

**SPECIAL TOPIC POLS 769
ADVANCED RESEARCH SKILLS
Semester 1, 2015**

COURSE OUTLINE

- LECTURERS:** Professor Peter Davis
(convenor, quantitative methods)
Office: Pacific Studies, 273.201L
ext. 85109
pb.davis@auckland.ac.nz
- Dr Gerry Cotterell
(qualitative methods)
Office: Pacific Studies, 273.201H
ext. 89563
g.cotterell@auckland.ac.nz
- Tutor:** Martin von Randow
(quantitative and qualitative sections)
Office: Pacific Studies, 273.201 WS 5.
m.vonrandow@auckland.ac.nz
ext 84499
- LECTURE:** Monday, 1-2
- LABORATORY:** Monday, 2-3
- LABORATORY (optional):** Monday, 3-4
- ROOM:** Fale Lab (274)
- OFFICE HOURS:** By appointment

COURSE DESCRIPTION

POLS 769 [Advanced Research Skills] is a course designed to provide grounding in both quantitative and qualitative research methods, with particular emphasis on computer-assisted skills in data management, analysis and interpretation.

COURSE OBJECTIVES

- To develop an understanding of the major steps and components of a range of quantitative and qualitative research processes, albeit largely within a computer-mediated environment using existing data sets and standard software.
- To develop an understanding of the principal steps in quantitative and qualitative data management and analysis, and to practice the application of those skills.
- To gain skill and experience in using a standard data analysis software package in each “paradigm” (SPSS for quantitative, NVivo for qualitative).
- To develop a practical appreciation of the relationship in both quantitative and qualitative research between theory, research design, analysis, and reporting.

CLASSES

Classes run for two hours, 10am-12 pm on Mondays – one hour lecture, one laboratory (with an extra hour to 1 pm as an option for those who want to spend more time on their lab exercise). The course follows the logic of the research process, but with a particular applied focus on the management and analysis of data. This involves working with secondary data within either an SPSS or NVivo framework, managing and presenting the data, and conducting your own original analysis. The quantitative module will be delivered in the first six weeks up to the mid-semester break, followed by a five-week qualitative module after the break.

We will be using a lecture/laboratory-tutorial approach: the first hour of each Monday session will be a methodology lecture/seminar, exploring aspects of either the quantitative or qualitative research process. Students are expected to direct their own learning by contributing to discussions, asking questions, extending and applying the points raised, etc. To this end, it is important that students be familiar with the required readings for each class *before* the class. The second hour of each session will be spent working with either SPSS (before mid-semester break) or NVivo (after the break) to manage, present and analyse real data, and to complete the tutorial assessments.

The lab is fully provided with SPSS and NVivo and versions of these are available for use “off-campus”. Students can also stay for an extra hour up to 1 pm for further work on their own or with a tutor. The lab is open for free use at any time.

OFFICE HOURS AND COMMUNICATION

Both lecturers will be available by appointment, but would prefer to deal with enquiries by e-mail as this is the most reliable means of contacting us and it allows us to manage our time and other commitments better.

Should you have any course-related problems, particularly anything that might affect your ability to meet assignment deadlines, it is imperative that you contact us as soon as possible.

We frequently use CECIL as a means of communicating with students, and all important announcements will be placed on CECIL. We also place a significant number of resources on CECIL. If you have issues accessing either CECIL and/or your University email, please advise us as soon as possible. Unless you advise otherwise, it will be assumed that you have CECIL access, and are keeping up to date with announcements, communication, and course resources.

OTHER ASSISTANCE

Student Learning Centre

The Student Learning Centre offers short courses for students at all levels, including graduate students. These courses cover things such as writing reports, organising ideas, referencing, reading and note-taking, lecture and tutorial skills, memory and concentration, motivation and goal setting. A \$10 registration fee will allow you to attend as many of the SLC workshops as you want across the year. You are strongly advised to check what courses are available through SLC to strengthen any areas of weakness, or hone existent skills. The SLC website is <http://cad.auckland.ac.nz/index.php?p=slc>

Administrative assistance

This course is administered through the COMPASS Research Centre office, on the 2nd floor of the Fale office complex. However, all departmental enquiries should go to Jane Kim at the Political Studies offices in Short Street.

Class representatives

Class representatives will be elected in the first week of the course, and will bring any concerns students may have regarding the course, or the department, to regular meetings. You will be advised of the class representative contact details as soon as possible.

READINGS

The main text for this course, which will be on reserve, is:

Bryman, A. 2012. *Social research methods*. 4th. Edition. Oxford: Oxford University Press.

Other texts for this course, which will also be on reserve, are:

Acton, C. and Miller, R. 2009. *SPSS for social scientists*. 2nd Edition. Basingstoke, UK: Palgrave Macmillan.

Bazeley, P. 2007. *Qualitative data analysis with NVivo*. London: Sage Publications.

Berg, B 2009. *Qualitative research methods for the social sciences*. 7th Ed. Boston : Allyn & Bacon

De Vaus, D. 2002. *Surveys in social research*. 5th Edition. Sydney: Allen and Unwin.

Also highly recommended are:

e-Source: Behavioral and Social Sciences Research Interactive Textbook
[online: <http://www.esourceresearch.org/DefaultPermissions/eSourceBook/tabid/226/Default.aspx>].

Burnham, P., Gilland, K., Grant, W, and Layton-Henry, Z. 2004. *Research Methods in Politics*. Basingstoke: Palgrave MacMillan.

Creswell, J. W. 2009. *Research design: Qualitative, quantitative and mixed methods approaches*. 3rd Edition. Los Angeles: Sage.

Davidson, Carl and Martin Tolich (eds). 2003. *Social science research in New Zealand: Many paths to understanding*. 2nd ed. Auckland: Pearson Education.

Esterberg, K. G. 2002. *Qualitative methods in social research*. Boston: McGraw Hill.

Pole, C. & Lampard, R. 2002. *Practical social investigation: Qualitative and quantitative methods in social research*. Harlow, UK: Pearson Education.

All are in the Short Loan Collection for this course.

For each class, there will be a list of required and suggested readings. The required readings will either be from the course text, or will be available electronically on CECIL before the relevant class. It is expected that students will have read the required readings *prior* to class. Suggested readings will either be in the texts that are in the Short Loan Collection (see below for list), or PDFs that can be downloaded from CECIL.

COURSE ASSESSMENTS

Assessment for this course is based 100% on coursework. There are 4 sets of assessments for this course, three being essays/reports:

- Ten tutorial assessments (hand in each lab): worth 10%
- Assignment 1 - quantitative report : worth 30%
- Assignment 2 - essay (contrast and compare): worth 30%
- Assignment 3 – qualitative report: worth 30%

No extensions for assignments will be permitted. Initial drafts and progress reports will be expected. Your essay must include an Assignment Tracking Sheet which can be downloaded from CECIL (they are not available at the office), properly completed and stapled to the front of your essay. Please ensure you have a Turnitin receipt attached to your essay. Please check the Essay Submission Quick Guide.

Assignments 1 to 3 will be submitted to Turnitin (the plagiarism detection site).

- **The Turnitin class name for this course on Turnitin is POLS 769.**
- **The Turnitin ID for this course is ??????.**
- **The Turnitin password for this course is ??????.**

A description of the assignments follows. Further information and instruction will be provided. Students are encouraged to discuss progress with assignments in class.

Lab Assessments – 10 Tutorial assessments (worth 10% in total) Due at the end of each tutorial

Tutorials/labs are designed around specific tasks and exercises intended to help you become confident SPSS and NVivo users. Tutorials/labs in the first six weeks of the course will follow the quantitative module outline and concentrate on SPSS skills while those in the next six weeks will focus on NVivo. To reinforce the importance to your learning of these activities, each tutorial/lab will require you to produce output to be handed in and assessed.

Assignment 1 - Quantitative Report (worth 30%) Due 1pm Monday 6 April Word limit: 2,000

Using a survey from one of the quantitative datasets made available to you, write a report that presents original data analysis (including a justification for the choices you made in selecting data, themes, etc.) and some conclusions that can be drawn from your analysis. You may choose to focus on specific sub-sets in the data, or you may decide to address the whole dataset. However, if you do choose a sub-set, you need to justify your choice.

Further details will be provided on this assignment, including more guidance on content and a suggested timetable of formative evaluations to help you develop your quantitative project.

Assignment 2 – Essay (worth 30%)

Due 1pm Monday 27 April

Word limit: 2,000

In their introduction to their Handbook of Data Analysis, Hardy and Bryman suggest “(I)t is worth reflecting ... on the ways in which quantitative and qualitative data analysis may be said to have common characteristics” (p. 41). Identify two high-quality studies and/or papers, one broadly representative of the quantitative paradigm (e.g. a survey), and the other qualitative in nature, and discuss the extent to which they are required to meet similar criteria of research plausibility and authority, and where they may reasonably differ. Do not feel you should restrict your comments to data analysis; consider the entire research cycle.

Assignment 3 – Qualitative Report (worth 30%)

Due 1pm Monday 8 June

Word limit: 2,000

To be announced

Although all students in the class will be provided with the same data, it is expected that they work on this project individually.

LECTURE OUTLINE

POLS 769 consists of two methodological components, one with the emphasis on quantitative techniques, the other qualitative. However, they both follow a similar six-lecture/laboratory routine around the following themes:

1. Orient and design;
2. Select and collect;
3. Process and prepare;
4. Assess and analyse;
5. Interpret and infer.

The quantitative component of the course will be delivered in the first six weeks of the semester, the qualitative one over the remainder, as described below:

| Semester 1, 2015 – Lecture and Laboratory Schedule | | | |
|---|----------------------------------|---|---|
| | Theme | Lecture | Tutorial |
| 2 March | 1. Orient & Design | Introduction to quantitative research and research design | Introduction to the Computing Environment and to SPSS |
| 9 March | 2. Select & Collect | Sampling and data collection | Data coding and checking in SPSS |
| 16 March | 3. Process & Prepare | Issues of data quality | Data exploration using SPSS |
| 23 March | 4. Assess & Analyse | Exploring, describing and presenting data | Cross-tabulations with SPSS |
| 30 March | 5. Interpret & Infer | The “logic of inference” – drawing conclusions from tabulations | Cross-tabulations continued, and more advanced techniques |
| | | <i>Mid-semester break (6 – 18 April)</i> | |
| 20 April | 6. Orient & Design | Introduction to Qualitative Research - principles and research design | Introduction to NVivo |
| 4 May | 7. Select & Collect | Coding and developing analytical themes | Coding data |
| 11 May | 8. Process & Prepare | Drawing conclusions/ rigour and reliability / ethics | Coding and nodes |
| 18 May | 9. Assess & Analyse | Qualitative research methods – sampling and collecting data | Framework matrices and querying your data |
| 25 May | 10. Interpret & Infer | Mixed methods / Writing a qualitative report | From analysing cases to analysing themes. |

Quantitative Methods Module – Weeks 1-6

1. Orient & Design, 2 March: Introduction

Readings

Acton and Miller - Introduction

Bryman – Chapters 1, 2, and 6

De Vaus – Chapters 1-3

Suggested reading

Esterberg – Chapter 1 (What is social research?).

2. Select & Collect, 9 March: Sampling and data collection

Readings

Acton and Miller – Orientation, Chapter 1

Bryman – Chapters 7-12

De Vaus – Chapters 4-8

3. Process & Prepare, 16 March: Issues of data quality and measurement

Readings

Acton and Miller – Chapters 1-3

Bryman – Chapters 6 and 10

De Vaus – Chapters 4, 7, 9-11

4. Assess & Analyse, 23 March: Exploring, describing and presenting data

Readings

Acton and Miller – Chapters 2, 3

Bryman – Chapters 14, 15

De Vaus – Chapters 12, 13

5. Assess & Analyse II, 30 March: Drawing conclusions from cross-tabulations, and more advanced techniques

Readings

Acton and Miller – Chapter 4, 5, 8

Bryman – Chapters 14, 15

De Vaus – Chapters 14-17

Qualitative Methods Module - Lecture readings

6. April 20: Introduction - principles and research design

Required reading

Bryman, A. (Ch. 17). The nature of qualitative research in Bryman, A. 2012. *Social research methods*. 4th Ed. Oxford: Oxford University Press.

Additional readings

McNabb, D. (Ch23). Introduction to Qualitative Research Methods in McNabb, D. 2004. *Research Methods for Political Science: Quantitative and Qualitative Approaches*. Armonk: M.E Sharpe.

7. May 4: Working with data coding and developing analytical themes -

Required reading

Bryman, A. (Ch. 24) Qualitative data analysis in Bryman, A. 2012. *Social research methods*. 4th Ed. Oxford: Oxford University Press

Richards, L. (Ch. 5) Coding in Richards, L. 2009. *Handling Qualitative Data A Practical guide*. 2nd Ed. Los Angeles: Sage. **CECIL**

Bazeley, P (2009). Analysing Qualitative Data: More Than 'Identifying Themes'. *Malaysian Journal of Qualitative Research*, 2009, 2, 6-22. CECIL

Braun, V and Clarke, V. 2006. Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3:2, 77-101. CECIL

Additional reading

Pole & Lampard – (Ch. 8) Making it count: Approaches to qualitative data analysis). In Pole, C. & Lampard, R. 2002. *Practical social investigation: Qualitative and quantitative methods in social research*. Harlow, UK: Pearson Education **CECIL**

Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. London: Sage.
Esterberg, K. (Ch. 8) Making sense of data in Esterberg, K. 2002 *Qualitative Methods in Social Research*. Boston: McGraw-Hill.

Richards, L. 2009. *Handling Qualitative Data: A Practical Guide*. Los Angeles: SAGE.

8. May 11: Drawing conclusions / Rigour and reliability/ Ethics

Required reading

Bryman, A. (Ch. 17). The nature of qualitative research in Bryman, A. 2012. Social research methods. (4th Ed.). Oxford: Oxford University Press. Esp. pp. 389-397.

Additional readings

Cho, J. & A. Trent. 2006. Validity in qualitative research revisited. *Qualitative Research*, 6(3): 319-340. CECIL

Corden, A., & R. Sainsbury. 2006. Exploring 'quality': Research participants' perspective on verbatim quotes. *International Journal of Social Research Methodology*, 9(2): 97-110.

Flick, U. 2007. *Managing Quality in Qualitative Research*. London: Sage

Roulston, K. 2010. Considering quality in qualitative interviewing *Qualitative Research* 10: 199

Hammersley, M. 2007. The issue of quality in qualitative research, *International Journal of Research & Method in Education*, 30:3, 287-305 CECIL

Hyden, L. C., & Bulow, P. H. 2003. Who's talking: drawing conclusions from focus groups--some methodological considerations. *International Journal of Social Research Methodology*, 6(4), 305.

Thomson, S. B. (2011). *Qualitative Research: Validity*. JOAAG, Vol. 6. No 1 CECIL

Tracy, S. 2010. Qualitative Quality: Eight "Big-tent" Criteria for Excellent Qualitative Research. *Qualitative Inquiry* 16, 10. CECIL

9. May 18: Sampling and collecting data

Required reading

Bryman, A. (Ch. 18) Sampling in qualitative research in Bryman, A. 2012. Social research methods. (4th Ed.) Oxford: Oxford University Press.

Bryman, A. (Ch. 20) Interviewing in in qualitative research in Bryman, A. 2012. Social research methods. (4th Ed.) Oxford: Oxford University Press.

Bryman, A. (Ch. 23) Documents as sources of data in Bryman, A. 2012. Social research methods. (4th Ed.) Oxford: Oxford University Press.

Additional reading

Baker, S How many qualitative interviews is enough? Expert voices and early career reflections on sampling and cases in qualitative research Sarah Elsie Baker, Middlesex University Rosalind Edwards, NCRM, University of Southampton http://eprints.ncrm.ac.uk/2273/4/how_many_interviews.pdf CECIL

Bowen, H. 2009. Document analysis as a qualitative research method, *Qualitative Research Journal*, vol 9, 2, CECIL

Coyne, I. T. 1997. Sampling in qualitative research. Purposeful and theoretical sampling; merging or clear boundaries? *Journal of Advanced Nursing*, 26(3), 623-630. CECIL

Guest, G., Bunce, A., & Johnson, L. 2006. How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability. *Field Methods*, 18(1), 59-82.

Marshall, M. N. 1996. Sampling for qualitative research. *Family Practice*, 13(6), 522-526.

McNabb, D. 2004. Ch. 30 Analyzing Texts, Documents and Artefacts in *Research Methods for Political Science; Quantitative and Qualitative Methods*. New York. M.E. Sharpe

Morgan, David L. "Focus Groups." *The Sage Encyclopaedia of Qualitative Research Methods*. Ed. Thousand Oaks, CA: SAGE, 2008. 353-55. SAGE Reference Online. Web. 18 Jan. 2012.

Onwuegbuzie, J. & Leech, M. 2007 Sampling Designs in Qualitative Research: Making the Sampling Process More Public *The Qualitative Report* Volume 12 Number 2 June 2007 238-254 <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie1.pdf> CECIL

Parker, A. and Tritter, J. 2006. Focus group method and methodology; current practice and recent debate, *International Journal of Research and method in Education*. 29:1, 23-37.

Sandelowski, M. 1995. Sample Size in Qualitative Research. *Research in Nursing & Health*, 1995, 18, 179-183

10. May 25: Writing a Qualitative report / Introduction to mixed methods

Required reading

Bryman, A. Chapter 29 (Writing up social research). in Bryman, A. 2012. *Social research methods*. 4th. Ed. Oxford: Oxford University Press.

Bryman, A. Ch. 27. Mixed methods research, combining quantitative and qualitative research in Bryman, A. 2012. *Social research methods*. 4th. Ed. Oxford: Oxford University Press.

Additional reading

Baglione, L. 2011). *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure and Methods*. 2nd Ed. Los Angeles: Sage.

Becker, H (2007). *Writing for social scientists: how to start and finish your thesis, book, or article*. Chicago: University of Chicago Press.

Brannen, J and Moss, G. 2012. Critical Issues in Designing Mixed Methods Policy Research *American Behavioral Scientist* 0002764211433796, first published on February 15, 2012 doi: 10.1177/0002764211433796 **CECIL**

Bowen, H. 2009. Document analysis as a qualitative research method, *Qualitative*

Cresswell, J. and Plano Clark, V. 2011. *Designing and Conducting Mixed methods Research*. 2nd Ed. Los Angeles: Sage.

Flick, U (2009). Ch30. Writing Qualitative research in *An introduction to Qualitative Research*. 4th Ed. Los Angeles: Sage

Sandelowski, M. 1995. Sample Size in Qualitative Research. *Research in Nursing & Health*, 1995, 18, 179-1 83.

Public Policy and Qualitative analysis

An excellent text is the **Handbook of Public Policy Analysis: Theory, Politics, and Methods**, **Editor(s)**: Frank Fischer, *Rutgers University, Newark, New Jersey, USA*; Gerald J. Miller, *Arizona State University, School of Public Affairs, Phoenix, USA* 2006. CRC Press

Particularly the following chapters

- Qualitative-Interpretive Methods in Policy Research Ch. 27 pp. 405 – 415 – Dvora Yanow
- Qualitative Research and Public Policy Ch. 28 pp. 417 – 427 Alan Sadovnik
- Interpretation and Intention in Policy Analysis Ch. 29 p.429 – 441. Hendrik Wagenaar
- Context Sensitive Policy Methods Ch. 30 pp. 443 – 461 Susan Clarke