

## MODULE SPECIFICATION FORM

Module Title: Exploring Research Skills	Level: 5	Credit Value: 20
---	----------	------------------

Module code: ECS505	Cost Centre: GAEC	JACS2 code: X310
---------------------	-------------------	------------------

Semester(s) in which to be offered: 1/2	With effect from: July 2015
---	-----------------------------

<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2013 Date revised: July 2015 Version no: 2
---	---

Existing/New: Existing	Title of module being replaced (if any):
------------------------	--

Originating Academic area:	Childhood and Family Studies	Module Leader:	Liz Sheen
----------------------------	------------------------------	----------------	-----------

Module duration (total hours)	200	Status: core/option/elective Core (identify programme where appropriate):
Scheduled learning & teaching hours	30	
Work-based Learning	30	
Independent study	140	

Percentage taught by Subjects other than originating Subject (please name other Subjects):
--

Programme(s) in which to be offered:  FdA Childhood Studies: Families and Young Children FdA Childhood Studies: Play FdA Childhood Studies: Education FdA Childhood Studies: Special Educational Needs	Pre-requisites per programme (between levels):
---	--

**Module Aims:**

This module aims to examine the role of research in childhood studies, including an understanding of ethics and research methodology.

**Expected Learning Outcomes:**

At the end of this module, students should be able to:

**Knowledge and Understanding:**

- 1) Analyse the meaning of research and understand key terminology.
- 2) Examine and understand research ethics in relation to working with children.
- 3) Explore and evaluate the concept of research methodology.
- 4) Analyse the design of research tools.

**Key Academic Skills**

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

**Transferable/Key Skills and other attributes:**

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection to enhance practice
- Independent learning
- Evaluation
- Critical thinking
- Problem solving

**Assessment:**

- 1) Portfolio to explore:
  - Purpose of research
  - Research ethics
  - Concept of research methodology
  - Analysis of research tools

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Portfolio	100%		4,000

### **Learning and Teaching Strategies:**

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

### **Syllabus outline:**

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

- 1) What is research and how do we talk about it?
- 2) What are research ethics and how do they apply to working with children?
- 3) What are research methodologies and how are they relevant to practice?
- 4) How do I design research tools?

In exploring these questions this module will consider:

- Exploring the meaning of research and applicable terminology in relation to working with children
- Research Ethics/BERA Guidelines
- How and when to use Questionnaires
- How and when to use Interviews
- How and when to use Observations

### **Bibliography**

Books marked with an \* are currently available for students to access via Athens

### **Essential reading:**

Bell, J. (2010) *Doing your Research Project : A Guide for First-Time Researchers in Education, Health and Social Science* 5<sup>th</sup>. Edition Milton Keynes: Open University Press\*

Harcourt, D. and Sargeant, J. (2012), *Doing Ethical Research with Children*. Maidenhead: Open University Press

Thomas, G. (2013), *How to do your research project*. Second Edition. London: Sage

### **Other indicative reading:**

Blaxter, L., Hughes, C. and Tight, M. (2010), *How to Research*. Fourth Edition. Maidenhead: Open University Press\*

Costello, P.J.M. (2011), *Effective action research: developing reflective thinking and practice*. Second Edition. London: Continuum

Gillham, B. (2005), *Research Interviewing. The range of techniques*. Maidenhead: Open University Press\*

Oliver, P. (2010), *The Students Guide to Research Ethics*. Second Edition. Maidenhead: Open University Press

Rugg, G. and Petre, M. (2007), *A gentle guide to research methods*. Maidenhead: Open University Press\*

Thomson, P. (2008), *Doing visual research with children and young people*. Abingdon: Routledge\*

### **Websites**

Mondofacto – Online study guidance for students

<http://www.mondofacto.com/study-skills/>

Glyndŵr University Website - Research Services Page - Regulations on Research Practice  
(Please click on following link: <http://glynfo.Glyndŵr.ac.uk/course/view.php?id=41>)

British Educational Research Association

<http://www.bera.ac.uk>

### **Journals**

Childhood – A journal of Global Child Research

European Early Childhood Education Research Journal

Educational Research

Early Years - An International Research Journal

Education 3-13

International Journal of the Sociology of the Family

Journal of Early Childhood Research

Journal of Social Policy