



*The School of Humanities, Creative Industries and Social Science is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

<b>Course Description</b>	Provides students with a sound grounding in the range of research methods relevant to the wider teaching program in Social Change and Development. It also provides an awareness of some of the relevant debates in the area of methodology. Both quantitative and qualitative research methods will be covered. The course will be student-centred, problem-oriented and delivered in a multimedia format.
<b>Assumed Knowledge</b>	Undergraduate degree with major in social science or related area
<b>Contact Hours</b>	<b>Callaghan</b>  <b>Self-Directed Learning-1</b> Self-Directed 1 hour(s) per week(s) for 12 week(s) starting in week 1  <b>Seminar-1</b> Face to Face On Campus 2 days per week for 1 week(s) starting in week 3  <b>Online</b>  <b>Online Activity-1</b> Online 1 hour(s) per week(s) for 12 week(s) starting in week 1  <b>Self-Directed Learning-1</b> Self-Directed 1 hour(s) per week(s) for 12 week(s) starting in week 1
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan and Online</b> Professor Kate Senior <a href="mailto:Kate.senior@newcastle.edu.au">Kate.senior@newcastle.edu.au</a> (02) 49217078 or 0412 913227 Consultation: By email/phone for appointment Please note: There are 4 non-compulsory Zoom meetings throughout semester. Both face to face and on-line students may use these sessions to ask questions about course content and assessment.
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Humanities, Creative Industries and Social Science</b> Social Science Building Callaghan <a href="mailto:HCISS@newcastle.edu.au">HCISS@newcastle.edu.au</a> 02 4985 4500

# SYLLABUS

**Course Content** Content includes:

1. examination of the range of research methods relevant to the wider teaching program in Social Change and Development;
2. examination of qualitative and quantitative methods as well as mixed methods approaches;
3. an introduction to ethical guidelines for research, decolonising and participatory action research approaches, as well as innovative research methods.

**Course Learning Outcomes**

**On successful completion of this course, students will be able to:**

1. Analyse linkages between (a) theories of social change and development and (b) Social research practice and methodology.
2. Demonstrate a critical understanding of the range of research techniques employed by social researchers, both qualitative and quantitative.
3. Design research frameworks appropriate to the research tasks arising from other parts of the course.
4. Discuss the ethical implications of research practices and the external environment within which social research is conducted.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26/2/2024	Introduction to Social Research	Introductions, previous experience, expectations and particular research interests.	Assessment 1: tutorial/on line discussions/contributions throughout semester. <b>Weekly 15%</b>
2	4/3/2024	Introduction to qualitative research	Exploring guidelines for ethical research. Thinking about community needs and expectations of research and researchers and ethics in everyday research practice.	
3	11/3/2024	The craft of the interview	Practice interviews Transcribe your interviews to be ready for analysis.	Intensive-16/17 March (face to face students)  <b>Assessment 5</b> face to face students: Oral presentation- photo voice) during teaching intensive for face to face students. 15%  <b>Due: during teaching intensive Saturday 16 and Sunday 17 March 2024</b>  <b>On line students:</b>  <b>Assessment 5:</b> Presentation-photo voice. 15%  Part A: Upload two photographs and provide a written commentary on them. <b>Due Sunday 17<sup>th</sup> March 11:59 pm</b>  Part B: Comment on at least 2 other people's photographs.  <b>Due Sunday 24<sup>th</sup> March 11:59 pm</b>
4	18/3/2024	Focus groups	When would you use a focus group?  What are the key considerations in the construction of focus groups?	
5	25/3/2024	Just hanging around? Ethnography and observation	Observation exercise & writing detailed field notes.	Assessment 2: Exploring and analysing interview data (10%)

				<b>Due Sunday 31<sup>st</sup> March, 11.59 pm</b>
<b>6</b>	1/4/2024	Innovations in qualitative research: arts-based methods	Discussion about the application of these methods. Think of a research project where these methods may provide more detailed information than traditional methods.	
<b>7</b>	8/4/2024	Participatory action research	How do you involve the community in all stages of the research process? What are the challenges?	
<b>Semester break 15/4/2024-29/4/2024</b>				
<b>8</b>	29/4/2024	Decolonising methodologies	How do ideas from week 8 challenge your understanding of research?	
<b>9</b>	6/5/2024	Introduction to quantitative research	How do we establish a sample in both quantitative and qualitative research?	<b>Assessment 3:</b> project Applying qualitative research methods with specific population groups (30%)  <b>Due Sunday 12th May 11: 59 pm</b>
<b>10</b>	13/5/2024	Survey design	Explore some 'off the shelf surveys' to explore issues of reliability, validity and cross cultural application	
<b>11</b>	20/5/2024	Bringing it all together: mixed methods	Applying your knowledge in the real world – what are the challenges?	
<b>12</b>	27/5/2024	Writing it up: presenting social research	Explore some mixed methods reports. In what other ways might we present research?	<b>Assessment 4:</b> Proposal plan: Designing a mixed methods project as a research team (30%) (face to face students) or as an individual (on- line students)  <b>Due: Sunday 9<sup>th</sup> June 11:59 pm</b>

# ASSESSMENTS

This course has 5 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Weekly contributions to, and participation in, online forum; and teaching intensive (face to face students) (15%)	<b>Online Forum:</b> Weekly from weeks 1-12 by Sundays 11.59pm  <b>Teaching Intensive:</b> Saturday 16 and Sunday 17 March 2024	Individual	15%	1, 2, 3, 4
2	Tutorial Laboratory exercise: Exploring interview data: ethics analysis and feedback	Sunday, 31 <sup>st</sup> March 11.59pm	Individual	10%	1,2, 3,4
3	Project: Applying qualitative research methods with specific population groups	Sunday, 12 <sup>th</sup> May 11.59 pm	Individual	30%	1,2, 3,4
4	Proposal/Plan: designing a mixed methods project as a research team	Sunday 9 <sup>th</sup> June 11.59 pm	Group (face to face) Individual (on-line)	30%	1,2, 3, 4
5	Presentation- photo voice	<b>Online:</b> <b>Part A:</b> Sun 17/3/24 by 5pm <b>Part B:</b> Sun 24/3/24 11.59pm  <b>Face to face:</b> <b>Teaching Intensive:</b> Saturday 16 and Sunday 17 March 2024	Individual	15%	1,2, 4

**Late Submissions** - The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Weekly contributions to, and participation in, online forum; and teaching intensive (15%)

<b>Assessment Type</b>	Online Learning Activity/ teaching intensive
<b>Purpose</b>	To provide students the opportunity to discuss details of topics/concepts addressed in class; to provide students opportunities to practice 'authentic' tasks related to content which has been dealt with in class.
<b>Description</b>	In-class/online learning activities related to the particular topics/concepts being addressed in weekly lectures and the readings that are provided. Please engage with the questions on the Discussion Board on Canvas and comment on the responses provided by your peers.
<b>Weighting</b>	15%
<b>Due Date</b>	Teaching Intensive: Saturday 16 and Sunday 17 March 2024 Online Forum: Weekly from weeks 1-12 by Sundays 11.59pm
<b>Submission Method</b>	In class Online
<b>Assessment Criteria</b>	See Canvas course website
<b>Return Method</b>	In class
<b>Feedback Provided</b>	In class

## Assessment 2 – Exploring interview data: ethics, analysis and feedback (10%)

<b>Assessment Type</b>	Tutorial/laboratory exercise
<b>Purpose</b>	To provide students with the opportunity to demonstrate their understanding of qualitative methodology, with a particular emphasis on interviews. This task will also explore ethical considerations in research and how to provide feedback to research participants.
<b>Description</b>	<p>You will be provided with a transcript from an extended interview with a group of young people in the Northern Territory of Australia about their relationships and sexual health. Sexually transmitted disease and teenage pregnancy are important issues in the NT (and of course in many other parts of the world) and this research was conducted to explore the background to these issues and to make recommendations to Government policy and health education. Read through the interview provided and complete the following tasks:</p> <ol style="list-style-type: none"><li>1. Conduct a thematic analysis, using the blank column to identify and name key themes that emerge</li><li>2. Write a summary of the key themes that emerge from your analysis of this interview data</li><li>3. What are the key ethical considerations underpinning this research project?</li><li>4. What recommendations could you make to the health department with the aim of improving young people's sexual health?</li></ol>
<b>Weighting</b>	10%
<b>Length</b>	c. 1000 words, excluding bibliography/references
<b>Due Date</b>	Sunday 31 <sup>st</sup> March 11:59pm
<b>Submission Method</b>	Online in Canvas
<b>Assessment Criteria</b>	See Canvas course website
<b>Return Method</b>	Online in Canvas
<b>Feedback Provided</b>	Online in Canvas

## Assessment 3- Project: Applying qualitative methods with specific population groups (30%)

<b>Assessment Type</b>	Project
<b>Purpose</b>	To provide students with the opportunity to explore the application of different types of qualitative methodologies and their suitability for particular population groups
<b>Description</b>	<p>You have project to explore perceptions of the impact of climate change with young people (you may specify the country and the region). The young people you are working with have limited literacy and the communities that you are working with have had some very poor previous experience of researchers 'coming in and taking information from us and never coming back again'. Your aim is to try to explore the issue of climate change in detail, including young people's current understanding and their thoughts about how climate change may affect their futures. You also want to re-engage the wider community about a discussion of these issues and establish a framework for effective communication about your results.</p> <p>Pick two qualitative research methods that we have explored in class to explore perceptions of climate change with young people and undertake the following tasks:</p> <ol style="list-style-type: none"><li>1. Provide a brief context for your study, the region, the population and the circumstances affecting the population. 5%</li><li>2. Provide a framework of the questions that are going to underpin your enquiry 5%</li><li>3. Provide a description of the methods you have chosen 5%</li><li>4. Explain why this combination of methods is the best/most effective way to engage the population 5%</li><li>5. Describe how you are going to recruit young people to your study and your sample size. 5%</li><li>6. Explain how you will use the results from these methods to engage the wider population in a discussion about climate change 5%</li></ol>
<b>Weighting</b>	30%
<b>Length</b>	c, 1500 words, excluding bibliography/references
<b>Due Date</b>	Sunday 12 <sup>th</sup> May 11:59pm
<b>Submission Method</b>	Online in Canvas
<b>Assessment Criteria</b>	See Canvas course website
<b>Return Method</b>	Online in Canvas
<b>Feedback Provided</b>	Online in Canvas

## Assessment 4: Funding application: Mixed Methods (30%)

**Assessment Type** Proposal/plan

**Purpose** To provide students with the opportunity to develop project description for a project of their own choosing using an authentic project description template similar to those used by many funding agencies. Students will demonstrate their understanding of mixed methods approaches. They will justify the importance of the issue they have selected and the innovation of their approach. They will demonstrate their knowledge of the ethical principles underpinning their approach, strategies to effectively involve the community and effective dissemination strategies. Face to face students will work as a team. On line students will work individually, although the option to form teams can be negotiated.

**Description** Think of a development issue that you think is particularly important and which you would like to explore in depth. Design a three year, mixed methods research project to explore this issue. Write a description for your project using the attached template. You are free to imagine this project as one that is undertaken by an individual or a team (some creative writing may be essential here). Make sure you undertake a literature review to provide a strong rationale for both the project and the methods that you have selected.

**Weighting** 30%  
**Length** c. 2500 words, excluding bibliography/references  
**Due Date** Sunday 9<sup>th</sup> June, 11:59pm  
**Submission Method** Online in Canvas  
**Assessment Criteria** See Canvas course website  
**Return Method** Online in Canvas  
**Feedback Provided** Online in Canvas

## Assessment 5 – Exploring and using visual methods-photovoice (15%)

**Assessment Type** Oral presentation (face to face students); power-point presentation (online students)

**Purpose** To explore the use and value of visual methods in development contexts and provide experience of delivering a presentation to the class and commenting on each other's work.

**Description** Please take two photographs which explore a development issue that is important to you and provide an explanation of why you took these photographs and the stories that they tell. Please comment on why this visual method is useful and/or powerful. Please do not photograph people in a way that individuals are recognisable. Please also use this opportunity to briefly introduce yourself and your interests.

Face to face students will present these as an oral presentation in class.

Online students will upload their presentation as a Power point presentation. They will submit their assessment in two parts:

Part A: Power point presentation with two photographs.

Part B: Comment on at least two other student's work.

**Weighting** 15%  
**Length** 10 mins (2-3 PowerPoint slides with photographs) and brief c. 200 words description  
**Due Date** Sunday 17<sup>th</sup> March Part A by 5pm; Sunday 24<sup>th</sup> March Part B 11.59pm  
**Submission Method** In class presentation  
Online  
**Assessment Criteria** See Canvas course website  
**Return Method** Online in Canvas  
**Feedback Provided** Online in Canvas

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

## Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

## Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

## Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;



3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

### **Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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