MODULE SPECIFICATION FORM

Module Title: Research in Practice	Level: 5	Credit Value: 20

Module code: ECS506	Cost Centre: GAEC	JACS2 code: X310

Semester(s) in which to be offered: 2/3	With effect from: July 2015

Office use only: 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 (identify programme where appropriate):	Core
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): None

Module Aims

This module aims to explore and develop key research skills for practitioners as they relate to the children's workforce.

Expected Learning Outcomes

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

Knowledge and Understanding:

1) Analyse the meaning of research within a childhood context.

2) Identify and explore viable areas to research within childhood provision and differentiate between suitable research tools.

3) Design research tools and demonstrate how data can be collected, collated and interpreted.

4) Critically reflect on the use of research in childhood studies.

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) Student is to take part in a project in which they identify a research context within practice. Design and implement a research tool. Collect and collate and interpret data. Reflect on the use of research in childhood studies.

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	Project	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) How does research relate to childhood studies?
2) How can I identify and understand areas which need researching within provision?
3) How can I choose the right research tool for the job?
4) How can I design a research tool, collect, collate and interpret data?
5) How relevant do I see this process to my role as a practitioner?

In exploring these questions this module will consider:

- The purpose and role of research within the field of childhood studies
- Research tools and their purposes.
- The research process
- Implementing research within a setting

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

Essential reading:

Baumfield, V., Hall, E. and Wall, K. (2008), Action Research in the Classroom. London: Sage

Bell, J. (2010) *Doing your Research Project : A Guide for First-Time Researchers in Education, Health and Social Science* 5th. 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*

Hopkins, D. and Antaridou, E. (2008), *A teachers guide to classroom research*. Fourth Edition. Maidenhead: Open University Press*

Ingleby, E. and Oliver, G. (2009), *Applied Social Science for Early Years*. Exeter: Learning Matters Ltd

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