



CHRISTIAN HERITAGE COLLEGE

**RM511**

## **RESEARCH METHODS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit Name</b>	Research Methods
<b>Unit Code</b>	RM511
<b>Award</b>	Master of Social Science Master of Counselling
<b>Credit Points</b>	10
<b>Core/Elective</b>	Core
<b>Pre/co-requisites</b>	Nil
<b>Modes</b>	Intensive External
<b>Delivery/Contact hrs</b>	<p><i>Intensive</i></p> <p>Intensive contact hours 28 hours  Reading, study and preparation for lectures 50 hours  Assignment preparation 52 hours  TOTAL 130 hours</p> <p><i>External</i></p> <p>Engagement with study materials 78 hours  Assignment preparation 52 hours  TOTAL 130 hours</p>
<b>Teaching Staff</b>	Dr John Meteyard
<b>Unit Rationale</b>	<p>This unit provides a foundation for the understanding and application of research design and methodology within the Social Sciences. The unit introduces students to the field of research and develops skills in reading, understanding and evaluating research from different epistemological paradigms. Students will investigate what constitutes valid, useful and reliable research design and methodology and will explore a range of design methods within quantitative and qualitative frameworks. Students will also investigate the processes and procedures that underpin a range of research orientations. The ethical considerations that impact upon all forms of research will also be critiqued and investigated from a Christian perspective.</p> <p>These theoretical understandings will provide the foundation from which students will begin to develop their own practical skills as researchers. A critical appraisal of a set of research papers within an area of particular interest will be undertaken to provide an opportunity to link research theory with current practice in a relevant and meaningful manner. Through this critique, students will apply their understandings of valid and reliable research design and methodology to specific research that has been reported through journal articles. These projects will also provide a stimulus for students to become problem solvers and question raisers within their particular settings and may stimulate further research options for students within their chosen fields.</p>

**Learning Outcomes:**

On completion of this unit students will have provided evidence that they have:

1. Understood the purposes, processes and principles of effective research design;
2. Identified the key epistemological assumptions that underpin different research designs and methods;
3. Demonstrated appreciation of the role of research methods in ensuring valid, useful and reliable data and the need for consistency during each stage of the research process;
4. Attained knowledge and understanding of the various cycles and stages used in research designs;
5. Evaluated the relative strengths and limitations of a range of research designs and methods;
6. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.

**Content:**

No.	Topic
1	Introduction
2	Introduction to epistemological paradigms
3	Introduction to the basic requirements of research
4	Epistemological implications for research
5	Analysing research paradigms and designs I
6	Analysing research paradigms and designs II
7	Working on assessment
8	Epistemological implications of research designs I
9	Epistemological implications of research designs
10	Dealing with quantitative data
11	Dealing with qualitative data
12	Reviewing assessment requirements
13	Conclusions

**Set Text Requirements:**

Punch, K. F. (2005). *Introduction to social research: Quantitative & qualitative approaches*. (2<sup>nd</sup> ed.). London: Sage.

**Recommended Readings:**

Andrews, R. (2003). *Research questions*. London: Continuum.

Agnew, N. and Pyke, S. (2007). *The science game: An introduction to research in the social sciences* (7<sup>th</sup> ed.). Oxford: Oxford University Press.

Bouma, G. D. (2004). *The research process* (5<sup>th</sup> ed.). Melbourne: Oxford University Press.

Dawson, C. (2002). *Practical research methods: A user-friendly guide to mastering research techniques and projects*. London: Howtobooks.

DeMarrais, K. & Lapan, S. D. (Eds.). (2004). *Foundations for research methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum.

Denzin, N. K. & Lincoln, Y. S. (Eds.). (2005). *The handbook of qualitative research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Gillham, B. (2000). *Case study research methods*. London: Continuum.

Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Boston, MA: Allyn & Bacon.

Glesne, C. (2010). *Becoming qualitative researchers*. (4<sup>th</sup> ed.). New York: Longman.

Padgett, D. K. (Ed.). (2004). *The qualitative research experience*. Belmont, CA: Wadsworth Thomson.

Punch, K. F. (2006). *Developing effective research proposals* (2<sup>nd</sup> ed.). London: Sage.

Silverman, D. (2000). *Doing qualitative research: A practical handbook*. London: Sage.

*The Holy Bible: New King James Version*. (1982). Nashville, TN: Thomas Nelson.

Journals

*The Journal of Social Research*

*The Journal of Social Research Methodology*

**Assessment:**

Assessment Item	Topic/s	Learning Outcomes assessed	Week Due	Weighting
Analysis of Research Papers 1800 words	Apply understandings and processes related to the reliability, validity and quality of research to the analysis of two papers.	1-3, 6	External: Week 8  Intensive: Two weeks after first session	30%
Short Essay 1800 words	Discuss the implications of an epistemological paradigm of one research design. Demonstrate how the epistemological paradigm impacts data collection, analysis techniques, and conclusions of the research. Critique the design from a Biblical Christian perspective, and show how this design could be reformulated as a Biblical Christian epistemological paradigm.	1-6	External: Week 11  Intensive: Two weeks after second session	30%
Critical review of a set of related papers 2400 words	Using a selection of four research papers, critically evaluate a research approach, topic or question. Present a synthesised review of these papers that includes an evaluation of the design issues, research processes and findings of the articles.	1-6	Week 14	40%