



**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-exercices:** 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.

**CONTENT:**

Session	Content	Reading	Requirement
1	<p>Introductions and overview. Students will explore possible topics for their papers</p> <p>A review of “research”</p>		
2	<p>Choosing a research topic</p> <p>Reviewing a research paper</p> <p>Mendeley for organizing sources</p> <p>Writing the research question/thesis statement/hypothesis</p> <p>Searching searching</p>	<ul style="list-style-type: none"> <li>• Evans, J. (2007). Choosing a topic and the research proposal. In <i>Your psychology project: The essential guide</i>. (pp 21-35). London: Sage</li> </ul>	
3	<p>The introduction &amp; lit review &amp; citations</p>	<ul style="list-style-type: none"> <li>• 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></li> </ul>	<p>TOPIC FINALIZED; research question written (10%)</p>
4	<p>Intro and lit review continued</p> <p>Clearly identifying objectives</p>	<ul style="list-style-type: none"> <li>• Sharp, J.A., Peters, J., &amp; Howard, K. (2002). Literature searching. In <i>The Management of a Student Research Project (3<sup>rd</sup> ed.)</i> (pp. 73-108). Burlington, VT: Gower.</li> </ul>	

	Methodology: How to go about doing what you said you would do	<ul style="list-style-type: none"> <li>Baker, M. J. (2000). Selecting a research methodology. <i>The Marketing Review</i>,1(3), 373-397.</li> </ul>	
5	Different strokes for different folks: Quanti; quali; archival; secondary sources; etc.	<ul style="list-style-type: none"> <li>Ryan, A. (n.d) Methodology: Analysing qualitative data and writing up your findings. Retrieved from <a href="http://eprints.nuim.ie/871/1/methodology.pdf">http://eprints.nuim.ie/871/1/methodology.pdf</a> on 3rd May 2009.</li> </ul>	
6	Results: Quanti versus quali versus lit review versus theory etc	<ul style="list-style-type: none"> <li>Golafshani, N. (2003). Understanding reliability and validity in qualitative research.<i>The qualitative report</i>, 8(4), 597-607.</li> </ul>	PAPER PROPOSAL DUE (INTRODUCTION AND RESULTS; 20%)
7	Discussion and conclusions	<ul style="list-style-type: none"> <li>Hess DR (2004) How to write an effective discussion. <i>Respiratory Care</i> 49: 1238–1241.</li> </ul>	
8	Editing & good writing	<ul style="list-style-type: none"> <li>Sharp, J.A., Peters, J., &amp; Howard, K. (2002). Presentation of the research findings. In <i>The Management of a Student Research Project (3<sup>rd</sup> ed.)</i> (pp. 193-230). Burlington, VT: Gower.</li> </ul>	
9	Reviewing a paper	<ul style="list-style-type: none"> <li>Benos, D.J., Kirk, K.L., &amp; Hall, J.E: (2003). How to review a paper <i>Advances in Physiology Education</i>, 27 (2), 47-52</li> </ul>	RESULTS COMPLETED (10%)
10	Continuation of Session 9		DISCUSSION COMPLETED (10%)
11	How to do a good presentation	<ul style="list-style-type: none"> <li>Thompson Writing Program: How to Convert your Paper into a Presentation <a href="http://twp.duke.edu/uploads/media_items/paper-to-talk.original.pdf">http://twp.duke.edu/uploads/media_items/paper-to-talk.original.pdf</a></li> </ul>	
12	Presentations and final paper due		FINAL PAPER DUE (35& PRESENTATION (15%))

#### REQUIRED READINGS:

- Baker, M. J. (2000). Selecting a research methodology. *The Marketing Review*,1(3), 373-397
- Benos, D.J., Kirk, K.L., & Hall, J.E: (2003). How to review a paper *Advances in Physiology Education*, 27 (2), 47-52
- Evans, J. (2007). Choosing a topic and the research proposal. In *Your psychology project: The essential guide.* (pp 21-35). London: Sage
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research.*The qualitative report*, 8(4), 597-607.
- Hess DR (2004) How to write an effective discussion. *Respiratory Care* 49: 1238–1241.
- Ryan, A. (n.d) Methodology: Analysing qualitative data and writing up your findings. Retrieved from <http://eprints.nuim.ie/871/1/methodology.pdf> on 3rd May 2009.
- Sharp, J.A., Peters, J., & Howard, K. (2002). Literature searching. In *The Management of a Student Research Project (3<sup>rd</sup> ed.)* (pp. 73-108). Burlington, VT: Gower.
- Sharp, J.A., Peters, J., & Howard, K. (2002). Presentation of the research findings. In *The Management of a Student Research Project (3<sup>rd</sup> ed.)* (pp. 193-230). Burlington, VT: Gower.



- The Writing Center, University of North Carolina at Chapel Hill Literature Reviews. Available online at <http://writingcenter.unc.edu/handouts/literature-reviews/>
- Thompson Writing Program: How to Convert your Paper into a Presentation [http://twp.duke.edu/uploads/media\\_items/paper-to-talk.original.pdf](http://twp.duke.edu/uploads/media_items/paper-to-talk.original.pdf)

#### RECOMMENDED READINGS:

- Allison, Brian; Race Phil: *The Students Guide to Prepare Dissertations and Theses*. London. Routledge, 2004. (p. 30-44, 45-57)
- Blaxter, L., Hughes, C. & Tight, M. (2002). How to do research (2nd ed.). Buckingham: Open University Press
- Blichfeldt, B. S., & Andersen, J. R. (2006). Creating a wider audience for action research: Learning from case-study research. *Journal of Research Practice*, 2(1), Article D2. Retrieved [15.07.2007], from <http://jrp.icaap.org/index.php/jrp/article/view/23/69>
- 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/10.1080/09650799900200084>
- Dartmouth Writing Project. Writing: Considering Structure & Organization. Available online at [http://www.dartmouth.edu/~writing/materials/student/ac\\_paper/write.shtml](http://www.dartmouth.edu/~writing/materials/student/ac_paper/write.shtml)
- Grobstein, P. (2005). Revisiting Science in Culture: Science as Story Telling and Story Revising *Journal of Research Practice* Volume 1, Issue 1, Article M1, 2005. <http://jrp.icaap.org/index.php/jrp/article/view/9/17>
- Janossy, J. (2005). How to write an academic paper using method instead of madness. Downloaded from [http://www.ambriana.com/C298\\_website/How\\_to\\_write\\_a\\_paper.pdf](http://www.ambriana.com/C298_website/How_to_write_a_paper.pdf)
- McGee, M.C. & Lyne, J.R. (1987) What are nice folds like you doing in a place like this? Some entailments of treating knowledge claims rhetorically. In (Nelson, J.S., Megill, A., & McCloskey, D.N., eds). *The rhetoric of the human sciences: Language and argument in scholarship and public affairs*. (pp. 97-111). University of Wisconsin Press: Madison.
- Rorty, R. (1987) Science as solidarity. In (Nelson, J.S., Megill, A., & McCloskey, D.N., eds). *The rhetoric of the human sciences: Language and argument in scholarship and public affairs*. (pp. 38-52). University of Wisconsin Press: Madison.