

UNIT INFORMATION

UNIT CODE	SO653																		
UNIT NAME	Research Methods																		
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling Practice Master of Counselling Master of Social Science Leadership																		
DURATION	One semester																		
LEVEL	Postgraduate																		
UNIT COORDINATOR	Dr Stephen Beaumont																		
TEACHING STAFF	Dr Lynne Doneley																		
CORE / ELECTIVE	Core																		
WEIGHTING	<table border="0"> <tr> <td>Unit credit points</td> <td>10 (0.125 EFTSL)</td> </tr> <tr> <td>Course credit points</td> <td></td> </tr> <tr> <td>Master of Counselling Practice</td> <td>120 (1.5 EFTSL)</td> </tr> <tr> <td>Master of Counselling</td> <td>160 (2.0 EFTSL)</td> </tr> <tr> <td>Master of Social Science Leadership</td> <td>120 (1.5 EFTSL)</td> </tr> </table>	Unit credit points	10 (0.125 EFTSL)	Course credit points		Master of Counselling Practice	120 (1.5 EFTSL)	Master of Counselling	160 (2.0 EFTSL)	Master of Social Science Leadership	120 (1.5 EFTSL)								
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DELIVERY MODE	Face to face on site External																		
STUDENT WORKLOAD	<table border="0"> <tr> <td colspan="2"><i>Face to face</i></td> </tr> <tr> <td>Contact hours</td> <td>35 hours</td> </tr> <tr> <td>Reading, study and preparation</td> <td>55 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> <tr> <td colspan="2"><i>External</i></td> </tr> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Student requiring additional English language support are expected to undertake an additional one hour per week.</p>	<i>Face to face</i>		Contact hours	35 hours	Reading, study and preparation	55 hours	Assignment preparation	60 hours	TOTAL	150 hours	<i>External</i>		Engagement with study materials	90 hours	Assignment preparation	60 hours	TOTAL	150 hours
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PREREQUISITES / COREQUISITES / RESTRICTIONS	<p><i>Prerequisite</i></p> <p>Master of Social Science Leadership: SO651 Christian Worldview and Transformative Community Engagement</p>																		

RATIONALE

This unit provides a foundation for the understanding and application of research design and methodology within the Social Sciences. It 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 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.

This unit will 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.

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 attended the lecture.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort 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. Introduction to ontological and epistemological paradigms.
2. Introduction to the basic requirements of research.
3. Ethical considerations for research.
4. Epistemological implications for research.
5. Analysing research paradigms and designs.
6. Epistemological implications of research designs.

7. Case studies.
8. Dealing with quantitative data.
9. Dealing with qualitative data.
10. Conclusions.

LEARNING OUTCOMES

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

1. Understood the purposes, processes, and principles of effective research design.
2. Identified the key ontological and epistemological assumptions that underpin different research designs and methods.
3. Demonstrated appreciation of the role of research methods and ethics 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. Critically evaluated the relative strengths, limitations, and contributions of a range of research designs and methods, including from the perspective of a Bible-based Christ-centred worldview.
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: ESSAY

Discuss the implications of an epistemological paradigm of one research design. Demonstrate how the epistemological paradigm impacts all stages of the research process including data collection, analysis techniques, and conclusions of the research. Critique the design from a Biblical Christian perspective and then show how this design could be reformulated employing a Biblical Christian epistemological paradigm.

Word Length/Duration: 1,800 words
 Weighting: 30%
 Learning Outcomes: 1-6
 Assessed: Week 7
 Method of Submission: Turnitin

TASK 2: ANALYSIS OF TWO RESEARCH PAPERS

Apply understandings and processes related to the reliability, validity, and quality of each stage of the research process to the analysis of two papers.

Word Length/Duration: 1,800 words
 Weighting: 30%
 Learning Outcomes: 1-4, 6
 Assessed: Week 12
 Method of Submission: Turnitin

TASK 3: CRITICAL REVIEW OF A SET OF RELATED PAPERS

Use a selection of three research papers to 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.

Word Length/Duration: 2,400 words
 Weighting: 40%
 Learning Outcomes: 1-6
 Assessed: Week 15

Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Teacher Standards	Graduate Attributes	ACWA Guidelines
Task 1	1-6	1, 2, 4-6	n.a.	1-3, 5-7	1, 2, 7
Task 2	1-4, 6	1-9	n.a.	1-7	1-5, 7-8
Task 3	1-6	1-10	n.a.	1-8	1-5, 7-8

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Punch, K. F. (2014). *Introduction to Social research: Quantitative and qualitative approaches* (3rd ed.). Sage.
 Clark, T., Foster, L., Sloan, L., & Bryman, A. (2021). *Bryman's Social research methods* (6th ed.). Oxford University.

RECOMMENDED READINGS

BOOKS

Agnew, N., & Pyke, S. (2007). *The science game: An introduction to research in the social sciences* (7th ed.). Oxford University Press.
 American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.
 Berg, B., & Lune, H. (2017). *Qualitative research methods for the social sciences* (9th ed.). Pearson Education.
 DeMarrais, K., & Lapan, S.D. (Eds.). (2004). *Foundations for research methods of inquiry in education and the social sciences*. Lawrence Erlbaum.
 Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The Sage handbook of qualitative research* (5th ed.). Sage.
 Fowler, F. (2014). *Survey research methods* (5th ed.). Sage.
 Frankfort-Nachmias, C., & Nachmias, D. (2015). *Research methods in the social sciences* (8th ed.). Worth.
 Glesne, C. (2016). *Becoming qualitative researchers* (5th ed.). Pearson.
 Neuman, W. L. (2015). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Allyn & Bacon.
 Punch, K. F. (2016). *Developing effective research proposals* (3rd ed.). Sage.
 Silverman, D. (2013). *Doing qualitative research: A practical handbook* (4th ed.). Sage.

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

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