

**MHST 513 RESEARCH METHODS**

**Museum & Heritage Studies**  
**School of Art History, Classics and Religious Studies**  
**VICTORIA UNIVERSITY OF WELLINGTON**



**Trimester 1 & 2**  
**5 March to 17 November 2012**

the best possible available stock of generalisations about social life ... will be based on a good deal of research, but their inductively-founded character will appear in their failure to approach law-likeness. No matter how well-framed they are the best of them may have to co-exist with counter-examples, since the constant creation of counter-examples is a feature of human life. And we shall never be able to say of the best of them precisely what their scope is. It follows of course that they will not entail well-defined sets of counterfactual conditionals. They will be prefaced not by universal quantifiers but by some such phrase as 'Characteristically and for the most part ...'

A MacIntyre (1981) After Virtue

there are no causes to be grasped with certainty where the act of creating meaning is concerned, only acts, expressions, and contexts to be interpreted. ... These contexts are always *contexts of practice*: it is always necessary to ask what people are *doing* or *trying* to do in what context.

J Bruner (1990) Acts of Meaning

## COURSE ORGANISATION

<b>Course Coordinator:</b>	<b>T1</b>	Dr Lee Davidson OK 304 Office hours: Mondays 2-3pm Tel: 463 5929 <a href="mailto:lee.davidson@vuw.ac.nz">lee.davidson@vuw.ac.nz</a>
	<b>T2</b>	Dr Conal McCarthy OK 303 Office hours: Monday 1-2pm Tel: 463 7470; 027 563 7470 <a href="mailto:conal.mccarthy@vuw.ac.nz">conal.mccarthy@vuw.ac.nz</a>
<b>Administrator</b>		Pippa Wisheart Room OK306 Tel: 463 5800 <a href="mailto:pippa.wisheart@vuw.ac.nz">pippa.wisheart@vuw.ac.nz</a>
<b>Class Times:</b>		Tuesday 11am-1pm Full year course trimester 1 & 2
<b>Venue:</b>		OK 301

### Trimester dates

Trimester dates: 5 March to 17 November 2012

Teaching dates: 5 March to 19 October 2012

Mid-trimester break 1/3: 6–22 April 2012

Mid-year break: 11 June – 15 July

Mid-trimester break 2/3: 27 August to 9 September 2012

Study week: 22–26 October 2012

Examination/Assessment Period: 26 October to 17 November 2012

### Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

### Communication of additional information

The Blackboard system will be in use for this course. Check it for notices, as well as for material relating to lectures and assignments etc. Students should ensure that they are accessing messages sent via Blackboard to their VUW student email accounts.

## **COURSE PRESCRIPTION**

This course introduces a variety of research methodologies, approaches, sources and theories which are employed in the study of cultural heritage. It provides an essential platform for those students planning to do dissertation or thesis research and writing.

### **Learning Objectives**

By the end of this course students should be able to:

- understand the rationale behind the use of qualitative and quantitative research methods;
- choose appropriate methods for particular research settings; and
- understand the principles and practicalities of research management from a variety of perspectives.

By the end of the course each student will have completed a proposal for their dissertation research.

### **Course delivery**

The course is delivered through 20 two-hour discussion based seminars and 2 three-hour workshops.

## OUTLINE OF COURSE CONTENT

### Introductory module

#### **Mar 6 Introduction to research methods**

Reading:

Sarantakos, S. (2005) 'Introduction', In *Social Research* (3<sup>rd</sup> Edition). pp13-27.

#### **Mar 13 Research ethics & perspectives**

Readings:

Wilkinson, T.M. (2001) 'The core ideas of research ethics', in *Research Ethics in Aotearoa New Zealand: Concepts, Practice, Critique*.

Extract from: Homan, R. (1991) *The Ethics of Social Research*. pp. 178-183.

Elliott, J. (2005) 'The researcher as narrator: Reflexivity in qualitative and quantitative research.' In *Using Narrative in Social Research*. pp. 152-170.

#### **Mar 20 Designing research / questions and objectives: An overview**

Reading:

Blaikie, N. (2000) 'Designing social research', In *Designing Social Research: The Logic of Anticipation*. pp.35-57.

Blaikie, N. (2000) 'Research questions and objectives', In *Designing Social Research: The Logic of Anticipation*. pp. 58-84.

#### **Mar 27 Introduction to visitor research in museums (location: Te Papa)**

Readings:

Hein, G. E. (1998) 'Studying visitors', In *Learning in the Museum*. pp.100-134.

Ruessner, E. M. (2004) 'Best practices in audience research and evaluation: Case studies of Australian and New Zealand museums', *Visitor Studies Today*, Vol VII, Issue II, pp. 17-25.

#### **Apr 3 Discussion of research projects for the second assignment**

MID TRIMESTER BREAK

## **Research methods module**

### **Apr 24 Observation methods**

Readings:

Yalowitz, S. & Bronnenkant, K. (2009) 'Timing and tracking: Unlocking visitor behaviour', *Visitor Studies*, 12(1), 47-64.

Kelly, Lynda & Bartlett, Allison (2002) 'Tracking and observation studies', Australian Museum Audience Research Centre

### **May 1 Questionnaires and surveys**

Readings:

Bechhofer, F. & Paterson, L. (2000) 'Structured questionnaires', in *Principles of Research Design in the Social Sciences*. pp. 72-90.

### **May 8 Interviews & focus groups**

Readings:

Patton, M.Q. (1990) 'Qualitative interviewing', in *Qualitative Evaluation and Research Methods*. pp. 277-359.

Stig Sørensen, M. L. (2009) 'Between the lines and in the margins: Interviewing people about attitudes to heritage and identity', In M. L. Stig Sørensen & J. Carman (Eds) *Heritage Studies: Methods and Approaches*. pp. 164-177.

### **May 15 Workshop 10am-1pm: Principles of quantitative data analysis**

Readings:

Fielding, J. (2008) 'Coding and managing data.' In N. Gilbert (Ed) *Researching Social Life*. pp. 324-352.

Gray, D.E. (2009) 'Analysing and presenting quantitative data', In *Doing Research in the Real World*. pp.449-465.

### **May 22 Workshop 10am-1pm: Principles of qualitative data analysis**

Readings:

Maykut, P. & Morehouse, R. (1994) 'Qualitative data analysis: Using the Constant Comparative Method.' In *Beginning Qualitative Research: A Philosophic and Practical Guide*. pp. 126-149.

Saldana, J. (2009) 'An introduction to codes and coding', In *Coding Manual for Qualitative Researchers*. pp. 1-31

### **May 29 Presenting research findings**

### **June 5 Group presentation of research projects (second assignment)**

MID YEAR BREAK

**July 17 Historical methods**

Readings:

McCulloch, G. (2004) 'The joy of life: Doing documentary research',  
In *Documentary Research in Education, History and the Social  
Sciences*. pp. 29-50.

McDowell, W.H. (2002) 'Historical sources', In *Historical Research: A  
Guide*. pp. 54-76.

**July 24 Visit to Archives New Zealand**

**July 31 Archival research exercise: discussion**

**Research proposal module**

**Aug 7 Introduction to the dissertation & the proposal**

Reading:

Punch, K.F. (2006) *Developing effective research proposals*. pp.9-17  
& 38-42.

**Aug 14 Library seminar**

**Aug 21 The Proposal (part II): research context**

Reading:

Hart, C. (1998) *Doing a literature review: Releasing the social science  
research imagination*. pp.172-198.

MID TRIMESTER BREAK

**Sept 11 The proposal (part III): research questions**

**Sept 18 The proposal (part IV): research design & methods**

**Sept 25 Student presentations and discussion of draft proposals**

**Oct 2 Proposal due - no class**

**Oct 9 Where next? Dissertation writing & supervision**

**Oct 16 No class**

## ASSESSMENT

This course is internally assessed on the basis of four written assignments and a presentation. Preparation for these assignments will include practical exercises, a group project and reading of appropriate literature.

The word lengths, due dates and percentage of the final mark for each are as follows:

### First assignment: Ethics & perspectives

Written assignment	(1000 words)	30 March	10%
--------------------	--------------	----------	-----

### Second assignment: Research methods

Group presentation	20-30 mins	5 June	10%
Written assignment	(3000 words)	10 August	30%
Archival research exercise	(1000 words)	17 August	10%

### Third assignment: Research Proposal

Written assignment	(4000 words)	2 Oct	40%
--------------------	--------------	-------	-----

### Method of Assessment

Assessment will be criterion referenced. An assessment schedule will be prepared for each assignment and distributed to students indicating the criteria against which the assignment will be assessed and the marks which will be awarded for each element of the work.

Submission will be via Blackboard. The assignments should be typed, with at least 1½ spacing, and uploaded as either a Word or PDF file.

All written assignments may be handed in for comment as initial drafts and resubmitted *one further time only* for final grading by **1 November** at the latest. Assignments not received by the initial due date will not be eligible for resubmission. The only exception will be on medical grounds (including a medical certificate) or in other exceptional circumstances.

The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures.

### Penalties

Late assignments will only be accepted if a suitable reason is given well in advance of the due date. The only exception will be on medical grounds (including a medical certificate) or in other exceptional circumstances. Any late work that does not meet these requirements will have their mark reduced by 1% for each day it is overdue.



### **Relationship between assessment and course objectives**

The assignments are structured to ensure that by the end of the course the student has completed a research proposal with a well developed research design, including ethical considerations and a sound methodological approach. Students will also understand the main theoretical and practical considerations in carrying out social research, particularly in a museum & heritage setting.

## A note on referencing styles

Strict adherence to a particular style is a very important part of academic writing that students are expected to master during the course of the year. It is expected that writing will be presented in Times New Roman font sized at 12 pt and spaced at one and a half. Text should be justified left and ragged on the right margin. Block quotes of more than 3 lines should be offset and single space. All essays should correspond to the Chicago style. If you prefer to use footnotes, use Chicago A. If you prefer in-text references, use Chicago B.

Please consult the online examples for references in footnotes, citations and bibliography under reference guides/online reference collection on the library website: <http://www.chicagomanualofstyle.org/home.html>

For all other queries, consult the style guide in the reference section of the central library: *The Chicago Manual of Style*. 15th ed. Chicago: University of Chicago Press, 2003.

### Sample references:

#### Book

*Chicago A*

Footnote:

Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

Subsequent footnotes:

Doniger, 1999, 76.

NB Ibid may be used only if the citation is exactly the same in every respect.

Bibliography:

Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

*Chicago B*

In text reference:

(Doniger 1999, 65)

References:

Doniger, Wendy. 1999. *Splitting the difference*. Chicago: University of Chicago Press.

**Journal article:**

*Chicago A*

Footnote:

John Maynard Smith, "The Origin of Altruism," *Nature* 393 (1998): 639.

Bibliography:

Smith, John Maynard. "The Origin of Altruism." *Nature* 393 (1998): 639–40.

*Chicago B*

In text reference:

(Smith 1998, 639)

References:

Smith, John Maynard. 1998. The origin of altruism. *Nature* 393: 639–40.

**For help with writing**

Please attend the very useful workshops run by the library, PGSA and Student Learning Support on aspects of research skills and writing. Do not hesitate to consult one of the advisors at SLS about your essays:

[http://www.victoria.ac.nz/st\\_services/slss/index.aspx](http://www.victoria.ac.nz/st_services/slss/index.aspx)

Consult the study hub for resources and tips:

[http://www.victoria.ac.nz/st\\_services/slss/studyhub.aspx](http://www.victoria.ac.nz/st_services/slss/studyhub.aspx)

**Communication of additional information**

Any additional information will be posted in the postgraduate room (OK 302), sent via email, or delivered in the classroom.

**WORKLOAD AND MANDATORY COURSE REQUIREMENTS****Workload Guidelines**

As a general rule, each course requires a time commitment equivalent to a full working day (inclusive of teaching or seminar time) for every week of the academic year. The total workload for the course, including class time should be approximately 300 hours.

**Mandatory course requirements**

The minimum course requirements are:

- completion of all three assignments
- attendance at 90% of seminars (i.e. 20 out of 22 seminars / workshops).

## **CLASS REPRESENTATIVE**

A statement that a class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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 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

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcademic](http://www.victoria.ac.nz/home/about_victoria/avcademic).

## **READING**

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, while postgraduate textbooks and student

notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Required readings from the MHST 513 course book are listed in the course outline and should be read as preparation prior to the relevant class. Further appropriate readings will be advised where necessary. Additional readings and resources are listed in the course book for the preparation of assignments.

Some basic background reading includes:

Alasuutari, P., Bickman L. & Brannen J. (Eds) (2008) *SAGE Handbook of Social Research Methods*.

Beach, D. (1996) *The Responsible Conduct of Research*.

Booth, W.C., Colomb, G. G. & Williams, J. M. (2008) *Craft of Research*. 3rd ed.

Creswell, J.W. (2009) *Research Design: Qualitative and Quantitative Approaches*.

Cryer, P. (2006) *The Research Student's Guide to Success*.

Israel, M. & Hay, I. (2006) *Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance*.

Rountree, K. & Laing, T. (1996) *Writing By Degrees: A Practical Guide to Writing Theses and Research Papers*.

Thody, A. (2006) *Writing and Presenting Research*.

Tolich, M. (Ed) (2001) *Research Ethics in Aotearoa New Zealand: Concepts, Practice, Critique*.

Staines, G. M., Johnson, K. & Bonacci, M. (2008) *Social Sciences Research: Research, Writing, and Presentation Strategies for Students*. 2nd ed.