

Module Code:	ECS608
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Module Title:	Research Project
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Level:	6	Credit Value:	40
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Cost Centre(s):	GAEC	JACS3 code:	X310
		Hecos code:	100456

School:	Social & Life Sciences	Module Leader:	Liz Sheen
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Scheduled learning and teaching hours	48 hrs
Guided independent study	352 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

<i>Level</i>	<i>Credit volume</i>	<i>Overall learning hours</i>	<i>Contact learning hours</i>	<i>Independent learning hours</i>
Level 3	20 credits	200 hrs	40	160
Level 4	20 credits	200 hrs	36	164
Level 5	20 credits	200 hrs	30	170
Level 6	20 credits	200 hrs	24	176
Level 7	20 credits	200 hrs	21	179

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Childhood, Welfare and Education	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: 21/06/2018

With effect from: 23/09/2019

Date and details of revision:

Version no: 1

Version no:

Module Aims

This module aims to support students to carrying out and writing up a small-scale research project, which is focused on an aspect of Childhood Studies of their choice.

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

At the end of this module, students will be able to		Key Skills	
1	Critically explore the role of research ethics and develop a considered research proposal as part of the research process.	KS1	KS3
		KS4	KS6
		KS9	
2	Critically analyse research methodology, with a view to implementation, as applicable to Childhood Studies	KS1	KS3
		KS4	
		KS9	
3	Justify and apply a selection of appropriate source materials to a research project.	KS1	KS3
		KS4	KS5
		KS9	
4	Critically evaluate literature, theory, legislation and policy in relation to a chosen topic.	KS6	KS10
		KS3	KS4
		KS5	KS9
5	Produce an extended piece of writing, with a clear structure, which shows writing competence and full and accurate Harvard referencing.	KS1	KS4
		KS5	KS6
		KS9	KS10

Transferable skills and other attributes

- Effective Communication
- Independent learning
- Evaluation
- Critical thinking
- Research Skills
- Reflective practice
- Analyse concepts, theories and issues of policy

Derogations

None

Assessment:

Indicative Assessment Tasks:

- 1) Research Proposal including an evaluation of applicable research ethics
 - 2) Research project
 - a) Students should engage in an active research project involving the collection and analysis of both secondary and primary data.
- Or
- b) Identify a research question or hypothesis that can be answered through secondary research requiring the student to mine existing data sources; “pull out” relevant data or information; summarise it; logically analyse it; and report results.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,4	Research Proposal	10		1000
2	2,3,4,5	Dissertation	90		7000
3		Choose an item.			
4		Choose an item.			

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.

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 the purpose of a research proposal and how do I write one?
- 2) What research methodologies are applicable to Childhood Studies and how do I use them?
- 3) How should I collect and analyse secondary research materials and use this to write a literature review?
- 4) How do I write a correctly referenced extended piece of writing related to research?

In exploring these questions this module will consider:

- Areas to consider when writing a research proposal i.e. ethics, research questions, initial identification of research materials.
- A range of qualitative and quantitative research methodologies and how to choose suitable methods for the required purpose.
- How to work with secondary data to conduct a project and write a literature review.
- The process of writing a research project.

Indicative 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

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