

## MODULE SPECIFICATION FORM

Module Title: Research Methods	Level: 5	Credit Value: 20
--------------------------------	----------	------------------

Module code: EDC (if known) 509	Semester(s) in which to be offered: 1/2	With effect from: Sept, 2011
------------------------------------	---	------------------------------

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

Originating Subject: Education and Childhood Studies	Module Leader: Jane Bulkeley
--	------------------------------

Module duration (contact hours/ directed/directed private study):	60 hrs (contact) 60 hrs (directed) 80 hrs (private)	Status: core/option/ elective (identify programme where appropriate):	Core
--	---	--	------

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

Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
BA (Hons) Families and Childhood Studies BA (Hons) Education and Childhood Studies	None	None

### Module Aims:

The module seeks to develop critical thinking and problem-solving skills in a research context in preparation for undertaking a purposeful practice based reflective research project.

## Expected Learning Outcomes

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

### Knowledge and Understanding:

1. Examine the relationship between theory, policy and practice in undertaking practitioner based research;
2. Discuss the relative merits and applicability of various approaches to research design, data collection and analysis and the concepts which underpin such approaches;
3. Design, use and evaluate a range of primary research tools;
4. Discuss the ethical issues and Glyndŵr University procedures associated with conducting people-based research;
5. Develop a research proposal
6. Reflect upon their own ideas regarding the value of research when working with children, young people and families.

### Transferable/Key Skills and other attributes:

- Develop critical thinking and problem-solving skills in a research context
- Identify, select, obtain, interpret and evaluate academic materials of various types
- Organisation and time management
- Analysis, reflection and evaluation
- Communication
- Working with others

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

1. *Portfolio - to include a range of individually designed, implemented and evaluated primary research tools. Students will outline and underpin why specific tools have been used, together with any advantages and limitations of these.*
2. *Students will complete a proposal to outline the development of a research project, including a working title; a clear rationale for the selected subject area; ethical issues to be taken into account; a proposed research design (time line); an indicative bibliography.*

*Both elements must be attempted.*

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Word count or equivalent if appropriate
1	1,2,3,6	Portfolio	70%	C3,000
2	4,5	Written proposal	30%	1,000

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

The learning and teaching strategies will employ a range of methods, including lectures, tutorials, workshops and small and large group activities and directed tasks. Peer group and individual discussion will allow the tutor to monitor student's ability to reflect upon and evaluate their own ideas and practice via discussion groups and individual tutorials.

### **Syllabus outline:**

- Review of existing literature
- Relationship between policy, theory and practice in a research context
- Role of research when working with children, young people and families
- Triangulation
- Validity/reliability
- Objectivity/subjectivity and research bias
- Approaches to research (e.g. quantitative and qualitative methods; traditional deductive models; case study; action research; ethnography)
- Undertaking small-scale research projects
- Ethical considerations
- Designing and managing a research project (e.g. scope, rationale, key questions, workload and time)
- Design, use and evaluation of primary research tools, including: questionnaire; interview; observation
- Analysing and presenting research data

### **Bibliography**

#### Essential reading:

Bell, J. (2005), *Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*. Fourth Edition. Milton Keynes: Open University Press.

Blaxter, L., Hughes, C. and Tight, M. (2006), *How to Research*. Third Edition. Maidenhead: Open University Press.

Clough, P. and Nutbrown, C. (2007), *A Student's Guide to Methodology*. Second Edition.

London: Sage Publications.

Cohen, L., Manion, L. and Morrison, K. (2007), *Research Methods in Education*. Sixth Edition. Abingdon: Routledge.

Costello, P.J.M. (2003), *Action Research*. London: Continuum.

Denscombe, M. (2007), *The Good Research Guide for Small-scale Social research Projects*. Third Edition. Maidenhead: Open University Press.

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

Graziano, A.M. and Raulin, M.L. (2007), *Research Methods: A Process of Inquiry*. Sixth Edition. Boston: Pearson Allyn and Bacon.

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

Other indicative reading:

Naughton, G., Rolfe, S., and Siraj-Blatchford, I. (2004), *Doing Early Childhood Research*. Berkshire: Open University Press.

Riddall-Leech, S. (2005), *How to Observe Children*. Oxford: Heinemann Educational.

Roberts-Holmes, G. (2005), *Doing Your Early Years Research Project: A step by step guide*. London: Paul Chapman Publishing.

Silverman, D. (2005), *Doing Qualitative Research*. Second Edition. London: Sage Publications.

Walliman, N. (2004), *Your Undergraduate Dissertation: The Essential Guide to Success*. London: Sage Publications Ltd.

Walliman, N. and Buckler, S. (2008), *Your Dissertation in Education*. London: Sage.