

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	:	Master of Social Sciences in Global and Regional Studies
<b>Programme QF Level</b>	:	6
<b>Course Title</b>	:	Research Methods in Global and Regional Studies
<b>Course Code</b>	:	SSC6321
<b>Department</b>	:	Social Sciences
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	6

### 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 provides an introduction to research methodology in Global and Regional Studies with an aim to equip students with an appropriate understanding of concepts, tools and methods to conduct research projects of their own. The course will offer students solid training in the investigative techniques required in conducting empirical inquiries in Global and Regional Studies. The course will cover the essential knowledge and techniques at various stages of conducting a research study, including adopting appropriate methods of collecting and analyzing and presenting data. The quantitative and qualitative approaches and their strengths and shortcomings will be discussed. Students will also have a better understanding of the empirical literature and be able to critically evaluate the quality of evidence presented in the empirical literature.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> demonstrate an understanding of the basic principles of research methods in Global and Regional studies, both qualitative and quantitative;
- CILO<sub>2</sub> evaluate the strengths and weaknesses of different methods and data sources;
- CILO<sub>3</sub> identify and pursue a research topic of interest, relevance and importance;
- CILO<sub>4</sub> design a proper research by selecting appropriate methods for the collection and analysis of data;
- CILO<sub>5</sub> collect and analyze data of their own to make evidence-based arguments

## 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 <sub>1,3</sub>	Lectures, Workshops
Approaches to research: such as quantitative, qualitative, mixed-methods research	CILO <sub>1-2,4</sub>	Lectures, Workshops
Introduction to the research process, basic concepts on the procedures, designs and methods used in the various types of research; methods of data analysis and presentation; concepts of validity and reliability	CILO <sub>1-5</sub>	Lectures, case studies, presentations
Ethical considerations in research	CILO <sub>1,3</sub>	Lectures, Workshops

## 4. Assessment

Assessment	Tasks Weighting (%)	CILO
(a) Exercises and class participation	10%	CILO <sub>1-5</sub>
(b) Literature Review Assignment	30%	CILO <sub>1-5</sub>
(c) Research Project	60%	CILO <sub>1-5</sub>

## 5. Required Text(s)

For the whole course

Neuman, William Lawrence (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. 7th ed., Pearson Education Ltd.

For qualitative sessions

Merriam, Sharan B., and Elizabeth J. Tisdell (2016). *Qualitative Research: A Guide to Design and Implementation* (Fourth ed.). Jossey-Bass Higher and Adult Education Ser.

For quantitative sessions

Coolidge, Frederick L. (2013). *Statistics: A Gentle Introduction* (3rd ed.). Thousand Oaks, Calif.: SAGE Publication.

**6. Recommended Readings**

Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health and social science* (4th ed.). Maidenhead, England: Open University Press. (e-Book 2006).

Fairbrother, G. P. (2007). *Quantitative and Qualitative Approaches to Comparative Education*. In M. Bray, B. Adamson, & M. Mason (Eds.), *Comparative Education Research: Approaches and methods* (39-62). Hong Kong: The University of Hong Kong.

Guthrie, G. (2010). *Basic Research Methods: An Entry to Social Science Research*. New Delhi: Sage Publications. This is an electronic book accessible from <http://library.ied.edu.hk/record=b1945962~S5>

Hancke, B. (2009). *Intelligent Research Design: A Guide for Beginning Researchers in the Social Sciences*. Oxford: Oxford University Press.

May, T. (2011). *Social Research Issues, Methods and Process*. Maidenhead, UK: McGraw-Hill/Open University Press. This is an electronic book accessible from <http://library.ied.edu.hk/record=b1873015~S5>

Merriam, S.B. (Ed.), (2008). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Sarantakos, S. (2005). *Social Research (3<sup>rd</sup> Edition)*. New York: Palgrave Macmillan.

Smith, K. (2009). *Doing your Undergraduate Social Science Dissertation*. London: Routledge. This is an electronic book accessible from <http://library.ied.edu.hk/record=b1781821~S5>

Staines, G.M., Johnson, K, and Bonacci, M. (2008). *Social Sciences Research: Research, Writing, and Presentation Strategies for Students*. Lanham, MD: Scarecrow Press.

Thomas, D.R. and Hodges, I.D. (2010). *Designing and Managing Your Research Project: Core Skills for Social and Health Research*. Los Angeles: Sage.

Walliman, N.S.R. (2011). *Research Methods: The Basics*. New York: Routledge. This is an electronic book accessible from <http://library.ied.edu.hk/record=b1945965~S5>

White, P. (2009). *Developing Research Questions: A Guide for Social Scientists*. New York: Palgrave Macmillan.

**7. Related Web Resources**

Hong Kong Stories: Social Issues:

<http://jmsc.hku.hk/hkstories/content/section/8/71/>

Hong Kong Census and Statistics Department:

<http://www.censtatd.gov.hk>

Hong Kong Data.One Portal

<http://www.gov.hk/en/theme/psi/datasets/>

Hong Kong Oral History Archives

<http://www.sociodep.hku.hk/oralhistory/>

Hong Kong Oral History Resources

<http://www.hkpl.gov.hk/en/thematic/ohi/index.html>

Public Opinion Programme, University of Hong Kong

<http://hkupop.hku.hk/chinese/>

Internet Modern History Sourcebook

<http://www.fordham.edu/halsall/mod/modsbook.asp>

Cambridge Modern History

<http://www.cambridge.org/uk/history/cambridgehistories/>

**8. Related Journals**

Nil

**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

*Updated May 2021*