SOCI2000

Social Research Methods

Session 2, Online-flexible 2022

Macquarie School of Social Sciences

Contents

General Information

Unit convenor and teaching staff
Senior Lecturer in Sociology
Nicholas Harrigan
nicholas.harrigan@mq.edu.au
Contact via WhatsApp: 0490 911 666 or Discord (see below)
Room C341, Level 3, Building C, 25 Wally's Walk
Immediately after class.

Credit points
10

Prerequisites
40cp at 1000 level or above

Corequisites

Co-badged status

Unit description
Social research is essential in the contemporary world and an important field of employment for graduates in the social sciences and humanities. This unit gives students an opportunity to develop practical skills designing social and organisational research; and in collecting, analysing and presenting data to address research questions. You will consider the best research methods to use and the problems, limitations and traps likely to be encountered by inexperienced researchers. You will also consider the ethical issues in social research, and the impact of new information technologies on social research. A major emphasis in the unit is on the practice of social research. A series of workshops introduces major methodological techniques, basic qualitative and quantitative approaches, including interviewing, focus groups, textual analysis, and participant observation. Students also receive a basic introduction to SPSS. Research methods useful to community generated research are also explored. No knowledge of statistics is required. The unit is suitable for all students in the social sciences, humanities, media, creative arts or business and finance. It is particularly useful for those seeking interesting and meaningful employment after graduation or for anyone wanting to go on to undertake higher degree research.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: apply knowledge of the major qualitative and quantitative social research methods to answer important social questions.

ULO2: use statistical software (such as SPSS or R) to analyse quantitative data, and use thematic analysis to analyse qualitative data.

ULO3: articulate important problems and debates that face social researchers, including the scientific status of social research; the strengths and weaknesses of various methods; validity and reliability; and ethical considerations.

ULO4: scope a research problem, design research study, pilot your proposed methods, and write a research proposal to address a serious social issue.

ULO5: collect and analyse original data (qualitative and quantitative), and to be able to write this up and present it as professional academic research

General Assessment Information

1. Overview of Assessment

Exams/Quizes:

- **Mid-semester exam (20%):** Testing weeks 1 to 7.
- **Final exam (20%)**: Testing weeks 1 to 13

30 minute online exams (on iLearn). 20 multiple choice questions each. Exams open from 5pm Friday to 11:59pm Sunday.

Group Project:

- **Pilot Study Report and Presentation (Qualitative Analysis) (30%)**
- **Final Report and Presentation (Quantitative Analysis) (30%)**

This is a group project. Form your own groups of 1 to 6 students in Week 1, and register via link on iLearn. If you don't have a group, please post asking for other group members on iLearn discussion.

For the first assignment (due in Week 8) you will submit a qualitative (analysing words, not numbers) analysis. For the second assignment (due in Week 13) you will submit a quantitative (i.e. statistical) analysis.

2. Instructions for Group Project

- ## A) PREAMBLE.

We will examine three major theories of the media in modern society. These theories are alternative ways of seeing the media as a whole and its relation to society. These theories are: (1) the propaganda model; (2) the pluralist model; and (3) the liberal elite model. We will focus on the propaganda model, but it is completely acceptable to choose one of the other two models to focus on for your project.

Model 1. The Propaganda Model argues in modern democratic and capitalist societies the mass media will largely serve the interests of the wealthy and powerful. This is said to happen without official censorship and with the media staffed by journalists and editors who work with 'complete integrity and goodwill'. Herman and Chomsky (the inventors of the 'Propaganda Model') argue that this largely unconscious process will lead to selection of topics, framing of issues, emphasis of stories, and focus of attention in a way that benefits the wealthy and powerful. They suggest a way to test the model, by comparing the treatment of 'unworthy victims' (people oppressed by us) and 'worthy victims' (people oppressed by someone else). The Propaganda Model is a way of viewing the world that sees the media as unfair and ultimately benefiting the wealthy and powerful. This model tends to be the way the media is viewed by people and groups who feel unhappy with the current distribution of wealth and power in society, and who wish to see a more fair and equitable society. You would expect this model of the media to be held by left wing (liberal/progressive) aligned people, people with middle and lower incomes, trade unionists, feminists, queer people, and people who work in professions like teaching, social work, and the arts.

Model 2. The Pluralist Model conceptualises the media as democratic, open, and providing fair treatment of all important ideas and opinions. In this model, the media is functioning fairly and as one would expect a good media system to work. This model tends to be the way the media is viewed by people and groups who are happy with the current distribution of wealth and power in society, such as mainstream politicians, comfortable middle class or comfortable upper class people. This also tends to be the way the people who staff and own the media tend to view the media.

Model 3. The Liberal Elite model conceptualises the media as dominated by out of touch, wealthy, but politically progressive/liberal elites (i.e. feminist, anti-racist, pro-equality, pro-redistributive economic policies, pro-gay/homosexual rights, anti-religion). In this model, the media is pushing progressive ideas onto a population which is more conservative and traditional than the media elites. This model tends to be the way the media is viewed by right wing (i.e. conservative) groups such as religious conservatives, wealthy, powerful, or established groups (property owners, managers, business owners, some men, people with traditional views of gender and sexuality) who feel their interests are threatened by a more equal society.

· B) RESEARCH QUESTION.

Choose two case studies from the mass media in Australia and test one of the three models (propaganda model, pluralist model, liberal elite model) using the **matched-case method** of Herman and Chomsky. Does the pattern of media coverage of your case study conform to that model? Which model is better at explaining your evidence?

You should choose two case studies that are largely identical **except that if the propaganda model (or liberal elite model) is correct, then one of your case studies should get much less, much more, or very biased media reporting**.

• C) EXAMPLES.

Example 1. Male and Female Politicians (Propaganda Model).

1. *Topic.* For example, you might choose to study the topic of 'media coverage of male and female politicians' and you might choose the 'propaganda model' as your theory to test.

2. *Case studies.* You might choose the following paired case study: the treatment of the current NSW Premier, Dominic Perrottet (a man) versus the treatment of Gladys Berejiklian (a woman) duriing their first month in office.

3. *Theory.* If the propaganda model is correct, then you argue that we should expect a bias in media coverage in favor of Perrottet (because he is a man) and less favorable to Berejiklian (because she is a woman).

4. *Hypotheses.* In particular, you might expect (i.e. your hypotheses are that) there will be bias in the media that takes the form of:

    1. **Quantity.** Less coverage of Berejiklian (i.e. less stories, less words in stories, less front page stories)

    2. **Positive media.** Less positive coverage of Berejiklian (i.e. less stories with positive adjectives like "competent", "decisive", "warm", "astute". Less stories about the success of her government)

    3. **Negative media.** More negative coverage of Berejiklian (i.e. more stories emphasising "incompetence", "problems", "uncertainty", etc.)

    4. **Personal life.** More negative coverage of the personal life of Berejiklian, and more positive coverage of the personal life of Perrottet.

    5. **Sexist sterotypes.** Coverage of Berejiklian that imposes sexist sterotypes and expectations on her but not Perrottet (e.g. emphasising family responsiblities, clothing and appearance, warmth and care, emotionality, and so forth of women but not men).

5. *Data collection.* To test your five hypotheses, you collect a random sample (a truely random - i.e. selected with random number generator) of 50 articles from the first month of Berejiklian's term as Premier, and a similar sample from the first month of Perrottet's term.

6. *Qualitative (i.e. with words) analysis.* For assignment 1 (qualitative analysis), you read and discuss patterns in the media coverage, and then present your findings as a series

of quotes/excerpts from medial articles which shows the five trends/hypotheses (or shows that you were wrong and that the trends don't exist).

7. *Quantitative (i.e. with numbers) analysis.* For assignment 2 (quantitative analysis) you will count the occurance of particular articles or words, and test whether there is a statistically significant difference in coverage of Berejiklian or Perrottet.

Example 2. White vs Islamic Terrorists (Liberal Elite Model)

1. *Topic.* For example, you might choose to study the topic of 'media coverage of white and islamic terrorists' and you might choose the 'liberal elite model' as your theory to test.

2. *Case studies.* You might choose the following paired case study: the treatment of (white) Christchurch mosque gunman, and the (muslim) Lint Cafe Seige gunman.

3. *Theory.* If the liberal elite model is correct, then you argue that we should expect a bias in media coverage so that coverage of the Christchurch mosque gunman (committed by a white person) is more negative than the treatment of the Lint Cafe Seige gunman (committed by a muslim person).

4. *Hypotheses.* In particular, you expect (i.e. your hypotheses are) that the media will be biased in the following ways:

    1. **Quantity.** More coverage of Christchurch (white) mosque gunman (i.e. less stories, less words in stories, less front page stories)

    2. **Negative media about gunman.** More negative coverage of Christchurch (white) mosque gunman (e.g. use of words like "barbaric", "massacre", "unforgivable", etc.)

    3. **Media coverage of police.** More positive coverage of police in reporting of Christchurch (white) mosque gunman (e.g. use of words like "fast response", "competent", "brave", etc.), and less negative coverage of police (e.g. use of words "slow", "confused", etc.)

    4. **Legitimate grievances.** More space given to the 'legitimate' grievances of Lint Cafe Seige (muslim) (e.g. understandable anger at racism, invasion of Iraq, etc.) and less given to 'legitimate' grievances of Christchurch (white) mosque gunman (e.g. migration, cultural change, problems with Islam).

5. *Data collection.* To test your four hypotheses, you collect a random sample (a truely random - i.e. selected with random number generator) of 50 articles from six months after the Lint Seige and the six months after the Christchurch mosque attack.

6. *Qualitative (i.e. of themes with words) analysis.* For assignment 1 (qualitative analysis), you read and discuss patterns in the media coverage, and then present your

findings as a series of quotes/excerpts from medial articles which shows the four trends/ hypotheses (or shows that you were wrong and that the trends don't exist).

7. ***Quantitative (i.e. with numbers) analysis.*** For assignment 2 (quantitative analysis) you will count the occurance of particular articles or words, and test whether there is a statistically significant difference in coverage of the two massacres.

· D) POTENTIAL TOPICS.

<u>**You may choose your own case study/ies or you may pick one of the following**</u>.

Compare one or more Australian newspapers treatment of:

- Saudi Arabia vs North Korea.
- Iran vs Saudi Arabia
- Myanmar vs West Papua
- Palestine vs Israel
- Saudi invasion of Yemen vs Myanmar treatment of Rohingya (or Chinese treatment of Uyghurs
- Male vs female politicians
- Property owners vs property renters
- Property owners vs housing commission tenants
- Indigenous Australians vs low socio-economic status white Australians
- Anti-lockdown protestors vs Black Lives Matters protestors
- Liberal Party vs Labor Party
- The Greens vs One Nation
- Australian Medical Association vs Australian Council of Trade Unions
- Business Associations vs Unions
- Christians and Muslims
- Religious and Atheist celebrities
- Problem alcohol drinking by young people and older people
- Deaths due to MDMA (Ecstasy) and alcohol
- Poverty alleviation by jobkeeper vs charities
- Price setting for Private Health Insurance vs the Minimum Wage
- Private Health Insurance vs Medicare
- 'Robodebt' vs 'Home Insulation' scandals
- Deaths due to asbestos vs 'Home Insulation'
- Government subsidies for mining companies vs unemployment benefits

- Inflation vs Unemployment

- Wind power vs Nuclear Power

- Renewables vs Coal

- Coverage of Victorian vs NSW lockdowns

- Covid in Bondi (Eastern suburbs) vs Fairfield (South-western suburbs)

- Coverage of Labor vs Liberal state governments Covid response

- Problems of business owners vs problems of workers during Covid lockdown

- Covid vaccinations of doctors and nurses vs age-care (and/or disability) workers

- **Your own topic, but please use a 'matched-case' method (comparing two groups who are largely identical, except that one is 'worthy' and the other is 'unworthy').**

· E) METHOD.

It is recommended that you focus on the treatment by one newspaper, such as the Australian, the Daily Telegraph, the Sydney Morning Herald/the Age, the Australian Financial Review, or the Guardian (Australia).

If you are selecting your own topic, then buy the newspaper for several days and look for patterns you find interesting and might be worthy of research. The majority of the work of your assignment will involve analysing newspaper articles.

You should use the database **Factiva** (which Macquarie University has a subscription to) to get all newspaper articles printed on a particular topic within a selected date range. It is recommended that for the first assignment (due in Week 8) you try to pick a topic and date range that will give you about 25 to 50 articles.

It is recommended that before you finalise your topic (by around week 3) you explore (scope out) - using Factiva - a couple of different potential topics and look for patterns you find interesting.

· F) ANALYSIS.

We will work on your assignment each week in class, and a lot of important information about the assignment will be delivered in class.

For the first assignment (due in Week 8) you will submit a qualitative (analysing words, not numbers) analysis. For the second assignment (due in Week 13) you will submit a quantitative (i.e. statistical) analysis.

· G) FURTHER INSTRUCTIONS.

Please be aware of the following important details:

1. **12 MINUTE PRESENTATIONS.** For BOTH Week 8 and Week 13 you will deliver a 12 minute presentation with powerpoint slides.

2. **WEEK 8.** The presentation in Week 8 should be a qualitative analysis (analysis of words using themes)

3. **WEEK 13.** The presentation in Week 13 should be a statistical analysis (analysis using numbers). :

4. **ALL PRESENT FOR EQUAL TIMES.** All group members should present for equal times

5. **SCRIPT.** You should also submit a SCRIPT of your talk, which should be around 1,400 words + tables and figures.

6. **ZOOM.** Presentations will be via Zoom, though if internal students would prefer face to face this can be arranged.

7. **OUTSIDE CLASS TIMES.** Presentations will be outside class times, in 'Marking Consultations' of 30-60 minutes (depending on group size). Groups will book these online closer to submission date.

8. **SAMPLE SIZE.** You should aim to have around 50 to 100 newspaper articles you code for the Week 8 presentation, and 50 to 100 articles you analyse for the Week 13 assignment (it can be the same 50 to 100 articles). However, this is a minimum and you are welcome to code more articles if it is appropriate. If you find there are too many articles for your topic, then you can either shorten the date range you are looking at, or pick a random (truly random, picked with a random number generator) sample of the articles you find.

9. **RANDOM SELECTION OF ARTICLES.** You should NOT just hand pick the first 50 articles you can find. You need to make sure the 50 articles are REPRESENTATIVE of all the articles in the media. The way you make sure your sample is representative is by RANDOM SAMPLING and/or SELECTING ALL ARTICLES IN A SHORT WINDOW OF TIME. For example, you might be studying treatment of Aboriginal Australian's in the media, and find that there are thousands of articles in the last five years. You might narrow it to a one month period, e.g. Feburary 2022, and then find that there are 200 articles. You would then want to cut that down to 50 articles by making a list of all 200 articles, numbering them from 1 to 200, and then using a random number generator like this one - https://www.random.org/ - and generating 50 random numbers between 1 and 200 and analysing the 50 articles which correspond to those 50 random numbers.

10. **ATTACHMENTS.** Bring the following attachments to your presentation (if you are presenting on Zoom, please email or WhatsApp the files to Nick), AND ALSO upload to iLearn via Turn-It-In (this is a Macquarie requirement, to check for plagarism):

1. **SLIDES**: Your presentation slides
2. **SCRIPT**: 1,400 word script of your presentation (please include tables and references, but these don't count towards word limit).
3. **DATA**: In Week 8: Your newspaper articles with highlighting (coding). In Week 13: Dataset as SPSS file + Codebook

3. Marking criteria for group project

A) Group mark (25%): One quarter of your grade will be awarded based on the quality of the total product as a whole.

B) Individual marks (75%): Three quarters of your grade for the group project will be awarded based on the quality of your individual contribution. This will be judged on:

- A description of each individual's work that is attached to be beginning of each report
- You are encouraged to allocate each group member at least one theme to qualitatively analyse (for Week 8) and statistically analyse (for Week 13). This will allow all group members to clearly show individual contribution to the report.
- A peer evaluation, which will be confidential and completed online after submission of each report (week 8 and 13).

C) Grading criteria for presentations

1. **WRITING/PRESENTATION:** Clear, straight-forward writing and verbal presentation.
2. **MOTIVATION:** Identifies and justifies choice of research question and topic.
3. **LITERATURE REVIEW:** Clearly explains the theory/ies or ideas to be tested, and identifies relevant previous research on the topic.
4. **METHOD:** Clearly articulates a method to collected and analyse data to answer your research question, including:
   - 4.1. **CONCEPTUALISATION & OPERATIONALISATION:** articulates hypotheses (if necessary), conceptualisations of variables/concepts, and operationalisation of variables/concepts,
   - 4.2. **DATA COLLECTION:** Summarizes techniques for data collection, and methods of sampling.
5. **DATA ANALYSIS:** High quality data analysis that clearly analyses and presents the evidence for the main findings of your research and seriously considers alternative theories and contradictory evidence.
6. **CONCLUSION:** Summarizes findings and discusses academic and policy implications.

Assessment Tasks

Name	Weighting	Hurdle	Due
Mid-term Exam	20%	No	Week 7: Fri 9 Sept 5pm to Sun 11 Sept 11:59pm
Pilot Study Report and Presentation (Group Project)	30%	No	In Week 8. Book Presentation Slot on iLearn
Final Exam	20%	No	Week 13: Fri 4 Nov 5pm to Sun 6 Nov 11:59pm
Final Report (Group Project)	30%	No	In Week 13. Book Presentation Slot on iLearn

Mid-term Exam

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 0.5 hours
Due: **Week 7: Fri 9 Sept 5pm to Sun 11 Sept 11:59pm**
Weighting: **20%**

Online exam that assesses material from first half of semester

On successful completion you will be able to:
- apply knowledge of the major qualitative and quantitative social research methods to answer important social questions.
- use statistical software (such as SPSS or R) to analyse quantitative data, and use thematic analysis to analyse qualitative data.
- articulate important problems and debates that face social researchers, including the scientific status of social research; the strengths and weaknesses of various methods; validity and reliability; and ethical considerations.

Pilot Study Report and Presentation (Group Project)

Assessment Type [1]: Project
Indicative Time on Task [2]: 30 hours
Due: **In Week 8. Book Presentation Slot on iLearn**
Weighting: **30%**

Presentation, pilot study report, with peer evaluation and self evaluation/reflection.

On successful completion you will be able to:

- scope a research problem, design research study, pilot your proposed methods, and write a research proposal to address a serious social issue.

Final Exam

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 0.5 hours
Due: **Week 13: Fri 4 Nov 5pm to Sun 6 Nov 11:59pm**
Weighting: **20%**

Online exam that assesses material from whole semester

On successful completion you will be able to:

- apply knowledge of the major qualitative and quantitative social research methods to answer important social questions.
- use statistical software (such as SPSS or R) to analyse quantitative data, and use thematic analysis to analyse qualitative data.
- articulate important problems and debates that face social researchers, including the scientific status of social research; the strengths and weaknesses of various methods; validity and reliability; and ethical considerations.

Final Report (Group Project)

Assessment Type [1]: Project
Indicative Time on Task [2]: 30 hours
Due: **In Week 13. Book Presentation Slot on iLearn**
Weighting: **30%**

Presentation, final written report, with peer evaluation and self evaluation/reflection.

On successful completion you will be able to:

- collect and analyse original data (qualitative and quantitative), and to be able to write this up and present it as professional academic research

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

I) SEMINARS + LECTURES

LECTURE. There is NO face to face lecture at the time scheduled in the MQ timetable. This is an adminstrative error. Instead the lecture for each week will be (1) pre-recorded and placed on iLearn; and (2) repeated in the first hour of the two hour seminar sessions.

SEMINAR. The seminar/s will be focused on activities related to your group project, and be heavily practically oriented and helpful for applying the concepts of the lecture to your final project.

ONLINE ONLY STUDENTS. Online students will be provided with a description of the activities that willl be conducted in seminars (they will be the last slides in the lecture powerpoints). You may complete these activities with your project group and reach out to Nick on Discord (see below) if you have any questions or problems.

II) ATTENDANCE + PARTICIPATION

There is no attendance or participation requirement for this class. This means that students enrolled in face-to-face classes are free to choose to not to come to the seminars. You simply need to keep up with the recorded lectures so that you can complete the mid-term and final exams, and also complete the two major projects, due in Week 8 and 13.

III) COMMUNICATION

DISCORD SERVER: Because this class is so heavily practical and the assessments involve significant independent group work I have found that the best way to organise communication is to set up chat groups (like WhatsApp or Facebook chat groups).

In previous years we have used WhatsApp, but it has been recommended that to protect student privacy (so as not to need to share mobile numbers), we use a Discord Server. This is very similar to WhatsApp (actually most similar to Slack) and can be used on in a browser, on your laptop, and/or on your mobile phone.

INSTRUCTIONS

1. **DOWNLOAD**. Please go to discord.com to download for your computer and/or to the Apple/Google Store for your mobile app, and download Discord.
2. **SET UP ACCOUNT**. Please set up an account. Please use your real name so that I know that it is you and it is easy for others to tell who you are. Please treat this like work and be professional with your name.
3. **JOIN CLASS ON DISCORD**. Then please message me on Discord and/or use the link in iLearn to join the '2022, SOCI2000' Server.

4. **TELL ME YOUR PROJECT GROUP**. Once you have a project group, please message me on Discord with the names of your group members. I will then set up two groups for you: One with me and all your group members, and one without me. This will allow you to chat privately (I promise not to monitor your chat unless there is a major disagreement within your group), and also to a chat to ask me questions and have discussions about your group project.

If you have questions or need help, please message the Discord chat with me in it, and I will aim to respond ASAP, and at the latest within 24 hours.

CONSULTATIONS: For consultations, I will be available immediately after the seminar, and otherwise on Discord. If we need to, we can set up time for a Zoom chat or for you to come to my office.

IV) TEXTBOOK

BUYING TEXTBOOK: This is the textbook:

- Neuman, W. L. (2013). Understanding Research: Pearson New International Edition. Harlow: Pearson Education UK.

Read the ebook for free at the MQ Library here: https://ebookcentral-proquest-com.simsrad.net.ocs.mq.edu.au/lib/MQU/detail.action?docID=5175361

Buy ebook from Pearson here ($60):

https://www.pearson.com.au/products/M-N-Neuman-W-Lawrence/Understanding-Research-Pearson-New-International-Edition-eBook/9781292033648?R=9781292033648

READING THE TEXTBOOK: Please read the required readings before coming to class (internal and zoom students)

V) PROJECT GROUPS

FORMING PROJECT GROUPS: Please find a project group. You can do on the discussion chat on iLearn or within Discord once you join.

Please register your project group by messaging me on Discord.

PARTICIPATION IN PROJECT GROUPS: Please participate and contribute to your project group fully and seriously or you will be penalised in your peer review mark. This includes coming to class (for internal students), as we will do significant project work in each class (we will do workshops at the end of each class, applying the knowledge from that week to your project).

Unit Schedule

With respect to the lecture, please note that there is NO face to face lecture.

There is NO face to face lecture at the time scheduled in the MQ timetable. This is an adminstrative error. Instead the lecture for each week will be (1) pre-recorded and placed on iLearn; and (2) repeated in the first hour of the two hour seminar sessions.

Lecture (pre-recorded + repeated in first hour of seminar)

Week	Lecture Topics	Key Concepts	
1	1. Introduction to Unit 2. Introduction to Major Project 3. Theory and Data in Social Science 4. Introduction to Propaganda, Pluralist, and Liberal Elite Models 5. How to Use Factiva to Access Newspaper articles	• paradigm • explanation • theory • data • social science • qualitative analysis • quantitative analysis	• qualitative data • qualitative analysis • worthy/unworthy victims • a good topic • simplicity • propaganda model • pluralist model

2	1. Two Examples of Model Presentations
	2. How to Choose a 'Good' Topic for your Project
	3. Advice for Timelines, Roles, Decision Making in Your Project Groups
	4. A Gentle Introduction to Statistics
		• qualities of good topics
		  ◦ simple topic
		  ◦ important topic
		  ◦ interesting topic
		• independent variable
		• dependent variable
		• matched cases
		• situated
		• positivist social science
		• criticial social science
		• interpretivist social science
			• descriptive statistics
			• inferential statistics
			• conceptualisation
			• operationalisation
			• population
			• sample
			• quantitative data structure
			  ◦ rows (of dataset)
			  ◦ columns (of dataset)

| 3 | Qualitative Data Collection and Analysis | codebook - quantitative codebook - qualitative variable case control variable focus groups in depth interviews ethnography deal with ambiguity explore new domains capture 'rich' realistic data less alienating for participants explore a topic in detail study intention and meaning making naturalism participant observation field site field work open-ended survey questions documents and archives ethnographic sandwich ethnography before - purpose ethnography after - purpose purposive sampling (in qual research) | saturation sampling (in qualitative research) memos themes triangulation jotted notes memos direct observation notes when to write notes length of notes tape recordings gatekeeper informant building rapport doing small favours appropriate eye contact shared interests self-disclosure ernest novice appearance of interest attitude of strangeness leading questions prompts flexibility in asking questions when interviewing |
| 4 | Qualitative Data Analysis | coding open coding axial coding selective coding writing up qualitative results codes become subheadings inductive theorising deductive theorizing | analytic comparison narrative or sequence analysis underlining while reading a book writing our thoughts in the margins of a book prefabricated thesis generator |

| 5 | Developing a clear, concise writing style | • benefits of bad writing
• purpose of bad writing - orwell
• write before you are ready
• real world writing
• write to communicate
• use real life models
• choose a structure
• fundamental unit of composition
• link through repetition
• PEEL
• one paragraph one point
• topic sentences
• special paragraphs
• instant thesis generator
• branching tree structure
• definite, specific, concrete language
• avoid dead metaphors and cliches
• examples, analogies, etc. | • good examples, qualities
• mindmap structure
• mindmap metaphor
• cut excess words
• simplicity in writing
• vividness
• examples
• colours = examples
• active voice
• passive voice
• not
• vague verbs
• coordinate ideas in similar form
• kill your darlings
• dead imagery
• cliches
• prefer everyday English
• avoid jargon, foreign phrases, scientific words
• vary sentence length
• pretentious diction
• if it is possible to cut a word, do it |
| 6 | Conducting a Literature Review | • methods section
• results section
• good quotes/excerpts
• conclusion section
• identify interests of wealthy and powerful
• important topic, demonstrating
• citation manager
• Wikipedia | • kill your darlings
• refining search terms
• higher/lower level of abstraction
• motivations for a study, where to find
• paragraphs in literature reviews
• peer reviewed academic publications
• DOI
• checking for quality of journal |

7	An Introduction to Quantiative Research: Measurement + Sampling	• objectivity • replicability • selection of sample • naming themes **Measurement:** • unit of analysis • hypothesis • dummy • binary • interval • ordinal • nominal • multi-item scale • single item scale • index • reliability • validity	**Sampling:** • purposive sampling • quota sampling • haphazard sampling • snowball sampling • hidden populations • systematic sampling • random sampling • cluster sampling • census • sampling frame • sampling element • target population • population • universe • stratified sampling • population parameter • sample statistic • confidence interval
8	PRESENTATIONS - NO CLASS		
9	Conducting Ethical Research + A Gentle Introduction to Statistics (continued)	**Part 1 - Ethics** • Guiding values • Research merit and integrity • Autonomy/respect • Beneficence • Justice • High quality research • Bad research • Informed consent • Risks to participants • Privacy • Anonymity • Confidentiality • Components of informed consent • Deception • Illegal vs Unethical research • Types of harm: • - Psychological harm • - Physical harm • - Legal harm • - Social harm • Vulnerable populations	**Part 2 - Statistics** • Descriptive statistics • Inferential statistics • Central tendency • Mean • Median • Mode • Variation • Standard deviation • Standard error • Interquartile range • Minimum/Maximum • Percentages • Number of valid cases/n • Population • Sample • Population parameter • Sample statistic • Hypotheses • Research hypothesis • Null hypothesis • Sampling distribution • Central Limits Theorem • Confidence interval • P-value • Z-score (t-statistic) • Mean/Standard Error

10	A Gentle Introduction to Statistics (continued)	• Univariate statistics • Bivariate statistics • Multivariate statistics • All concepts in Week 9	
11	How to do all the Statistical Analysis for Your Final Projects - A Step by Step Guide	• Interpret a comparison of proportions • Interpret a comparison of means (don't need to understand Leven's test) • All concepts in Week 9	
12	An Introduction to More Advanced Statistical Techniques	• Correlation coefficient • Pearson's correlation coefficient • Interpreting: ◦ statistical significance ◦ direction ◦ effect size • Small, medium, large effect size • Correlation matrix • Heatmap	• Linear regression ◦ Dependent variable (y) ◦ Independent variable(s) (x) ◦ Coefficient (slope) (b) ◦ Intercept (constant) (c) ◦ P-value (sig.) ◦ R squared (R2)
13	PRESENTATIONS - NO CLASS	PRESENTATIONS - NO CLASS	

Readings

Week	Readings
1	Neuman: Ch 1, Why Research.
2	Neuman: Ch 2, Planning a Study.
3	Neuman: Ch 10, Observing People.
4	Neuman: Ch 8: Research with Nonreactive Measures (section on content analysis only). Methods101.com (Week 5)
5	• Harrigan, How to write a short paper • Strunk & White, 'Elementary principles of composition' in Elements of Style. (available via Leganto on iLearn) (or just Google). • Orwell, Politics and the English Language. • Posusta, Steven. 1996. Don't Panic: The Procrastinator's Guide to Writing an Effective Term Paper. Bandanna Books, Santa Barbara.

6	see Neuman: Ch 2, Planning a Study (reading for Week 2)
7	Neuman: Ch 5, Measuring Social Life.
8	PRESENTATIONS - NO CLASS
9	• Neuman: Ch 4, Sampling. • Neuman: Ch 6, The Survey
10	We will largely use the lecture slides, but there is additional material on methods101.com.au . See also Neuman Ch 4,5,6
11	We will largely use the lecture slides, but there is additional material on methods101.com.au . See also Neuman Ch 4,5,6
12	We will largely use the lecture slides, but there is additional material on methods101.com.au . See also Neuman Ch 4,5,6
13	PRESENTATIONS - NO CLASS

Policies and Procedures

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

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA

student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved,

(a) a penalty for lateness will apply – 5 marks out of 100 credit will be deducted per day for assignments submitted after the due date – and

(b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline.

If it looks like you are going to submit a late assignment, you are strongly encouraged to submit a Special Consideration request.

These requests are generally more likely to be granted if you (1) have a medical reason; and (2) can provide written evidence. However, these are not necessarily required and students are encouraged to apply for Special Consideration if you feel your circustances warrant it.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.