

**School of Government**

**GOVT561**

**Research Design and Methods**

**(15 Points)**

**Trimester 2 / 2016**

**(CRN 27160)**

**COURSE OUTLINE**

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**Prescription**

Development of advanced skills in quantitative and qualitative methods, particularly methods of analysis. The course includes higher-level debates on research philosophy, research ethics, research limitations and sampling, and will link selection of methodology and methods to research design (especially research question, aim and objectives).

**Course Learning Objectives**

1. Apply the links between research question, research aim and research objectives
2. Select and justify appropriate choices for methodology and methods including sampling
3. Select quantitative methods appropriate for particular policy problems, and critically assess quality of quantitative policy analysis
4. Conduct and analyse qualitative research using appropriate techniques (interviews, observation, focus groups)
5. Distinguish between different types of case study and apply appropriate methods to each.

**Course Content**

See below for a detailed description and assigned readings.

**Trimester Dates**

Monday 11 July – Friday 04 November 2016

**Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before **Friday 22 July 2016**.
2. The standard last date for withdrawal from this course is **Friday 14 October 2016**. After this date, students forced to withdraw by circumstances beyond their control must apply for

permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

## **Names and Contact Details**

**Course Coordinator and Contributor:** **AProf Karl Lofgren**  
Room RH 807, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 6349  
Email: [karl.lofgren@vuw.ac.nz](mailto:karl.lofgren@vuw.ac.nz)

**Other Contributor:** **Dr Jaikishan Desai**  
Room RH 823, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 6592  
Email: [jaiki.desai@vuw.ac.nz](mailto:jaiki.desai@vuw.ac.nz)

**Administrator:** **Darren Morgan**  
Room RH 821, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5458  
Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

**School Office Hours:** 8.30am to 5.00pm, Monday to Friday

## **Class Times and Room Numbers**

This course is delivered in a modular format.

<b>Module One:</b>	Friday 15 July 2016	9.00am – 5.00pm
<b>Module Two:</b>	Friday 2 September 2016	9.00am – 5.00pm
<b>Module Three:</b>	Friday 21 October 2016	9.00am – 5.00pm

**Locations:** Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email. The timetable is also available to view on the Victoria University website at [www.victoria.ac.nz/students/study/timetables](http://www.victoria.ac.nz/students/study/timetables)

**Attendance is required at all teaching days**

## **Course Delivery**

This course is delivered in a modular format over three days of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above, supplemented by 6 hours (online-mediated) between module meetings, as detailed in the course outline below. **Attendance is required at all teaching days. Participation in online work is mandatory.**

If, before enrolment for a course, you are aware that you will not be able to attend for part of a day, you must notify the Director of Professional Programmes when you enrol explaining why you will not be able to attend. The Director will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend part or all of a day (i.e. more than two hours), or cannot complete the online learning requirements within the prescribed timeframes, you must advise the course coordinator explaining why you are unable to do so. The course coordinator may require you to complete compensatory work to ensure that you have successfully met the course requirements and fulfilled the learning objectives.

## **Readings**

Two books are required for this course:

V. Thiel, S. (2014). *Research methods in public administration and public management*. Oxford: Routledge.

Thomas, G. (2009). *How to do your research project*. London: Sage.

The first one is available as an e-book from the VUW library, whereas we expect you to acquire the second one (it can also be borrowed from the closed reserve desk).

Other required readings will be accessible through Talis on Blackboard. As a VUW student, you have complete and free access to these materials. University copyright licenses allow you to download and print these materials, so long as you use them for educational purposes only. Please ask your course convenor or a VUW librarian if you require help to access material, or if you run into any other problems.

## **Detailed Course Content**

### **Module 1: Friday 15 July 2016**

#### ***1. Introduction to the course, research as a social activity, the research problem.***

In the first session of the module we discuss the practice of research in public management/policy from a number of different angles, and probe into the difficult issue of formulating the research problem. What is a research project? How do others do it? How do you go about?

#### ***2. Theories and philosophy of social science.***

Public management/policy research is based on the same philosophical premises as other social sciences. In this session we study different ways of viewing the world, and how these views affect the direction of your research project.

#### ***3. Desktop research/literature reviews***

All (good) research is based on previous bodies of knowledge, research is by definition cumulative. In this session we discuss how to find, record, and present other people's works. Also, we discuss how we can use secondary sources in general as the empirical evidence for our own projects.

#### ***4. Case studies***

One important choice in the research project is whether to design the study as a comparative study or as a case study. While the differences previously have been exaggerated, there are some important discernible factors to take into account.

## **Module 2: Friday 2 September**

### ***1. Introduction to quantitative data and statistics (I)***

Quantitative data abound on just about every aspect of human life, the economy, and societal functioning. They can be extremely useful for policy analysis and decision-making. In this module we take an introductory look at quantitative analysis for the purpose of informing policy making. The first session provides an introduction to quantitative policy research with topics that cover statistical thinking, the framing of policy issues in terms of quantitatively researchable questions, and the descriptive analysis of quantitative data.

### ***2. Introduction to quantitative data and statistics (II)***

The second session introduces students to statistical inference and causal analysis. The first is relevant when data are available for only a subset (a sample) of the population of policy interest; understanding representativeness of samples, and the assumptions on which we base inference – from sample to population - is critical for quantitative policy research. The second topic, causal analysis, lies at the heart of understanding the multi-factorial nature of relationships that underpin issues of policy interest. In this section we provide an introduction to the statistical approach to causal analysis.

### ***3. Quantitative analysis of policy impact and evaluation***

The third session expands the previous introduction of causal analysis (of phenomena of policy interest) to quantitative and economic analysis of policy impact. Students are introduced to the modern treatment evaluation literature which includes experimental methods (randomized control trials), and non-experimental (observational) methods. Emphasis is placed on intuitive understanding and applicability of different study designs to different policy problems.

### ***4. Selecting a quantitative method for research paper***

The final session of this module will apply the methods covered in the first three sessions to some concrete examples that illustrate the types of issues that need to be considered in choosing a particular research design. These examples will be used to work out appropriate quantitative methods for the students' research ideas.

## **Module 3: Friday 21 October 2016**

### ***1. The Survey (guest lecture: Prof Evan Berman)***

One of the more common methods for undertaking research is to run a survey on a selected target-group. In this session we will look into the challenges of identifying sampling frames, designing the survey questions, and different modes of distributing the survey.

### ***2. Qualitative research (guest lecture: A/Prof Michael Macaulay)***

Much research in public management/policy is based on qualitative analysis. In this session we discuss both the theoretical underpinning foundation for qualitative research, as well as give examples of the practice of qualitative research.

### *3. Designing the project and reporting the results*

A key factor for a successful research project is to manage the time, and to deliver a final report/essay/dissertation or thesis of a certain quality.

### *4. Accessing data, the field work and research ethics*

An important element of a successful research project is to get access to data and to undertake research in an ethical way. This session puts special emphasis on accessing vulnerable groups.

## **Expected Workload**

The learning objectives set for each course are demanding and to achieve them you must make a significant commitment in time and effort to reading, studying, thinking and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course. Some of that is set contact time. The rest is your study time and we recommend you balance your time between preparing for modules and working on assessment and to work steadily throughout the course.

## **Assessment**

<b>Assessment items</b>	<b>Length</b>	<b>%</b>	<b>CLOs</b>
Research philosophy take-home test	1,500 words	30	1, 2
Research case study essay	1,500 words	30	3, 4, 5
Research design task	4,000 words	40	1, 2, 3, 4

The first assignment (the research philosophy take-home test) is designed to assess the student's understanding of theories, models and concepts related to philosophy of social science and research methods in public policy/management. The take-home test contains three short essay questions regarding theories, models and concepts in public policy/management. The assignment is presented in detail during the first module (July 15) and is due on **19 August 2016**.

The second assignment is linked to case study. Based on an actual and current example, the aim of this assignment is to assess the student's capacity of formulating an essay regarding research design for a case-study This assignment is presented in detail during the second module 2 September August) and is due on **30 September 2016**.

The third assignment is created to appraise the student's ability to operationalise theories and methods with the research question. The student is expected to present a research proposal for either a quantitative or a qualitative study including problem-formulation, philosophical underpinnings and thoughts about implementing the study. It should preferably be aligned with the student's own research interests. Instructions for the assignment will (also) be circulated during the second module (2 September) and is due on **4 November 2016**.

## **Penalties**

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. 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 per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control 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 circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

## **Academic Integrity, Plagiarism, and the Use of Turnitin**

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, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ([www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)). You could fail your course or even be suspended from the University. Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection

of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website [www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx) . If in doubt, seek the advice of your course coordinator. **Plagiarism is simply not worth the risk.**

## **Student Feedback**

Feedback was last sought in 2015.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php) .

## **Access to Blackboard**

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal. Ensure that you can access Blackboard before the course begins.

To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://www.myvictoria.ac.nz) .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or [its-servicedesk@vuw.ac.nz](mailto:its-servicedesk@vuw.ac.nz) . See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

## **Communication of Additional Information**

Information will be communicated via Blackboard. It is essential, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to [www.victoria.ac.nz/its/student-services/FAQs.aspx#Email\\_Forward](http://www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward) .

## **Link to General Information**

For general information about course-related matters, go to [www.victoria.ac.nz/vbs/studenthelp/general-course-information](http://www.victoria.ac.nz/vbs/studenthelp/general-course-information) .

## **Note to Students**

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

## **School of Government Service Standards**

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be ‘normal’ practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School’s programme support staff will direct you to the relevant Programme Director/Coordinator.

*Standards relating to staff timeliness of responses to email and phone queries:*

- Email or phone queries from students will be responded to in 48 hours

*Standards relating to availability of course materials:*

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

*Standards relating to attendance:*

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.



*Variations to the assessment details provided in the course outline:*

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

*Standards relating to assignments – turnaround and feedback:*

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

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