SOCX224

Methods of Social Research

S1 OUA 2017

Dept of Sociology

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General Information

Unit convenor and teaching staff
Unit Convenor
Tobia Fattore
tobia.fattore@mq.edu.au
Contact via tobia.fattore@mq.edu.au

Prerequisites

Corequisites

Co-badged status

Unit description
Develop your practical skills in designing, collecting, analysing and presenting data to address social research questions. The unit considers the best research methods and the problems and limitations likely to be encountered by inexperienced researchers. You will learn how to select appropriate research techniques to use in different situations, ethical issues and the impact of new information technologies on social research. A series of workshops introduces major methodological techniques covering basic qualitative and quantitative approaches, including interviewing, case studies, group techniques such as focus groups, textual analysis and participant observation. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-dates/

Learning Outcomes

1. Learn about the range of qualitative and quantitative social research methods and know when each should be used in social research.
2. Gain first-hand experience in using social research methods, including becoming familiar with the technologies used in social research.
3. Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses of different methods; questions relating to validity and reliability; and ethical considerations in social research.
4. Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.

5. Develop proficiency in generic skills required to undertake social research. These include: high level information retrieval, critical reading and conceptual skills, problem development and writing skills; and skills in the preparation of research proposals, literature reviews and assessment of research.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Skills Modules</td>
<td>5%</td>
<td>By the end of Week 5</td>
</tr>
<tr>
<td>Literature Review</td>
<td>20%</td>
<td>End of Week 6</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>40%</td>
<td>End of Week 12</td>
</tr>
<tr>
<td>On-line test</td>
<td>20%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

Information Skills Modules

Due: **By the end of Week 5**
Weighting: 5%

As part of preparing for the Literature Review Task, students will be required to undertake four Information Retrieval Skills modules. These modules develop students abilities to search for a range of academic sources and assess the quality of such sources. Each module has a quiz testing skills developed in that module. The results of these quizzes will comprise 5 percent of the overall mark for SOCX224.

Internal students will undertake these modules in the Workshops in Weeks 2 to 5. External students will be able to access the modules online and undertake them as self-guided modules.

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses of different methods; questions relating to validity and reliability; and ethical considerations in social research.
- Develop proficiency in generic skills required to undertake social research. These include: high level information retrieval, critical reading and conceptual skills, problem
development and writing skills; and skills in the preparation of research proposals, literature reviews and assessment of research.

Literature Review

Due: **End of Week 6**
Weighting: **20%**

For this task, students are required to present a research literature review, which will provide some of the background for the research proposal undertaken later in the unit. Students will be required to:

- Provide a brief outline of a social research topic they are wanting to investigate.
- Provide bibliographic details of articles and/or books related to the topic
- Undertake a concise review of two of these studies

Further details will be presented in the Unit Outline.

This Assessment Task relates to the following Learning Outcomes:

- Learn about the range of qualitative and quantitative social research methods and know when each should be used in social research.
- Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.

Research Proposal

Due: **End of Week 12**
Weighting: **40%**

Students will be required to submit a research proposal outlining the research topic, background to the proposed study and a methodology for investigating their research question. The proposal should identify the research methods proposed and justify their use. In most cases, it will incorporate a summary of the revised literature review submitted earlier in the course.

Further details will be provided in the Unit Outline.

This Assessment Task relates to the following Learning Outcomes:

- Learn about the range of qualitative and quantitative social research methods and know when each should be used in social research.
- Gain first-hand experience in using social research methods, including becoming familiar with the technologies used in social research.
- Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses
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• Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.

• Develop proficiency in generic skills required to undertake social research. These include: high level information retrieval, critical reading and conceptual skills, problem development and writing skills; and skills in the preparation of research proposals, literature reviews and assessment of research.

On-line test
Due: Week 13
Weighting: 20%

The on-line test examines concepts covered in the lectures and workshops. This includes questions about quantitative and qualitative methods, research design and social statistics. A few questions will involve interpreting research materials, including tables and charts. The exam will be accessed via the unit iLearn page.

This Assessment Task relates to the following Learning Outcomes:
• Learn about the range of qualitative and quantitative social research methods and know when each should be used in social research.

• Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses of different methods; questions relating to validity and reliability; and ethical considerations in social research.

Participation
Due: Weekly
Weighting: 15%

Each week students are expected to engage with on-line activities designed to develop practical research skills. All students will be assigned a mark for participation in these activities and discussion forums. The mark will be based on evidence that student's are completing the readings each week; and contribution to weekly on-line activities.

This Assessment Task relates to the following Learning Outcomes:
• Learn about the range of qualitative and quantitative social research methods and know when each should be used in social research.

• Gain first-hand experience in using social research methods, including becoming familiar with the technologies used in social research.
• Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses of different methods; questions relating to validity and reliability; and ethical considerations in social research.

• Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.

• Develop proficiency in generic skills required to undertake social research. These include: high level information retrieval, critical reading and conceptual skills, problem development and writing skills; and skills in the preparation of research proposals, literature reviews and assessment of research.

Delivery and Resources

The course comprises a one-hour lecture and an on-line discussion forum each week. The on-line forum take the form of practical, skills-development sessions, involving research exercises related to the methods discussed in the lectures.

Readings for each week will be made available through the Macquarie University Library, Unit Readings function. However students might consider purchasing Bryman, A. Social Research Methods Oxford University Press: Oxford. (Fourth of Fifth Edition are appropriate)

Additionally a workbook covering the exercises for each week’s discussion forum will be made available on the SOCX224 iLearn page.

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>On-line Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Research in the social sciences</td>
<td>No Workshops</td>
</tr>
<tr>
<td>2</td>
<td>Research Traditions, Design and Questions</td>
<td>Start of Activity program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selecting research themes and developing topics/ Scoping a research project</td>
</tr>
<tr>
<td>3</td>
<td>Research data and using secondary sources</td>
<td>Research development: Research questions and using existing data</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to Qualitative research</td>
<td>Qualitative research methods I: Observation in practice</td>
</tr>
<tr>
<td>5</td>
<td>Collecting qualitative data</td>
<td>Qualitative research methods II: Conducting interviews</td>
</tr>
<tr>
<td>6</td>
<td>Analysing qualitative data</td>
<td>Qualitative research methods III: Working with focus groups</td>
</tr>
<tr>
<td>7</td>
<td>Qualitative research in practice - lessons from the field</td>
<td>Qualitative research methods IV: Analysing qualitative data</td>
</tr>
<tr>
<td>8</td>
<td>Introduction to Quantitative Social Research</td>
<td>Social statistics I: The Census, opinion polls and classifying data</td>
</tr>
<tr>
<td>9</td>
<td>Social surveys and sampling</td>
<td>Social statistics II: Working with social surveys and reading quantitative data</td>
</tr>
<tr>
<td>10</td>
<td>Writing social surveys: conceptualising and operationalising</td>
<td>Social statistics III: Introduction to SPSS</td>
</tr>
<tr>
<td>11</td>
<td>Quantitative data analysis I: Uni-variate analysis</td>
<td>Social statistics IV: Analysis with SPSS</td>
</tr>
<tr>
<td>12</td>
<td>Quantitative data analysis II: Choosing the right statistical test: Bi-variate analysis</td>
<td>Ethics in social research</td>
</tr>
<tr>
<td>13</td>
<td>Ethics in social research</td>
<td>Course Reflections and Wrap-Up</td>
</tr>
</tbody>
</table>

### Policies and Procedures

**Late Submission**

Unless otherwise stated, late submission of written work will result in a deduction of 10% of the mark awarded for each week or part of a week beyond the due date, or date to which an extension has been granted.
Extension Request


The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities.

The disruption to studies policy (http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

Serious and unavoidable disruption

The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

If you feel that you've been impacted by a serious and unavoidable disruption to study situation, submit an application as follows:

1. Visit Ask MQ (https://ask.mq.edu.au) and use your OneID to log in via 'Current student domestic and international'
2. Under 'Forms' select 'disruptions' and fill in your relevant details.
3. Attach supporting documents by clicking 'Add a reply', click 'browse' and navigating to the files you want to attach, then click 'submit form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Review

Once your submission is assessed, recommendations are sent to your unit convenor to ensure an appropriate solution for affected assessment(s) is organised.
OUA Specific Policies and Procedures

**OUA Special Circumstances Process**

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open Universities Australia directly:*


Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Honesty Policy](http://mq.edu.au/policy/docs/academic_honesty/policy.html)
- [Grade Appeal Policy](http://mq.edu.au/policy/docs/gradeappeal/policy.html)
- [Complaint Management Procedure for Students and Members of the Public](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)
- [Disruption to Studies Policy](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/) of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

**Results**

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)
Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University’s IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Learn about the range of qualitative and quantitative social research methods and know when each should be used in social research.
- Gain first-hand experience in using social research methods, including becoming familiar with the technologies used in social research.
- Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses
of different methods; questions relating to validity and reliability; and ethical considerations in social research.

- Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.
- Develop proficiency in generic skills required to undertake social research. These include: high level information retrieval, critical reading and conceptual skills, problem development and writing skills; and skills in the preparation of research proposals, literature reviews and assessment of research.

**Assessment tasks**

- Information Skills Modules
- Literature Review
- Research Proposal
- On-line test

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcomes**

- Gain first-hand experience in using social research methods, including becoming familiar with the technologies used in social research.
- Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.
- Develop proficiency in generic skills required to undertake social research. These include: high level information retrieval, critical reading and conceptual skills, problem development and writing skills; and skills in the preparation of research proposals, literature reviews and assessment of research.

**Assessment tasks**

- Information Skills Modules
- Literature Review
- Research Proposal
Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses of different methods; questions relating to validity and reliability; and ethical considerations in social research.
- Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.
- Develop proficiency in generic skills required to undertake social research. These include: high level information retrieval, critical reading and conceptual skills, problem development and writing skills; and skills in the preparation of research proposals, literature reviews and assessment of research.

**Assessment task**

- Participation

** Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- Learn about the range of qualitative and quantitative social research methods and know when each should be used in social research.
- Gain first-hand experience in using social research methods, including becoming familiar with the technologies used in social research.
• Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses of different methods; questions relating to validity and reliability; and ethical considerations in social research.
• Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.

Assessment tasks
• Research Proposal
• On-line test
• Participation

Problem Solving and Research Capability
Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes
• Learn about the range of qualitative and quantitative social research methods and know when each should be used in social research.
• Gain first-hand experience in using social research methods, including becoming familiar with the technologies used in social research.
• Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses of different methods; questions relating to validity and reliability; and ethical considerations in social research.
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Assessment tasks
• Literature Review
Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

• Gain first-hand experience in using social research methods, including becoming familiar with the technologies used in social research.
• Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.
• Develop proficiency in generic skills required to undertake social research. These include: high level information retrieval, critical reading and conceptual skills, problem development and writing skills; and skills in the preparation of research proposals, literature reviews and assessment of research.

Assessment tasks

• Literature Review
• Research Proposal
• Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation’s historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

• Demonstrate an understanding of the major problems confronting social researchers, especially: the scientific status of social science research; the strengths and weaknesses
of different methods; questions relating to validity and reliability; and ethical
considerations in social research.

- Be able to scope a research problem, prepare a research proposal in response to this
  problem and outline a program of research to address the issues being considered.
- Develop proficiency in generic skills required to undertake social research. These
  include: high level information retrieval, critical reading and conceptual skills, problem
  development and writing skills; and skills in the preparation of research proposals,
literature reviews and assessment of research.

**Assessment tasks**

- Literature Review
- Participation

**Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to
demonstrate discernment and common sense in their professional and personal judgement.
They will exercise initiative as needed. They will be capable of risk assessment, and be able to
handle ambiguity and complexity, enabling them to be adaptable in diverse and changing
environments.

This graduate capability is supported by:

**Learning outcomes**

- Learn about the range of qualitative and quantitative social research methods and know
  when each should be used in social research.
- Gain first-hand experience in using social research methods, including becoming familiar
  with the technologies used in social research.
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literature reviews and assessment of research.
Assessment tasks

- Information Skills Modules
- Literature Review
- Research Proposal
- On-line test
- Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Gain first-hand experience in using social research methods, including becoming familiar with the technologies used in social research.
- Be able to scope a research problem, prepare a research proposal in response to this problem and outline a program of research to address the issues being considered.
- Develop proficiency in generic skills required to undertake social research. These include: high level information retrieval, critical reading and conceptual skills, problem development and writing skills; and skills in the preparation of research proposals, literature reviews and assessment of research.

Assessment tasks

- Information Skills Modules
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