Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Exploring Research Skills	**Level**:	5	**Credit Value**:	20

Module code:	EDC531	**Is this a new module?**	No	**Code of module being replaced**:	NA

Cost Centre(s):	GAEC	**JACS3 code**:	X310	

With effect from:	September 16

School:	Social & Life Sciences	**Module Leader:**	Kelly Smith

	BA (Hons) Childhood, Education and Welfare	FdA Early Childhood Practice
Scheduled learning and teaching hours	48 hrs.	30 hrs.
Guided independent study	128 hrs.	140 hrs.
Placement	24 hrs.	30 hrs.
Module duration (total hours)	200 hrs.	200 hrs.

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

Pre-requisites
None

Module Aims
This module aims to examine the role of research in childhood practice, including an understanding of its importance to innovation and future practice. It will ensure students understand the role and importance of research ethics in the context of a research methodology, including the specific considerations of including children in data collection. It will explore the steps involved in carrying out research and examine the research tools required to collect data for analysis. The role of the practitioner researcher will be examined as key to the process.

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 meaning of research as it applies to early childhood practice and understand key research paradigms and applicable terminology.	KS3	KS4
		KS5	KS6
		KS9	KS10
2	Identify and explore viable areas to research within childhood Examine and understand research ethics in relation to working with children.	KS5	KS6
		KS9	
3	Explore and evaluate the concept of a research project, including its constituent parts.	KS1	KS4
		KS5	KS6
		KS10	
4	Analyse the design of research tools.	KS1	KS3
		KS4	KS8
		KS6	KS10
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:

Case Study – Students are required to analyse and deconstruct a research case study in order to develop appropriate research tools.

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	Case Study	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 Athens.

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.

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 is research and how do we talk about it?
2. What are research ethics and how do they apply to working with children?
3. What are research methodologies and how are they relevant to practice?
4. How do I design a research project, research tools and analyse data?

In exploring these question, this module will consider:

- Exploring the meaning of research and applicable terminology in relation to working with children
- Research Ethics/BERA Guidelines
- How to involve children in the research process
- How to analyse a research project and consider its constituent parts
- How to design a research project and the research tools needed to collect and analyse data.

Bibliography:

Essential reading

Bell, J. (2014), Doing your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science. Sixth 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.

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