

Module Title:	Early Childhood Research Project
Credits:	10
NFQ Level:	8
Module Delivered In	No Programmes
Module Aim:	The aim of this module is equip students with the knowledge and skills to carry out an ethical piece of research in an early childhood setting.
Learning Outcomes	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Understand a scientific approach to research in the social sciences and the ethical issues involved in research with children.
LO2	Distinguish between the nature and designs of quantitative and qualitative research.
LO3	Describe and discuss the design, data collection and data analysis in qualitative research.
LO4	Describe and discuss methods of sampling and questionnaire design in quantitative research.
LO5	Apply basic statistical skills to explore data in quantitative research.
LO6	Understanding the process of data analysis using computer software.
LO7	Synthesize skills in academic writing, referencing and research in order to carry out a qualitative piece of research and produce a dissertation at appropriate Level 8 standard.
LO8	Present their research at a research symposium.
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
Co-requisite Modules	
No Co-requisite modules listed	
Requirements <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

Module Content & Assessment

Indicative Content

The Nature Of Research (10%)

• Research as Scientific • Description versus explanation • Research Questions • Models of Research • Introduction to quantitative and qualitative approaches to research • Conducting ethical research: ethical guidelines • Research with child participants • Research as a tool • Research proposals • Links to Siolta Standards 1, 4 and 8

Qualitative Research: Design, data collection & analysis (25%)

• Theoretical assumptions • Main features of qualitative research • Role of Researcher • Qualitative Research Designs • Case study • Ethnography • Grounded Theory • Action Research Collecting Qualitative Data • Ethical issues • Interviews, focus groups, observation, creative techniques Analysis Of Qualitative Data • Content analysis • Narrative analysis • Discourse Analysis • Grounded Theory Analysis

Quantitative Research: Design, data collection & analysis (15%)

• Theoretical Assumptions • Quantitative Designs • The experimental design • Sampling • Survey • Questionnaire design and layout • Types of questions • Reliability and validity • Data coding and entry • Sources of bias • Variables and level of measurement Quantitative Data Analysis • Preliminary concepts: cases; samples; variables; data; and, population • Mean, median, mode and proportions • Range and interquartile range • Variance and standard deviation • Bar charts, pie charts, histograms and scatter diagrams • Interpreting output from statistical software Computer analysis in quantitative research in the social sciences

Practical Approach to Research (10%)

• Your feelings • Professionalism • High quality research with children • Your responsibilities throughout the research process • Overall structure of your research dissertation • Your research timetable

Designing your Research: Methodology & research questions (20%)

• Area of interest • Writing research questions • Designing your research • Research paradigms and traditions • Your research plan • Your ethical considerations • Triangulation • Pilot study • Collecting data • Justifying your approach • Your reflective diary

Writing your Dissertation (20%)

• Literature Review • Why do a literature review • Sources of information • Difficulties • How to write a literature review • Analysis of data • Organising the data • Content analysis • Writing your discussion/conclusions • Sharing your research • Presentation preparation

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Other	Research proposal in term 1 (2000 words)	1,2,3	15.00	n/a
Project	Dissertation (8000-10,000 words)	1,2,3,4,5,6,7,8	70.00	n/a
Project	Presentation of research at symposium in term 2	1,2,3,8	15.00	n/a

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

Workload: Full Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	30 Weeks per Stage	3.00
Estimated Learner Hours	30 Weeks per Stage	3.67
Total Hours		200.00

Workload: Part Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	1.50
Total Hours		1.50

