

MODULE SPECIFICATION

KEY FACTS

Module:	Research Methods
Module Code:	M502
Programme:	M-level Programmes & Pathways
School:	Graduate
Department:	Laban
UK Credits:	30
ECTS:	15
Level:	M

OUTLINE

Summary description

This module provides a vital opportunity for interrogation, discovery and interpretation within a variety of research contexts. You will explore a range of research procedures and methodologies (from the perspective of the humanities and the scientific paradigms), enabling you to investigate and articulate research at Masters level within your own field of practice.

You will gain expertise through a programme of specialist knowledge based lectures from practitioners in the scientific and performance fields, seminars, workshops and discussion groups. Conceptual and practical frameworks for practice based activities, including those in the studio and the laboratory will be examined, extending your knowledge and understanding of the nature of research as appropriate to dance and dance related activity, performance and music.

What will I be expected to achieve?

Knowledge and understanding

Within Research Methods, you will be expected to:

- A1 Demonstrate an understanding of conventional research methodologies, and where appropriate develop alternatives
- A2 Synthesise and evaluate evidence, arguments and ideas from both primary and secondary sources in a self-directed manner
- A3 Recognise and articulate conceptual frameworks for practice
- A4 Reflect upon and evaluate research practice
- A5 Demonstrate an understanding of, and critically analyse the role of qualitative methods of investigation

Values and attitudes

Research Methods also requires that you:

- B1 Share mutual respect, appreciate the value of research culture, sharing of ideas, integrity of academic purpose
- B2 Commit to new knowledge
- B3 Respect intellectual property
- B4 Show a level of conceptual understanding that will allow for critical evaluation of research, advanced scholarship and methodologies and argue alternative approaches
- B5 Develop an awareness of how ethical considerations should be applied to the undertaking of research with human participants
- B6 Show awareness of and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions

Skills

The applicable skills you will gain in doing this module will equip you to:

- C1 Define and pursue coherent research structures. Synthesize knowledge and information from appropriate sources
- C2 Translate theoretical knowledge into practice and application
- C3 Critically reflect on, and analyse a range of artistic, scientific and academic practices.
- C4 Construct and deliver a convincing project proposal

How will I learn?

Your learning will take place through lectures, seminars, workshops and self-directed study

a) Teaching Component	Tutor	Contact Hours
Weekly 2 hour lecture and/or workshop	Mary Kate Connolly, Postgraduate Programme Staff and Guest Lecturers	30
Weekly seminar group weeks 1-10)	Mary Kate Connolly	10
Tutorials x 3	Postgraduate programme teaching staff	1.5

b) Assessment Component	Weighting % within module	Pass Mark	Notional Hours
Project Proposal	100%	50	120

c) Additional student Input	Notional Hours
Reading and research for lectures, reading for seminar sessions	120
Preparation for tutorials	15

d) Total notional hours for module	300
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How will I be assessed?

Overview

You will be required to develop a proposal for an independent research project which shall include a statement of purpose, theme or topic, conceptual strategies and rationale for chosen area of research, outline of methodologies, and compositional approaches where appropriate, and resource management. The proposal must be accompanied by an annotated bibliography, and must also include a completed ethics application form where relevant.

What do I need to do to pass?

The work submitted for assessment must in the view of the examiner(s) achieve a minimum pass at (50%), and should be comparable with student assignments at Masters level in other Higher Education institutions in the UK. After consideration with the other examiners, the lead examiner will give you a sheet of written feedback and a proposed grade will be indicated. You are entitled to a tutorial on this feedback if you so wish.

In addition to the specific module criteria listed above, please refer to the *M-level Grade Descriptors* document in your handbook.

How and when will I get feedback on my assessment?

Normally your tutor or supervisor will give you a number of academic support sessions (tutorials) which may be in a private setting or may be in a studio or practice environment as appropriate. They will keep a record of the tutorial showing matters discussed and actions to be taken and will

give you a copy of that record. Arrangements for securing a tutorial will depend upon the tutor, but they will usually have 'office' hours publicly posted and will normally make an appointment with you individually. It is during these tutorials that you can expect to get formative feedback (ie feedback on where you are now and what you might do to enhance or further the task or assignment), but you might also get formative feedback in less formal settings.

After an assessment point you will receive a written report (within 21 days – see the General Guidance relating to Assessments below) on the work you have done which will also indicate a level of achievement (a 'grade') which will not be finalised until after the relevant Assessment Board, and you may also elect to have a further tutorial. The number of tutorials available to you will be indicated in the module teaching pattern above.

INDICATIVE READING LIST

Title	Author	Publisher	Year
Assignment and Thesis Writing (4 th ed)	Anderson, J. & Poole, M.	John Wiley	2001
Doing your research project: a guide for first-time researchers in education.	Bell, J.	Open University Press	2005
The Research Project: How to Write It (5 th ed.)	Berry, R.	Routledge	2004
How to research [4 th ed.]	Blaxter, L., Hughes, C. and Tight, M.	Open University Press,	2010
The critique handbook: a sourcebook and survival guide	Buster, K. and Crawford, P.	Upper Saddle River, N.J.: Pearson Prentice Hall	2007
Doing Qualitative Research: Circles within Circles.	Steinmetz, A.	London, UK: Routledge.	1991
MLA handbook for writers of research papers [7 th ed.]	Gibaldi, J.	Modern Language Association of America	2009
InterViews: an introduction to qualitative research interviewing.	Kvale, S.	Thousand Oaks CA: Sage.	1996
Naturalist Inquiry	Lincoln Y and Guba EG	Sage Publications	1985
Qualitative Data Analysis	Miles M. B. & Huberman, A. M.	CA: Sage	1994
Me-Search and Re-Search: A Guide for Writing Scholarly Personal Narrative Manuscripts	Robert J. Nash , DeMethra LaSha Bradley	IAP	2011
Qualitative Evaluation and Research Methods. (3 rd ed).	Patton M.Q.	Thousand Oaks CA: Sage.	2002
Researching society and culture 2 nd edition	Seale, C. [ed.]; Filmer, P.	Sage	2004
The Collaborative Turn	Gershon, W. S.	Sense	2009
Dance Medicine and Science Bibliography	Solomon, R. & Solomon, J.	Michael J Ryan	2007
Various International Association for Dance Medicine and Science (IADMS) Conference Proceedings	Solomon, R. & Solomon, J.	Solomon, R. & Solomon, J.	1999-2008
Art Practice as Research: Inquiry in Visual Arts 2 nd Edition	Sullivan, Graeme	SAGE Publications	2010

Research Methods in Physical Activity [6 th ed]	Thomas, J.R. & Nelson, J.K.	Human Kinetics	2011
Statistics in Kinesiology [4 th ed]	Vincent, W.J.	Human Kinetics	2012
Sport and exercise physiology testing : guidelines: the British Association of Sport and Exercise Sciences guide Volume 2 : Exercise and clinical testing	Winter, Edward M.; British Association of Sport and Exercise Sciences	Routledge	2006
The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD [2nd ed.]	Wisker, Gina	Palgrave	2008
The Good Research Guide for small-scale research projects. (4th ed).	Denscombe, M.	Open University Press.	2010
A theoretical and empirical analysis of a 'state of the art' talent identification model. <i>High Ability Studies</i> 13, no 2: 157-178.	Abbott, A., and Collins, D.	Routledge	2002
Creativity: Flow and the psychology of discovery and invention	Csikszentmihalyi, M	Harper Perennial	1996
Flow: The psychology of optimal experience	Csikszentmihalyi, M.	Harper Perennial	1990
<i>Creative Collaboration</i>	John-Steiner, V	Oxford University Press	2000
Navigating the unknown: The creative process in the contemporary performing arts	Bannerman, C., Sofaer, J., & Watt, J.	RESCEN	2006
Original Embodied Knowledge: the epistemology of the new in dance practice as research. <i>Research in Dance Education</i> , 4, no. 2 127-149	Pakes, A.	Carfax Publishing	2003
Travelling Concepts in the Humanities	Bal, M.	University of Toronto Press	2002
Phenomenology of Perception	Merleau-Ponty, M Trans. Smith, C.	Routledge	1996
The Emancipated Spectator	Rancière, J.	Verso	2009
A widening field; Journeys in body and imagination	Crickmay, Chris and Tufnell, M.	Dance Books Ltd	2003
Live: Art and Performance	Heathfield, A. ed.	Tate Publishing	2004