

MODULE SPECIFICATION PROFORMA

Module Title: Research Methods	Level: 5	Credit Value: 20
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Module Code: EDC509	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September 2017
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Office use only: To be completed by AQSU:	Date approved: June 2017 Date revised: Version no: 2
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Existing/New: Existing	Title of module being replaced (if any):
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Originating School: School of Social and Life Sciences	Module Leader: Gillian Danby / Ruth Davies
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours 40	Core – BA (Hons) Families and Childhood Studies
Independent study hours 135	Core – BA (Hons) Education and Childhood Studies
Placement hours 25	Core – BA (Hons) Education (ALN/SEN)
	Core – BA (Hons) Education (Counselling Skills and Psychology)

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies BA (Hons) Education and Childhood Studies BA (Hons) Education (ALN/SEN) BA (Hons) Education (Counselling Skills and Psychology)	Pre-requisites per programme (between levels): None
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Module Aims: To develop awareness and understanding of research methods in preparation for undertaking a small-scale qualitative research project.

<p>Intended Learning Outcomes:</p> <p><i>At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Present a critical literature review on a child, family, community or education issue. (1, 5) 2. Examine qualitative paradigms/approaches to research design. (6) 3. Design, trial and evaluate two primary research tools (questionnaire and interview). (3, 4, 6) 4. Critically discuss the ethical issues associated with conducting research.

Key skills for employability () covered by this module:*

1. Written, oral and media communication skills (*)
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills (*)
4. Information technology skills and digital literacy (*)
5. Information management skills (*)
6. Research skills (*)
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal/professional development, self-management)
10. Numeracy

Assessment:

A research proposal which could lead to a small and realistic qualitative study being carried out in a child, family, community, or education setting. Key sub-sections within the proposal should include: aim/rationale; brief literature review; proposed methods, including qualitative research paradigm/approaches; participant sampling framework; an evaluation of two primary research tools (interview schedule and semi-structured questionnaire) that have been trialled; a critical discussion of any ethical issues to be considered (e.g. sensitive topic, setting and participants).

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

Learning and Teaching Strategies:

The module will consist of lead lectures, seminars, on-line materials, practical workshops and one-to-one/small group tutorials. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- Role of research when working with children, young people and families
- Qualitative approaches to research design, data collection and analysis (e.g. interpretivist; deductive; case study; action research; ethnography)
- Understanding the difference between quantitative and qualitative research methods
- Primary research tools (e.g., questionnaire; interview; fieldwork journal; observation; discussion groups; creative approaches with children: artwork, photography, games)
- Sampling frameworks
- Ethical considerations (e.g. gaining permission, right to withdraw, right to confidentiality, research bias, objectivity/subjectivity)
- Design of a research proposal (i.e. working title/aim; literature review/rationale, methods/ methodology, ethics, reference list; appendices: interview schedule and questionnaire).

Bibliography

Essential reading:

Bell, J. with Waters, S. (2014), *Doing Your Research Project: A Guide for First-time Researchers*. Sixth Edition. Maidenhead: Open University Press.

Mukherji, P. and Albon, D. (2015), *Research Methods in Early Childhood*. Second Edition. London: Sage.

Punch, K.F. and Oancea, A. (2014), *Introduction to Research Methods*. Second Edition. London: Sage.

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

Other indicative reading:

Clark, A., Flewitt, R., Hammersley, M. and Robb, M. (eds) (2014), *Understanding Research with Children and Young People*. London: Sage Publications Limited.

Clough, P. and Nutbrown, C. (2012), *A Student's Guide to Methodology*. Third Edition. London: Sage Publications.

Cohen, L., Manion, L. and Morrison, K. (2013), *Research Methods in Education*. Seventh Edition. Abingdon: Routledge.

Denscombe, M. (2010), *Ground Rules for Social Research: Guidelines for Good Practice*. Maidenhead: Open University Press.

Roberts-Holmes, G. (2014), *Doing Your Early Years Research Project: A Step by Step Guide*. Third Edition. London: Paul Chapman Publishing.

Silverman, D. (2013), *Doing Qualitative Research*. Fourth Edition. London: Sage Publications Limited.

Journals:

British Journal of Special Education

Children and Society

Education 3 – 13

Education, Citizenship and Social Justice

European Early Childhood Education Research Journal

International Journal of Play

International Journal of Primary, Elementary and Early Years Education

Journal of Adventure Education and Outdoor Learning

Journal of Family Issues

Pastoral Care in Education