

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media
with effect from Semester A 2023/24**

Part I Course Overview

Course Title:	Research Skills and Methods
Course Code:	SM8402
Course Duration:	One semester
Credit Units:	3
Level:	R8
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course provides students with knowledge for planning, conducting, and reporting scholarly works in preparation for writing, submitting, and defending their doctoral thesis. The students will learn how to deal with qualitative, quantitative, mixed-method, arts-based, and community-based participatory research approaches. Lectures and seminar will discuss theoretical underpinnings including philosophy of science, epistemology, empiricism, scientific paradigm, and grounded theory; introduce a range of research designs and methods, such as literature search, data management, peer reviewing, research ethics, reflective practice, participatory action research, experiment design, content analysis, measurement, survey design, field observation, usability testing, and so forth. The students will be exposed to software applications for reference management and data analysis. To aid students in the development of their research skills, learning activities include exercises in summarising, analysis, reviewing, discussion from a given perspective, and informal presentations in front of a group.

2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.^	Develop a rigorous research methodology for doctoral academic research.		✓	✓	
2.^	Conduct literature search effectively and review the literature critically.		✓	✓	
3.	Build an understanding of appropriate procedures and ethical issues in collecting and analysing data.			✓	
4.	Critically assess the quality of research papers			✓	
5.	Deliver oral presentations and written reports on research methods.		✓	✓	✓
		100%			

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

A1: *Attitude*

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures	Discussion of the main concepts and principles in doctoral research design, writing, and presenting	✓	✓	✓	✓		1.5 hours/week (for 12 weeks)
Workshops	Workshop on an in-depth subject as determined by class needs and interests	✓	✓	✓			3 hours (for 1 week)
In-class Exercises	Hands-on exercises by students on elements of research design, such as development of interview protocol, creation of survey questionnaire, and processing of qualitative and quantitative data	✓	✓	✓	✓	✓	1 hour/week (for 12 weeks)
Group Discussions	Group discussions on research projects	✓	✓	✓	✓	✓	0.5 hour/week (for 12 weeks)

4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
<u>In-class Participation, including Discussions:</u> The seminar will be designed to enable students to explore and discuss various issues associated with research design and methods.	✓	✓	✓	✓		30%	
<u>Critical Analysis:</u> Each student is required to present a critical analysis of either one methodology paper or one research paper.	✓	✓	✓	✓	✓	20%	
<u>Research Proposal:</u> Students are required to submit a research proposal in which a relevant research method(s) is(are) applied in a specific research context.	✓	✓	✓	✓	✓	30%	
<u>Presentation:</u> Students will produce an illustrated 20-minute presentation tailored to a professional academic conference.					✓	20%	
Examination: 0% (duration: _____, if applicable)							
						100%	

5. Assessment Rubrics

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Discussion and Participation	a. Demonstrates a capacity to effectively summarise a range of research skills and methods;	High	Significant	Basic	Below marginal levels
	b. Shows ability to identify research methods in publications.				
	c. Demonstrates knowledge of research ethics, plagiarism, and best academic practices.				
2. Critical Analysis	a. Shows ability to critique research publications constructively and effectively	High	Significant	Basic	Below marginal levels
	b. Evidences insight into general concepts of methodology.				
	c. Shows ability to identify and effectively apply specific methods relevant to a given inquiry.				
3. Research Proposal	a. Evidences ability to generate research designs, and carry them through in practice.	High	Significant	Basic	Below marginal levels
	b. Shows ability to structure an inquiry into constituent parts, by generating research questions, identifying challenges, specifying methods, and correctly handling analysis of data.				

	c. Demonstrates ability to conduct a literature review and correctly handle citations and references.				
4. Presentation	a. Demonstrates an ability to organise the structure of a coherent research inquiry including the handling of requirements for time and resources.	High	Significant	Basic	Below marginal levels
	b. Evidences capacity to reflect upon the role and function of the methods applicable to a given research approach.				
	c. Produces a systematic, rich, and succinct exposition on a given topic.				
	d. Evidences capacity to stimulate a fruitful group discussion on a given topic.				

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Discussion and Participation	Ability to explore and discuss different methodological issues associated with research problems	High	Significant	Moderate	Basic	Below marginal levels
2. Critical Analysis	Ability to critique research papers constructively and effectively	High	Significant	Moderate	Basic	Below marginal levels
3. Research Proposal	Ability to propose a research investigation design that includes the key elements of a scholarly work (title, background, objectives, plan of work, ethical considerations, and references)	High	Significant	Moderate	Basic	Below marginal levels
4. Presentation	Ability to organise a coherent structure and systematic exposition with appropriate time management	High	Significant	Moderate	Basic	Below marginal levels

Part III Other Information

1. Keyword Syllabus

Research design, methods, methodology, critical position, project design, academic writing

2. Reading List

2.1 Compulsory Readings

Research Methods

- [1] Varela, F., Thompson, E., & Rosch, E. (1991). *The embodied mind* (Vol. 10): Cambridge, MA: MIT Press.
- [2] Bauer, M. W., Gaskell, G., & Allum, N. C. (2000). Quality, quantity and knowledge interests: Avoiding confusions. *Qualitative researching with text, image and sound: A practical handbook*, 3-17.
- [3] Gibson, J. J. (1977). The theory of affordances. 1(2), 67-82.
- [4] Gibson, J. J. (2014). *The ecological approach to visual perception: classic edition*: Psychology Press.
- [5] Hacking, I. (1983). *Representing and intervening: Introductory topics in the philosophy of natural science*: Cambridge university press.
- [6] Kuhn, T. S. (2012). *The structure of scientific revolutions*: University of Chicago press.
- [7] Borgdorff, H., & Schwab, M. (2014). *The exposition of artistic research: publishing art in academia*. Leiden: Leiden University Press.
- [8] Burns, R. B., & Burns, R. B. (2000). *Introduction to research methods*.
- [9] Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage.
- [10] Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. New York: Guilford Publications.
- [11] Rodgers, P., & Yee, J. (2014). *The Routledge companion to design research*. Abingdon: Routledge.
- [12] Smith, H. (2009). *Practice-led research, research-led practice in the creative arts*. Edinburgh: Edinburgh University Press.
- [13] Strauss, A., & Corbin, J. M. (1997). *Grounded theory in practice*: Sage.
- [14] Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: A guidebook and resource*: John Wiley & Sons.

Phd Guides

- [1] Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success*: University of Chicago Press.
- [2] Dunleavy, P. (2003). *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation*. Basingstoke: Macmillan International Higher Education.
- [3] Kelsky, K. (2015). *The professor is in: The essential guide to turning your Ph. D. into a job*: Three Rivers Press (CA).
- [4] Murray, R. (2011). *How to write a thesis*: McGraw-Hill Education (UK).
- [5] Phillips, E., & Pugh, D. (2010). *How to get a PhD: A handbook for students and their supervisors*: McGraw-Hill Education (UK).

Critical and Academic Writing

- [1] Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice*. London: Routledge.
- [2] Cotrell, S. (2005). *Critical thinking skills: Developing effective analysis and argument*. In: New York: Palgrave Macmillan.
- [3] Fairbairn, G., & Winch, C. (2011). *Reading, writing and reasoning: a guide for students*: McGraw-Hill Education (UK).
- [4] Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*: Corwin press.
- [5] Metcalfe, M. (2006). *Reading critically at university*. London: Sage.
- [6] Wallace, M., & Wray, A. (2016). *Critical reading and writing for postgraduates*. London: Sage.

2.2 Additional Readings

- [15] Hofstadter, D. R. (1979). *Gödel, Escher, Bach: an eternal golden braid* (Vol. 13): Basic books New York.