SOCX224

Methods of Social Research

S1 OUA 2019

Dept of Sociology

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Nicholas Harrigan
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Prerequisites

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 task-based activities 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. 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

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

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 methods of analysis - statistical analysis of quantitative data and thematic

analysis of qualitative data - and the technologies used in social research - either SPSS or R for quantitative analysis; and either Dedoose or NVivo for qualitative analysis.

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.

Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.

Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Assessment Tasks

Name	Weighting	Hurdle	Due
Weekly Quizes	30%	No	Before class each week
Group Project + Presentation	40%	No	Beginning of Week 7 + Week 13
Final Exam	20%	No	Week 13
Participation + Exercises	10%	Yes	Weekly

Weekly Quizes

Due: **Before class each week**
Weighting: **30%**

Weekly quizes will test your understanding of key concepts, and provide an incentive to do the weekly required readings.

Quizes will be due BEFORE the first class of the week (so before the Wednesday class, even if you are in the Friday class, or an external student). This will enable us to review the answers to the quiz questions in class.

On successful completion you will be able to:
- 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 methods of analysis - statistical analysis of quantiative data and thematic analysis of qualitative data - and the technologies used in social research - either SPSS or R for quantitative analysis; and either Dedoose or NVivo for qualitative analysis.

- 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: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Group Project + Presentation

Due: **Beginning of Week 7 + Week 13**
Weighting: **40%**

PART 1: SUMMARY

Students will work in a group of 5 - 7 students and complete a research proposal (due week 7) and research report (due week 13) and deliver a verbal presentations for each. All groups are required to design and implement their own research project within the general theme 'experiences of work for low wage workers'.

As part of the study, all groups must:

(1) collect EITHER:

1. survey data (25+ surveys (or experiments) per team member), OR
2. interview data (5+ in depth interviews per team member), OR
3. documentary data (50+ documents (such as newspaper articles) per team member); AND

(2) analyse that data; AND

(3) get ethical approval in writing from the unit convenor (Nicholas Harrigan) BEFORE data collection.

Core reading: While you are only required to choose a topic within the theme 'experiences of work for low wage workers', you are strongly encouraged to tests a theory or idea proposed in the core reading for this class. This reading is:

- Fraser, Nancy. (2018). Roepke Lecture in Economic Geography—From Exploitation to Expropriation: Historic Geographies of Racialized Capitalism. *Economic Geography*, 94(1), 1-17, DOI: 10.1080/00130095.2017.1398045

Note that you don't need to agree with the arguments in the core reading. You can try to test and disprove the author's ideas. If you decide to not test a theory or idea from the core reading, you should get permission from the unit convenor before Week 7.

Due dates: Assessment is due in weeks 7 and 13 in the actual grading consultation (which will be held outside of class time - see below).

PART 2: DETAILED REQUIREMENTS FOR EACH ASSESSMENT

(1) Research proposal and presentation

- Due in Week 7 at a 1 hour marking consultations outside of class time, and you will present again in class that week.
- This should follow the format I will provide, and have surveys, interview questions, research protocol, informed consent, and other materials for your data collection attached.
- You will be expected to give a 8 minute presentation of the research proposal, with powerpoint slides, and all team members should speak for equal amounts of time.
- The research proposal should be submitted at the same time and should be 3,000 words maximum.
- Times for this will be provided (probably between 9am and 7pm on Monday, Tuesday, and Thursday (for the Friday class only)), and will be at times that all group members can attend. Marking will be conducted in this consultation.

(2) Final report + Presentation

- Due in Week 13 at a 1 hour marking consultations outside of class time, and you will present again in class that week.
- The presentation will be 8 minutes in length, and all group members should present.
- The report should be submitted at the same time and should be 5,000 words maximum, and should be in the format of an academic article.
- Times for this will be provided (probably between 9am and 7pm on Monday, Tuesday, and Thursday (for Friday class only)), and will be at times that all group members can attend. Marking will be conducted in this consultation.

Note that the research proposal and the final report must both meet a minimum standard,

and if they do not, the project group will be expected to revise and resubmit and re-present the proposal/report and presentation in class of Week 7/13. Marks will be deducted for those groups asked to resubmit.

PART 3: MARKING ALLOCATION AND CRITERIA

Allocation of marks:

(1) Research Proposal + Presentation: 20% of final grade for subject

(2) Research Report + Presentation: 20% of final grade for subject

Group marks: 50% of marks for this group project will be awarded for the quality of the total product (report and presentation) as a whole - i.e. all members of the group will get the same mark.

Individual marks: 50% of marks for this group project will be awarded for the quality of individual contributions. These will be based on the unit convenor's evaluation of the individual's contribution. To make this judgement, the unit convenor will review the presentations and written reports in light of:

1. **A description of each individual's work:** the written proposal and final report should include a specification of the roles and tasks completed by each individual member of the group.

2. **A peer evaluation:** Group members will also be asked to complete a confidential online peer evaluation of themselves and their group members contributions to the proposal and final report.

Grading criteria for reports:

1. WRITING: Clear, straight-forward writing and verbal presentation.

2. IMPORTANT PROBLEM: Identifies, and justifies choice of, an interesting and important social science puzzle, problem or question.

3. LITERATURE REVIEW: Identifies relevant previous research on the topic, and groups these research into key theoretical or conceptual explanations or answers to the research problem.

4. METHOD: Clearly articulates a realistic, and effective method to answer your research problem, including:

    ◦ 4.1. CONCEPTUALISATION & OPERATIONALISATION: articulates hypotheses (if necessary), conceptualisations of variables/concepts, and operationalisation of variables/concepts,

    ◦ 4.2. DATA COLLECTION: summarises techniques for data collection, methods of ensuring ethical data collection, and methods sampling.

5. DATA ANALYSIS: provides a plan for data analysis that will convincingly test your research questions/hypotheses (for the proposal due week 7) or high quality data analysis that clearly analyses and presents the evidence for the key findings of your research (for final report due week 13).

On successful completion you will be able to:

- 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 methods of analysis - statistical analysis of quantiative data and thematic analysis of qualitative data - and the technologies used in social research - either SPSS or R for quantitative analysis; and either Dedoose or NVivo for qualitative analysis.
- 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.
- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.
- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Final Exam

Due: **Week 13**
Weighting: **20%**

The on-line test examines concepts covered in the readings and seminars.

These will be very similar in style and content to the weekly quizes.

This will be accessed via the iLearn page

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Participation + Exercises

Due: **Weekly**
Weighting: **10%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

The class is designed around weekly 3 hour seminars.

For each of these, groups will be given exercises to prepare before class, and others that will be presented in class.

Groups will work on these exercises and present their work during the seminar.

Students are required to attend class (unless they are an external or OUA student).

External students, OUA students, and internal students who miss a class must complete the one compulsory exercise each week and post it on the appropriate iLearn discussion page.

In class, students will be picked at random to present their groups answers to exercises.

MARKING CRITERIA: 100% attendance will get a 7/10 for this assessment. 3 additional marks will be allocated to students who demonstrate clear understanding and application of the concepts; students who present high quality answers to the exercises; and students who participate through engaging fully with the class and with other students contributions.

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Delivery and Resources

Part 1: Structure of classes

1. Before class (all students)

Before class each week you will be expected to:

1. Do the required readings

2. Complete the weekly online quiz/es

3. Meet with your project group to (i) work on your research proposal/final report amd (ii) discuss and prepare for any workshop exercise/s

2. In class (internal students)

For internal students the class will consists of a three-hour seminar. This seminar will generally follow the format of:

1. Reviewing the Quiz answers for that week

2. A short lecture

3. One or more exercises to apply the concepts of that week's class. Often this will involve workshoping the ideas for your main group project and presenting them to the class for

internal students.

Make up exercise for not attending seminar: Internal students who miss class will be required to post answers to the compulsory exercise/s to the appropriate iLearn discussion list.

All internal students must either attend class or complete the compulsory online exercise for every week.

3. Instead of class (External and OUA Students)

For external and OUA students, students are expected to each week:

1. Review the lecture slides + recorded lecture on iLearn

2. Complete the required exercises and post them on the appropriate iLearn discussion list

3. Reply to at least one other student's post on the iLearn discussion list (at least once per week).

All external and OUA students must (1) complete the compulsory online exercise, and (2) reply to one other student's post EVERY WEEK.

Part 2: Course Structure

Week 1: Choosing a topic + literature review

Week 2: Ethics + research design

Week 3: Fieldwork, interviews, and focus groups

Week 4: The survey + sampling + measurement

Week 5: Analysing quantitative data, part 1.

Week 6: The experiment

Week 7: Student presentations (research proposals)

[Break - Week 1]

[Break - Week 2]

Week 8: Historical-Comparative Research

Week 9: Analysing Qualitative Data

Week 10: Analysing quantitative data, part 2.

Week 11: Analysing quantitative data, part 3.

Week 12: How to write up an academic study.

Week 13: Final project presentations

Part 3: Readings

Textbooks

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

AND

Strunk, W., & White, E. B. (2000). *The elements of style.* Elwyn Brooks.

AND EITHER:

Andy P. Field, Jeremy Miles, & Zoe? Field. (2012). *Discovering statistics using R / Andy Field, Jeremy Miles, Zoe? Field.* London ; Thousand Oaks, Calif.: Sage.

OR

Andy P. Field, & Andy P Field. (2018). *Discovering statistics using IBM SPSS / Andy Field.* (Fifth edition.). London: Sage Publications.

Recommended Books

Ayres, I. (2008). *Super Crunchers.* John Murray.

Goodson, P. (2016). *Becoming an Academic Writer.* Sage.

Garrard, J. (2014). *Health Sciences Literature Review Made Easy: The Matrix Method*. Burlington, MA: Jones & Bartlett.

Part 3: Laptops, Software, and Methods101.com

Laptops: Internal students will be expected to bring their laptops to class to participate in quizes and exercises.

Software: In this class you will be provided with an introduction to quantitative analysis (i.e. statistical analysis), and brief introduction to qualitative analysis (i.e. thematic analysis of texts or images). You will also be provided with an introduction to software that is used for these analysis.

Quantitative analysis: For quantitative analysis software, you will have the option of learning to use one of two statistical packages. These are (1) SPSS, and (2) R. These two products have pros and cons which will be explained in class (in short SPSS is easier to use for beginners (it is point and click, menu driven), but after you graduate you will need to pay thousands of dollars a year for a licence; in contrast R has a sharper learning curve (it is run through typing commands), but is free open source software. Also, SPSS needs to be accessed through the universities iLab, or a student version purchased for around $70; while R is free to run on your own computer).

Qualitative analysis: For qualitative analysis software, you will have the option of learning to use one of two statistical packages. These are (1) NVivo; and (2) Dedoose. Again these two products have pros and cons that will be explained in class (in short, NVivo is provided free on iLab by Macquarie, but once you graduate will cost around $900/year for a licence; Dedoose is free for the first month and about $10/month after that. Dedoose is all online, and has better/ easier to use collaboration features (so you can share data and analysis across your group, located in different places)).

Methods101.com: We have developed a website which hosts training for these analysis software. It can be found at methods101.com, and should be finalised by the first week of term. This website provides relatively straight forward, step by step guides to using the various software, and also to conducting the analysis for your projects and assignments. We hope to also host material on there for other academic skills, like academic writing, literature reviews, and choosing a research topic.

Unit Schedule

Week	Topic	Readings (which are examinable by Weekly Quiz)	Exercises (External and OUA should write answers to these on iLearn discussion; Internal students will do these exercises in class, but should prepare for Exercise 2 with their group prior to class; Internal students who miss class should post answers to these two exercises on the appropriate iLearn discussion)
Week 1	Choosing a topic + literature review	Neuman: Ch 1, Why Research	**Ex 1: Case Study Exercise:** Review a previous example of a student project from a previous class (a set will be provided). What does this project do well? What does it do badly? After reflecting on this project, list five rules you will try to follow in designing your project. **Ex 2: Group Project Exercise:** Scope out a potential research proposals for your group project this semester. Identify: (1) The research question (underline key variables); (2) What are the competing explanations (theories) or answers to this question? (3) What are your hypothesis/es or expected findings? (4) What method will you use? (sampling, a survey, interviews, etc.)
Week 2	Ethics + research design	Complete MQ Social Science Ethics Training at https://ethicstraining.mq.edu.au/ Read the (1) guidelines to safe and ethical data collection; (2) guidelines to ethical data storage; (3) the informed consent and participant information sheet; (4) support services for respondants	**Ex 1: Case Study Exercise:** Review two of the videos (these will be provided) of examples of unethical research in the social sciences. Identify examples of key concepts from this week's readings/topics. What are the key lessons of these case studies for you? **Ex 2: Group Project Exercise:** 1. Briefly outline a potential research proposal (question, theories, hypothese, methods) to refresh our minds about the project you are thinking of studying. 2. Review the standardised informed consent for this course. Is there anything you need to change for your study (note in particular the section on risks)? 3. Review the other ethical guidelines for this course (safe data collection, ethical data storage, list of support services). Identify three issues raised on these guidelines that are of particular importance for your study? Explain how you will address each ethical or safety issue?

Week 3	Fieldwork, interviews, and focus groups	Neuman: Ch 10, Observing People	**Ex 1: Case Study Exercise:** Review EITHER (1) the lessons from fieldwork, and example of fieldnotes from Thiago Opperman; OR (2) The first chapter from 'Gang Leader for a Day'. Identify examples of key concepts from this week's readings/topics. What are the key lessons of this case study for you? **Ex 2: Group Project Exercise:** 1. Briefly outline a potential research proposal (question, theories, hypothese, methods) to refresh our minds about the project you are thinking of studying. 2. Develop a set of questions, and prompts for a qualitative interview that will be approximately 20 minutes in length. 3. Internal students will practice their questions on a student from another group in an exercise in class. External students should post their questions online, and then answer the questions of another student (pretending to be interviewed). You can invent a persona if you wish to remain anonymous, but please keep answers realistic.
Week 4	The survey + sampling + measurement	Neuman: Ch 4, Sampling Neuman: Ch 5, Measuring Neuman: Ch 6, The Survey	**Ex 1: Case Study Exercise:** Review the example of a real survey provided in class. Identify examples of key concepts from this week's readings/topics. What are the key lessons of this case study for you? **Ex 2: Group Project Exercise:** 1. Briefly outline a potential research proposal (question, theories, hypothese, methods) to refresh our minds about the project you are thinking of studying. 2. Develop questions to test your key concepts/variables in your research proposal. Questions should generate at least one of each type of the following variables/measures: (1) a binary variable; (2) likert scale; (3) an index; (4) a categorical/nominal; (5) a continuous variable.
Week 5	Analysing quantitative data, part 1.	Methods101.com - all classes on SOC224 for EITHER (1) SPSS or (2) R	**Ex 1: Case Study Exercise:** Review the case study, which will be an academic article which uses correlation, linear (or logistic regression). Identify examples of key concepts from this week's readings/topics. What are the key lessons of this case study for you? **Ex 2: Group Project Exercise:** 1. Briefly outline a potential research proposal (question, theories, hypothese, methods) to refresh our minds about the project you are thinking of studying. 2. What statistical test/s would be most appropriate for testing your hypotheses/theories? 3. What tables will you include in your final report? 4. What one key statistic - if you find it to be significant (or non-significant) - would proove the key claim of your paper?

Week	Topic	Readings	Exercises
Week 6	The experiment	Neuman: Ch 7, The experiment Methods101.com - a brief introduction to Qualtrics and Google Forms.	**Ex 1: Case Study Exercise:** Review two of the videos (these will be provided) of examples of experiments in the social sciences. Identify examples of key concepts from this week's readings/topics. What are the key lessons of these case studies for you? **Ex 2: Group Project Exercise:** 1. Briefly outline a potential research proposal (question, theories, hypothese, methods) to refresh our minds about the project you are thinking of studying. 2. Imagine youare going to study your research proposal with an experiment? How would you design it? Remember: Keep It Simple!
Week 7	Student presentations (research proposals)	No readings + No Quiz	Groups will meet with the unit convenor for a one hour marking meeting on Monday, Tuesday or Thursday (for Friday class only). Each groups presents their research proposal for 8 minutes in class. All students will complete a feedback form for each group, providing feedback on each group's presentation.
Break Week 1		You would be expected to be collecting data during this period.	
Break Week 2		You would be expected to be collecting data during this period.	
Week 8	Historical-Comparative Research	Neuman: Ch 11, Across cultures Neuman: Ch 8, Non-reactive measures	**Ex 1: Case Study Exercise 2:** Review the two case studies of content analysis (Chomsky Video, of East Timor media coverage; and Chomsky book chapter on media coverage of killing of religious figures in Latin America). Identify examples of key concepts from this week's readings/topics. What are the key lessons of these case studies for you? **Ex 2: Case Study Exercise 2:** Review the original UN and US Government documents provided from the Rwandan Genocide. Identify examples of key concepts from this week's readings/topics. What are the key lessons of these case studies for you?
Week 9	Analysing Qualitative Data	Methods101.com - all classes on SOC224 for EITHER (1) Dedoose or (2) NVivo	**Ex 1: Case Study Exercise 1:** You will be provided with a short set of fieldnotes to analyse as qualitative data. Choose one of the provided research questions. Identify the key themes, choose example quotes from the fieldnotes, and provide an answer to the research question. Ex 2: To Be Annouced (TBA)
Week 10	Analysing quantitative data, part 2.	Neuman: Ch 9, Numbers Field: Ch 6 & 9 (Correlation & Comparison of means)	Ex 1: TBA Ex 2: TBA
Week 11	Analysing quantitative data, part 3.	Ayres: Introduction & Ch 1 Field: Ch 7 & 8 (Linear Regression & Logistic Regression)	Ex 1: TBA Ex 2: TBA

Week 12	How to write up an academic study.	Strunk & White, Elementary principles of composition (Library) Harrigan, How to write a short paper (on iLearn) Methods101.com - all classes on SOC224 for 'Writing An Academic Paper'	Ex 1: TBA Ex 2: TBA
Week 13	Final project presentations	No readings + No Quiz	Groups will meet with the unit convenor for a one hour marking meeting on Monday, Tuesday or Thursday (for Friday class only). Each groups presents their research proposal for 8 minutes in class. All students will complete a feedback form for each group, providing feedback on each group's presentation.

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable

2. were beyond your control

3. caused substantial disruption to your academic work

4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements

5. lasted at least three consecutive days or a total of 5 days within the teaching

period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit Ask MQ and use your OneID to log in
2. 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

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures
Withdrawal from a unit after the census date

You can withdraw from your subjects prior to the census date (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to apply for Special Circumstances. If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can apply online.

If you're studying a degree using HECS-HELP, you'll need to apply directly to Macquarie University.

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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
- Grade Appeal Policy

- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

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

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

Student Support

Macquarie University provides a range of support services for students. For details, visit 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 Services and 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.

Student Enquiries

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

If you are a Global MBA student contact globalmba.support@mq.edu.au

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

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

- 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.
- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.
- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Assessment tasks

- Group Project + Presentation
- Participation + Exercises

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.

- 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.

- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.

- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Assessment tasks

- Weekly Quizes
- Group Project + Presentation
- Final Exam
- Participation + Exercises

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

- 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.

- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.

- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and

presentation of proposals and reports in the form of a verbal presentation.

Assessment tasks

- Group Project + Presentation
- Participation + Exercises

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 methods of analysis - statistical analysis of quantiative data and thematic analysis of qualitative data - and the technologies used in social research - either SPSS or R for quantitative analysis; and either Dedoose or NVivo for qualitative analysis.
- 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.
- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.
- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Assessment tasks

- Weekly Quizes
- Group Project + Presentation
- Final Exam
- Participation + Exercises

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 methods of analysis - statistical analysis of quantiative data and thematic analysis of qualitative data - and the technologies used in social research - either SPSS or R for quantitative analysis; and either Dedoose or NVivo for qualitative analysis.
- 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.
- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.
- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Assessment tasks

- Weekly Quizes

- Group Project + Presentation
- Final Exam
- Participation + Exercises

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 methods of analysis - statistical analysis of quantiative data and thematic analysis of qualitative data - and the technologies used in social research - either SPSS or R for quantitative analysis; and either Dedoose or NVivo for qualitative analysis.
- 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.
- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.
- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Assessment tasks

- Weekly Quizes
- Group Project + Presentation
- Final Exam
- Participation + Exercises

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

- 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.
- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.
- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Assessment tasks

- Group Project + Presentation
- Participation + Exercises

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

- 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.

- 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.

- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.

- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and presentation of proposals and reports in the form of a verbal presentation.

Assessment tasks

- Group Project + Presentation
- Participation + Exercises

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

- 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.

- 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.

- Be able to collect and analyse original data (qualitative or quantitative), and to write this up and present it as a peice of academic research.

- Develop proficiency in generic skills required to undertake social research. These include: identifying and scoping research questions, conducting a literature review; developing surveys and qualitative interview questions; developing a data collection plan; collecting data; analysing data; writing up research proposals and final reports; and

presentation of proposals and reports in the form of a verbal presentation.

Assessment tasks

- Group Project + Presentation
- Participation + Exercises

Changes from Previous Offering

The course has been completely changed and rewritten this year (2019). The textbook has changed, the assessment has changed.

OUA students who wish to use the previous assessment structure (literature review, and research proposal) may write to the unit convenor to request this. However, it is recommended that you stick with the new assessment structure as the experience of realising data collection and analysis is an invaluable experience you are unlikely to get again at university, and most of the teaching literature suggests that such realistic practice is vital to effective learning.