Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION

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

Module code:	EDC531D	**Is this a new module?**	Yes	**Code of module being replaced**:	NA

Cost Centre:	GAEC	**JACS3 code**:	X310

Trimester(s) in which to be offered:	1,2	**With effect from:**	September 16

School:	Social and Life Sciences	**Module Leader:**	Liz Sheen

Scheduled learning and teaching hours	30hrs
Guided independent study	140hrs
Placement	30hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice (Early Years Practitioner)	✓	☐
	☐	☐
	☐	☐

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	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	KS5
		KS6	KS10
Transferable/key 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

All modules must be attempted and individual components of the assessment must be passed, there is no compensation between elements.

Assessment:

1. 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 broad 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 and 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 questions 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

Gillham, B. (2005), Research Interviewing. The range of techniques. Maidenhead: Open University Press*

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 – A journal of Global Child Research
European Early Childhood Education Research Journal
Educational Research
Early Years - An International Research Journal
Education 3-13
International Journal of the Sociology of the Family
Journal of Early Childhood Research
Journal of Social Policy