University of the West of England — BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Researching With Children					
Module Code	UTTGQE-15-3		Level	3	Version	1
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood BA Hons Education and Early Childhood BA Hons Early Childhood Studies					
UWE Credit Rating	15	ETCS Credit Rating	8	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	
	2nd May 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate a critical understanding of research methodology and analysis relevant to researching with children (Component A); 2. Identify and analyse ethical issues, demonstrating awareness of multiple perspectives (Component A); 3. Locate research evidence in a social and policy context (Component A). In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following: **4.** Link understanding and insights gained in this module to students own research interests.
Syllabus Outline	• Ethics relating to wider issues • Children as objects of study and multiple perspectives • Social and policy context of research

	- Ontology, epistemology and methodological approaches - Methods - Reliability, validity, reflexivity - Children's participation – consent, observation, children's voices - Ethics - small-scale qualitative studies
Contact Hours/Scheduled Hours	Contact time for this module will take the form of lectures, seminars, tutorials, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year. **Whole cohort events**: 12 hours **Smaller group events** (seminars, tutorials): 22 hours **Guided study** (group and individual tasks, including online engagement): 6 hours
Teaching and Learning Methods	**Scheduled learning:** This includes lectures, seminars, tutorials, directed study, online engagement and e-mail contact. **Independent learning:** There is an expectation that students engage in approximately 3 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.
Reading Strategy*	**Essential reading:** Students are expected to read one or more of the wide range of texts related to the issues covered in this module. Key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website. **Further reading:** All students are expected to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. **Access and skills:** Students are expected to be able to identify and retrieve appropriate reading. Support is offered at L3 in the form of a library skills surgery to support students' work on methodology and their own research work. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. **Indicative reading list:** The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.
Indicative Reading List	Amos, H. J. eds. (2007) *Early Childhood Qualitative Research: Changing Images of early Childhood.* New York: Routledge. **(available as an e-book).** Christensen, P. and James, A. (2008) *Research with Children: Perspectives and Practices. 2nd Edition.* Oxon: Routledge. Clark, A. and Moss, P. (2001), *Listening to Young Children: the mosaic approach*, London: National Child Bureau Cohen,L., Mannion,L. and Morrison,K. (2011) (7th edition), *Research Methods in Education.* London:Routledge Farrell, A. eds. (2005) *Ethical Research with Children.* Maidenhead: Open University

Press.
Greene, S. and Hogan, D. (2005) *Researching Children's Experiences: methods and approaches.* London: Sage. **(available as an e-book)**
Harcourt, D., Perry, B. And Waller, T. (eds) (2011) *Researching Young Children's Perspectives.* London: Routledge
James, A. and Christensen, P. (2008) *Research with Children: Perspectives and practices. 2nd Edition.* London: Routledge.
Kellet, M. (2010) *Rethinking Children and Research: Attitudes in Contemporary Society.* London: Continuum Books.

Lancaster, P. and Broadbent, V. (2003) *Listening to Young Children.* Maidenhead: Open University Press.
MacNaughton, G., Rolfe, S.A., Siraj-Blatchford, I. (2001) *Doing Early Childhood Research: international perspectives on theory and practice.* Buckingham: Open University Press.
Mukherji, P. And Albon, Deborah (2010) *Research Methods in Early Childhood: An Introductory Guide*, London: Sage

Part 3: Assessment

Assessment Strategy	The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies. There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development. Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.

Identify final assessment component and element	**Component A**		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
An essay written under controlled conditions (2.5 hours), paper seen in advance, no additional reading time. One side of A4 standard English notes (may include diagrams), 350 words maximum (including quotes) with word count stated, may be taken in to the exam room. A bibliography should be submitted separately. Notes and bibliography should be handed in. Assessment Criteria: AL3, BL3, EL3 and FL3: **A: Conceptual Domain (Core) –** L3 The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories. **B: Literature Domain – L**3 The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas. **E: Ethical Domain** – L3 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice.	100%

F: Values Domain - L3 The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
An essay written under controlled conditions (2.5 hours), paper seen in advance, no additional reading time. One side of A4 standard English notes (may include diagrams), 350 words maximum (including quotes) with word count stated, may be taken in to the exam room. A bibliography should be submitted separately. Notes and bibliography should be handed in. Assessment Criteria: AL3, BL3, EL3 and FL3: **A: Conceptual Domain (Core) –** L3 The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories. **B: Literature Domain – L**3 The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas. **E: Ethical Domain** – L3 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. **F: Values Domain -** L3 The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	