

## UNIT INFORMATION

<b>UNIT CODE</b>	SO222	
<b>UNIT NAME</b>	Research Methods	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Human Services	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Intermediate	
<b>UNIT COORDINATOR</b>	Dr Stephen Beaumont	
<b>TEACHING STAFF</b>	Dr Lynne Doneley	
<b>CORE / ELECTIVE</b>	Elective Required for Coursework stream	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face on site External	
<b>STUDENT WORKLOAD</b>	<i>Face to face</i>	
	Contact hours	39 hours
	Reading, study and preparation	59 hours
	Assignment preparation	52 hours
	<b>TOTAL</b>	<b>150 hours</b>
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	<i>Prerequisites</i> 40 credit points of Social Sciences units	

## RATIONALE

Demographic, political, educational, academic and marketing information are often presented in a processed way, where the raw data has been converted into statistics before publication. Increasingly, applied social sciences research publications include data that has been gathered and analysed using qualitative approaches, or mixed methodologies. Social sciences practitioners need to be able to interpret this information in meaningful ways.

This unit aims to provide the student with a significant range of quantitative and qualitative analytical skills necessary to understand and evaluate the literature of their respective fields, as well as to experience and reflect upon important dimensions of the research process and the ethics of social sciences research.

## LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e., Internally or Externally).

### INTERNAL

Learning outcomes will be addressed through on-site lectures, tutorials and assessments. In an internal unit, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

#### *Internal and intensive mode units*

Students are expected to attend **at least 80% of class time** for units that are offered as weekly classes (Internal), or **80% of every session** for units that are offered as Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Students should note that a number of the skills-based units *require* that they achieve attendance of at least 80%, and some units up to 100%, in order to be eligible for a passing result. When this condition applies, it will be clearly stated in the unit outline that is available on each Moodle™ unit page at the beginning of the semester. If a unit has a presentation assessment, students must attend the class presentations as part of the learning for the unit.

Students may place their results for the semester in jeopardy and may even fail a unit because of their inability to satisfy course attendance requirements.

#### **Some guidelines for lectures:**

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attend the lecture.

#### **Some guidelines for tutorials:**

- Avoid being late. This is unfair on other students who try to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

## EXTERNAL

Learning outcomes will be addressed through consultations with your supervisor, online information, readings, resources, discussion forums and activities that can be found in this unit handbook and on the Moodle page for this unit. As this is an external, self-directed unit, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities.

These resources will provide you with all you need to complete the assessments. However, you must be sure to follow the weekly topics in this handbook and to log-on to the Moodle page for this subject regularly as your participation in the weekly discussions and activities posted there is essential for your successful completion of this unit.

### Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to my lectures online and taking notes.
- Revising and rewriting my notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

## CONTENT

1. An overview of the research process.
2. Ethical issues in Social Sciences research.
3. Data, variables, and research design.
4. Sampling, collecting, and presenting data.
5. Qualitative and quantitative research.
6. Interpreting and evaluating quantitative research.
7. Interpreting and evaluating qualitative research.
8. Beyond the qualitative – quantitative divide.

## LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Understood the purposes, stages, and principles of effective research design.

2. Identified important ethical and Christian worldview dimensions of research practice.
3. Recognised 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. Applied principles to evaluate the validity, reliability, believability and usefulness of quantitative, qualitative and mixed method research studies.
5. Developed skills to critically evaluate research papers and reports as a reflective practitioner and for future learning.
6. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

## ASSESSMENT TASKS

**ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: COMPARATIVE ANALYSIS

Choose one quantitative and one qualitative study from the examples on the SO222 Moodle™ page. Review and evaluate each of the studies according to: Logic of the research, the literature review/introduction, research methodology, reporting of results and conclusions drawn. Look especially at validity, reliability, believability and usefulness, and highlight any 'holes' in the research and suggest how they might have been addressed. Include a Christian worldview reflection on the studies (e.g. ethics).

Word Length/Duration: 1,500 words  
 Weighting: 30%  
 Learning Outcomes: 2-6  
 Assessed: Week 8  
 Method of Submission: Turnitin

### TASK 2: LITERATURE REVIEW

You are required to write a literature review of 7 articles to explore the research base of a contemporary topic in human services. Based on your findings, you will develop a research question to address the gap in current knowledge on the topic. The research question should support a qualitative research design where semi-structured interviews could be used for primary data collection.

Word Length/Duration: 1,500 words  
 Weighting: 30%  
 Learning Outcomes: 1-6  
 Assessed: Week 12  
 Method of Submission: Turnitin

### TASK 3: RESEARCH PROPOSAL

Identify a social research topic of personal interest and develop an accompanying proposal that includes a) hypothesis, or b) research question, research design, sampling methodology, means of analysis, identification of ethical issues, and evaluation of some literature on the topic. Include copies of sampling instruments, as well as copies of the information sheet and a sample consent form.

Word Length/Duration: 2,000 words  
 Weighting: 40%  
 Learning Outcomes: 1-3, 6  
 Assessed: Week 14  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Attributes	Course Outcomes
Task 1	2-6	1-8	1, 4, 7	A1, K3, K5, S5
Task 2	1-3, 6	1-8	1, 4, 7	K3, K5, S5
Task 3	1, 3-6	1-6	4, 5, 7	A1, K3, K5, S5

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## PRESCRIBED TEXTS

Punch, K. F. (2014). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). Sage.

## RECOMMENDED READINGS

### BOOKS

Banyard, P., & Grayson, A. (2008). *Introducing psychological research* (3rd ed.). MacMillan.

Creswell, J. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.

Goodwin, C. J. (2017). *Research in psychology: Methods and design* (8th ed.). Wiley.

Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners* (5th ed.). Addison Wesley Longman.

Lukenchuk, A. (2013). *Paradigms of research for the 21<sup>st</sup> century: Perspectives and examples from practice*. Peter Lang International Academic.

Punch, K. F. (2014). *Introduction to social research: Quantitative & qualitative approaches* (3<sup>rd</sup> ed.). Sage.

Rosenthal, J. A. (2012). *Statistics and data interpretation for social work*. Brooks Cole.

Sheperis, C., Daniels, H., & Young, J. (2017). *Counseling research: Quantitative, qualitative and mixed methods* (2<sup>nd</sup> ed.). Pearson.

### JOURNALS

*The Journal of Social Research*

*The Journal of Social Research Methodology*

### OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE

