Course Title	:	Postgraduate Studies Seminar Series on Research Methodological Issues
Course Code	:	RMEH510
Recommended Study Year	:	Term 2, 2023-2024
No. of Credits/Term	:	3
Mode of Tuition	:	Seminars, conferences
Class Contact Hours	:	2 hours per week and follow up discussions
Category in Major Prog.	:	Elective course for postgraduate students
Discipline	:	Multidisciplinary
Prerequisite(s)		N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Course Instructor:

Cheng SHI

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Office Hour: Tuesday, 14:00-18:00 (by appointment)

Brief Course Description

The postgraduate seminar series provide opportunities for students to experience research approaches of different but related academic disciplines. Local and overseas speakers are invited to share their ongoing and previous research with students. The emphasis of the seminars will be placed on the methodological issues relating to the piece of research. The speakers will also draw connections between the research findings and existing and potential policies. Students are expected to respond to the speakers' presentations and actively involve in relevant discussions with the speakers and other participants. Students will be expected to draw connections between the seminars and their current or future research as well as other courses in their respective research programmes.

As part of the course, a **postgraduate conference** will be organised. The postgraduate conference aims to support students in their quest for academic and social excellence. It will offer another multidisciplinary platform for students to enhance their research and presentation skills. The event will give participants an opportunity to contribute to and reflect upon the ever-expanding discourse on methodological and theoretical approaches to conducting discipline-specific, cross-disciplinary and comparative research by sharing their works while learning from others'—particularly those outside their disciplines. Students enrolling on the course are expected to present their research or reflections on methodological or policy implications from selected seminars in the course. Students will receive feedback on their works from the numerous faculty members who will partake in the conference.

Aims

This course aims to equip students with the knowledge of research methodology of different disciplines and their policy implications. It also aims to enhance students' learning experience by exposing them to one of the commonest conventional research dissemination medium, academic conference.

Learning Outcomes (LOs)

Upon successful completion of the course, students will be able to:
1. Critically review major issues and challenges of research methodology of different disciplines by actively participating in seminars and conference.
2. Critically evaluate and build connections between their research and the discussions highlighted in the seminar series and the postgraduate conference as well as relevant scholarly debates.
3. Use wide range of methods to communicate research ideas and reflective analysis to multidiscipline audience.

Indicative Contents

In the seminar series, speakers will be invited to share their research experience with a particular focus on methodological issues and potential policy implications. The speakers are scholars with rich research experience in different disciplines, coming from the three broad academic disciplines including business and management, humanities and social sciences.

In the postgraduate conference, students will present on different panels (oral presentations). The panels will be deliberately mixed to include presentations from different disciplines. The poster sessions will be organised during break sessions from the oral presentations. Each presenter is expected to be by their poster to articulate their work to participants.

Teaching Method

Seminars and the conference are combined with discussion sessions. Students will engage in discussions and presentations in seminar series and the conference. There will be one required reading for each seminar. Students must endeavour to read the assigned article in preparation for each seminar.

Assessment

1. 30%: Poster making and presentation: Students are expected to present their initial learning experience and reflections in a form of a poster based on an identified theme across selected seminars in the course. The presentation will be presented at the Postgraduate Conference on Interdisciplinary Learning (**6 April 2024).** At least 3 seminars must be used. The poster can also be a potential research project of the student with lessons from the seminars in this course. In either case, students are expected to **show the policy implications of their analysis, reflections or potential research topic.** The date of submitting conference abstract and poster will be confirmed by the conference organiser.

2. 20%: Poster critique: In this assessment, each student must submit an essay of 500-800 words which critically appraise **a least one poster presentation** delivered by their classmates (belonging to a group or individual). This could be in the form of examining the strengths and weaknesses (and possible ways to improve the arguments of the poster) etc. This assignment must be submitted by **26 April 2024.**

3. 50%: Reflective journal (including a summary of **at least 4 seminars**) **(Between 2500 and 3000 words).** The selected seminars can include any of the **keynote speeches** that will be delivered as part of the Postgraduate Conference on Interdisciplinary Learning. The reflective journal should also contain references to, and a summary of **2 relevant peer-reviewed academic articles**. The articles must not be part of the required reading list of the course. Preferrably, each of the selected articles should use a different research method (qualitative methods, quantitative methods or both). The articles must be **linked to the core ideas and policy implications** of the seminars and the students' reflections on the seminars. The reflective journal must be sumitted on or before **10 May 2024 by 23:59**

Measurement of Learning Outcomes (LO)

Learning Outcome	Reflective Journal	Poster Presentation	Poster critique
1. Critically review major issues and challenges of research methodology of different disciplines by actively participating in the seminars and conference.	✓	✓	✓
2. Demonstrate critical understanding discussions in the seminars by drawing policy implications from the presentations.	✓	✓	✓
3. Critically evaluate and build connections between their research and the discussions highlighted in the seminar series and the postgraduate conference as well as relevant scholarly debates.	✓	✓	✓
4. Use wide range of methods to communicate research ideas and reflective analysis to multidiscipline audience.		✓	

Course Arrangement

Friday, 18.30-21.00

Date	Topic (Required readings)	Speaker	Institution	Venue (Lecture mode)
12 January	**Introduction to the course**	Dr Cheng SHI	Lingnan University	LCH UG14
19 January	**Social policy and mental health** Readings: • World Health Organisation (2013) Investing in mental health: Evidence for action. Geneva: World Health Organisation. • Alcock, P. (2016) Chapter 1: What is Social Policy? In Alcock et al. (eds), *The Student's companion to Social Policy.* Chichester: Wiley-Blackwell	Dr Bo HU	London School of Economics and Political Science	LCH UG14 (Online)
26 January	**Major Paradigms in Educational Research and Policy Implications** Readings: Martens, D. M. (2010). Chapter 1: An Introduction to Research. In *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods.* Thousand Oaks, CA: Sage.	Dr Weiyan XIONG	The Education University of Hong Kong	LCH UG14

2 February	**Understanding QCA for Comparative Social Policy Studies** Readings: • Mello, P. A. (2021). Qualitative comparative analysis: An introduction to research design and application. Georgetown University Press. • Rocchi, J. M. (2022). Crisp Set vs. Fuzzy Set Qualitative Comparative Analysis, Technical Differences, and Much More. In Handbook of Research on Advances and Applications of Fuzzy Sets and Logic (pp. 1-28). IGI Global.	Dr Zhen TIAN	Lingnan University	LCH UG14
February 9 and 16	**Self-study** Expected outcome: draft the poster for your presentation			
23 February	**The Relations of Four Aging Ideals and the Policy Implications on Integrated Care** Readings: Lin, K., Ning, Y., Mumtaz, A., & Li, H. (2022). Exploring the relationships between four aging ideals: A bibliometric study. *Frontiers in Public Health*, *9*, 2284.	Prof Ka LIN	Zhejiang University	LCH UG14
1 March	**Informal housing and governance in China** Readings: • Zhu, J., Li, B., & Pawson, H. (2021). The end of 'toleration'? Policy ambiguity and converted-housing	Dr Jin ZHU	The University of Hong Kong	LCH UG14

	occupancy in China. *Housing Studies*, 36(4), 479-499. • Zhu, J., Li, B., & He, B. J. (2019). Is linked migration overlooked in peri-urban Shanghai? Uncovering the domino effect of driving away interregional migrants. *Habitat International*, 94,102046.			
8 March	**Old-age pensions and family support in China: Bridging the two levels of intergenerational relationships** Readings: Liu, Jiaxin (2022) *Old-age pensions and family support in China: Bridging the two levels of intergenerational relationships*. PhD thesis, University of York.	Dr Jiaxin LIU	University of York	LCH UG14 (Online)
6 April	**Postgraduate conference on interdisciplinary learning** **Poster Presentation** (Venue to be confirmed by the Conference organiser)			
26 April	**Submission of Poster critique**			
10 May	**Submission of Reflective journal**			

Suggested Readings:

Qualitative research:
Eriksson, P., & Kovalainen, A. (2015). *Qualitative methods in business research: A practical guide to social research*. Sage.

Heath, S., Fuller, A., & Johnston, B. (2009). Chasing shadows: defining network boundaries in qualitative social network analysis. *Qualitative Research*, *9*(5), 645-661.

Wolcott, H. F. (2008). *Writing up qualitative research*. Sage Publications.
Survey questions:
Miller, D. C., & Salkind, N. J. (2002). *Handbook of research design and social measurement*. Sage.

Kraemer, H. C., & Blasey, C. (2015). *How many subjects?: Statistical power analysis in research*. Sage Publications.

Yang, K. (2010). *Making sense of statistical methods in social research*. Sage.

Mixed methods:
DeCuir-Gunby, J. T., & Schutz, P. A. (2016). *Developing a mixed methods proposal: A practical guide for beginning researchers* (Vol. 5). Sage Publications.

Additional Resources:
Graham Gibbs Discusses Survey Questionnaire Design

Secondary Data Analysis and Big Data

Sage Research Methods Database

Assessment Rubrics

Summary of Seminars and Reflective Journal (50%)

Criteria	Excellent	Good	Pass	Failure
	A (85-100) A- (80-84)	B+ (75-79) B (70-74) B- (65-69)	C+ (60-64) C (55-59) C- (50-54)	F (0-49)
Understanding of topic (10)	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
Use of evidence (From other sholarly materials) (10)	Wide range of evidence used to support arguments. Clearly relate to other relevant scholarly research and debates.	Good use of evidence to support arguments. Relate to some relevant scholarly research.	Adequate range of evidence used. Could have drawn on more suitable evidence. Establish weak relationship to other scholarly research.	Inadequate use of evidence to support argument. No use of evidence to support argument Does not connect the analysis to relevant scholarly research.
Critical analysis (10)	Shows original thinking and analysis.	Goes beyond description. Analyses material to develop argument..	More description than analysis in content.	Describes the issues but shows significant misunderstanding of basic issues.
Structure of argument (12)	Clear structure. Presents a convincing and well developed argument.	Clear structure. Develops a sound argument	Argument needs further development. Structure needs more clarity.	Poor structure. No clear argument.
Writing and referencing (8)	Uses references APA referencing style correctly. Demonstrates excellent writing skills.	Generally Uses APA referencing correctly but some parts less well referenced. Competent writing skills.	Some parts not referenced correctly using the APA style. Writing skills could be improved.	Not referenced correctly using the APA style. Poor writing skills. Needed proof reading.

Poster Presentation (30%)

Criteria	Excellent	Good	Pass	Failure
	A (85-100) A- (80-84)	B+ (75-79) B (70-74) B- (65-69)	C+ (60-64) C (55-59) C- (50-54)	F (0-49)
Content (10)	Comprehensive understanding and coverage of issues. Wide range of evidence used to support arguments and demonstrate critical thinking.	Clear discussion of relevant issues. Good use of evidence support arguments. Go beyond description.	Show some coverage and understanding of main issues. Adequate range of evdience used. More description than analysis in content.	Very little or no understanding of the issues. Inadequate use of evidence to support argument. Describe the issues but show significant misunderstanding of basic issues.
Organisation (8)	Clear structure. Present a convincing and well-developed argument.	Clear structure. Present a sound argument.	Argument needs further development.Structure needs more clarity.	Poor structure nd no clear argument.
Style of presentation and effectiveness in leading the discussion (8)	Demonstrate excellent presentation skills and communication with audience.	Demostrate competent presentation skills and communicat-ion with audience.	Demonstrate good presentation skills and communicat-ion with audience.	Demonstrate poor presentation skills and communicat-ion with audience.
Visual aids including charts (4)	Simple, clear, easy to interpret, easy to read. Well-coordinated with content, well designed, used very effectively. Excellent example of how to prepare and use good visual aids.	Usually clear, easy to interpret, easy to read. Generally well-coordinated with content, design was okay, generally used effectively. Demonstrated generally reasonable understanding of how to use visual aids.	Acceptable, but with many of the most common flaws such overly complex and/or crowded content, and material difficult to read or interpret. Adequate coordination with content. Showed moderate understanding of how to prepare and use visual aids.	No visual aids used, representing a failure to address the assessment criteria.

Poster critique (20%)

Criteria	Excellent	Good	Pass	Failure
	A (85-100) A- (80-84)	B+ (75-79) B (70-74) B- (65-69)	C+ (60-64) C (55-59) C- (50-54)	F (0-49)
Understanding of topic (5)	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
Use of evidence (5)	Wide range of evidence used to support arguments.	Good use of evidence to support arguments.	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence to support argument. No use of evidence to support argument.
Critical analysis (5)	Shows original thinking and analysis.	Goes beyond description. Analyses material to develop argument.	More description than analysis in content.	Describes the issues but shows significant misunderstanding of basic issues.
Structure of argument (5)	Clear structure. Presents a convincing and well developed argument.	Clear structure. Develops a sound argument	Argument needs further development. Structure needs more clarity.	Poor structure. No clear argument.

Course Title	: **Developing Research with Impact in the Social Sciences**
Course Code	: **RMEH610**
Recommended Study Year	: Any year
No. of Credits/Term	: 3
Mode of Tuition	: Seminar
Class Contact Hours	: 3 hours per week
Category	: Elective course for postgraduate students
Discipline	: RWTS510 Academic Writing and Research Methodology across Disciplines
Prerequisite(s)	: NIL
Co-requisite(s)	: NIL
Exclusion(s)	: NIL
Exemption Requirement(s)	: NIL

Brief Course Description

How does research in social science produce meaningful change in the world? In this course, we will consider how different types of social science research are used to understand how people and the communities they live in, and how those forms of research can be used to improve the lives of people and the quality of their societies. Over the course of the term, students will develop a research proposal, with consideration to each of the elements of research that we cover each week.

Aims

This course aims to:
1. introduce students to different types of social science research methods;
2. discuss the strengths and weaknesses of each approach;
3. consider the importance of developing robust methods of social science research through considerations of attributes, such as reproducibility, transparency, and ethics;
4. illustrate the use of different methods with real examples from research and policy areas; and
5. guide students through the development of a research proposal.

Learning Outcomes

On completion of the course, students will be able to:
1. identify the most appropriate types of methods to use for different social science questions;
2. describe the benefits and limitations for each method;
3. evaluate critically the strengths and weaknesses of each type of method;
4. apply different social methods to their own research and policy questions;
5. critically articulate ethical considerations in the application of social science methods; and
6. explain the benefits of mixed-method approaches to social science research.

Indicative Content

Lecture No.	Seminar date	Topics
L 1	**18 January 2024**	Introduction to Research Methods
L 2	**25 January 2024**	Developing a Research Question
L 3	**1 February 2024**	Research Ethics
L 4	**8 February 2024**	Measurement: Qualitative vs Quantitative vs Mixed methods
L 5	**22 February 2024**	Statistical inference in social science research
L6	**29 February 2024**	Creating research impact
L 7	**7 March 2024**	Reproducibility of research/Open Science
L 8	**14 March 2024**	Social data science
L 9	**21 March 2024**	Analysing social media data
L 10	**28 March 2024**	Analysing health data
L 11	**11 April 2024**	Policy Implications of social research 1
L 12	**18 April 2024**	Policy Implications of social research 2
L13	**25 April 2024**	Conclusions

Teaching Method

- This is a seminar class for postgraduate students, who will be expected to be active participants in discussion. Dissemination of information and leading of discussions will be shared between the instructor, students, and guests. Students will read primary source material in social science research and will consider one major theme each week regarding the nature of the research and the ways it is connected to impacting the world outside of the research project. Guests from different social science research areas will be invited for the second half of the course to provide examples of social science research with impact.

Measurement of Learning Outcomes

	Seminar presentation (25%)	Essay (25%)	Research Proposal (50%)
LO1	√	√	√
LO2	√	√	√
LO3	√	√	√
LO4			√
LO5	√	√	√
LO6	√		√

Assessment

Grade mode: Letter grade

1. **Seminar presentation (25%)**
   Students will do an individual seminar presentation (40-60 mins duration including discussion) on one of the topics of the course after Week 4. The presentation should include content (20-30 mins) and lead a discussion on key controversies (20-30 mins). Grade will be determined by the quality of the content and by the techniques used to elicit discussion, incorporating peer feedback as well as instructor evaluation.

2. **Essay (25%)**
   - Students will write up a research paper based on one (or more) of the first six seminars. Students will consider the relevant issues in social science research with regard to the domain of their research proposal, and how these are related to developing research with impact.
   - Word limit: 2,000 words
   - Font: Times New Roman, 12 points fonts throughout, double-spaced throughout, left-aligned. WORD format.
   - Deadline: **11 March 2024, 23:59**.

3. **Research Proposal (50%)**
   - During the course, students will develop a research proposal, based on a novel idea that they have not worked on before starting the course, for a project that has a pathway to real-world impact. The initial idea will be developed in collaboration with the class instructor, who will meet with students in the initial weeks of semester to set up the basic research question. During the course, students will work on the proposal in the context of each of the topics that we cover. During classes on appropriate themes, students will present issues related to their proposal to the class for discussion and peer-support. The final proposal will consist of a short literature review and a proposed empirical study, built upon the methodological techniques and the research issues covered by the course, and will demonstrate long-term pathway to impact.
   - Word limit: 3,000 words
   - Font: Times New Roman, 12 points fonts throughout, double-spaced throughout, left-aligned. WORD format.
   - Deadline: **9 May 2024, 23:59**.

Required/Essential Readings

Sheppard, V. (2020). Research Methods for the Social Sciences: An Introduction. Published online at: https://pressbooks.bccampus.ca/jibcresearchmethods/
In addition, we will read journal articles relevant to the research topics presented each week.

Recommended/Supplementary Readings
TBA

Important Notes:

(1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
(3) Students are required to submit writing assignment(s) using Turnitin.
(4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.