

## Module specification

1. Factual information			
<b>Module title</b>	Researching Children’s Lives: Critical and Creative Methodologies		
<b>Module tutor</b>	Viki Bennett Kane/Dr Alex Morfaki	<b>Level</b>	7
<b>Module type</b>	Taught	<b>Credit value</b>	30
<b>Mode of delivery</b>	100% online		
<b>Notional learning hours</b>	300 hours Contact hours (comprising online asynchronous recorded sessions and tasks): 30 hours  Face to face (online supervision and tutorials): 2 hours  Guided independent study hours (including hours for assessment preparation): 268 hours		

2. Rationale for the module and its links with other modules
<p>This module will act as a precursor to the Dissertation: Researching in the Home Environment and Beyond and will critically analyse and evaluate concepts that underpin and guide research in early childhood, as well as evaluating how research principles apply to practice. It is linked to Innovation in Practice and could contribute to research supporting the development of a professional artefact or approach focused on up to two of the specialist strands supporting behaviour, food and nutrition, sleep hygiene and home-based pedagogy and care. Researching with children and families within an early childhood context and beyond requires a critical exploration and interrogation of established methodologies and accompanying methods and practices which may have been deemed limited in their capacity to reflect on the complexity of human daily lives. This module will focus on formulating a research proposal which adopts creative and critical methodological approaches centred on the rights of children and their families and underpinned by ethical considerations. There will be opportunities to examine the notion of children and families as co-researchers to promote empowerment and advocacy and celebrate the contribution of children and families in developing shared understandings.</p>

3. Aims of the module
<p>Students attending this module will be developing their specialism by delving into contemporary issues associated with national and international research on supporting behaviour, food and nutrition, sleep hygiene and home-based pedagogy and care. These areas, warrant further attention so that theoretically informed insights and empirical approaches that enhance early childhood pedagogy and practice can be developed. In this module, students will formulate a robust proposal for their dissertation research project. Students will be asked to articulate clear aims and research questions,</p>

**3. Aims of the module**

justify their methodological approach, and critically examine issues associated, for example, with trustworthiness and credibility to enhance the rigour of their proposal and ensure its feasibility.

**4. Prerequisite modules or specified entry requirements**

N/A

**5. Is the module compensatable?**

No

**6. Learning, teaching and assessment strategy for the module**

Online teaching

Study planners

Interactive work

Independent research work

Research-based tasks

Video analysis

Podcast analysis

Analysis of case studies

Reflective diaries

Discussion fora

Tutorials

## 7. Intended learning outcomes

*At the end of the module, learners will be expected to:*

1. Critically synthesise knowledge to formulate comprehensive theoretical understandings that are underpinned by innovative research in the areas of supporting behaviour, food and nutrition, sleep hygiene and home-based pedagogy and care.
2. Critically and systematically evaluate methodologies, methods, and approaches that promote participation and emancipatory action in the context of early childhood education and care.
3. Critically analyse the ethical considerations and principles that underpin researching with babies, young children and families.
4. Formulate a robust and systematic research design that advocates for children and families and enhances professional practice through continuous critical evaluation and reflection.

A. Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1, A2	B1, B2, B3, B4	C4, C5	D2, D3

## 8. Indicative content

Qualitative methodologies and approaches, including typologies of analysis

Scoping and literature reviews

Epistemology and ontology

Rigour in research including trustworthiness and credibility

Early childhood research ethics: transcending procedural ethics

<b>8. Indicative content</b>
Methods and piloting

<b>9. Assessment</b>				
<b>Assessment rationale</b>				
<p>The assessment will require students to formulate a provisional proposal and robust design for their dissertation research project. They will critically explore a methodology and approach focusing on up to two of the respective specialist strands of supporting behaviour, food and nutrition, sleep hygiene and home-based pedagogy and care. Students will be expected to justify their chosen methodology and methods adopted and critically reflect on the methodological and ethical implications associated with their project.</p>				
<b>Assessment task</b>	<b>Weighting</b>	<b>Week submitted</b>	<b>Grading (pass/fail/%)</b>	<b>Module learning outcomes the assessment task maps to</b>
Proposal – 5,000 words	100%	TBC	%	

<b>10. Teaching staff associated with the module</b>
<b>Name and contact details</b>

11. Core reading list				
Author	Year	Title	Publisher	Location
Clark, A. and Moss, P.	2017	<i>Listening to young children: a guide to understanding and using the Mosaic approach.</i>	Jessica Kingsley	London
Cohen, L., Manion, L. and Morrison, K	2018	Research methods in education. 8th edn	Routledge	London
Denzin, N. K., Lincoln, Y. S., Giardina, M. D. and Cannella, G. S	2023	<i>The SAGE handbook of qualitative research</i>	Sage	London

12. Other indicative text (e.g., websites)
<p>Brown, Z. and Perkins, H. (2019) <i>Using Innovative Methods in Early Years Research: Beyond the Conventional</i>. Oxon: Routledge.</p> <p>Charmaz, K. (2015) 'Teaching Theory Construction With Initial Grounded Theory Tools: A Reflection on Lessons and Learning', <i>Qualitative Health Research</i>, 25(12), pp. 1610–1622.</p> <p>Creswell, J.W. and Creswell, J.D. (2018) <i>Research design: qualitative, quantitative, and mixed method approaches</i>. 5<sup>th</sup> edn. Thousand Oaks: SAGE Publications.</p> <p>Flewitt, R. and Ang, L. (2020) <i>Research Methods for Early Childhood Education</i>. London: Bloomsbury Academic.</p> <p>Flick, U. (2018) <i>Managing quality in qualitative research</i>. 2<sup>nd</sup> edn. SAGE Publications Ltd.</p> <p>Hammersley, M. (2013) <i>What is qualitative research?</i> London: Bloomsbury.</p> <p>Hodgins, B. D. and Hodgins, B. (2019) <i>Feminist Research for 21st-century Childhoods: Common Worlds Methods</i>. 1<sup>st</sup> edn. London: Bloomsbury Publishing Plc.</p> <p>Holmes, G., Levy, R. and Harmey, S. (2023) <i>Doing Your Early Years Research Project</i>. London: Sage Publications.</p> <p>Howe, K. R. and Moses, M. S. (1999) 'Ethics in Educational Research', <i>Review of Research in Education</i>, 24, pp. 21–59.</p>

Merriam, S. B. and Tisdell, E. J. (2016) *Qualitative research: a guide to design and implementation*. 4<sup>th</sup> edn. San Francisco, CA: Jossey-Bass.

Morgan, D. L. (1997) *Focus groups as qualitative research*. 2<sup>nd</sup> edn. Thousand Oaks, CA: SAGE.

Mukherji, P. and Albon, D. (2023) *Research Methods in Early Childhood*. 4<sup>th</sup> edn. London: Sage Publications.

Murris, K. (ed.) (2021) *Navigating the postqualitative, new materialist and critical posthumanist terrain across disciplines: an introductory guide*. 1st ed. Abingdon, England; Routledge.

O'Farrelly, C. and Tatlow-Golden, M. (2022) 'It's up to you if you want to take part. Supporting young children's informed choice about research participation with simple visual booklets', *European Early Childhood Education Research Journal*, 30(1), pp. 63–80.

Peters, M. A., White, E. J., Besley, T., Locke, K., Redder, B., Novak, R., Gibbons, A., O'Neill, J., Tesar, M. and Sturm, S. (2021) 'Video ethics in educational research involving children: Literature review and critical discussion', *Educational Philosophy and Theory*, 53(9), pp. 863–880.

Schulte, M. (2020) *Ethics in Research with Young Children*. London: Bloomsbury Academic

Thomas, G. (2021) *How to do your case study*. 3<sup>rd</sup> edn. Washington, D.C.: SAGE Publications Ltd.

Williams, K. (2018) *Planning Your Dissertation*. 2<sup>nd</sup> edn. London: Red Globe Press.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

