

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Greater China Studies
Programme QF Level	: 5
Course Title	: Methods of Inquiry
Course Code	: SSC1204
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis:

This course provides a basic introduction to the concepts of research in social sciences, in particular policy studies. They will be exposed to research concepts and proper citation methods; how to begin with a research topic; different research methods, ethical principles and challenges, and the elements of research process within quantitative, qualitative and mixed methods approaches. Participants will use these theoretical underpinnings to critically review literature relevant to their interests and how research findings are interpreted to support their objectives in exploring the research topic.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO₁: understand research concepts and terminology

CILO₂: understand research principles and ethics

CILO₃: understand how to formulate a workable research topic and research questions

CILO₄: identify the components of a literature review process

CILO₅: understand different methods of research approaches

CILO₆: understand how to analyse the data collected

3. CILOs, Content and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Research concepts, principles, and ethics	CILO _{1,2,3}	Lecture and case studies in tutorial in relating to research ethics and principles; readings and discussions, exam
Quantitative , qualitative and mixed methods, research methods on policy studies	CILO _{5,6}	Lecture and exercises during tutorial, readings and discussion (in-class or online), exam
Getting started with the research topic, literature review and citation	CILO _{1,3,4,5}	Research Plan Presentation, Lecture and examination
Problem identification and problem analysis in social innovation	CILO ₃	Tutorial, workshop

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Participation (in-class and online)	20%	CILO _{1,2,3,4,5,6}
(b) Group Research Plan Presentation	30%	CILO _{1,2,3,4,5,6}
(c) Examination	50%	CILO _{1,2,3,4,5,6}

5. Required Text(s)

Babbie, E.R. (2016). *The Practice of Social Research* (14th ed.). Belmont, Calif.: Wadsworth
Cengage.

6. Recommended Readings

Bates, S. M. (2011). *The social innovation imperative: create winning products, services, and programs that solve society's most pressing challenges*. McGraw Hill Professional.

Bulmer, M. (2012). *Sociological Research Methods: An Introduction* (3rd ed.). Palgrave Macmillan.

Calhoun, C.J., Rojek, C. & Turner, B.S. (2005). *The Sage Handbook of Sociology*. London: Sage Publications.

Chambliss, D.F. & Schutt, R. (2015). *Making Sense of the Social World: Methods of Investigation* (5th ed.). SAGE Publications, Inc.

Crewell, J.W. (2018). *Research design: Qualitative, quantitative and mixed methods approaches*. (5th ed.). SAGE Publications, Inc.

Lune, H. & Berg, B.L. (2016). *Qualitative Research Methods for the Social Sciences* (9th ed.). Boston: Allyn & Bacon.

Lune, H., Pumar, E. & Koppel, R. (2009). *Perspectives in Social Research Methods and Analysis: A Reader for Sociology*. SAGE Publications, Inc.

Kretzmann, J. P., & McKnight, J. (1993). *Building communities from the inside out* (pp. 171-176). Northwestern University, Evanston, IL: Center for Urban Affairs and Policy Research, Neighborhood Innovations Network.

Majchrazck, A. & Markus, Lynne (2013). *Methods for Policy Research: Taking Socially Responsible Action* (2nd ed.). SAGE Publications, Inc.

Seidman, I. (2019). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* (5th ed.). Teachers College Press.

7. Related Web Resources

Web Center for Social Research Methods: <http://www.socialresearchmethods.net/>

8. Related Journals

Social Indicators Research. Springer.

Sociological Methods and Research. Sage.

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

Last updated: 22 December 2023