

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Science Education (Honours) (Greater China Studies)
Programme QF Level	: 5
Course Title	: Honours Project (Phase I)
Course Code	: GCS4900
Department	: Department of Asian and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 3

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 GCS 4901. It equips students with skills and knowledge in problem identification, design thinking, 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: Understand the basic principles (including ethics) and the various qualitative and quantitative techniques used in conducting academic or social innovation research.

CILO₂: Comprehend and critically evaluate research publications relating to Greater China studies.

CILO₃: Identify and pursue a topic/issue of interest arising from the programme.

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	➤ Lectures: Presentation and discussion of the key concepts and synthesis of key references
Introduction to the research process, basic concepts on the procedures, designs and methods used in various types of research	CILO ₁₋₃	➤ Tutorials: students present form groups to present project topics and discuss on others' topics
Methods of data analyses and presentation; concepts of validity and reliability	CILO ₁₋₃	➤ Web and library search ➤ Reading lecture notes and key references
Approaches to research: such as quantitative, qualitative, mixed approach	CILO ₁₋₃	➤ Case studies and workshops
Ethical considerations in the research project	CILO ₁	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Tutorial attendance and participation	30%	CILO ₁₋₃
(b) Group presentation	30%	CILO ₁₋₃
(c) Individual research proposal	40%	CILO ₁₋₃

5. Required Text(s)

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

6. Recommended Readings

Babbie, E., and 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.

Berg, B.L. (2009). *Qualitative Research Methods for the Social Sciences* (7th ed.). Boston: Allyn & Bacon.

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

Blaxter, L., Hughes, C., & Tight, M. (2001). *How to research*. Buckingham. Open University Press.

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

Bulmer, M. (2003). *Sociological Research Methods* (3rd ed.). Basingstoke: Macmillan Education.

Burgess, R.G. (1984). *In the Field: an Introduction to Field Research*. London: Routledge.

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

- Chambliss, D.F. and Schutt, R.K. (2010). *Making Sense of the Social World: Methods of Investigation* (3rd ed.). Los Angeles: Pine Forge Press.
- Cole, S. (1992). *Making Science: between Nature and Society*. Cambridge, Mass.: Harvard University Press.
- Crewell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks: Sage.
- Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the research process*. London: Sage.
- Denzin, N. (1978). *The Research Act- a Theoretical Introduction to Sociological Methods*. London: McGraw-Hill.
- Della Porta, D. & Keating, M. (2008). *Approaches and methodologies in the social sciences: a pluralist perspective*. Cambridge: Cambridge University Press.
- Fielding, N. (1993). *Researching Social Life*. London: Sage.
- Fielding, J. and 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. (Eds.). (2002). *Evaluating methodology in international studies*. Ann Arbor: University of Michigan Press.
- Hayagreeva Rao and Robert Sutton, Ergonomics of Innovation. *The McKinsey Quarterly*, 2008 No. 4, p.131-141.
- Karen, S. (2009). *Doing your undergraduate social science dissertation*. New York: Routledge.
- Kastner, J. (Producer & Director). (1998). *Ask a silly question* [Streaming Video]. Toronto: CBC Enterprises.

- 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.
- Lune, H., Pumar, E. & Koppel, R. (2010). *Perspectives in Social Research Methods and Analysis: A Reader for Sociology*. Thousand Oaks, Calif.: Sage Publications.
- Majchrazck, A. (1984). *Methods for Policy Research*. London. New Delhi: Sage.
- Moulaert, F. (Ed.). (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.
- Nicholls, A., Simon, J., & Gabriel, M. (Eds.). (2015). *New Frontiers in Social Innovation Research*. Palgrave Macmillan.
- Neuman, W.L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches* (4th ed.). Boston: Allyn & Bacon.
- Neuman, W. L., and Robson, K. (2012). *Basics of social research: Qualitative and quantitative approaches* (2nd Canadian ed.). Toronto, ON: Pearson.
- 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.

- Robson, C. (1993). *Real World Research: a Resource for Social Scientists and Practitioner-Researchers*. Oxford: Blackwell.
- Ruspini E (2002). Longitudinal research in the social sciences. *Social Research Update* 28. Retrieved from <http://sru.soc.surrey.ac.uk/SRU28.html>
- 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.
- Silverman, D. (1993). *Interpreting Qualitative Research: Methods for Analysing Talk*. Text and Interaction, London: Sage.
- Simon, J. L. (2009). *The art of empirical investigation*. New Brunswick, NJ: Transaction Publishers.
- Tensen, B. L. and Hampson, K. (2010). *Mastering digital research: A guide for students*. Toronto, ON: Nelson Education.
- Gilbert, N. Social Research Update. Retrieved from <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.]
- Walliman, Nicholas S. R. (2001). *Your research project: A step-by-step guide for the first-time researcher*. London: Sage Publications.
- Whyte, W. F. (1955). *Street Corner Society*. Chicago: University of Chicago Press.
- Williamson, E., Kent, J., Goodenough, T. and Ashcroft, R. (2002). Social Science Gets the Ethics Treatment: Research governance and ethical review. *Sociological Research Online*, 7(4). Retrieved from <http://www.socresonline.org.uk/7/4/williamson.html>
- 香港中文大學社會學系〔2002〕：《社會研究一本通》，香港，中文大學出版社。

紀治興、鄭敏華 (2008)：營商能耐可以改變社會，香港，思網絡。

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 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