

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
Programme QF Level	: 5
Course Title	: Honours Project I: Research Methods and Proposal
Course Code	: SSC4332
Department	: Asian and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 4

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 Undergraduate, Taught Postgraduate 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 focuses on preparing students to conduct an innovative social research project in Development Studies in Honours Project II: Research Report. It equips students with skills and knowledge in problem identification, literature review, research methods, prototyping, ethical principles and the elements of research process within quantitative and qualitative approaches. Students will be required to form groups and prepare a research topic to be presented in the tutorials. They will then be required to write up a research proposal using the knowledge they learn and the comments gathered in the tutorials.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ describe the basic principles of research methods in Development Studies, both qualitative and quantitative;

CILO₂ show analytical skills in research and the awareness of research ethics;

CILO₃ write a literature review to examine the existing theories and knowledge in relation to the research topic;

CILO₄ select appropriate methods for the collection and analysis of data; and

CILO₅ write a research proposal to form the basis of the study in Honours Project II.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Fundamental elements in research: the value of conducting and understanding research, the nature of research	CILO ₁	<ul style="list-style-type: none">• Lectures: Presentation and discussion of the key concepts and synthesis of key references• Tutorials: students present form groups to present project topics and discuss on others' topics• Web and library search• Reading lecture notes and key references• Case studies and workshops
Introduction to the research process, basic concepts on the procedures, designs and methods used in various types of research	CILO ₁₋₄	
Methods of data analyses and presentation; concepts of validity and reliability	CILO ₁₋₅	
Approaches to research: such as quantitative, qualitative, mixed approach	CILO ₁₋₅	
Ethical considerations in the research project	CILO ₂	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Tutorial Attendance and Participation	20%	<i>CILO</i> ₁₋₃
(b) Group Presentation: Students work in groups to prepare a presentation on their research plan.	30%	<i>CILO</i> ₁₋₃
(c) Individual Research Proposal (Word Limit: 3,000): Students further develop their research plans by submitting an individual proposal that articulates the details (e.g., hypotheses, research questions and methodology) of the project.	50%	<i>CILO</i> ₁₋₅

Please note: As HP I is a pre-requisite for HP II, students must obtain a Pass in HP I in order to progress to HP II.

5. Required Text(s)

Babbie, E.R. (2010). *The Practice of Social Research* (12th ed.). Belmont, Calif.: Wadsworth Cengage.

6. Recommended Readings

Babbie, E., & Benaquisto, L. (2010). *Fundamentals of social research* (2nd Canadian ed.). Toronto, ON: Nelson Education.

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

Blaikie, N. (2000). *Designing Social Research*, Cambridge: Polity.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The Craft of research* (2nd ed.). Chicago, IL: US: University of Chicago Press.

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

Chambliss, D.F., & Schutt, R.K. (2010). *Making Sense of the Social World: Methods of Investigation* (3rd ed.). Los Angeles: Pine Forge Press.

Crewell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks: Sage.

Della Porta, D., & Keating, M. (2008). *Approaches and methodologies in the social sciences: a pluralist perspective*. Cambridge: Cambridge University Press.

Department of Sociology, University of Surrey. (n.d.). *Social Research Update*. Social Research Update. <http://sru.soc.surrey.ac.uk/>

[Contains a rich list of practical issues, such as telephone interviewing, visual research methods, focus groups, pilot studies, translation issues etc.]

- Fielding, J., & Nigel, G. (2000). *Understanding Social Statistics*. London: Sage.
- Hammersley, M. (2000). *Taking Sides in Social Research – Essays on partisanship and bias*. London: Routledge.
- Harvey, F.P., & Brecher, M. (2002). *Evaluating methodology in international studies*. Ann Arbor: University of Michigan Press.
- Karen, S. (2009). *Doing your undergraduate social science dissertation*. New York: Routledge.
- King, G., Keohane, R., & Verba, S. (2021). *Designing Social Inquiry: Scientific Inference in Qualitative Research* (New Edition). Princeton: Princeton University Press. Chapter 5.
- Lune, H., Pumar, E., & Koppel, R. (2010). *Perspectives in Social Research Methods and Analysis: A Reader for Sociology*. Thousand Oaks, Calif.: Sage Publications.
- Moulaert, F (2013). *The international handbook on social innovation: collective action, social learning and transdisciplinary research*. Edward Elgar Publishing.
- Mulgan, G., Tucker, S., Ali, R., & Sanders, B. (2007). *Social innovation: what it is, why it matters and how it can be accelerated*. Skoll Centre for Social Entrepreneurship.
- Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). *The open book of social innovation*. National endowment for science, technology and the art.
- Neuman, W. L., & Robson, K. (2012). *Basics of social research: Qualitative and quantitative approaches* (2nd Canadian ed.). Toronto, ON: Pearson.
- Nicholas S. R. Walliman. (2001). *Your research project: A step-by-step guide for the first-time researcher*. London: Sage Publications.
- Nicholls, A., Simon, J., & Gabriel, M. (2015). *New Frontiers in Social Innovation Research*. Palgrave Macmillan.
- Plattner, H. (2010). *An Introduction to Design Thinking Process Guide*. The Institute of Design at Stanford: Stanford.
- Prahalad, C. K. (2006). *The Fortune at the Bottom of the Pyramid*. Pearson Education India.
- Punch, K. (2005). *Introduction to Social Research: Quantitative and Qualitative Approaches* (2nd ed.). London: Sage.
- Rao, H., & Sutton, R. (2008). Ergonomics of Innovation. *The McKinsey Quarterly*, No. 4, p.131-141.
- Ruspini, E. (2002). Longitudinal research in the social sciences. *Social Research Update* 28. <http://sru.soc.surrey.ac.uk/SRU28.html>

- Saebi, T., Foss, N. J., & Linder, S. (2019). Social Entrepreneurship Research: Past Achievements and Future Promises. *Journal of Management*, 45(1), 70–95.
- Santos, F. M. (2012). A positive theory of social entrepreneurship. *Journal of Business Ethics*, 111(3), 335-351.
- Seah, J. (2009). *Turning Ideas into Gold*. Everest Innovation Pte Ltd.
- Simon, J. L. (2009). *The art of empirical investigation*. New Brunswick, NJ: Transaction Publishers.
- Tensen, B. L., & Hampson, K. (2010). *Mastering digital research: A guide for students*. Toronto, ON: Nelson Education.
- Williamson, E., Kent, J., Goodenough, T., & Ashcroft, R. (2002). Social Science Gets the Ethics Treatment: Research governance and ethical review. *Sociological Research Online*, 7(4). <http://www.socresonline.org.uk/7/4/williamson.html>

7. Related Web Resources

ASA Code of Ethics (on-line – American Sociological Association):

<https://www.asanet.org/about/governance-and-leadership/ethics#:~:text=ASA%20members%20are%20bound%20by,promoting%20ethical%20conduct%20by%20sociologists>.

Harvard University Institute for Quantitative Social Science: <https://www.iq.harvard.edu/>

MarinStatsLectures-R Programming & Statistics

<https://www.youtube.com/channel/UCaNIxVagLhqpvUiDK01Mgg>

Web Center for Social Research Methods:

<http://www.socialresearchmethods.net/>

8. Related Journals

American Political Science Review
British Journal of Political Science
Comparative Political Studies
European Journal of Political Research
Journal of Development Studies
Journal of Peace Research (Oslo)
Journal of Political Ideologies
Journal of Strategic Studies
Nonprofit and Voluntary Sector Quarterly
Political Analysis
Political Science Quarterly
Political Science Research Methods
Political Studies
Politics

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil