H8EIRM: ECEC Inquiry and Research Methods

Module Code:	H8EIRM
Long Title	ECEC Inquiry and Research Methods APPROVED
Title	ECEC Inquiry and Research Methods
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	Meera Oke
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	Learning Outcome Description
LO1	Understand purpose and process of conducting research studies.
LO2	Use academic language and a standardised referencing system.
LO3	Conduct literature searches relevant to the area of research inquiry.
LO4	Critically read and evaluate a range of academic literature.
LO5	Recognise and apply ethical principles in conducting research with children.
LO6	Choose appropriate research problems in the area of interest and formulate research questions.
LO7	Prepare a research proposal outlining appropriate research methodology.

Dependencies		
Module Recommendations		
No recommendations listed		
Co-requisite Modules		
68369	H8CPBP	Capstone ECEC Practice based Project
Entry requirements		

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Module Content & Assessment

Indicative Content

Introduction to Educational and Research with Children
• Purpose and types of educational research. • Research approach – qualitative, quantitative and mixed method. • Research paradigms.

Academic writing skills
• Developing academic language and writing style. • Referencing sources using appropriate referencing style. • Avoiding plagiarism. • Developing strong arguments. Supporting ideas and arguments.

Reading and Evaluating Research
• Searching for appropriate academic literature. Conducting literature searches for published research. Using online databases, electronic journals, library resources etc. • Reading and understanding research. Evaluating published research papers. Using journal papers to gain understanding of writing styles, format and intended audience. • Conducting a literature review that will inform development of research questions.

Preparation of research proposal
• Choosing research topic in the area of interest. • Developing research aim and research questions. Developing hypotheses. • Time management. Developing framework for a research proposal. Understanding limitations.

Research design
• Qualitative and quantitative research methods. Deciding on the appropriate method(s) of data collection. • Sampling and research participants. • Developing research instruments. • Validity and reliability in educational research. • Methods of data analysis.

Ethics in Research
• Importance of ethics in educational and research with children. Addressing issues of access and informed consent/assent. Protection of research participants. Ethical issues in research involving children and/or vulnerable persons.

Writing up a capstone project
• Structure and elements of a capstone project. • Writing up findings and discussion chapter. Critical discussion of findings. • Introduction and conclusion to a capstone project. • Writing an abstract. • Linking sections and ensuring coherency and logical flow between the sections.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Presentation	% of total:	10
Assessment Date:	n/a	Outcome addressed:	1,3,4,6
Non-Marked:	No		

Assessment Description:
Students will prepare a presentation on the topic in the area of interests outlining potential research inquiry and research questions and providing rationale for the study supported by the relevant academic sources.

Assessment Type:	Assignment	% of total:	60
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5,6,7
Non-Marked:	No		

Assessment Description:
Students will submit a research proposal which outlines research inquiry situated in relevant academic literature, accompanied by a proposed research methodology.

Assessment Type:	Assignment	% of total:	30
Assessment Date:	n/a	Outcome addressed:	2,3,4,7
Non-Marked:	No		

Assessment Description:
Students will submit a literature review that informs capstone project.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
Students must pass all components of assessment on the module; a component fail leads to a component repeat.

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	Lecture	36	Per Semester	3.00
Independent Learning	Independent Learning	178	Per Semester	14.83
Workbased learning	Workbased learning	36	Per Semester	3.00
			Total Weekly Contact Hours	6.00

Module Resources

Recommended Book Resources

Bell, J. (2010), Doing Your Research Project: A Guide for First Time Researchers in Education, Health and Social Science, OUP/McGraw Hill.

Walliman, N. (2010), Research Methods: The Basics, Routledge, London.

Cohen, L., Manion, L. and Morrison, K.. (2011), Research Methods in Education, 7th ed. Routledge, London.

Clough, P. & Nutbrown, C. (2012), A Student's Guide to Methodology: Justifying Enquiry, Sage, London.

Fink, A. (2014), Conducting Research Literature Reviews: From the Internet to Paper, Sage, London.

Supplementary Book Resources

McNaughton and Rolfe. (2010), Doing Early Childhood Research: International Perspectives on Theory and Practice, 2nd ed. OUP/McGraw Hill Education.

This module does not have any article/paper resources

Other Resources

NCI Ethical Code for Education Programmes Research.

NCI Capstone Project Booklet.

Discussion Note: