



## CIEE Khon Kaen, Thailand

<b>Course title:</b>	Social Research Methods
<b>Course code:</b>	SOCI 3001 TKKU
<b>Programs offering course:</b>	Development and Globalization
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Fall 2020

### 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 lectures 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 the field study visit, 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

By completing this course, students will:

- 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

1. Unit Research Plan	20%
2. Oral Presentation of Field Visit	20%



3. Final Examination	35%
4. Oral Presentation of Research Plan	10%
5. Participation & Attendance	15%
TOTAL	100%

### **Course Requirements**

#### **Unit Research Plan**

Prior to each unit trip of Human Perspective on Development and the Environment course, unit facilitators 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. Ooh, 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%

#### **Oral Presentation of Field Visit**

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%

#### **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 Aj. Ooh at arunee@kkumail.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%

**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%

**Participation & Attendance**

Facilitation of Discussion Session:

The discussion is an opportunity for students to gather and critically discuss the lecture topics, readings, and site visits of the course. Each discussion will have a small group of students assigned to lead and facilitate the discussion. The group will research and present information to classmates about their interest topic. The purpose of the discussion session is to educate classmates and facilitate discussion about the topic. The remaining time is an open classroom discussion, in which the facilitators guide the discussion through pre-planned questions that prompt reflective conversation. The discussion session should identify important conclusions from the lectures and make connections between what you learned, observed, and read about.

Assessment

Facilitation of Discussion Session                      60%

Coming to class on time and preparedness for lectures 20%

Positive contributions to lectures                      20%



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.

### **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.

*Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.*

### **Weekly Schedule**

#### **Week 1**

Class            Orientation

#### **Week 2**

Class 2.1        Intro to Social Research Method

Introduction to Social Research Methods and Qualitative Approach

Readings:

- Qualitative Research Methods: A Data Collector's Field Guide, Module 1  
Qualitative Research Methods Overview (Mack, Woodsong and cQueen, 2005)
- Social Research Method (Kelly, 2011)
- Social Research Methods: Qualitative and Quantitative Approaches (Neuman, 2003)
- Qualitative data analysis: A user-friendly guide for social scientists (Dey, 1993)

Class 2.2        Global Citizen

Reading:

- American Students Abroad Can't Be 'Global Citizens (Zemach-Bersin, 2009)

Class 2.3        The 7 Community Tools Technique

Reading:

- The 7 Community Tools: Simple Instruction for Effective Learning of Community Life (Chuengsatiansup, 2009)

#### **Week 3**

Class 3.1        Research Planning and RRA, PRA techniques

Readings:

- What is research design?
- Social Research Methods: Qualitative and Quantitative Approaches (Neuman, 2003)
- Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA) (Freudenberger, 2008)

**Week 4**

Class 4.1 Research Topic and Research Questions

Reading:

- Social Research Methods: Qualitative and Quantitative Approaches (Neuman, 2003)

Class 4.2 Research Tools Design and Data Collection

Readings:

- Qualitative Research Methods: A Data Collector's Field Guide, Module 1 Qualitative Research Methods Overview (Mack, Woodsong and MacQueen, 2005)
- Qualitative Interview Design: A Practical Guide for Novice Investigators (Turner 2010, 754-760)

**Week 6**

Class 6.1 Interviewing and How to ask good questions

Reading:

- How to ask a smart question (Snyder, 2003)
- Social Research Methods: Qualitative and Quantitative Approaches (Neuman, 2003)

Class 6.2 Discussion Session 1

Class 6.3 Stereotype and Generalization and D.I.E.

Class 6.4 Anti Oppression

**Week 7**

Class 7.1 Data Analysis and Discussion

- Qualitative data analysis: A user-friendly guide for social scientists (Dey, 1993)

Class 7.2 Photography and Video for Research and Research Output



Class 7.3 Cultural Spectra

**Week 9**

Class 9.1 Field Study 1

Class 9.2 Field Study 1 Presentation

**Week 10**

Class 10.1 Discussion Session 2

Class 10.2 Cultural Detective

**Week 11**

Class 11.2 Field Study 2: Presentation

Class 11.3 Field Study 2

**Week 12**

Class 12.3 Oral Presentation of Research Plans

**Week 13**

Class 13.1 Writing Research Paper

**Course Materials**

**Readings**

Chuengsatiansup, Komatra. "The 7 Community Tools: Simple Instruction for Effective Learning of Life." (2009). <<http://www.shi.or.th/download/313/>>.

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

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

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

Mack, N, et al. "Qualitative Research Methods: A Data." *Family Health* (2005). <<https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20>>.

Neuman, William Lawrence. *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon, 2003.

Snyder, S. "How to ask a smart question." (2003). <<http://faculty.gvc.edu/ssnyder/121/Goodquestions.html>>.



Turner, Daniel W. "Qualitative Interview Design: A Practical Guide for Novice Investigators." *The Qualitative Report* 15.3 (2010): 754-760. <<http://www.nova.edu/sss/QR/QR15-3/qid.pdf>>.

*What is research design?*. New York University., n.d.  
<<https://www.nyu.edu/classes/bkg/methods/005847ch1.pdf>>.

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