

MODULE SPECIFICATION PROFORMA

Module Title: Research Article	Level: 6	Credit Value: 40
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Module Code: EDC614	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
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Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): EDC609 Practice Based Evaluation EDP606 Action Research in Practice
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Originating School: Social and Life Sciences	Module Leader: Paula Hamilton
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Module duration (total hours) 300	Status: core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours 25	Core – BA (Hons) Families and Childhood Studies
Independent study hours 155	Core – BA (Hons) Education and Childhood Studies
Placement hours 40	Core – BA (Hons) Education (ALN/SEN)
	Core – BA (Hons) Education (CS+P)

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 (CS+P)	Pre-requisites per programme (between levels): None
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Module Aims: To provide an opportunity for students to undertake a small-scale research project relating to issues involving children, young people and families.
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Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Critically apply a range of research skills and ethical protocols to collect data relating to an issue relevant to children, young people and families (KS 6)
2. Critically interpret and evaluate data, comparing and contrasting competing explanations and theories to develop informed judgements about the relationship between theory, policy and practice (KS 3; KS 5).
3. Critically analyse and present findings from the research study (KS 1; KS 4).
4. Summarise and disseminate the main findings that have emerged from the research study and the implications of these in/for practice (KS 1; KS 4).

Key skills for employability:

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 (both elements must be attempted)

1. Written journal article which critiques a topic, theme or issue related to children, young people and families. The primary data gathered for this task will normally come from placement.
2. Poster outlining key learning/findings from the research process.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Report	80%	5,000
2	3, 4	Poster Presentation	20%	c2,000

Learning and Teaching Strategies:

The module will consist of lead lectures, practical workshops and tutorials. This is a major independent study conducted with the support of individual research supervisors. Students will be expected to make full use of the University's library and VLE to enhance their study. Students will be provided with placement opportunities, allowing them to observe children,

young people and practitioners in settings, enabling links to be made between theory and practice.

Syllabus Outline:

- Design and manage a research project (e.g. rationale, key questions, research tools, ethics)
- Review existing literature (select, interpret and evaluate a range of academic materials)
- Ethical considerations
- Research bias - objectivity/subjectivity
- Relationship between policy, theory and practice
- Analyse and present research data
- Designing conference posters

Bibliography

Essential reading:

Bell, J. (2010), *Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science*. Fifth 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.

Gillham, B. (2007), *Developing a Questionnaire*. London: Continuum International Publishing Group.

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.

Wiersma, W. and Jurs, S.G. (2009), *Research Methods in Education: An Introduction*. Boston: Pearson Allyn and Bacon.

Journals:

British Journal of Special Education

Children and Society

Early Years: An International Research Journal and Development

Education 3 – 13

Education, Citizenship and Social Justice

Environment and Behaviour

European Early Childhood Education Research Journal

International Journal of Play

International Journal of Primary, Elementary and Early Years Education

Journal of Family Issues

Pastoral Care in Education