



Institute of Continuing Education

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# **Undergraduate Advanced Diploma in Research Theory and Practice**

**2021 - 2022**

Course code: 2122GCR411

## **COURSE GUIDE**

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University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ  
Tel 01223 746222 [www.ice.cam.ac.uk](http://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 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: [www.ice.cam.ac.uk/info/academic-credits-cats-points](http://www.ice.cam.ac.uk/info/academic-credits-cats-points)

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 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 programme will be taught remotely, through pre-recorded lectures which students can access at times convenient to them in addition to scheduled live sessions where tutor and students will gather for discussion. While attendance at the live sessions is encouraged, all sessions will be recorded and will be accessible via the Virtual Learning Environment (VLE). Discussion forums and suggestions for additional reading and resources will also be found on the VLE.

The course aims to:

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

### **Transferable skills for further study and employability**

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- 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

Additional skills specific to this course include:

- Journalistic skills in editing, writing and presenting ideas
- 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 learning<sup>1</sup>. 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 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.

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

## Teaching staff

### Academic 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 inform contemporary debates, but actively affect change. Alex's ongoing research interests include the theology of Simone Weil and Ludwig Wittgenstein's ethical philosophy.

### Tutors:

#### **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 Landscape History, Holocaust Studies, and Classical Studies. She is the Fellow and Director of Studies in Archaeology at St Catharine's College, is a Partner of the Cambridge Heritage Research Centre, and a Member of the McDonald Institute for Archaeological Research.

Gilly's has published in the fields of conflict archaeology, post-conflict heritage, history and Holocaust studies. She has written 7 monographs and 6 edited volumes; she is currently working on an edited volume on British internment of civilians with Dr Rachel Pistol. Her most recent monographs include *Victims of Nazism in the Channel Islands: a Legitimate Heritage?* (2019) and *Nazi Prisons in the British Isles* (2020).

Beyond Cambridge, Gilly is a member of the UK delegation of the International Holocaust Remembrance Alliance, where she chairs the five year project *Safeguarding Sites*, which is writing heritage guidelines to safeguard Holocaust sites in Europe and beyond. She is also on the Academic Advisory Board of the UK Holocaust Learning Centre in Westminster.

#### **Dr Roxane Farmanfarmaian – Academic Director, Institute Teaching Officer in International Relations and Global Studies**

Dr Roxane Farmanfarmaian is the Institute Teaching Officer in International Relations and Global Studies at the Institute of Continuing Education, and provides academic direction to an expansion in courses (undergraduate, post-graduate and professional) exploring changes in global politics and

international leadership skills. In particular, she contributes to the University's offerings on political risk and geostrategic thinking to attract professionals in the field seeking to hone their skills, knowledge and creativity to manage and lead in the quickly evolving environments of cyber security, climate change, terrorism and the new legally fluid international system.

Dr. Farmanfarmanian was a member of the Department of Political and International Studies (POLIS) at the University of Cambridge for the past nine years, teaching on the MPhil and MSt on the International Relations of the Modern Middle East. In 2013, she was awarded a five year, £646,000 grant from Al-Jazeera Broadcasting Corp to direct the University of Cambridge-Al-Jazeera Media Project, focusing on media in the southern Mediterranean after the uprisings of 2011. In February 2018 she completed a Fellowship at the Netherlands Institute of Advanced Studies where she worked on Media and Migration in Europe. She received an ESRC Impact grant on Media, Security and Faith post-Charlie Hebdo in 2014 and an Iran Program award from the Annenberg School of Global Communications in 2016 to analyse Iran's Rhetoric Aggression. Previously an international journalist, she continues to be a regular television commentator, opinion writer and corporate consultant on Middle East issues, and to direct the Center of International Relations of the Middle East and North Africa (CIRMENA) at POLIS.

### **Dr Lydia Hamlett – Academic Director in History of Art**

Dr Lydia Hamlett is Academic Director in History of Art at the Institute of Continuing Education and a Fellow and Director of Studies at Murray Edwards College, University of Cambridge. She is author of various publications including most recently a book, *Mural Painting in Britain 1630-1730: Experiencing Histories* (Routledge 2020).

Lydia previously worked in the museums and heritage sectors, including at Tate, the Fitzwilliam Museum, Kettle's Yard and the National Trust. She co-founded, and is on the steering group for, the British Murals Network. Lydia's PhD (2006) was on ecclesiastical art and architecture in Venice in the Renaissance and she has supervised undergraduates at the University of Cambridge since 2003 on a broad range of subjects.

### **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 — Assistant Director (Academic) and Academic Director for STEM (Biological), Institute Teaching Officer in Biological Sciences**

Dr Tom Monie is the Assistant Director (Academic) and an ICE Teaching Officer and the Academic Director for STEM (Biological) Sciences at ICE. He is a protein biochemist with a long-standing interest in infection, immunity and genetics. 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 a wide range of undergraduate and postgraduate courses in the biological and medical sciences. These include courses on the Certificate in Genetics, the Diploma in Evolutionary Biology, Infection and Immunity, Medical Education, and Genomic Medicine amongst others. 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, along with a wide-range of postgraduate teaching and the education of adult and professional learners. His research publication topics have included topics such as cat allergy- which was a global media story- Crohn's Disease, inherited auto-inflammatory genetic diseases, species variation in immunity and inflammation, and protein function in the immune system.

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.

### **Dr Samantha Williams - Reader in Social History, Academic Director for History and Course Director of the MSt in History**

Samantha Williams is Reader in Social History, Academic Director for History and Course director of the MSt in History and is a member of the Faculty of History.

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.

Her work focuses upon the history of poverty in England, 1600-1900. She has authored two monographs, *Poverty, Gender and Life-cycle under the English Poor Law, c.1760-1834* (Boydell and Brewer, 2011) and *Unmarried Motherhood in the Metropolis, 1700-1850: Pregnancy, the Poor Law and Provision* (Palgrave Macmillan, 2018, and co-edited, *Illegitimacy in Britain, 1700-1920* (Palgrave Macmillan, 2006) She is currently working on plague and poor relief in Cambridge and also Victorian workhouses in England and Wales.

### **Administrative staff**

| <b>Arts and Sciences Enquiries</b>  |
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| e. <a href="mailto:artscience@ice.cam.ac.uk">artscience@ice.cam.ac.uk</a><br>t. 01223 746418 / 746236 |

### **Institute of Continuing Education**

The Institute of Continuing Education's administrative headquarters are at Madingley Hall, an elegant country house built in the 16th century and set in gardens of about seven acres, designed in the 18th century by Capability Brown. Please visit [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk) and [www.madingleyhall.co.uk](http://www.madingleyhall.co.uk) for further information.

### **Contact details of ICE**

Institute of Continuing Education  
University of Cambridge  
Madingley Hall  
Madingley  
Cambridge  
CB23 8AQ  
T: 01223 746222  
[www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)  
[ug-awards@ice.cam.ac.uk](mailto:ug-awards@ice.cam.ac.uk)

Please also refer to the 'information for students' section on ICE's website [www.ice.cam.ac.uk/studying-with-us/information-for-students](http://www.ice.cam.ac.uk/studying-with-us/information-for-students) and the 2021-22 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.

# Syllabus for first unit

Michaelmas term 2021

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## Research Fundamentals: Thinking like a researcher

|                        |                     |                       |                          |
|------------------------|---------------------|-----------------------|--------------------------|
| <b>Start date</b>      | 11 October 2021     | <b>End date</b>       | 12 October 2021          |
| <b>Day</b>             | Monday and Tuesday  | <b>Time</b>           | 1-5pm                    |
| <b>Course Director</b> | Dr Alexander Carter | <b>No of meetings</b> | 1 two-day teaching block |

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### Aims

Unit 1 is 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 of the unit

Unit 1 will be delivered via a number of remote delivery sessions, recorded lectures and one-to-one supervisions. All live teaching sessions will be delivered over a two-day period (11<sup>th</sup> to 12<sup>th</sup> October). Recorded lectures will be provided in advance to help prepare students for the interactive workshops and learning exercises.

Details on each teaching session can be found below.

## **11<sup>th</sup> October 2021**

### **Skills for Independent Research**

The workshop will cover research fundamentals relevant to all disciplines. The workshop will be a combination of interactive problem-based 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 teaching sessions. Answers to review questions will be discussed in-depth and made available on the VLE to aid independent learning.

### **Digital skills, library and bibliographic skills, archive skills**

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 (online and offline) databases through the University of Cambridge library.

- *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).

## **12<sup>th</sup> October 2021**

### **Systematic Literature Review Planning and Techniques**

This 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.

### **Subject Groups Seminars**

The preceding workshops will be supplemented by a 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.

## **After 12<sup>th</sup> October 2021**

### **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.

## **Independent Learning (6 hours per week)**

In addition students will be expected to deepen their knowledge and understanding 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**

As a result of the unit, within the constraints of the time available, students should be able to:

- 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);
- demonstrate a practical understanding of various philosophical and theoretical approaches to research;
- identify research problems and critically assess research findings within literature;
- apply various systematic literature review skills and techniques to answer research questions;
- synthesise research findings from literature to derive research questions and/or formulate hypotheses;
- acquire and demonstrate critical thinking and academic writing skills for conducting systematic literature reviews.

## **Student assessment**

### **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.

Students will be asked to write a Literature Review Skeleton prior to their first supervision. 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.

### **Summative assessment**

The summative assessment component for unit 1 asks students to conduct a systematic literature review of 1,500-2,000 words, ideally on their own research topic. However, the topic can be discipline-specific or interdisciplinary. Students will identify a suitable title through discussions with their supervisor.

The literature review should briefly explain the purpose (e.g. background, research question(s) and objectives) of the research. The review should be critical and analytic but should not be used as a way of answering the specific research question(s); rather it should provide a synthesis or critical analysis of prior research by others. The final section of the literature review should summarise the findings and outline potential future research questions.

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

**Closing date for the submission of the summative assignment – the literature review:**

**Wednesday 5 January 2022 by 12 noon GMT\* (\*Greenwich Mean Time)**



## Reading and resource list

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* 4<sup>th</sup> 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.

## **Archaeology**

**(Students should speak to their supervisor for specific recommendations)**

## **History of Art**

Mary Acton, *Learning to Look at Paintings*, Abingdon 2009

Dana Arnold, *Art history: a very short introduction*, New York and Oxford 2004

Charles Harrison, *An Introduction to Art*, London and New Haven 2009

Marcia Pointon, *History of Art: a students' handbook*, Abingdon 2014

Grant Pooke and Diana Newall, *Art History: the Basics*, Abingdon Routledge 2007

## **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* (3<sup>rd</sup> Ed), London: Sage

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

# Syllabus for second unit

Lent term 2022

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## Research Design: Theory and Practice

|                        |                     |                       |                          |
|------------------------|---------------------|-----------------------|--------------------------|
| <b>Start date</b>      | 10 January 2022     | <b>End date</b>       | 11 January 2022          |
| <b>Day</b>             | Monday and Tuesday  | <b>Time</b>           | 1-5pm                    |
| <b>Course Director</b> | Dr Alexander Carter | <b>No of meetings</b> | 1 two-day teaching block |

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### Aims

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

- to foster students' knowledge and understanding of research design processes appropriate to their discipline;
- to introduce students to different methodological approaches to research, including techniques to carry out qualitative, quantitative and mixed methods research;
- to provide students with discipline specific writing skills and tools;
- 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 questions being asked of the data.

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

### Presentation of the unit

The unit will be presented via a number of remote delivery sessions, recorded lectures and one-to-one supervisions. All live teaching sessions will be delivered over a two-day period (10<sup>th</sup> to 11<sup>th</sup> January). Recorded lectures will be provided in advance to help prepare students for the interactive workshops and learning exercises.

Details on each teaching session can be found below.

**10<sup>th</sup> January 2022**

### **Introduction to Research Methodology and Design**

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.

### **Ethics of Research**

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.

### **Self-assessment and Problem-solving**

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.

**11<sup>th</sup> January 2022**

### **Subject Groups Seminars**

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

### **Writing Workshops**

In this workshop, students will receive expert advice on how to write academically. As well as common mistakes and helpful suggestions, students will also reflect on best practice, i.e. how best to convey one's research clearly and concisely. Further, deconstructive analysis will be done via set tasks. A question and answer session will follow to allow students from all streams to receive discipline specific feedback to their questions.

### **Subject Groups Seminars**

During this 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.

**After 11<sup>th</sup> January 2022**

### **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).

### **Independent Learning (6 hours per week)**

In addition, students will be expected to deepen their knowledge and understanding 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, within the constraints of the time available, students should be able to:

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

## **Student assessment**

### **Formative assessment**

Students will submit (via the VLE) a one-page critical summary of a recent/relevant research paper, book chapter, archive or assemblage. Students should discuss the subject of their review with their supervisor during their one-to-one supervision. General feedback will be provided by supervisors.

### **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 framework / methodology for exploring their research question. The mini-project will require students to demonstrate a critical evaluation of different theoretical approaches, data collection methods, and analytic tools that could be applied to address their research question.

Arts and Human Past students will be asked to situate their research within the historical / archaeological context to their research topic and/or 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).

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

**Closing date for the submission of the summative assignment – the mini-project:**  
**Wednesday 23 March 2022 by 12 noon GMT\*** (\*Greenwich Mean Time)

## **Reading and resource list**

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.

## **Archaeology**

**(Students should speak to their supervisor for specific recommendations)**

## **History of Art**

Sylvia Barnet, *A short guide to writing about art*, New Jersey 2008  
Anne D'Alleva, *How to write art history*, London 2010  
Anne D'Alleva, *Methods and Theories of Art History*, London 2016  
Eric Fernie, ed. *Art History and its Methods: A Critical Anthology*, London 1995  
Michael Hatt and Charlotte Klonk, *Art History: A Critical Introduction to Its Methods*, Manchester 1996  
Henry M. Sayre, *Writing about art*, New Jersey 2009  
Robert S. Nelson and Richard Shiff, eds. *Critical terms for art history*, Chicago 2003

## **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.  
Schimel, 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](http://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 third unit

Easter term 2021

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## Collaborative Research: Engaging with a research community

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|------------------------|---------------------|-----------------------|--------------------------|
| <b>Start date</b>      | 11 April 2022       | <b>End date</b>       | 12 April 2022            |
| <b>Day</b>             | Monday and Tuesday  | <b>Time</b>           | 1-5pm                    |
| <b>Course Director</b> | Dr Alexander Carter | <b>No of meetings</b> | 1 two-day teaching block |

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### 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:

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

The unit will be presented via a number of remote delivery sessions, recorded lectures and one-to-one supervisions. All live teaching sessions will be delivered over a two-day period (11<sup>th</sup> to 12<sup>th</sup> April). Recorded lectures will be provided in advance to help prepare students for the interactive workshops and learning exercises.

Details on each teaching session can be found below.



**11<sup>th</sup> April 2022**

### **Interdisciplinary Research Frameworks and Communities**

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.

### **Research Projects Mini-Conference**

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).

**12<sup>th</sup> April 2022**

### **Critical/Reflective Writing Skills**

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.

### **Presentation Skills**

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.

### **Video/Document Editing Skills**

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.

**After 12<sup>th</sup> April 2022**

### **Subject-specific Supervisions (1 hour)**

In this 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.

### **Independent Learning (6 hours per week)**

In addition, students will be expected to deepen their knowledge and understanding 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**

As a result of the unit, within the constraints of the time available, students should be able to:

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

## Student assessment

### Formative assessment

Students are required 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. The video/article will not be awarded credits, but it is a required submission.

### Summative assessment

The summative assessment component for unit 3 asks students to write 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.

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

**Closing date for the submission of summative assignments: Friday 10 June 2022 by 12 noon BST\*** (\*British Summer Time)

### Reading and resource list

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.  
Eagleton, 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.

## **History of Art**

Michael Baxandall, *Painting and experience in fifteenth century Italy: a primer in the social history of pictorial style*, Oxford 1988

Julian Bell, *Mirror of the World: A New History of Art*, London 2007

\*Craig Clunas, *Art in China*, Oxford 2009

Leonie Hannan and Sarah Longair, *History through material culture*, Manchester 2017

\* T. J. Clark, *The painting of modern life: Paris in the art of Manet and his followers*, London 1995

\* Martin Kemp, 'Behind the picture: art and evidence in the Italian Renaissance' (New Haven; London: Yale University Press, 1997).

\* Linda Nochlin, *Women, art, and power: and other essays*, London 1989

Jules David Prown, 'The Truth of Material Culture: History or Fiction?', in *History from Things: Essays on Material Culture*, ed. Steven D. Lubar and W. D. Kingery, Washington DC and London 1993

\*subject area specific

## **Archaeology**

**(Students should speak to their supervisor for specific recommendations)**

## **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 21<sup>st</sup> 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 2021

## **Research Fundamentals: Thinking like a researcher**

Teaching Block 1

11 – 12 October 2021

Lent 2022

## **Research Design: Theory and practice**

Teaching Block 2

10 – 11 January 2022

Easter 2022

## **Collaborative Research: Engaging with a research community**

Teaching Block 3

11 – 12 April 2022

*Whilst every effort is made to avoid changes to this course, changes to course-content and structure and timings may be made. Students will be consulted on any changes.*