

<b>Module Title:</b>	Research Methods and Project
<b>Language of Instruction:</b>	English
<b>Credits:</b>	20
<b>NFQ Level:</b>	8
<b>Module Delivered In</b>	<a href="#">1 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	Students will engage in a series of workshops and teaching and learning methodologies through activities and exercises, class discussions, and written tasks. Active participation will be required in this module to encourage thorough understanding of the analytical and evidence-based approaches used across research in Early Childhood Education and Care. The module will be supported with on-line learning materials through Blackboard and Microsoft Teams, and students will be expected to engage in self-directed learning through the completion of a research project and a dissemination component at the end of this process.
<b>Module Aim:</b>	The aim of this module is to provide the learner with the opportunity to further develop their critical thinking and writing and independent organisation, project management, and research skills through the study, analysis, and evaluation of a body of research relevant to the field of Early Childhood Education. This module encourages students to apply the theories, skills, and techniques developed throughout the course and apply it to an area of personal, academic, and/or professional interest to them within the field of Early Childhood Education.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Compare and Contrast the main schools of thought in relation to the scientific method and approaches used in research methodologies;
LO2	Describe and discuss the main components and deliverables of an independent research project;
LO3	Identify a suitable area of research within the area of Early Childhood Education and utilise data collection approaches in gathering information related to this topic;
LO4	Demonstrate the ability to navigate research databases and digital research platforms;
LO5	Identify the data protection and ethical considerations in researching with children in Early Childhood Education;
LO6	Synthesize skills in academic writing, referencing, and research through the development of a research at a Level 8 standard;
LO7	Disseminate the research project at a research symposium.
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b>	
<i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b>	
<i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b>	
<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**

**Research and the Scientific Method**

Research as a Scientific Enquiry; Theoretical Models and Frameworks in Research; Description versus explanation; Research Questions; Introduction to quantitative and qualitative approaches to research; Conducting ethical research; Research with child participants.

**Research Design, Approaches, and Writing Up**

Area of interest; Writing research questions; Designing your research; Research paradigms and traditions; Research planning; Ethical considerations; Triangulation; Pilot studies; Justifying your approach; Note taking and reflective practice; The Structure and Art of Literature Reviews; Sources of information; Data Organisation and Analysis; Methodologies to Discuss: designing questions to discuss efficiently;

**Qualitative and Quantitative Research: Design and Analysis**

Theoretical assumptions; Main features of qualitative and quantitative research; the role of the researcher; Sampling in research; 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; Mean, median, mode; 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; Case study; Ethnography; Grounded Theory; Action Research; Ethical issues; Interviews, focus groups; observation; Analysis Of Qualitative Data; Content analysis; Narrative analysis; Discourse Analysis;

**Research Dissemination**

The importance of sharing research; Desk Drawer phenomena; Preparing a conference presentation; Using Social Media to Disseminate research.

Assessment Breakdown	%
Continuous Assessment	30.00%
Project	70.00%

**Continuous Assessment**

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Essay	Students will submit an annotated bibliography/literature review related to research in the area of ECEC (1,500-2,000 words)	3,6	15.00	n/a
Presentation	Students will disseminate their research through an end of year conference.	6,7	15.00	n/a

**Project**

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Dissertation (6500-8,000 words)	1,2,3,4,5,6	70.00	n/a

No Practical

No End of Module Formal Examination

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

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Per Semester	5.25
Independent Learning Time	Per Semester	14.76
Total Hours		500.30

  

<b>Workload: Part Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	3.00
Total Hours		3.00

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_HHECE_B	<a href="#">Bachelor of Education (Honours) in Early Childhood Education and Practice</a>	8	Mandatory