

Study Center in Khon Kaen, Thailand

Course name:	Social Research Methods
Course number:	SOCI 3001 TKKU
Programs offering course:	Development and Globalization
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45 Hours
Term:	Spring 2017

Course Description

The core course, “The Human Perspective on Development and the Environment,” as well as “Directed Field Study/Practicum,” requires students, individually and as a group, to develop a set of skills by which they can engage themselves with the many communities they visit and with whom they may forge a partnership in various research projects. The Social Research Methods course helps students do just that. . Course lecture cover the theories of research and introduces students to a range of research tools. Working in small groups, students will prepare various tools, working in small groups, use them during two field study visits, and then present their findings. The ability of students to conceptualize “community” and “community needs” within a research framework, to make sense of the primary and secondary information they receive, and to find effective ways to lay out realistic research topic, questions, objectives, tools and implement them, are all key to an overall success of this program.

Learning Objectives

The overall objectives of this course are to help students:

- Understand very generally the theory and practice of social research methods
- Explore various ways to conceptualize social and environmental issues, particularly on a community level
- Understand and effectively draw on cross-cultural concepts to create culturally appropriate research methods
- Understand how to choose appropriate tools for data gathering for each community visit
- Create realistic research design for each community visit
- Learn about and use research tools and how to perform data analysis
- Create an effective ongoing assessment mechanism—individually, in small groups, and within the larger group—by which research approaches and plans can be critiqued and further developed

Course Prerequisites

There are no prerequisites for this course.

Methods of Instruction

This course consists of classroom lectures by CIEE academic team, field visit, and workshop sessions.

Assessment and Final Grade

- Unit research plan 20%
- Oral presentation of field visit I & II 20%
- Final examination 25%
- Research plan for final project 15%
- Oral presentation of research plan 10%
- (that might be used in the final project)
- Participation and attendance 10%

Course Requirements

The SRM course runs in conjunction with the Human Perspective on Development and the Environment core course.

All assignments should be emailed to CIEE academic team at aruneee@yahoo.com, jmbelardo@gmail.com (a confirmation will be sent that the assignment was received).

Assessment Description

1. Unit research plan

Prior to each unit trip of Human Perspective on Development and the Environment course, unit facilitator select research topic, generate questions that will be used during the unit trips to focus the unit output. After the topics and questions have been selected, there will be one-hour research consultations with unit facilitators prior to the Unit Lectures. In this consultation, the selected research questions for that trip will be further explained, along with how to implement tools to answer the questions in the field. In this consultation, unit facilitators will have the opportunity to discuss their research topic and questions with Aj. Arunee and Aj. John, and decide which tools will be most useful on the unit. These consultations will help prepare unit facilitators for the Briefing and Trip and improve their ability to collect information needed for their Unit Project output. You will receive instructions for the Unit research plan paper. The unit research plan must be from 1,500 to 2,500 words in length. It will be due one week after returning from the unit.

Assessment

- Clarity of writing 30%
- Depth of analysis 25%
- Organization 25%
- Attention to other neatness 20%

2. Oral presentation of field visit I & II

The presentation including questions and answer should be within 15 minutes. Information, photos, graphs, and etc. from outside sources must be properly cited in APA format on powerpoint slides. All group members must participate in the presentation.

Assessment

- Language Use & Delivery 20%
- Content 50%
- Visual Aids 15%
- Questions & Answers 15%

3. Final examination

You will receive instructions for the take-home final examination. The exam must be from 1,500 to 2,500 words in length, with proper citations and a bibliography. The paper must have at least 10 sources. Exams will be graded on clarity of writing, depth of analysis, organization, recognition of other points of view, attention to neatness, and correct citation and bibliography form. Please send to CIEE Academic Team: aruneee@yahoo.com, jmbelardo@gmail.com

Assessment

- Clarity of writing 20%
- Depth of analysis 20%
- Organization 15%
- Recognition of other points of view 20%
- Attention to other neatness 15%
- Correct citation and bibliography form 10%

4. Research plan for possible final project

The last part of your SRM responsibilities is to create and present a possible research plan for the project that fulfills our project criteria (which may or may not be used in whole or part for final projects). Do note, though, that final project ideas come from the community first and foremost and so your final project proposal may just be an exercise for you to demonstrate your capacity to develop a full research plan.

Project Criteria:

- All projects must have concrete output.
- Projects must be reciprocal to Isaan communities, community organizations, or NGOs that we have worked with during the program and must be based in Isaan
- No individual projects, yet individuals have a recognized responsibility
- All projects aim for the public sphere and have a plan for distribution.
- Projects should have pass-on component to be posted on the blog (and/or next steps component).

The components of a research plan:

- Background Information of the issue (Background info of the issue and how does this project idea fulfill the Project Criteria?)
- Research question(s)
- Research objectives
- Research tools
- Conceptual framework/model (General description of your project idea)
- Output expectation (What is/are the expected output(s) of this project idea? Who is the audience? What is the format? At what stage do you expect the project to be at by the end of final project time?)
- Proposed schedule for research project (How do you intend to complete your project and meet your objectives? Set deadlines for each aspect of your project and outputs (outline, first draft, edits, etc.) Include project time check-in, presentation day, pass-on documentation (including lessons-learned))
- Budget of expected cost

Assessment

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|--|-----|
| • Clarity of writing | 30% |
| • Organization | 30% |
| • Attention to other neatness | 30% |
| • Correct citation and bibliography form | 10% |

5. Oral presentation of research plan

The presentation including questions and answer should be within 20 minutes. Information, photos, graphs, and etc. from outside sources must be properly cited in APA format on powerpoint slides. All group members must participate in the presentation.

Assessment

- | | |
|---------------------------|-----|
| • Language Use & Delivery | 20% |
| • Content | 50% |
| • Visual Aids | 15% |
| • Questions & Answers | 15% |

6. Participation and attendance

Attendance is required at all lectures, and community visits. Arriving more than 15 minutes late will be considered absent. One unexcused absence is allowed. Each subsequent unexcused absence will result in a 20% reduction of your class participation grade.

Assessment

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|--------------------------------------|-----|
| • Coming to class on time | 40% |
| • Preparedness for lectures | 30% |
| • Positive contributions to lectures | 30% |

Note 1: You are allowed one unexcused absence from this class. Any further absences may affect your overall grade.

Note 2: Assignments turned in late will be marked down 5% after the first day and 1% every day afterwards. No coursework will be accepted after the last day of class.

Class Schedule

	Content	Hour	Lecturer
1	Introduction to Social Research Methods	2	CIEE Academic Team
2	Social Research Methods: Qualitative Research Approach	3	Assoc. Prof. Dr. Suchint Simarak
3	Research Planning	3	Dr. Arunee Sriruksa
4	Photography	2	Nic Dunlop * <i>Joint session with SRMJ course</i>
5	Rural Rapid Appraisal and PRA Technique	3	Assoc. Prof. Dr. Suchint Simarak
6	Research Topic and Research Questions	3	Dr. Arunee Sriruksa, Aj. John Mark Belardo
7	The 7 Community Tools Technique and preparation for Field Visit I	3	Dr. Arunee Sriruksa
8	Interviewing and How to ask good questions?	3	Dr. Arunee Sriruksa, Aj. John Mark Belardo
9	Research tools design and Data collection	3	Dr. Wipawee Krisanaphuti
10	Data Analysis and Discussion	3	Assoc. Prof. Dr. Suchint Simarak
11	Field Visit	3	CIEE Academic Team
12	Oral Presentation of Field Visit	2	Dr. Arunee Sriruksa, Aj. John Mark Belardo
13	Oral Presentation of Research Plan	2	Dr. Arunee Sriruksa, Aj. John Mark Belardo
14	CCI: Who are you as researcher here and now?	2	CIEE Academic Team
15	CCI: Core Cultural Values and Research	2	CIEE Academic Team
16	CCI: Cultural Assumptions and Research	2	CIEE Academic Team
17	CCI: Bridging Cultures and Research	2	CIEE Academic Team
18	CCI: Anti-Oppression	2	CIEE Academic Team
	Total class hour	45	

Readings

Social Research Methods: Qualitative Research Approach

Mack N, Woodsong C, MacQueen KM, Guest G, Namey E. (2005). *Qualitative Research Methods: A Data*

Collector's Field Guide, Module 1 Qualitative Research Methods Overview. Family Health International.

Retrieved from

<https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector's%20Field%20Guide.pdf>

Kelly, A.P. (2011). *Social research methods*. London: University of London.

Neuman, William Lawrence. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*.

Boston: Allyn and Bacon.

Dey, Ian. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. New York: Routledge.

Research Planning and Preparation

What is research design?. New York University. Retrieved from

<https://www.nyu.edu/classes/bkg/methods/005847ch1.pdf>

Neuman, William Lawrence. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*.

Boston: Allyn and Bacon.

Rural Rapid Appraisal and Participatory Rural Appraisal Technique

Freudenberger, Karen. (2008). *Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA)*. The

office of Food for Peace, Bureau for Humanitarian Response, United States Agency for International Development.

Research Topic and Research Questions

Neuman, William Lawrence. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*.

Boston: Allyn and Bacon.

The 7 Community Tools Technique

Komatra Chuengsatiansup. (2009). *The 7 Community Tools: Simple Instruction for Effective Learning of*

Community Life. Society and Health Institute. Retrieved from <http://www.shi.or.th/download/313/>

Interviewing and How to ask good questions?

Snyder, S. (2003). *How to ask a smart question*. Retrieved from

<http://faculty.gvc.edu/ssnyder/121/Goodquestions.html>

Research Tools design and Data Collection

Mack N, Woodsong C, MacQueen KM, Guest G, Namey E. (2005). *Qualitative Research Methods: A Data*

Collector's Field Guide. Family Health International.

Retrieved from

[https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-](https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector's%20Field%20Guide.pdf)

[Methods%20-](https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector's%20Field%20Guide.pdf)

[%20A%20Data%20Collector's%20Field%20Guide.pdf](https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector's%20Field%20Guide.pdf)

Turner, Daniel W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. *The*

Qualitative Report, 15(3), 754-760. Retrieved from <http://www.nova.edu/sss/QR/QR15-3/qid.pdf>

Data Analysis and Discussion

Dey, Ian. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. New York: Routledge.

Neuman, William Lawrence. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*.

CCI: Who are you as researcher here and now?

Talya Zemach-Bersin. (2009). American Students Abroad Can't Be 'Global Citizens'. *The Chronicle of Higher*

Education.

Boston: Allyn and Bacon.