THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: **Doctor of Education Programme and Research Postgraduate Programme**
Programme QF Level	: **7**
Course Title	: **Conceptualizing Research**
Course Code	: **EDD8008**
Department	: **Graduate School**
Credit Points	: **3**
Contact Hours	: **39**
Pre-requisite(s)	: **Nil**
Medium of Instruction	: **English**
Course Level	: **7**

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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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**

   The course is designed to assist students to begin a systematic preparation for identifying problems that are considered important for scholarly communications, clarifying research ideas and concepts, evaluating critically research reports, formulating research questions by focusing on specific aspects of a broader research topic, and defining precisely the aim and objectives of a study. Since students with different backgrounds will come into the course with a variety of interest and skills, and would probably plan to embark on a wide range of areas, the course is designed to identify and build their capacities relevant to conducting research, provide focused specialist input, and offer a collective forum for debating research approaches. The course will also address the issue of how might educational and social researchers make ethical decisions when conducting research and minimize the potential risk to participants in the study.

2. **Course Intended Learning Outcomes** (CILO$_s$)

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

CILO$_1$	Read research reports critically and undertake informed reflection about the various approaches to educational and social research;
CILO$_2$	Explore the assumptions and philosophy underlying different approaches to research inquiry;
CILO$_3$	Examine any issue in its context and to reflect on it, question accepted interpretations and apply information literacy
CILO$_4$	Make well grounded, critical evaluations of a range of approaches to generating knowledge, informed by a sound working comprehension of the major debates underpinning contemporary approaches to research in education, social sciences, and humanities
CILO$_5$	Examine problems from a variety of perspectives and develop new and novel solutions;
CILO$_6$	Gain an appreciation of the variety of advanced research designs, methods and techniques available for their research;
CILO$_7$	Distinguish ethical issues in research from other questions of value and from other merely empirical questions

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Different approaches of conducting literature review	$CILO_{1,2,3,4,5}$	- Lecture - Lecturer-led Q&A - Problem-Based Learning Activities - Cooperative Group Work - Collaborative Group Work - Guided Research Activities
Systematic review and critical appraisal of different types of studies	$CILO_{1,4,5}$	- Lecture - Lecturer-led Q&A - Problem-Based Learning Activities - Cooperative Group Work - Collaborative Group Work - Guided Research Activities
Theory construction and identification of testable theories; and the development of hypotheses from theories	$CILO_{2,4,5}$	- Lecture - Lecturer-led Q&A - Problem-Based Learning Activities - Cooperative Group Work - Collaborative Group Work - Guided Research Activities
Research strategies and research approaches	$CILO_{3,4,5,6}$	- Lecture - Lecturer-led Q&A - Problem-Based Learning Activities - Cooperative Group Work - Collaborative Group Work - Guided Research Activities
Introduction of different approaches to making ethical decisions	$CILO_7$	- Lecture - Lecturer-led Q&A - Problem-Based Learning Activities - Cooperative Group Work - Collaborative Group Work

		▪ Guided Research Activities
Key issues in research ethics, including, among others, ethical integrity, scientific and social responsibility, the welfare of research participants, proportionality of risk, the obtaining of informed consent, the use of inducements, the use of deception, and privacy and confidentiality	*CILO7*	▪ Lecture ▪ Lecturer-led Q&A ▪ Problem-Based Learning Activities ▪ Cooperative Group Work ▪ Collaborative Group Work ▪ Guided Research Activities (presentation)

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Article critique: Student are required to identify an empirical (data-producing) research article in a recognized journal (SSCI or SCI preferred) and write a critique of the article	40%	*CILO1-7*
Homework Assignment: Several questions on the topics covered in the lectures will be set; students will have a choice to answer some of them	40%	
Presentation	20%	

5. Required Text(s)
No prescribed texts.

6. Recommended Readings
- Creswell JW. (2004). *Educational research: Planning, conducting and evaluating quantitative and qualitative research (2nd ed.)*. Cliffs, NJ: Prentice Hall
- Flyvbjerg B, Sampson S. (2001). *Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again*. Cambridge, UK: Cambridge University Press

- Wallen NE, Fraenkel JR. (2001). *Educational Research: A Guide to the Process (2nd ed.)*. Mahwah, N.J. : Lawrence Erlbaum Associates
- Herr KG, Anderson GL. (2005). *The Action Research Dissertation: A Guide for Students and Faculty*. Thousand Oaks, CA: Sage
- Israel M, Hayes I. (2006) *Research ethics for social scientists*. Thousand Oaks, CA: Sage Publications

7. Related Web Resources
Nil

8. Related Journals
Greenhalgh T. *How to read a paper: Papers that summarise other papers (systematic reviews and meta-analyses)*. BMJ;1997(315):672-675

Additional journal articles may be prescribed by individual members of the team of instructors.

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

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