



CHRISTIAN HERITAGE COLLEGE

SO653

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.

Unit code	SO653
Unit name	Research Methods
Associated higher education awards	Master of Counselling Master of Social Science Leadership
Duration	One semester
Level	Postgraduate
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Master of Counselling 160 Master of Social Science Leadership 120
Delivery mode	Face-to-face on site External
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 39 hours Reading, study, and preparation 59 hours Assignment preparation 52 hours TOTAL 150 hours</p> <p><i>External</i></p> <p>Engagement with study materials 90 hours Assignment preparation 60 hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisite</i></p> <p>Master of Social Science Leadership: SO651 Christian worldview and Transformative Community Engagement</p>
Rationale	<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>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.</p>
Prescribed text(s)	Bryman, A. (2012). <i>Social research methods</i> (4th ed.). UK: Oxford University.

<p>Recommended readings</p>	<p>Books</p> <p>Agnew, N., & Pyke, S. (2007). <i>The science game: An introduction to research in the social sciences</i> (7th ed.). UK: Oxford University Press.</p> <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author.</p> <p>Berg, B., & Lune, H. (2011). <i>Research methods for the social sciences</i> (8th ed.). Harlow, UK: Pearson Education.</p> <p>DeMarrais, K., & Lapan, S. D. (Eds.). (2004). <i>Foundations for research methods of inquiry in education and the social sciences</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). <i>The Sage handbook of qualitative research</i> (4th ed.). Thousand Oaks, CA: Sage.</p> <p>Fowler, F. (2013). <i>Survey research methods (applied social science research methods)</i>. London, UK: Sage.</p> <p>Frankfort-Nachmias, C., & Nachmias, D. (2007). <i>Research methods in the social sciences</i> (7th ed.). New York, NY: Worth.</p> <p>Glesne, C. (2010). <i>Becoming qualitative researchers</i> (4th ed.). New York, NY: Longman.</p> <p>Neuman, W. L. (2011). <i>Social research methods: Qualitative and quantitative approaches</i> (7th ed.). Boston, MA: Allyn & Bacon.</p> <p>Punch, K. F. (2006). <i>Developing effective research proposals</i> (2nd ed.). London, UK: Sage.</p> <p>Silverman, D. (2010). <i>Doing qualitative research: A practical handbook</i> (3rd ed.). London, UK: Sage.</p> <p>Journals</p> <p><i>The Journal of Social Research</i></p> <p><i>The Journal of Social Research Methodology</i></p> <p>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).</p> <p>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.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 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	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 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; and 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	<p>Task 1: Analysis of research papers</p> <p>Apply understandings and processes related to the research process.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 6</p> <p>Task 2: Essay</p> <p>Discuss the implications of an ontological and epistemological paradigm of one research design.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 11</p> <p>Task 3: Critical review of papers</p> <p>Use a selection of research papers to critically evaluate a research approach, topic, or question.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 15</p>
Unit summary	<p>This unit aims to provide students with the knowledge and skills necessary to critically evaluate the reliability, validity, and value of Social Sciences related research from a range of perspectives including that of a Bible-based Christ-centred worldview.</p>