

Liverpool John Moores University

Title: VISUAL AND MULTIMODAL RESEARCH METHODOLOGIES
Status: Definitive
Code: **7102MRES** (104193)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: Education

| Team | Leader |
|------------------|--------|
| Elizabeth Smears | Y |

Academic Level: FHEQ7
Credit Value: 20
Total Delivered Hours: 12
Total Learning Hours: 200
Private Study: 188

Delivery Options

Course typically offered: Semester 1

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 3 |
| Seminar | 3 |
| Workshop | 6 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|--------------|-------------------|---|---------------|---------------|
| Presentation | AS1 | Individual oral presentation (equivalent in level of challenge to 2500 words) | 50 | |
| Portfolio | AS | Portfolio of images and or multimodal data (equivalent in level of challenge to 2500 words) | 50 | |

Aims

To introduce methodological frameworks around the theme of socio-cultural theories of learning and image-based research;

To introduce students to the process of collecting and analysing observational data, with particular reference to image-based research;

To develop the capacity for reflective and analytical thought in relation to these methodological frameworks;

To engage critically with these methodologies and understand their implications in research practice.

To develop an understanding of ethical practices in relation to visual and/or multimodal research.

Learning Outcomes

After completing the module the student should be able to:

- 1 Present and defend arguments based on theories, concepts and empirical evidence within the underpinning epistemologies and ontological frameworks of socio-cultural learning theories;
- 2 Demonstrate the capacity for critically reflective analysis in relation to these methodological frameworks, from the multi-professional perspectives of education, health, psychology and social-anthropology;
- 3 Plan, carry out and analyse research using images and children's drawings from a range of theoretical perspectives;
- 4 Demonstrate knowledge and understanding of how different conceptual frames interpenetrate the process of collecting and analysing observational data;
- 5 Demonstrate the ability to incorporate theoretical, conceptual and empirical data and forms of analysis - (behavioural and discourse), in a holistic process of educational research in relation to these methodological frameworks.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | | | | |
|--------------------------------|---|---|---|---|---|
| Oral Presentation | 1 | 2 | 3 | 4 | 5 |
| Portfolio of visual/multimodal | 1 | 2 | 3 | 4 | 5 |

Outline Syllabus

Through lectures, seminars, group-work and independent learning, students will be introduced to a range of socio-cultural theories and their underpinning epistemologies and ontological frameworks. They will be required to collect appropriate textual data, visual data, audio and video-recordings or photographic evidence, and prepare these data for analysis. Semiotic, behavioural or discourse analysis may be used, together with the analytical skills developed in 7101MRES, to analyse and interpret the data. For the assignment, students will carry out a small scale study of some aspect of learning or work process in the context of their research theme/area. They will then make an oral presentation supported with

portfolio evidence that critically reviews the issues surrounding the use of images as research data - (especially involving children from an ethical perspective), within the field of education, healthy psychology and social-anthropology.

Learning Activities

Lectures, discussions, analysis of data, independent investigation and group work, seminar presentation.

Notes

This module will be followed by full-time and part-time students in year one of the two-year programme.