

Victoria University of Wellington



## MASTER OF PUBLIC POLICY PROGRAMME

### MAPP 553

## ANALYTICAL METHODS IN PUBLIC POLICY (TOPICS IN RESEARCH AND ANALYSIS)

(Second Trimester Course – 15 points)

### 2005 COURSE OUTLINE

#### Co-ordinator:

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#### Others To Be Confirmed

#### Administrator:

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#### Course Dates, Times and Locations

Part I	Friday 12 August 2005	8.30am – 6.00pm
Part II	Thursday 20 October 2005	8.30am – 6.00pm
	Friday 21 October 2005	8.30am – 6.00pm

Location: Pipitea Campus.  
Rooms will be advised prior to each meeting

## Course Overview

This course provides an introduction to research design and methodology for applied research in public policy and related fields. It then offers additional units in quantitative and qualitative research, practical analysis, and critical perspectives on research and analysis.

In 2005, the course structure will be as follows:

- Part I: Introduction to Research Design and Methodology (12 August)
- Part II: Choose **ONE** of the following units:
  1. Using Statistics in Policy Analysis, with Dr Richard Arnold (20 & 21 October)
  2. Research Strategies for Complexity and Diversity, with Dr Amanda Wolf, and guests. (20 & 21 October)

Please select which of the Part II units you wish to attend by **31 August 2005**.

## Course Aims and Content

The material in this section is in three parts:

- I Introduction to research design and methodology
- II.1 Using statistics in policy analysis
- II.2 Research strategies for complexity and diversity

### I Introduction to Research Design and Methodology – 12 August

*The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible.*

*David de Vaus, Research Design in Social Research*

*Methodology refers to how research is done, or should be done, and to the critical analysis of methods of research. Methodology also deals with logics of enquiry, or how new knowledge is generated and justified.*

*Norman Blaikie, Designing Social Research*

By the end of this one-day introduction, participants will:

- Know how to prepare a research proposal or plan for the MPP, MPM, or MSS
- Understand the main choices in research design
- Know the purposes and limitation of different research strategies and methods
- Understand the principles of human research ethics

The day includes hands-on exercises and opportunities to discuss participants' questions and other challenges in designing research in a public sector context

## Topics

- Orientation to Part 3 in the MPP, MPM, and MSS
- Designing for purpose
- Logics of inquiry
- Overview of methods
- Research ethics
- Writing a research proposal

## Readings

1. School of Government. 2005. Masters Programmes, Part 3 Research Guidelines for Participants
2. Paul D Leedy and Jeanne Ellis Ormrod. 2001. "What is research?" *Practical Research: Planning and Design* Upper Saddle River: Merrill Prentice Hall, pp 3-9
3. Catherine Hakim. 2000. "Introduction" *Research Design: Successful Designs for Social and Economic Research*. London: Routledge, pp 1-17
4. Clifford Young. 1991. "The research topic" *A Way of Doing Research for Public Managers*. New York: McGraw Hill, pp 1-2
5. Norman Blaikie. 2000. "Methods for answering research questions" *Designing Social Research: The Logic of Anticipation* Cambridge: Polity Press, pp 227-276
6. Lee Sechrest, Michelle Stewart, Timothy R Stickle, and Souraya Sidani, 1996. "Defining characteristics of case studies", *Toolkit for Effective and Persuasive Case Studies* Cambridge, Mass: The Evaluation Center, Human Services Research Unit. PN-20
7. Dean Hammer and Aaron Wildavsky. 1989 "The open-ended, semi-structured interview: An (almost) operational guide" in Aaron Wildavsky, *Craftways: On the Organization and Scholarly Work* New Brunswick: Transaction Publishers, pp 57-101
8. National Health and Medical Research Council (Aus). 2002. "Principle of ethical conduct" *Human Research Ethics Handbook*, Canberra, pp C3-C15
9. Victoria University of Wellington. 2004. "Obtaining human ethics approval: Pipitea Human Ethics committee guide to completing the application form", and sample application form

## **II.1 Using Statistics in Policy Analysis – 20 and 21 October**

The Statistics unit aims to give to the non-statistician an appreciation of the important ideas behind statistics as they are used in government and in research.

By the end of this unit, participants will be able to:

- Understand the key concepts which underlie the practice of statistics
- Be aware of the stages of the design and execution of quantitative research, and in particular sample surveys
- Read critically accounts of quantitative research
- Read and interpret the outputs of statistical modelling and testing, in particular parameter estimates, confidence intervals and p-values
- Make some basic calculations with Excel

It is not the intention that the participants should be able to carry out statistical analyses, but rather that they should be better prepared to understand the need for such analyses, the way they are reported and to think critically about them.

## Topics

- Populations and sampling
- Design of sample surveys
- Sources of error in estimation
- Types of data, and summarising data
- Presentation of data in tables and graphs
- Distributions, normal distribution and standardisation
- Confidence intervals
- Sample size calculations
- Hypothesis testing
- Regression and modelling
- Time series and forecasting

**Note:** Each topic is presented with enough information to place it in context, and to explain some of the basic relevant concepts and the common terminology.

## Readings

**NOTE: Some Part 2 readings are not yet confirmed, but will be before 12 August 2005.**

1. Kay, J. (2003) 'Political decisions are not a matter of statistics.' London: *Financial Times*, 15 May 2003, p21 (2<sup>nd</sup> edition, London)
2. Saunders, A. 'Some NZers value beauty over intelligence.' NZPA 17 Feb 2005
3. Maori Party (Website 2005) 'Marae-DigiPoll April 2005 Party Vote and Electorate Vote Results', Press statement 16 April 2005
4. One News Colmar-Brunton Poll, February 2004
5. Beral, V and Million Women Study Collaborators (2003). 'Breast cancer and hormone-replacement therapy in the Million Women Study.' *Lancet* **362**(9382), 419-427
6. British Menopause Society (Website, 2005). 'The Million Women Study and Breast Cancer.' J. Marsden and R. A'Hern

7. Wylie, C., (2001) 'Competent Children: Findings and Issues from the first 7 years.' NZCER
8. Frank, J. and Toland, J. (2002) 'Email as a learning technology in the South Pacific: An evaluation.' *Educational Technology and Society* **5**, 40-53
9. Garfield, J. B. (2003) 'Assessing Statistical Reasoning.' *Statistics Education Research Journal*, **2**, 22-38
10. Department of Internal Affairs (Website 2004) 'New Zealand Gaming Survey'
11. Gericke, C.A. and Busse R. (2004) 'Policies for disease prevention in Germany in the European context: a comparative analysis.' *Journal of Public Health*, **26**, 230-238
12. Ladd, H. F. and Fiske, E. B. (2003) 'Does Competition Improve Teaching and Learning? Evidence from New Zealand.' *Educational Evaluation and Policy Analysis*, **25**, 97-112
13. Statistics New Zealand (2002). '2001 Survey on the Health of the Maori Language.' *Key Statistics*, May 2002, pp9-13
14. Statistics New Zealand (2002). 'Survey on the Health of the Maori Language'
15. Statistics New Zealand (Website, 2005) 'Information about the Survey on the Health of the Maori Language'
16. Statistics New Zealand (Website, 2005) '2001 Census of Population and Dwellings – 2001 Post-enumeration Survey'
17. Statistics New Zealand (2004) Annual Enterprise Survey 2003 Financial Year (provisional)
18. Statistics New Zealand (Website 2005) Information about the Annual Enterprise Survey
19. Statistics New Zealand (2005) Household Labour Force Survey December 2004 Quarter
20. Statistics New Zealand (Website 2005) Information about the Household Labour Force Survey

### **Recommended reading**

1. Utts J, *Seeing Through Statistics*, 3<sup>rd</sup> edition, Belmont: Thomson, 2005
2. Lohr, S, *Sampling: Design and Analysis*, Pacific Grove: Duxbury, 1999
3. Barnett V, *Sample Survey Principles and Methods*, London: Edward Arnold, 1991
4. Cochran WG, *Sampling Techniques*, 3rd ed., New York: Wiley, 1977
5. Dillman, Don A., *Mail and telephone surveys: the total design method*, New York: Wiley, 1978

6. Kish L, *Survey Sampling*, New York: Wiley, 1965
7. Salant, Priscilla., Dillman, Don A., *How to conduct your own survey* New York: Wiley, 1994
8. Clark MJ and Randal JA, *A First Course in Applied Statistics – with applications in biology, business and the social sciences*. Auckland: Pearson Education New Zealand, 2004

## **II.2 Research Strategies for Complexity and Diversity – 20 and 21 October**

New Zealand is relatively diverse in a number of ways. Issues in social welfare, health, education, economic development, the environment, international relations, and more are frequently described as “complex”. With unlimited time and resources, complex issues in a diverse society can be investigated from various angles, and in rich detail and comprehensiveness. In practice, however, policy analysts and researchers face severe limitations relative to the issues they wish to understand, and the information that decision makers request or expect from them.

This two-day session features introductions to a selection of research strategies that are suited to the search for *understanding* and *meaning* in a context like New Zealand’s. The topics are sophisticated, but no prior special knowledge is assumed. It is assumed, however, that participants are motivated to think hard about challenges in research and analysis. Our common objective is to learn enough about these different approaches to be able to consider their suitability for the real questions we confront in New Zealand, within realistic resource and information constraints.

This two-day intensive unit will be conducted in a seminar style. Participants are encouraged to bring one or more real research or analysis questions into the classroom, either from work or from other academic study (eg, research projects for a degree). Other examples will be introduced in class by the researchers/analysts involved in the studies. Additional strategies, and their characteristics will be introduced and discussed. Depending on group interests, we may be able to have a “participants’ choice” session.

By the end of this unit, participants will:

- Have a critical appreciation of the challenges complexity and diversity impose on research and analysis
- Appreciate the distinctiveness of the logic of inquiry that targets *understanding*
- Know the fundamentals of a selection of research methodologies
- Be better able to design research appropriately

### **Topics**

- The nature of the challenge: Complexity and diversity
- Foundations for new knowledge:
  - Insight and the abductive logic of inquiry
  - Quality qualitative research and analysis
  - Postpositivist methodologies
- Illustrations:
  - Qualitative interviewing:
    - Case of expert practice of policy professionals

- Mixed methods:
  - Case of mental health and housing
- Agent-based modelling:
  - Case of the dissemination of culture
- Q methodology:
  - Case of expanding Schiphol Airport
  - Case of sickness and invalids beneficiaries views of well being
- Cases and complex causality
- Participants' choice (?)

## Readings

**NOTE: Some Part II readings are not yet confirmed, but will be before 12 August 2005.**

1. Amanda Wolf. 2004. "Research strategies for policy relevance" *Social Policy Journal of New Zealand*. 23, pp 65-85
2. Gary King, Robert O Keohane, and Sidney Verba. 1994. "Descriptive inference" *Designing Social Inquiry*. Princeton: Princeton University Press, pp 34-53
3. Amanda Wolf. 2005. "Insight is social science inquiry", paper submitted to *Evidence and Policy* (based on a paper, with Iris Hutchinson, presented at the Social Policy Research and Evaluation Conference, Wellington, Nov 2004
4. Shank, Gary (2001, February) 'It's logic in practice, my dear Watson: An imaginary memoir from beyond the grave' *Forum qualitative Sozialforschung/Forum: Qualitative social research* [On-line journal] <http://qualitative-research.net/fqs-eng-htm> , accessed 8 April 2005
5. Morçöl, Göktuğ. (2002) *A new mind for policy analysis: Toward a post-Newtonian and postpositivist epistemology and methodology*. Westport, Conn: Praeger
6. Dvora Yanow. 2000. "Underlying assumptions of an interpretive approach: The importance of local knowledge" *Conducting Interpretive Policy Analysis* Thousand Oaks: Sage, pp 1-26
7. Ralph S Brower, Mitchel Y Abolafia, and Jered B Carr. 2000. "On improving qualitative methods in public administration research" *Administration and Society* 32 (4): 363-397
8. Lorraine Fowlie. 2005. "Expert practice of policy practitioners", draft article based on an MPP research paper completed in 2003
9. Peace, Robin, Lynne Pere, Kate Marshall, and Susan Kell (2002) "A summary of the research", and "It's the combination of things". *Mental health and independent housing needs*, Parts 1 and 4, Group Interviews. Wellington: Ministry of Social Development
10. [A reading on mixed methods?]
11. Robert Axelrod. 1997. "The dissemination of culture: A Model with local convergence and global polarization" *Journal of Conflict Resolution* 41, pp 203-226. Reprinted in *The Complexity of Cooperation: Agent-Based Models of Competition and Collaboration*, Princeton University Press

12. Bruce McKeown and Dan Thomas. 1988. "Introductory overview" *Q Methodology*. London: Sage Publications, pp 11-24
13. van Eeten, M. J. G. (2001) 'Recasting intractable policy issues: The wider implications of the Netherlands civil aviation controversy'. *Journal of policy analysis and management*, Vol 20, no 3: 391-414
14. Peace, Robin, Amanda Wolf, Simon Crack, Iris Hutchinson, and Mathea Roorda (2004) 'Wellbeing, employment, independence: The views of Sickness and Invalids' Benefit clients', for Centre for Social Research and Evaluation, Ministry of Social Development, Working Paper 07/04, Wellington, October. <http://www.msd.govt.nz/work-areas/social-research/working-papers/wp-07-04-wellbeing-employment-independence.html>
15. Ragin, Charles (2000) *Fuzzy set social science*. Chicago: University of Chicago Press

## **Assessment**

***NOTE: The assignments for part II (statistics unit and research strategies unit) will be provided in detail at the first class meeting on 12 August.***

All participants must complete the assignment for Part I, worth 30% and ONE assignment from Part II, worth 70%.

### **I. Assessment for Part I, due 5 pm 22<sup>nd</sup> August**

This assignment will be a take-home test, worth 30%. The test will be handed out in class. Assuming you are up to date with the assigned readings, you should allow ten hours to complete the test.

### **II. Assessment for Part II, due 5 pm 21<sup>st</sup> November**

#### **EITHER**

##### **1. Statistics Unit**

The assessment for this unit will be a set of problems and exercises based on the course material and readings.

#### **OR**

##### **2. Research Strategies Unit**

The assessment for this unit will be a set of short essays, critical commentaries and applications based on the course material and reading.



**Please send / hand-in all assignments to:**

Francine McGee,  
School of Government,  
Victoria University of Wellington,  
Level 8 Reception,  
Rutherford House,  
23 Lambton Quay,  
P.O. Box 600,  
Wellington.

**Students should keep a copy of all submitted work.**

## **Deadlines**

The ability to plan for and meet deadlines is a core competency of both advanced study and public policy. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five for every working day by which the assignment is late (weekends and public holidays excluded) and no assignments will be accepted after five working days beyond the date they are due. For out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

## **Blackboard (web-based support)**

Registered participants can access selected course materials by going to [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz), and using the first six letters of their last name and the first four letters of their first name as a login name (typed as one word), and their student ID number as the password.

## **Faculty of Commerce and Administration Offices**

### Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

## Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (Level 1). The office, will be open from 9:00am to 5:00pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA 005 from Monday 27 June to Friday 1 July (9:00am to 5:00pm) and from Monday 4 July to Friday 22 July (11:00am to 1:00pm).

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

## **Student Conduct and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct). The policy on Staff Conduct can be found on the VUW website at [www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

## **Academic Grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the

Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website at [www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

## **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

*'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

### ***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

*Find out more about plagiarism and how to avoid it, on the University's website at [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).*

## **Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the

Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, telephone 463-6070 or email [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

## **Student Support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, telephone (04) 463 - 6983 or (04) 463 – 6984 or email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

## **Maori and Pacific Mentoring programme (Manaaki Pihipihinga)**

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Telephone (04) 463 - 6015 or email [Maori-Pacific-Mentoring@vuw.ac.nz](mailto:Maori-Pacific-Mentoring@vuw.ac.nz)