

Module Code	ECGE7008Q
Title	The Philosophy and Practice of Social Research
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To develop in-depth knowledge, understanding and skills of social research methodologies and research methods appropriate to research with and for young children, children, young people, adults and groups who are at risk of exclusion and within wider community settings or educational contexts.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate the nature of philosophical concepts in qualitative research and how they differ from concepts of quantitative research;
- undertake critical analysis and evaluation of research methodology, identifying implications for practice and/or their applications in policies and contexts;
- critically reflect on the complex ethical frameworks and legal implications which underpin all research and analyse specific ethical implications of research for and with young children, children, young people, adults and, for example, groups who are at risk of exclusion, within wider community settings or educational contexts;
- consider at a higher level the role of reflection within the research process through presenting their work appropriately, within ethical and research frameworks, and with an understanding of the requirements of critical thinking.

INDICATIVE CONTENT

- An in-depth evaluation of the paradigm debates of qualitative, quantitative and mixed methodologies.
- Analysis of research designs from both traditions e.g. grounded theory, ethnography, phenomenology, case study, emancipatory participatory research, survey research, experimental research and pragmatic research.
- An exploration of how research is carried forward by a variety of methods which may, for the purpose of classification, be divided into those of qualitative and quantitative emphasis e.g. ethnographical participant observation, interviews, focus groups, participatory methods, surveys and control groups. Consideration of mixed methodological approaches.
- An analytic exploration of the challenges of reading primary and original research data; students will be offered opportunities to discuss and analyse original research e.g. research papers, peer reviewed journal articles, and their own planning processes and formulation of research questions.

- An investigation of critique research, including ownership, impact and purpose of research. An evaluation of the difference between critical discussion and descriptive comprehension within academic work and social policy.
- The moral and ethical challenges of research, particularly research with children, young people and those excluded will be discussed in detail and set within legal and good practice frameworks. Critical consideration will be given to ethical and legal issues relating to confidentiality, anonymity, access, deception and informed consent. The requirement to comply with official guidelines of organisations such as the British Educational Research Association (BERA), British Sociological Association (BSA), will be emphasised. Current legal requirements will be considered in relation to data protection and safeguarding.
- Critical exploration of the principles and practices of adopting participatory research methodologies that allow children's, young people's, excluded voices and communities to be heard in the research process.
- An exploration of sampling methods, including opportunity samples, random samples and stratified samples. Sampling methods will be critically evaluated in regard to the implications in terms of practicality, triangulation, validity and reliability. The advantages and disadvantages of various methods of data presentation will be critiqued including both quantitative and qualitative results.
- To deconstruct the role of the researcher in relation to participants. The power relationship between researcher and researched community. Particular attention will be given to the concept of a 'person as participant' as well as 'hearing the voice of the individual' together with their contribution to reflexivity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECGE7008Q	
Module Title	The Philosophy and Practice of Social Research	
Classification	Reading List entry	Electronic*
Essential	Bolton, G. E. J. (2014) <i>Reflective Practice: Writing and Professional Development</i> (4th ed). London: Sage Publications.	☐
Essential	Cohen, L. and Manion, L. (2011) <i>Research Methods in Education</i> (7th ed). London: Routledge.	☒
Essential	Creswell, J. W. (2013) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed). London: Sage Publications Ltd.	☐
Essential	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds) (2012) <i>Ethics in Qualitative Research</i> . London: Sage Publications Ltd.	☒
Essential	Punch, K. F. (2013) <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> (3rd ed). London: Sage Publications Ltd.	☐
Essential	Welsh Government. (2015) <i>Effective Use of Data and Research Evidence</i> . Cardiff: Welsh Government. http://learning.gov.wales/docs/learningwales/publications/150814-effective-use-of-data-en.pdf	☒
Further	Alderson, P. & Morrow, V. (2011) <i>The ethics of research with children and young people : a practical handbook</i> (2nd ed). London: SAGE.	☒
Further	Bell, J. (2014) <i>Doing your research project: a guide for first time researchers in education and social science</i> (6th ed). Milton Keynes: Open University Press.	☐
Further	British Educational Research Association https://www.bera.ac.uk/	☒
Further	Bryman, A. (2016) <i>Social Research Methods</i> (5th ed). Oxford: Oxford University Press.	☐
Further	Clough, P. & Nutbrown, C. A. (2012) <i>Students' Guide to Methodology</i> (3rd ed). London: Sage.	☐
Further	Denscombe, M. (2014). <i>The good research guide: for small-scale social research projects</i> (5th ed). Maidenhead: McGraw-Hill/Open University Press.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) <i>The Sage Handbook of Qualitative Research</i> (4th ed). London: Sage Publications Ltd.	☐
Further	Flick, U. (2015) <i>Introducing Research Methodology</i> . London: Sage.	☐
Further	Kara, H. (2015) <i>Creative Research Methods in the Social Sciences: A Practical Guide</i> . Bristol: Policy Press.	☐

Further	Punch, K. F. & Oancea, A. (2014) <i>Introduction to Research Methods in Education</i> . (2nd ed). London: Sage.	☐
Further	Salkind, N. J. (2016) <i>Statistics for People Who (Think They) Hate Statistics</i> . (4th ed) London: Sage.	☐