Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

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

Module code:	EDC537	Is this a new module?	Yes	Code of module being replaced:	NA

Cost Centre(s):	GAEC	JACS3 code:	X310

With effect from:	September 2018

School:	Social & Life Sciences	Module Leader:	Kelly Smith

Scheduled learning and teaching hours	48 hrs
Guided independent study	128 hrs
Placement	24 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims
This module aims to explore key research skills to enable students to develop the techniques and understanding required to successfully engage in a research project. It will examine the process of engaging in research as it applies to childhood, education and welfare and support students to understand and analyse data relevant to their own practice.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Analyse the variety of research types which may be applied when working with practitioners, children and families.	KS1	KS4
		KS5	KS6
		KS8	KS9
2	Identify and differentiate between the specific uses of data collection tools and understand when to apply them in research.	KS1	KS3
		KS4	KS6
		KS9	
3	Design data collection tools and demonstrate how data can be collected, collated and interpreted.	KS1	KS2
		KS4	KS5
		KS9	
4	Critically reflect on the use of research in childhood studies.	KS2	KS5
		KS7	KS8

Transferable skills and other attributes

- Effective Communication
- Time Management
- Organisational Skills
- Personal and professional reflection

- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice
- Evaluation
- Critical thinking

Derogations

None

Assessment:

Student is to take part in a project in which they identify a research context within practice. Design and implement a research tool. Collect, 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%		4000

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Resource finder.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. 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, 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.

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This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a 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 as 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 types of research are relevant to use within childhood, education and welfare?
2. What data collection tools are most appropriate for use within my field?
3. How can I choose the right data collection 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 question, this module will consider:

- The types of research which are relevant to practice.
- Research tools and their purposes
- The research process
- Implementing research within a setting

Bibliography:

Essential reading

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

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

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.

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

McNiff, J. (2013), *Action Research Principles and Practice.* Third Edition. London: Routledge.

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

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
Childhoods Today
Children and Society
Education 3-13
International Journal of Education Childhood Education Research
International Journal of Play