



**CPID**

Centre for Pedagogical  
Innovation and Development



# Research Dissertation

Level 9, 30 ECTS

**Fee: €2,400**



**Delivery Mode:** Online

## Module Aim

In this year-long module participants will develop the knowledge, skills and competencies to interpret, conduct, design and complete a research investigation into a chosen domain of academic practice. The module builds on the research skills gained from the Research Methods module, completion of which is mandatory for entry to the MA in Academic Practice. Self-directed Learning is central to the module, however, participants will engage with an assigned research supervisor for their chosen research study and the supervision process will enable opportunities for self-reflection, constructive feedback, guidance and submission of draft work for review. Participants will also have opportunities to collaborate with research peers and will be invited to disseminate their research planning and findings at relevant colloquia.

## Module Learning Outcomes

**On successful completion of this module the participant will be able to:**

1. Develop and complete a comprehensive research proposal appropriate to the level.
2. Explore national and international issues relating to academic practice and demonstrate enhanced critical thinking, analytical and problem-solving skills.
3. Demonstrate the ability to critically evaluate and synthesise literature within the chosen field of academic practice.
4. Engage with and select appropriate theoretical frameworks for conducting educational research.
5. Comply with ethical protocols for conducting educational research.

6. Conduct significant research, which contributes to new knowledge and, or improved practice in a chosen domain of academic practice.
7. Demonstrate the capacity to collect, organise and analyse data.
8. Complete a written dissertation in accordance with the conventions of academic writing.
9. Engage with the educational research community in the dissemination of their scholarly work.

## Module Assessment

The assessment strategy will significantly embrace assessment for and as learning, whereby the participant will set their own learning goals to design, develop and complete a research project. They will engage in ongoing self-assessment and a supportive feedback process through their research supervisor and peers. The research project may include an investigation into some aspect of participants' own disciplinary domain from the perspective of subject knowledge, teaching and learning, or assessment processes. They may also address a contemporary issue being experienced within the discipline. The formal assessment output will be presented at key stages to scaffold the research process.

## For further information please contact:

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