

Module Title:	Research and Study Skills
Module Code:	FDEY13C/BAEY13C/BAEY33C
Level:	4
Credits:	15
Pre-requisites:	None

Module Description:

Students entering Higher Education will need specific study skills to enable them to maximise their learning potential and take advantage of opportunities available both in the academic setting and the workplace. Students will enter with different levels of skills and experience and may approach the module in a variety of ways. The module is intended to be both preparatory and supportive building a strong foundation for learning and later development. The module delivery will be organised to develop and underpin generic and transferable skills in the first half of the semester with the focus moving towards individual formative support towards the end of the semester. Students will develop and maintain a reflective learning log to support this module and their continuing studies, the reflective log to be used as the basis of tutorial work.

There is an increasing need for Early Years professionals to be both reflective and accountable in their practice. In order to achieve this they must be prepared to justify their actions and consider the place of research in providing evidence of good practice. An appreciation of the value of research-based practice, and an understanding of research methodology, will enable Early Years practitioners to adopt a more questioning approach to practice, and encourage them to perceive themselves as being able to initiate or influence change. The aim of the module is to enable Early Years students to develop interest in, and understanding of, research related to the developing child, and the associated care, and practice in settings and the community.

Indicative Content:

- Generic and Transferable - skills
 - Reflective practice
 - Styles of learning
 - Self-assessment of skills, understanding and attributes for the work sector and learning in line with FdA benchmarks, QAA benchmarks and National Occupation Standards.
 - Managing own time and resources
 - Introduction to quantitative and qualitative research
 - Research process and research awareness skills in relation to health and social care practice
 - Professional accountability and source of specialist knowledge
 - Identifying research questions, and relevant literature, in relation to issues
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associated with the Early Years of childhood (0-8).

- Critiquing research reports and discussing their relevance to Early Years and the implications for practice
 - Quantitative and qualitative designs
 - Data collection and analysis, the basic statistics
 - Methodological, ethical and professional issues
 - Action research and the role of the reflective practitioner
 - Identifying areas for change within Early Years care and education
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Learning and Teaching Methods:

Lectures, group work, individual and group supervision, peer assessment, self-managed learning. Independent student study

Specific Learning Resources:

Bibliography

Highly recommended

Bryman, A. (2012) [*Social Research Methods*](#), 4th edition, Oxford: Oxford University Press

Burns, T. and Sinfield, S. (2012) [*Essential Study Skills: a complete guide to success at university*](#), 3rd edition, London: Sage

Cottrell, S. (2011) [*Critical Thinking Skills: developing effective analysis and argument*](#), 2nd edition, Basingstoke: Palgrave Macmillan

Cottrell, S. (2013) [*The Study Skills Handbook*](#), 4th edition, Basingstoke: Palgrave Macmillan

Dawson, C. (2009) [*Introduction to Research Methods: a practical guide for anyone undertaking a research project*](#), 4th edition, Oxford: How To Books

Greetham, B. (2013) [*How to Write Better Essays*](#), 3rd edition, Basingstoke: Palgrave Macmillan

Walsh, M. (2001) [*Research Made Real: a guide for students*](#), Cheltenham: Nelson Thornes

Recommended

Clough, P. and Nutbrown, C. (2012) [*A Student's Guide to Methodology: justifying enquiry*](#), 3rd edition, London: Sage

Cohen, L., Manion, L. and Morrison, K. (2011) [*Research Methods in Education*](#), 7th edition, London: Routledge

Craswell, G. and Poore, M. (2012) [*Writing for Academic Success*](#), 2nd edition, London: Sage

Dowling, P. and Brown, A. (2010) [*Doing Research/Reading Research*](#), 2nd edition, London: Routledge

Eales-Reynolds, L., Judge, B., McCreery, E. and Jones, P. (2013) [*Critical Thinking Skills for Education Students*](#), 2nd edition, London: Learning Matters

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Fairbairn, G. and Winch, C. (2011) [Reading, Writing and Reasoning: a guide for students](#), 3rd edition, Maidenhead: Open University Press

Godfrey, J. (2013) [How to Use Your Reading in Your Essays](#), 2nd edition, Basingstoke: Palgrave Macmillan

Godfrey, J. (2013) [The Student Phrase Book: vocabulary for writing at university](#), Basingstoke: Palgrave Macmillan

Nutbrown, C. (2011) [Key Concepts in Early Childhood Education and Care](#), 2nd edition, London: Sage

Osmond, A. (2013) [Academic Writing and Grammar for Students](#), London: Sage

Petrie, P. (2011) [Communication Skills for Working with Children and Young People: introducing social pedagogy](#), 3rd edition, London: Jessica Kingsley

Pugh, G. and Duffy, B. (eds) (2014) [Contemporary Issues in the Early Years](#), 6th edition, London: Sage

Background reading

Bolton, G. (2014) [Reflective Practice: Writing and Professional Development](#), 4th edition, London: Sage

Clough, P. and Nutbrown, C. (2012) [A Student's Guide to Methodology: justifying enquiry](#), 3rd edition, London: Sage

Dowling, P. and Brown, A. (2010) [Doing Research/Reading Research](#), 2nd edition, London: Routledge

Kay, J. (2012) [Good Practice in the Early Years](#), 3rd edition, London: Continuum

Nutbrown, C. (2011) [Key Concepts in Early Childhood Education and Care](#), 2nd edition, London Sage

Peck, J. and Coyle, M. (2012) [Write it Right: a handbook for students](#), 2nd edition, Basingstoke: Palgrave Macmillan

Petrie, P. (2011) [Communication Skills for Working with Children and Young People: introducing social pedagogy](#), 3rd edition, London: Jessica Kingsley

Pugh, G. and Duffy, B. (eds) (2014) [Contemporary Issues in the Early Years](#), 6th edition, London: Sage

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:

LO1	Demonstrate an understanding of the key transferable skills required to support their learning in HE and the workplace.
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LO2	Retrieve information from a variety of sources considering implications of
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research to professional practice and its management.

LO3 Describe the major social research methods and processes.

LO4 Prepare an outline personal development plan.

Assessment Title or element**Report – 3,000 word patchwork written assignment**

In addition, the module encourages the development of the following outcomes, but these are not explicitly assessed:

- Introduction to the University and to academic practice (e.g. lectures/seminars, introduction to plagiarism, note-taking)
 - Learning how to learn: managing personal development needs, skills audit
Research skills: Information retrieval and referencing
 - Writing for University and critical analytical thinking Working with others: presentation and communication skills
 - Independent learning: sources of help and guidance; actions plans, time management.
 - Students can develop and maintain a reflective learning log to support this module and their continuing studies, the reflective log to be used as the basis of tutorial work.
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Information correct at point of publication.