

Module Title:	Research Appreciation and Critiquing
Module Code:	FDEY09I/BAEY09I/BAEY29I
Level:	5
Credits:	15
Pre-requisites:	Successful completion of Research and Study skills Level 4

Module Description:

This module is designed to give students the opportunity to further develop an appreciation of the importance of research. In order to develop such an appreciation the module will concentrate particularly on developing, in the students, the ability to identify researchable problems, to critically analyse research approaches and methods of data collection and to evaluate published research. Emphasis will be placed on the discussion of ethics and power in relation to research relating to diet, exercise and learning. This will enable students to utilise research more effectively.

Indicative Content:

- Revision of Research Paradigms and Methodologies
- The socio-political context : Recent government initiatives & key legislation relating to children's health and their learning
- The ethics of research with children: making research anti-discriminatory and capturing the voice of the child.
- The value of different research approaches when working with children in the Early Years sector.
- The socio-political context of research: power, science and ideology in the early years sector.
- Recognition of evidences based practice designed to encourage children families and settings to improve their health.
- The philosophical background to research with children and an exploration of the difference from research with adults.

Learning and Teaching Methods:

Lectures, group work, individual/ group presentations, role-play, individual reflection with whole class feedback.

Specific Learning Resources

Bibliography

Highly Recommended

Berg, K.E. and Latin, R.W. (2008) [*Essentials of Research Methods in Health, Physical Education, Exercise Science and Recreation*](#), 3rd edition, Baltimore: Lippincott Williams and Wilkins

Module Specifications: School of Health & Social Sciences

- Childs, C. (2001) [Food and Nutrition in the Early Years](#), London: Hodder and Stoughton Educational
- Dawson, C. (2009) [Introduction to Research Methods: a practical guide for anyone undertaking a research project](#), 4th edition, Oxford: How To Books
- Green, S. (2000) [Research Methods in Health, Social and Early Years Care](#), Cheltenham: Stanley Thornes
- Robertson, C. (2013) [Safety, Nutrition and Health in Early Education](#), 5th edition, London: Cengage Learning.
- Walsh, M. (2001) [Research Made Real: a guide for students](#), Cheltenham: Nelson Thornes
- Zealley, H. (2001) [Healthy Young Children: promoting the health and well-being of young children](#), London: British Association for Early Childhood Studies.

Recommended

- Boorman, P. (1996) 'The Contributions of Physical Activity to Development in the Early Years' in Blenkin, G.M and Kelly, A.V. (eds) [Early Childhood Education: a developmental curriculum](#), 2nd edition, London: Paul Chapman
- [Children's Food Advisory Service](#)
- Cohen, D. (2013) [How the Child's Mind Develops](#), 2nd edition, Hove: Routledge
- Drury, R., Miller, L. and Campbell, R. (eds) (2000) [Looking at Early Years Education and Care](#), London: David Fulton
- Hardman, A. and Stensel, D. (2009) [Physical Activity and Health: the evidence explained](#), 2nd edition, Abingdon: Routledge
- Maude, P. (2001) [Physical Children, Active Children: investigating physical literacy](#), Buckingham: Open University Press
- McKenna, J. and Riddoch, C. (2003) [Perspectives on Health and Exercise](#), Basingstoke: Palgrave Macmillan
- Miller, L., Cable, C. and Goodliff, G. (2010) [Supporting Children's Learning in the Early Years](#), 2nd edition, London: David Fulton
- Webb, G.P. (2008) [Nutrition: a health promotion approach](#), 3rd edition, London: Hodder Arnold

Background Reading

- Barasi, M. (2003) [Human Nutrition: a health perspective](#), 2nd edition, London: Arnold
- Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) [Essential Early Years](#), London: Hodder Arnold
- Macleod-Brudenell, I. and Kay, J. (2008) [Advanced Early Years: for foundation degrees and levels 4/5](#), 2nd edition, Harlow: Heinemann
- Simester, L. (2006) [The Natural Health Bible: stay well, live longer](#), Revised edition, London: Quadrille
- Taylor, J., Bond, E. and Woods, M. (eds) (2013) [Early Childhood Studies: a multidisciplinary and holistic introduction](#), 3rd edition, London: Hodder Education.

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

Module Specifications: *School of Health & Social Sciences*

LO 1 | Develop skills in identifying researchable problems/questions in relation to diet, exercise and learning inclusive of environmental factors.

LO 2 | Analyse the impact of different types of research activity on the development of policy and practice and key legislation.

LO 3 | Critically analyse and compare published research approaches.

LO 4 | Identify and debate ethical issues arising in research.

Assessment Title or element	Weighting (%)
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Critical analysis of the identified research paper. Report. (3,000 Words)*	100%
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*All module assessment requires demonstration that the learning outcomes for this module have been achieved.

Information correct at point of publication.