



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

**iSchool Mission:** Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

### **LAIS 605: Seminar in Advanced Research Methods – Course Syllabus (3)**

**Program:** PhD

**Year:** Winter Term 1, 2020-21

**Course Schedule:** Monday, 2:00 - 4:00 pm

**Location:** Online Synchronous

**Instructor:** R. Kopak

**Email address:** [r.kopak@ubc.ca](mailto:r.kopak@ubc.ca) (<mailto:r.kopak@ubc.ca>)

**Office location:** Barber 495

**Office phone:** 604-822-2898 (periodic voicemail check)

**Office hours:** By appointment

**Canvas:** [canvas.ubc.ca](https://canvas.ubc.ca/) (<https://canvas.ubc.ca/>)

#### **Course Goal:**

The goal of this course is to enable students to design good research based on a thorough understanding of the research process, and of methods of data collection frequently used in social sciences and humanities research. As such, the course focuses on the comparative advantages and disadvantages of qualitative, quantitative, and mixed methods research designs, and of knowing how differences in the worldview underlying these approaches and associated methods contribute to the choices we make when designing our research.

#### **Learning Outcomes:**

##### **Upon completion of this course students will be able to:**

- Understand the basic characteristics of qualitative, quantitative, and mixed methods research and the differences among these approaches.
- Define the major strategies of inquiry used in the various approaches to research. Understand the role of literature and theory in the various approaches to research. Develop writing strategies for qualitative, quantitative, and mixed methods research proposals and reports.
- Anticipate and resolve ethical issues related to research.
- Write an effective introduction to research.
- Write a purpose statement for qualitative, quantitative, and mixed methods research. Develop research questions and/or hypotheses for qualitative, quantitative, and mixed methods research.
- Understand the procedures involved in developing quantitative, qualitative, and mixed methods plans.
- Identify, review, and critique qualitative, quantitative, and mixed methods research studies. Develop a plan for a research study.
- Present scholarly research in an effective manner.



### Course Topics:

- The process of research
- Establishing a research focus
- Developing an actionable research question The role and use of existing literature
- The kinds of and use of theory
- Research ethics
- Variety and use of quantitative methods Variety and use of qualitative methods
- Mixed-methods research
- Mixed-methods research

### Prerequisites:

- Registration in the iSchool doctoral program, or permission of the instructor.

### Format of the course:

- Weekly seminars.
  - The instructor will typically begin each session with introductory remarks concerning the specific topic of the week. As the term advances, students are expected to present on topics of choice, chosen in conversation with the instructor.

### Required and Recommended Reading:

#### *Required:*

- Creswell, John W., and Creswell, J. David. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage: Thousand Oaks.
- This is the anchor book for the course, and we'll be referring to it throughout the course. Many have found this book very useful later in their programs when thesis research starts in earnest.

#### *Recommended:*

- Bryman, Alan. (2015). *Social Research Methods*, 5th ed. Oxford: Oxford University Press.
- This is a general research methods text that I find pretty good (I use it for the main text in the masters program research methods course. You may find this useful as a resource on a broader array of research methods including both qualitative and quantitative ones. I have a few copies of this book (in various editions) on the bookshelf outside of my office.



**Course Assignments:**

Assignment Name	Due Date	Weight
Dissertation Comparison	Individual due dates determined in class	25%
Quantitative methods paper		25%
Qualitative methods paper		25%
Mixed methods journal article review		25%

Course Schedule [week-by-week]:

Date	Topic
September 14	Introduction to Class
September 21	<p><b>The Selection of a Research Approach</b>                      - Creswell: Chapter 1 <b>The Purpose Statement</b>  <b>Research Questions and Hypotheses</b>                      - Creswell: Chapter 7</p> <p>Take a research topic that you are interested in and bring to class a purpose stat and research questions relevant to a study that you might carry out on that topic</p>
September 28	<p><b>Review of the Literature</b>                      - Creswell: Chapter 2 <b>The Use of Theory</b>                      - Creswell: Chapter 3</p>
October 5	<p><b>The Use of Theory (cont'd)</b>                      - Creswell: Chapter 3  <b>Writing Strategies and Ethical Considerations</b>                      - Creswell: Chapter 4  <b>Dissertation Review Presentations</b>                      - Dissertation Review Presentations                      - Written review due within two weeks of presentation</p>
October 12	<p><b>Writing Strategies and Ethical Considerations</b>                      - Dissertation Review Presentations</p>
October 19	<p><b>Introduction to Quantitative Methods</b>                      - Creswell: Chapters 5 and 8                      - The SAGE Encyclopedia of Social Science Research Methods                      - Dissertation Review Presentations</p>
October 26	<p><b>Quantitative Methods (cont'd)</b>                      - Quantitative Methods Presentations                      - <i>Written review due within two weeks of presentation</i></p>
November 2	<p><b>Quantitative Methods (cont'd)</b>                      - Quantitative Methods Presentations (cont'd)</p>
November 9	<p><b>Introduction to Qualitative Methods</b>                      - Creswell: Chapter 9</p>
November 16	<p><b>Qualitative Methods (cont'd)</b>                      - Qualitative Methods Presentations                      - <i>Written review due within two weeks of presentation</i></p>
November 23	<p><b>Qualitative Methods (cont'd)</b>                      - Qualitative Methods Presentations</p>
November 30	<b>Mixed Methods</b>



	<ul style="list-style-type: none"> <li>- <i>Creswell: Chapter 10</i></li> <li>- <i>Mixed Methods Article Presentations</i></li> </ul> <p><i>Greene, J.C., V.J. Caracelli and W.F. Graham. "Toward a Conceptual Framework for Mixed Methods Evaluation Designs." Educational Evaluation and Policy Analysis 11 (1989): 25</i></p>
December 7	<p><b>Mixed Methods (cont'd)</b></p> <ul style="list-style-type: none"> <li>- <i>Mixed Methods Article Presentations</i></li> </ul>

**Attendance:**

- Attendance at scheduled tutorials is expected. If you know you are going to be absent be sure to inform me beforehand.

**Evaluation:**

- All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).
- For late assignments, a deduction of ½ letter grade will be made for each 3 day period in which an assignment is handed in past the due date. For example, if an assignment is handed in (posted to Canvas) on the Friday, Saturday, or Sunday after a Thursday due date, the mark given to the assignment will be reduced from, e.g., A- to B+. If handed in on the following Monday, Tuesday, or Wednesday, a further ½ mark deduction will be made.
- Please see sections below on Accessibility Services and religious accommodations for exceptions to the late deduction rule. Be sure to inform the instructor beforehand if either of these apply to you.

**Required Materials:**

See 'Required Texts' section above for citation to text used in the class. There are no other required or recommended course resources that are not available freely from the UBC Library, or designated other websites.

You may find prices vary for the texts depending on where you source them. If we use Amazon.ca (paper/digital), and Vital Source (digital) as examples, you can expect the following associated costs:

- Creswell, John W., and Creswell, J. David. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage: Thousand Oaks.
  - This is the anchor book for the course, and we'll be referring to it throughout the course. Many have found this book very useful later in their programs when thesis research starts in earnest.
  - \$88.49 (paper) \$62.77 (digital)
- Bryman, A. (2016). *Social Research Methods, 5th ed.* Oxford: Oxford University Press.
  - C\$110 (paper)
  - C\$55 (180 day digital rental)



**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.