**FÖ0470 Research methods in social sciences**

Course time: September 2nd – October 31st, 2024, web-based synchronous course

Application code:10318.2324

Open web page: <https://student.slu.se/en/studies/courses-and-programmes/course-search/course/F%C3%960470/10147.2425/Research-methods-in-social-sciences/>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TimeW, day, timeZoom (*method*) | Person | Activities + topicL=lecture, Sem = seminar | Examination form (tasks) | Reading and tasks - *Real world research*  |
| 36Tuesday Sept. 3rd 09.15-12Zoom: https://slu-se.zoom.us/j/7550490044?omn=69445271715 Passcode 490044: Tue 3/9 15-16(Recurring zoom course link and code See at the end of this table)Fri 6/9 10-12(Course link and code) | **Cilla****Maria W** **Cilla** | L: Course introductionLecture, introduction to a task: Academic writing and different traditions – what is a good academic text? L: Social science method | Start reading the course bookIntroduction to individual **task (1)**Lecture | Course introduction**1** Setting the scene+ chapter 1,2,16**Submit each of the tasks (1-7) *ex ante*, before each of the seminars, in Canvas**.Individual tasks 1 and 8. Task 2-7 can be done in small groups (2-3 students) or individually – but each student must submit in canvas for all tasks. Start to familiarize with the course book  |
| 37Mon 9/9, 10-12(Course link and code)Tu 10/9, 13-15(Course link and code)Fri 13/9, 09-12(Course link and code) | **Cilla****Elias****Maria W** | L: Fixed, flexible and mixed designL: EthicsSem.: Comparing texts – natural and social sciences. | Lecture + introduction to **task 2** Seminar (**task 1**)Social and natural science approach – same or not?  | **2** Planning: selecting a strategy (including ethics)Chapter 3,4,5 + intro. to 6,7,8) Chapter 2,3,10 |
| 38Mon 16/9, 9-12 (Course link and code)Mon 16/9, 13-15 (Course link and code)Wed 18/9 10-12(Course link and code)Fri 20/9 09-12(Course link and code) | **Camilla** **\*lecture & exercise** **Elias****Malin P****Camilla**  | L: Secondary data, research log literature review, scenario analysisSem.: Scientific practices, social knowledge and responsibilitiesL: Critical reflections on the search process and methods for referencingSem.: Choice of method and aim  | Lecture + introduction to **task 3**Seminar (**task 2**)Lecture**Seminar – Task 3** | **3** Data collectionChapter 5 (6,7, 8) 15, 18, 19 |
| 39Mon 23/9, 10-12(Course link and code)Fri 27/9 09-12 (Course link and code) | **Cilla****Cilla** | L: Interview – personal, focus group, observationSem.: Interview reflections | Lecture + presentation of **task 5** **Task 5\* -** Task –interview + reflection  |  Chapter 12, 14 \*(Task 5 and task 4 have changes place – I kept the numbers to minimize the confusion in Canvas) |
| 40Mon 30/ 9Tuesday 1/10, 10-12(Course link and code)Fri 4/10 10-12(Course link and code) | **Pedro****Pedro** | Read chapter 11,13 L: Quantitative data, survey, questionnaire, test and scales Interactive lecture Sem.: Quantitative data | Interactive lecture and introduction to **Task 4**“Designing a questionnaire with one question in mind: What is your burning question?” **Seminar Task 4** | Chapter 11, 13Follow up readings in the course book with recommended articles. |
| 41Mon 7/10, 13-15(Course link and code)Fri 11/10, 09-12(Course link and code) | **Cilla****Cilla** | L: Coding, content analysis, discourse analysis Sem.: analyzing qualitative data  | Lecture + presentation of **task 6** Task 6– content analysis **Seminar task 6** + introduction of final task (**task 8**), short proposal (for w 43) | **4+5** Analyzing dataChapter 18 |
| 42Mon 14/10,09-12\*(Course link and code)Wed 16/10,09-12\*(Course link and code)Fri 18/10, 09-12(Course link and code) | **Peichen****\*Lecture + exercise****Peichen****\*Lecture + exercise****Peichen Seminar** | L: Descriptive statistics, analyzing differences + exercise L: Relationship between variables (correlation coefficients, regression analysis) + exerciseSeminar: statistical analysis | Lectures with assignments + Intro. to **Task 7**– quantitative data analysis **Seminar Task 7** – quantitative data analysis  | Chapter 17 |
| 43Mon- Thurs.Fri 25/10 10-11(Course link and code) | **Maria W** | L: Giving constructive feedback | Work on task 8Preparation for giving feedback to each other on **task 8** | Course book: Review part 1, setting the scene and part 2, selecting a strategy **INDIVIDUAL submission of task 8 by 25/10 10.00 in Canvas in the shared domain** |
| 44Tue 29/10 (12 noon)D-day to submit the opponent feedback and the dialogue feedback file in Canvas (shared domain).  |  | Individual work – giving constructive feedback on TWO other proposal drafts D-day to submit the opponent dialogue and document is **Tuesday 29/10 at 12 (noon)**D-day for submission- final version **Task 8 + 9** 431031 (by 08.00) | **Seminar Task 8:** Writing, presenting and opponent role of a proposal. The opponent provides a short recorded feedback (3-5 minutes, PM4-fomat) AND details in *track changes* in the manuscript. **Task 9:** A short individual method reflection  | Course book: Review part 1, setting the scene and part 2, selecting a strategy |

Lectures and dialogues will be held in zoom.

Red= mandatory parts of the course The schedule is subject for changes – a final schedule will be available the first day of the course.

Zoom link to the **course introduction** (Tuesday Sept. 3rd 09-12) ….

Link: <https://slu-se.zoom.us/j/7550490044?omn=69445271715>

Passcode: 490044

|  |
| --- |
|  |
| This is the zoom link to the lectures and seminars in the course after the course introduction. **Recurring link: … and passcode - (it will be available in the schedule that is posted in Canvas).**  |
|  |

**About the course**

Course code: **FÖ0470**  Application code for the course (2024): SLU-10147

Course time: Period 1a and b, Sept 2nd – Oct 31st 2024 (W 36-44), Classes may be held at office hours Monday- Friday but not Wed. afternoon

This course is offered as a ***synchronous distance learning course,*** with access to library resources at the SLU campuses Alnarp, Ultuna and Umeå. You need a good internet connection with a camera.

The course has a shared open course home page: <https://student.slu.se/en/studies/courses-and-programmes/course-search/course/F%C3%960470/10147.2425/Research-methods-in-social-sciences/>

The course also has a Canvas page where materials are shared and where submissions (tasks, in preparations for seminars and examination) are submitted.

**Main course book**

Robson, Colin & McCartan, Kieran (2015) *Real World Research* (4th ed.) John Wiley & Sons, Chichester, the UK, ISBN: 978-1-118-74523-6

You may find a full text digitally at: (<https://canvas.gu.se/courses/36126/files/3328133>)

Additional readings (articles) are available in Canvas and SLU Library web pages

All submissions by students (tasks in the schedule) are made in Canvas

These submissions are connected to a quality authenticity control function (Urkund). These submissions should reflect the student’s own individual understandings and writing.

Making contact with lecturers and persons that contribute in the course (in alphabetical order)

|  |  |  |
| --- | --- | --- |
| **Person, role** | **Works at** | **E-mail** |
| Camilla Widmark | Lecturer, Forest Economics in Umeå, SLU | camilla.Widmark@slu.se;  |
| Cilla, Cecilia Mark-Herbert, Tel. 070 3661419 | Course leader, lecturer, Forest Economics in Uppsala, SLU, (Ulls hus, Room 357) | cecilia.mark-herbert@slu.se;  |
| Elias Andersson  | Lecturer, Inst. för sydsvensk skogsvetenskap, Alnarp | elias.andersson@slu.se; |
| Malin Persson | SLU library expert, Ultuna | malin.j.persson@slu.se; |
| Maria Wiklund | SLU language coordinator, Umeå | maria.wiklund@slu.se;  |
| Pedro Obregon Santander | PhD student, Forest Economics in Umeå, SLU | pedro.obregon.santander@slu.se |
| Peichen Gong | Lecturer, Forest Economics in Umeå, SLU | peichen.gong@slu.se;  |

 Our course administrator is Monika Malmros, in Umeå Monika.Malmros@slu.se

**Grading**

This course has nine tasks that are turned in continuously in the course. Task 1-7 can be done in pairs or small groups, should you want to collaborate (read the instructions carefully) – but each person needs to submit the task in Canvas. Task 8 and 9 needs to be done individually. Task 8 includes both a submission of a task and taking the role as an opponent giving constructive feedback to two fellow course mates.

**All** of the tasks have to be submitted and passed in order to get a passing grade (3) on the course. If the submissions are made in time (*ex ante, in time* for seminar when this is requested) they attain more points, except for task 9 (a post course reflection). All tasks are graded pass fail.

|  |  |  |  |
| --- | --- | --- | --- |
| **Task in schedule** | **Points - *actively* attending (0-1)****(for task 8 this pertains to submitting opponent feedback)**  | **Submitting a passing task in Canvas on time (prior to the seminar)** | **Passed task – to pass the course** |
| 1-7+9 | 0-7 | 0-8 | **8** |
| 8 |  | 4-8 (proposal constructive opponent feedback x 2) | 8 |
| Max total | 7 | 16 | 16 |

All students have to submit and pass each of the nine tasks (task 8 is larger than all the other tasks)- with a passing assessment (gray box, the fourth column). In order to pass the course a student needs to pass all the tasks (16 points). Higher points can be attained by either submitting passing tasks in time and or participating actively in the seminars. The teacher in each module evaluates the active attendance and the task pass/fail assessment, which is registered in Canvas.

The first column explains tasks, the second column how the active dialogues in the seven seminars may give points (max 7). Column three shows points awarded when passing tasks are submitted on time (in preparation for a seminar or at a particular date after the seminar as a reflection – see instructions in Canvas). The fourth column reflects points awarded upon completion of a task (maximum 16 points). Assessment of the tasks is made the following week for each module (task 1-7 +9), and within three weeks for task 8 (as part of the total grading). This is the range for each SLU grade (fail) 3-5.

|  |  |
| --- | --- |
| **Grade**  | **Points** |
| Fail | 0-15 |
| 3 | 16-25 |
| 4 | 26-35 |
| 5 | 36-39 |

If the tasks are not completed by the last D-day, late submissions can be submitted after the course has been completed. These tasks are evaluated as re-examination. Dates will be provided in a message at Canvas for re-examination deadlines.

A task that has not been submitted within the time of the course, needs to be submitted as a make-up assignment in Canvas – and sent as an attachment in an e-mail to Cilla (with the course code + make up as a subject in the subject line of the e-mail). This is the last time this course is offered, so this is particularly important.

FÖ0470 Research methods in social sciences, 15.0 Credits

Samhällsvetenskapliga forskningsmetoder

Syllabus approved

2020-11-17

**Subjects**

*Business Administration, Sustainable development*

Education cycle

Master’s level

Advanced study in the main field

Second cycle, only first-cycle courses as entry requirements(A1N)

**Grading scale**

5:Pass with Distinction, 4:Pass with Credit, 3:Pass, U:FailThe requirements for attaining different grades are described in the course assessment criteria which are contained in a supplement to the course syllabus. Current information on assessment criteria shall be made available at the start of the course.

Language

English

Prior knowledge

Knowledge equivalent to
- 120 credits at first-cycle level
and
- English 6.

**Objectives**

The general objective in this course is to support the development of understanding of methodological issues in social sciences with special focus on business administration perspectives. Insights in method includes both capability to carry out research, evaluate research and take the role as a constructive dialogue partner in multi-disciplinary problem areas related to sustainable development.

After successful completion of the course, students will be able to:
- account for and discuss dimensions of sustainable development (environmental, economic and social), with special focus on how research objectives and ethical aspect affect the choice of an appropriate research design
- discuss the strengths and weaknesses of common research designs, including different methods for collecting and analyzing data
- discuss and critically interpret methodological choices and how it affects academic studies
- present, analyze and discuss a research plan with particular focus on research design.

**Content**

The course is largely based on assigned readings, discussion seminars, and written assignments. The course begins with a review of the philosophical issues that underlie methodological choices in academic research, which is followed by an overview of common methods for collecting, analyzing, presenting, and assessing data in different approaches. The course focuses specifically on how sustainability affects how research objectives and ethical aspects are realized in different research approaches. With an established awareness that choices of method are influenced by subjective and philosophical positions, the course then proceeds with a more in-depth review of a number of sub-topics.

The sub-topics address the following issues:
- the role of the researcher
- logically consistent research design and rhetoric in presentation
- relevance and contribution (empirical and theoretical)
- sustainable development and its effect on the design of research projects,
- different methods and techniques for data collection (e.g. interviews, questionnaires, archival data)
- different methods and techniques for data analysis (e.g. content analysis, discourse analysis, regression analysis, factor analysis and meta-analysis).

In the last part of the course students are given a task to draft a project plan. The project plan should reflect a well-developed design, including sustainable development. This plan is presented, and students take a discussant role in a critical and constructive dialogue.

The course includes obligatory sessions, like seminars and workshops.

Formats and requirements for examination

Passed exam. Passed assignments and project work. Completed obligatory sessions.

* If the student fails a test, the examiner may give the student a supplementary assignment, provided this is possible and there is reason to do so.
* If the student has been granted special educational support because of a disability, the examiner has the right to offer the student an adapted test, or provide an alternative assessment.
* If changes are made to this course syllabus, or if the course is closed, SLU shall decide on transitional rules for examination of students admitted under this syllabus but who have not yet passed the course.
* For the examination of a degree project (independent project), the examiner may also allow the student to add supplemental information after the deadline. For more information on this, please refer to the regulations for education at Bachelor's and Master's level.

**Other information**

* The right to take part in teaching and/or supervision only applies to the course date to which the student has been admitted and registered on.
* If there are special reasons, the student may take part in course components that require compulsory attendance at a later date. For more information on this, please refer to the regulations for education at Bachelor's and Master's level.

Responsible department

Department of Forest Economics

Further information

*Determined by:* Vice dean Forestry Faculty