our Selves in Research*. London: Jessica Kingsley.
- Kyle, D. W. and McCutcheon, G. (1984) 'Collaborative research: Development and issues', *Journal of Curriculum Studies*, Vol. 16, No. 2, pp. 173-179.
- Levin, B. (1993) 'Collaborative research in and with organizations', *Qualitative Studies in Education*, Vol. 6, No. 4, pp. 331-340.
- Miller, J. L. (1992) 'Exploring Power and Authority Issues in a Collaborative Research Project' *Theory into Practice*, Vol. 31, No. 2, pp. 165-172.
- Poulson, L., and Wallace, M. (eds.) (1993). 'Critical reading for self-critical writing.' In *Learning to Read Critically in Educational Leadership and Management*. London: Sage

English Literature

- Attridge, D. (2004). 'Reading and Responding' Ch. 6 in *The Singularity of Literature*. London and New York: Routledge.
- Eaglestone, R. and J. Beecher Field (2015). *Studying English Literature: A Guide for Literature Students*. London and New York: Routledge.
- Griffin, G. (2013). *Research Methods for English Studies*. Edinburgh: Edinburgh University Press.
- See also any relevant volume in the Rowman and Littlefield series of guides *Literary Research: Strategies and Sources*.

History

- Cannadine, D. (Ed.) *What is History Now?* Basingstoke, 2000.

Landscape History/Archaeology

- Aston, M. 2012. *Monasteries in the Landscape*. Stroud: Amberley
- Bailey, M. 2010. *Medieval Suffolk*. Woodbridge: Boydell
- Gelling, M. 1993. *Place-names in the Landscape*. London: Dent
- Gelling, M. and Cole, A. 2000. *The Landscape of Place-Names*. Stamford: Shaun Tyas
- Hall, D. 1982. *Medieval Fields*. Aylesbury: Shire
- Hamerow, Helena. 2012. *Rural Settlements and Society in Anglo-Saxon England*. Oxford: OUP
- Hooke, D. (ed.) 1985. *Medieval Villages*. Oxford: OUP
- Hooke, D. (ed.) 1988. *Anglo-Saxon Settlements*. Oxford: Basil Blackwell
- Oosthuizen, S. 2006. *Landscapes Decoded*. Hatfield: University of Hertfordshire Press
- Rowley, T. 1978. *Villages in the Landscape*. London: Dent
- Sawyer, P. (ed.) 1976. *English Medieval Settlement*. London: Edward Arnold

Stamper, P. and Christie, N. (eds.) 2012. *Rural Medieval Britain and Ireland, AD 800-1600: Settlements, Landscapes and Regions*. Oxford: Windgather
 Taylor, C. C. 1983. *The Archaeology of Gardens*. Aylesbury: Shire
 Taylor, C. C. 2000. *Fields in the English Landscape*. Stroud: Sutton
 Williamson, T. 2002. *Shaping Medieval Landscapes*. Macclesfield: Windgather Press

Natural Sciences

Bammer, G., (2008) *Enhancing research collaborations: Three key management challenges*. Research Policy 37: 875-887
 Bartling, S., and Friesike, S., (2014) *Opening Science – The Evolving Guide on How the Internet is Changing Research, Collaboration and Scholarly Publishing*. SpringerOpen
 Shrum, W., Genuth, J., Chompalew, I., (2007) *Structures of Scientific Collaboration*. MITPress.

Philosophy

Grayling, A. C., *The Heart of Things: Applying Philosophy to the 21st Century* (Hachette UK, 2010)
 Kaplan, D. M., *Readings in the Philosophy of Technology* (Rowman and Littlefield, 2009)

Social Sciences (esp. Sociology, Politics and International Development)

Fine, B., D. Johnston, A. Santos and E. Van Waeyenberge (2015) Nudging or Fudging: The World Development Report 2015, Development and Change, 47(4): 640–663.
 Griffin, G., Branstrom-Ohman, A. and Kalman, H. (eds.) (2013) *The Emotional Politics of Research Collaboration*. Abingdon: Routledge.
 Hunter, L. and Leahey, E. (2008) 'Collaborative research in sociology: Trends and contributing factors', *The American Sociologist*, Vol. 39, No. 4, pp. 290-306.
 Nyden, P., Hossfeld, L. and Nyden, G. (2012) *Public Sociology: Research, Action, and Change*. London: Sage.
 Phillips, L., Kristiansen, M., Vehvilainen, M. and Gunnarsson, E. (eds.) (2013) *Knowledge and Power in Collaborative Research: A Reflexive Approach*. London: Routledge.
 Schmidt, A (2007) 'I Know What You're Doing', Reflexivity and Methods In Refugee Studies' in Refugee Survey Quarterly, Vol. 26, Issue 3
 Vlassenroot, K (2006) 'War and Social Research. The limits of empirical methodologies in war-torn environments', *Civilisations* 54, pp 191-198.

TIMETABLE

Michaelmas 2018

Research Fundamentals: Thinking like a researcher

Teaching Block

30 September - 2 October 2018

Lent 2019

Research Design: Theory and practice

Teaching Block

13 - 15 January 2019

Easter 2019

Collaborative Research: Engaging with a research community

Teaching Block

26 May – 28 May 2019

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

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