RE 496 RESEARCH METHODOLOGY SEMINAR  
IES Abroad Barcelona

DESCRIPTION:
The seminar will introduce students to qualitative and quantitative research methods as well as the design, development and writing of research and scholarly projects. The course will complement the research tutorial sessions and the internship placements by providing the tools and skills required to carry out research and deliver its outcomes. The seminar will cover the most important research and presentation techniques used in different academic disciplines. The course will underlay academic discussion as a basic tool for the development and success of research projects. Since study abroad is a unique opportunity for experiential learning and cultural interaction, special emphasis will be given to those methods and techniques that imply contact and relationship with local people and/or institutions.

The seminar will have two general foci:

*Module A: Methodology Workshop* At the end of this module, the student must deliver a Research Project Proposal. It should be a detailed research program that includes aims, methodology, and research hypothesis as well as a tentative timeline. This proposal must be signed and approved by the Research Tutor, who will accompany the student during the Tutorial.

*Module B: Writing Workshop*. The aim of the Writing Workshop is to help students write scholarly sections of his research project, using accepted style norms and convincing arguments.

CREDITS: 4 credits

LANGUAGE OF INSTRUCTION: English or Spanish

PREREQUISITES: 3.5 GPA or above, letter of recommendation from home school.

METHOD OF PRESENTATION:
- **Assignments-exercises**: home-made, class-discussed: Practical exercises related to topics definition, text critique, data collection, research methodologies, research design and timing, citations and project design. Weekly assignments able to follow the path of the students and their research on a regular basis clarifying practical issues of research.
- **Class debates**: based on readings, assignments and students research proposals. Debates will focus on theme delimitation, methodological tools. This is the foundation of the seminar sessions, emphasizing the relevance of discussion and debate as a research method. Debates foster critical and analytical thought as well as the integration between theory and specific cases.
- **Readings**: Basic readings related to methodology tools, epistemology and theory.
- **Lectures**: Delimited to the introduction of topic and practical sessions (electronic data collection, chronograms, citation, etc.).

REQUIRED WORK AND FORM OF ASSESSMENT:
- **Paper components in drafts**
- **Research question** (10%)
- **Proposal (introduction and methods section)** (20%)
- **Results** (10%)
- **Discussion** (10%)
- **Final Research Paper**: (35%). Outcome of the course. The evaluation of the paper will take into account: the insight on the topic, its originality in terms of theme or methodology, its worth (relevant research), its accuracy and clear organization, its integration of theory, analysis and/or comparative approach and critical thinking.
- **Presentation**: (15%). Research public presentation and defence. The evaluation will be based in the clear communication of aims, methods and outcomes of the research as well as in its academic accuracy. Presentation must include theory and analytical explanations as well as the self evaluation of the research.
LEARNING OUTCOMES:
By the end of the course students will be able to:
• set a research question of topic in an appropriate scholarly manner;
• place a working hypothesis into a real context;
• know and use accurate tools for data collection and analysis;
• test a research hypothesis;
• write up research projects using scholarly norms;
• communicate efficiently and consistently the outcomes of the research before an audience.

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than two classes in the Internship Seminar, 3 percentage points will be deducted from the final grade for every additional absence. Four absences in the seminar will result in a failing grade.

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<td>Students will explore possible topics for their papers</td>
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<td>A review of “research”</td>
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<td>2</td>
<td>Choosing a research topic</td>
<td>• The Writing Center, University of North Carolina at Chapel Hill Literature Reviews. Available online at <a href="http://writingcenter.unc.edu/handouts/literature-reviews/">http://writingcenter.unc.edu/handouts/literature-reviews/</a></td>
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<td>Reviewing a research paper</td>
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<td>Mendeley for organizing sources</td>
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<td>Writing the research question/thesis statement/hypothesis</td>
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<td>Intro and lit review continued</td>
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<td>TOPIC FINALIZED; research question written (10%)</td>
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<td>Clearly identifying objectives</td>
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<td>6</td>
<td>Results: Quanti versus quali versus lit review versus theory etc</td>
<td>Golafshani, N. (2003). Understanding reliability and validity in qualitative research. The qualitative report, 8(4), 597-607.</td>
<td>PAPER PROPOSAL DUE (INTRODUCTION AND RESULTS; 20%)</td>
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<td>Continuation of Session 9</td>
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<td>DISCUSSION COMPLETED (10%)</td>
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<td>Presentations and final paper due</td>
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<td>FINAL PAPER DUE (35%) PRESENTATION (15%)</td>
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**REQUIRED READINGS:**
The Writing Center, University of North Carolina at Chapel Hill Literature Reviews. Available online at http://writingcenter.unc.edu/handouts/literature-reviews/


RECOMMENDED READINGS:

- Bridges, David , (1999) 'Writing a research paper: reflections on a reflective log', Educational Action Research, 7:2, 221– 234 To link to this article: http://dx.doi.org/10.1080/0965079990200084