H8CPBP: Capstone ECEC Practice based Project

Module Code:	H8CPBP
Long Title	Capstone ECEC Practice based Project APPROVED
Title	Capstone ECEC Practice based Project
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	25
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	Design and implement a small-scale action- based research project in a relevant practice- based area.
LO2	Choose and employ specialist technical tools and techniques to support the research process.
LO3	Conduct a review of literature relevant to one's own chosen research inquiry.
LO4	Conduct a critical analysis of data relating to one's own chosen field of study.
LO5	Effectively communicate research findings, adhering to appropriate academic and disciplinary conventions.

Dependencies		
Module Recommendations		
68368	H8EIRM	ECEC Inquiry and Research Methods
Co-requisite Modules		
68368	H8EIRM	ECEC Inquiry and Research Methods
Entry requirements		

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Module Content & Assessment

Indicative Content

Independent Study
This module comprises a significant amount of independent study as students complete a research inquiry in an area of academic interest. Students will be supported through this process through attendance at seminars focusing on different stages of the research process (analysing data, reporting findings etc.) and by ongoing constructive feedback from supervisors and peers.

Application and Use of Technology for Research
Data capture tools, methods particularly suitable for use with children - Data protection, ethicality in doing research, security and reliability - Data visualisation tools

Analysing Data
Qualitative data analysis (including thematic analysis, coding, conversation analysis, discourse analysis, grounded theory) - Quantitative data analysis (including distribution, central tendency, variation)

Reporting Research Findings
Reporting qualitative and quantitative research findings - Planning and structuring the reporting of findings and critical analysis - Drawing conclusions from research findings - Structuring an argument in academic writing.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

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

Assessment Description:
Research report which adheres fully to appropriate academic conventions.

Assessment Type:	Presentation	**% of total:**	40
Assessment Date:	Sem 2 End	**Outcome addressed:**	1,2,5
Non-Marked:	No		

Assessment Description:
Students will be required to develop a poster using technology to present the research design, implementation or evaluation of the action based 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	20	Per Semester	1.67
Lecturer Supervised Learning	Mentoring	40	Per Semester	3.33
Independent Learning	Independent Learning	315	Per Semester	26.25
Workbased learning	Workbased learning	250	Per Semester	20.83
			Total Weekly Contact Hours	25.83

Module Resources

Recommended Book Resources

Creswell, J.W. (2005), Qualitative Inquiry and Research Design, Sage, California.

Curtis, W. Murphy, M. and Shields, S. (2014), Research and Education, Routledge, London.

Flick, U. (2005), Qualitative Research – An Introduction, Sage, Longon.

Supplementary Book Resources

Aveyard, H. (2014), Doing a Literature Review in Health and Social Care: a practical guide, Open University Press, Maidenhead.

Bell, J. (2010), Doing Your Research Project: a guide for first-time researchers in education, health and social science, 5th ed. Open University Press, Maidenhead.

Hart, C. (1998), Doing a Literature Review: releasing the social science research imagination, Sage, London.

Mac Naugthon, G. Rolfe, S. and Siraj-Blatchford, I. eds. (2001), Doing Early Childhood Research International Perspectives on Theory and Practice, Open University Press, Berkshire.

Murray, Rowena. (2005), Writing for Academic Journals, Open University Press, Maidenhead.

Murray, R. and Moore, S. (2006), The Handbook of Academic Writing: a fresh approach, Open University Press, Maidenhead.

This module does not have any article/paper resources

Other Resources

[Website], Educational Research Centre,
http://www.erc.ie/

[Journal], The Journal of Educational Research.

[Journal], Educational Research.

[Journal], International Journal of Educational Research.

Discussion Note:	