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| **Details of institution that has developed the module** | |
| Name of University | Mzumbe University |
| Name of institutional contact | Dr. Nsubili Isaga |
| Email address of institutional contact | [nisaga@mzumbe.ac.tz](mailto:nisaga@mzumbe.ac.tz) |

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| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | N/A |

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| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Original author (if applicable) | Dr. Eliza Mwakasangula |
| Lead author (+ email address) | [efaty@mzumbe.ac.tz](mailto:efaty@mzumbe.ac.tz) |
| *Responsible for:* | Module design |
| Co-author/co-contributor | Dr. Lawrencia D. Mushi |
| *Responsible for:* | Module design |
| Co-author/co-contributor | Dr. Denis Kamugisha |
| *Responsible for:* | Module design |

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | YES NOT PDF |
| Will a Moodle common cartridge be uploaded as well? | YES |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | |
| Module title: | Social Science Research Methods | | |
| Under- or Post-graduate? | Post-graduate | Year of study: | First Year |
| Class contact time (hours): | 4hrs | Number of credits: | 120 |
| Private/online study hours: | 4hrs | Number of weeks of study: | 15 |
| Total learning hours: | 8 | Number of units of study: | 9 |

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| Programme(s) which might include this Module: | Master of Public Administration (MPA), Master of Science in Human Resources Management (MSc-HRM) |
| Pre-requisite student abilities and knowledge: | None |
| Pre-requisite (or co-requisite) modules: | None |

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| Aim of the module: | The aim in this module is to enable you develop knowledge of and skills in different research approaches and techniques. You will explore critical issues in the philosophy of and methodological basis for conducting social science research. Lastly, engagement with the tasks will enable you to develop research proposals and thereafter undertake research projects, both qualitatively and quantitatively. |
| Brief description of module: | The course is designed to impart basic research skills, such as problems identification, data collection, analysis, report writing and dissemination for decision making in organisations. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Describe various methods, techniques and design in social science research 2. Describe the reasons for reviewing available literature and other information during the preparation of a research proposals 3. Apply the research methods and techniques in practical research activities 4. Initiate, plan and carry out research projects on topics of their own choice, which addresses social problems. 5. Produce research report based on the findings of their research projects. |
| Indicative content: | 1. Introduction to Social Science Research  2. Approaches to Social Science Research  3. Social Science Research Process  4. Literature review  5. Data collection and Management  6. Sampling Techniques  7. Ethics in Social Science Research  8.Data analysis techniques  9. Research Proposal/Report Writing |
| Form of final/summative assessment: | End of Semester Examination. |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcomes.  By the end of the course you will be able to: | Module assessment task |
| 1. Identify and define basic concepts in social science research and describe their aims and roles | Classroom presentations and discussions on various research problems |
| 1. Describe social science research philosophies (Tenacity, Authority, A priori, Magic, Science) | Classroom presentations and discussions on various philosophies in social science research |
| 1. Explain social science research paradigms or approaches (Scientific/Positivistic, Humanistic/Interpretevist, Critical paradigm) | Classroom presentations and discussion on social science research paradigm |

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| **Significant features or elements of module** |
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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | MPA, MSc.HRM students |
| What **skills** should a *student* have **already** mastered before starting this Module? | Basic computer skills |
| What **prior knowledge** of the subject matter should a *student* have? | None |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  should *facilitators* have **already** mastered before starting to deliver this Module? | Basic computer skills, ICT skills |
| What **skills** do *support staffs* need in order to support the delivery of this module? | Advanced computer skills, ICT skills |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | In class self-assessment, course evaluation, evaluation forms | |
| How will student feedback be used to improve module? | Student feedback will be analysed and results will be communicated to the lecturers generally and individually for corrective or improvement plans | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

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| **Unit-level overview** | | **Unit** |  |
| Topic name: | **Introduction to Social Science Research** | | |
| Aim of the topic: | The topic aims at enhancing your understanding about social science research and introduce and clarify to you the aims of Social Science Research (Description, Explanation, Understanding, Interpretation, Analysis) and the key social science research concepts especially those explaining ways of knowing about (Tenacity, Authority, A priori, Magic, Science), the three broad paradigms or approaches in research (Scientific/Positivistic, Humanistic/Interpretivist, Critical paradigm) | | |
| This topic covers: | * Social Science: Meaning and role. * Ways of knowing (Tenacity, Authority, A priori, Magic, Science) * Three broad paradigm or approaches in research (Scientific/Positivistic, Humanistic/Interpretevist, Critical paradigm) * Aims of Social Science Research (Description, Explanation, Understanding, Interpretation, Analysis) | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Define key concepts in social science research 2. Explain the major aims of social science research 3. Explain different ways of knowing reality in social Science Research (Ontology, Epistemology, etc.) 4. Describe and differentiate social science research paradigms or approaches (Scientific/Positivistic, Humanistic/Interpretivist, Critical paradigm) and methods | | |

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| Overview of student activity: | Literature reviews and analysis, classroom presentations and discussions |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define key concepts in social science research | 1 | e-tivity 1.1 | A.1.1. You will read the article and prepare the key concept summary and share it with your peers during face –to-face session. |
| 1. Explain the major aims of social science research | 1 | e-tivity 1.2 | A.1.2. You will watch the video and prepare the key concept summary and share it with your peers during face –to-face session. |
| 1. Explain different ways of knowing reality in social Science Research (Ontology, Epistemology, etc) | 1 | e-tivity 1.3 | A.1.3. You will read the article and prepare the key concept summary and share it with your peers during face –to-face session. |
| 1. Describe and differentiate social science research paradigms or approaches (Scientific/Positivistic, Humanistic/Interpretivist, Critical paradigm) and methods | 2 | e-tiviy 1.4 | A.1.4. You will read the article and prepare the key concept summary and share it with your peers during face –to-face session.  **After that,**  You will be assessed on the overall concept of introduction to Social Science Research basing on the [criteria.](https://drive.google.com/file/d/1vxxc_siFMxzD81Njo0v30oSqNi1WJ0hH/view?usp=sharing) |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Describe social science research approaches | | | |
| Purpose of the unit/week/section: | | | |
| You will be introduced to social science research approaches such as quantitative research-deductive; qualitative research-inductive/exploratory; and adductive approach) | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit we continue to build the knowledge we acquired during the first week. We will again review the weeks notes and then work toward summarizing the notes and thereafter work on the discussion forum together with your colleagues. | | | |
| Pre-topic activity: | | Number of hours | N/A |
| Read given journal articles, books and watch video on social science research; summarise key ideas; and share for discussion forum. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 |
| * PowerPoint presentation, discussion, and feedback in classroom | | | |
| Online activity: | | Number of hours | 8 |
| What should students do? | **E-tivity 1.1:** (2 Hours)  You will read [chapter 1](https://pressbooks.bccampus.ca/jibcresearchmethods/) (section 1.1) of Valerie Sheppard and summarize the key concepts into 100-200 words.  **E-tivity 1.2:** (2 Hours)  You will watch this [video](https://www.youtube.com/watch?v=KiiC92ynGfM&list=PLZDZwPWTxRmFHK1ak8xK1dRowlv1pm3tS) for further understanding of research aims and summarize research aims into 150-200 words.  **E-tivity 1.3:** (2 Hours)  You will read Gialdino (2009) [article](https://www.qualitative-research.net/index.php/fqs/article/view/1299/3163) for understanding Ontological and Epistemological Foundations of Research and summarize the article into 150-250 words.  **E-tivity 1.4:** (2 Hours)  You will read [chapter 1](https://pressbooks.bccampus.ca/jibcresearchmethods/chapter/1-5-research-paradigms-in-social-science/) (section 1.5) of Valerie Sheppard and differentiate social science research paradigms or approaches and summarize them into I page. | | |
| Where do they do it? | **E-tivity 1.1**  You will prepare a short summary from the article at home and present it during fae-to-face-session  **E-tivity 1.2**  You will prepare a short summary from the article at home and present it during fae-to-face-session  **E-tivity 1.3**  You will prepare a short summary from the article at home and present it during fae-to-face-session  **E-tivity 1.4**  You will prepare a short summary from the article at home and present it during fae-to-face-session  **Then**  You will attempt the Unit Quiz Questions available online | | |
| By when should they do it? | **E-tivitiy 1.1**:Monday at 3:30  **E-tivitiy 1.2**: Tuesday at 3:30  **E-tivitiy 1.3**: Wednesday at 3:30  **E-tivitiy 1.4**: Friday at 3:30 | | |
| E-moderator/tutor roles are: | | | |
| Provide clear instructions to avoid ambiguity. Enhance participants to respond to discussions and learn from peer feedback and beyond. Acknowledge students work and encourage them to accord and demand feedback. Provide a harmless environment for students to contribute to discussions and assess student works. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| Marking and grading E-tivities through rubric assessment and providing feedback to learners | | | |
| How does this section link to other sections of the module? | | | |
| The e-tivity in this unit links with all other modules because knowing the research approach helps students to select their research topic, design appropriate data collection tools, think of ethical issues to be considered while designing a social science research | | | |

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| = Total number of hours | 11 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Gildiano (2009).Ontological and Epistemological Foundations of Qualitative Research, FQS Volume 10, No. 2, Art. 30. <https://www.qualitative-research.net/index.php/fqs/article/view/1299/3163>  [Valerie A. Sheppard](https://www.researchgate.net/profile/Valerie-Sheppard) (2020) Research Methods for the Social Sciences: An introduction Version 2. BCCampus.ca.  <https://www.researchgate.net/publication/340538974_Research_Methods_for_the_Social_Sciences_An_introduction_Version_2_December_1_2020>  video clip on research aims. [Research Methods For Business Students | Course Announcement - YouTube](https://www.youtube.com/watch?v=KiiC92ynGfM&list=PLZDZwPWTxRmFHK1ak8xK1dRowlv1pm3tS) |
| How are students enabled to access the resources? | Register to eLearning platform to access eLearning resources |
| Where in this unit are students expected to work collaboratively? | In discussion forum of E-tivitiy 1.1 to E-tivity 1.4 |
| How has an inclusive approach been incorporated in this unit? | Engage all learners in the discussion of E-tivity posted |
| How will feedback on unit be obtained from students? | Through rubric assessment and evaluation forms at the end of the course. |
| How will student feedback be used to improve unit? | Obtained feedback will be used to improve the unit delivery, E-tivity and assessment. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Formative feedback will be provided after every presentation in a class session and forum discussions |

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| **Unit-level overview** | | **Unit** |  |
| Topic name: | **Approaches to social science research** | | |
| Aim of the topic: | This topic is designed to introduce to you the social science research paradigms or approaches | | |
| This topic covers: | * Description of social science research approaches * Different types of social science research design * How to use social science research to generate new knowledge and solve social problems. | | |
| Intended learning outcomes: | At the end of this topic you will be able to:   * Describe social science research approaches (quantitative research-deductive; qualitative research -inductive/exploratory; and adductive approach) * Explain different types of social science research designs (descriptive, comparative, and explanatory) and methods. * Demonstrate ability to apply social science research skills | | |

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| Overview of student activity: | This week builds on the foundation laid in week one. In this week we will blend teaching, online reading and group discussion and feedback about social science research approaches. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe social science research approaches (quantitative research-deductive; qualitative research -inductive/exploratory; and adductive approach) | 1 | E-tivity 2.1. | B.2.1. You will read the article and prepare the key concept summary and share it with your peers during face –to-face session. |
| 2. Explain different types of social science research designs (descriptive, comparative, and explanatory) and methods | 2 | E-tivity 2.2. | B.2.2. You will be introduced to the concept during class hours and after you will have watch the video and prepare a summary to reflect what have been in class and submit the summary online |
| 3. Demonstrate ability to apply social science research skills | 3 | E-tivity 2.3. | B.2.3. You will have to choose a research topic of your own and read sample of concept note provided and then develop your own concept note  **After that,**  You will be assessed on the overall concept of Approaches to Social Science Research basing on the [criteria](https://drive.google.com/file/d/1X_jL-A6iaDQnBY5OIxh6Fzis74XtLct1/view?usp=sharing) |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1 and 3 | | | |
| Purpose of the unit/week/section: | | | |
| This unit will enable you develop knowledge and skills to various social science research approaches such as quantitative research-deductive; qualitative research-inductive/exploratory; and adductive approach) | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This week lessons will builds on the foundation laid down in week 1. In this week you will gain more knowledge and skills on the social science research methods. You will search and review literatures pertaining to social science research approaches and summarize them for classroom presentation and discussion. | | | |
| Pre-topic activity: Before this session you should search and read literature on social science research approaches from social science research books, academic journals and databases such as [Google Scholar](https://scholar.google.com/), [JSTOR](https://www.jstor.org/) and [EBSCO](https://www.ebsco.com/products/research-databases) and online videos and identify different type of social science approaches available. Prepare a short summary of 250-350 words on the identified social science research approaches and prepare to share with fellow students in the class. | | Number of hours | N/A |
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| Face to face time: *(if applicable)* | | Number of hours | 3 |
| * Short presentation on social science research approaches * Students Presentation, discussion and feedback | | | |
| Online activity: | | Number of hours | 3 |
| What should students do? | **E-tivity 2.1:** (2 Hours)  You will read [chapter five (page 47-51)](file:///C:\Users\user\Social%20Science%20Research%20Approaches.pdf) of Anol Bhattacherjee- Social science research principles, methods, and practices, and summarize personal notes on social science research approaches into 250-350 words. The summary will be evaluated on the basis of its clarity, understanding and organization of the topic.  E-tivity 2.2: (2 Hours)  You will watch a [34 minutes video](https://www.youtube.com/watch?v=2NeWpcJI6ql&ab_channel=GlobalAcademyInstituteofTechnologyFoundationInc) on social science research design  and produce a summary of 250-500 words of the reviewed social science research approaches. You should also clearly show the difference between each identified design. The summary will be evaluated on the basis of its clarity, understanding and organization of the topic.  E-tivity 2.3 (5 Hours)  You should start developing a research concept on the topic that you have selected and describe the research design that you are going to use. This is a continuous activity through out the course whereby you will be developing various sections based on the topic covered in class. At the end of this course you will have a research proposal to be assessed. The proposal will be evaluated on the basis of its relevancy, logical connection of the research components, organization of the proposal and quality of proposal. | | |
| Where do they do it? | **E-tivity 2.1:**  Individually, post your summary in the discussion forum on moodle. Review fellow learners’ posts in the discussion forum and provide feedback to other three colleagues ‘posts.  E-tivity 2:2  Individually, post your summary in the discussion forum. Review fellow learners’ posts in the discussion forum and provide feedback to other three colleagues ‘posts.  E-tivity 2:3  Individually, share your developed concept note/proposal with your instructor on moodle for review and feedback. | | |
| By when should they do it? | **E-tivitiy 2.1**: Saturday at 18:00hrs  **E-tivitiy 2.2**: Tuesday at 18:00hrs  **E-tivitiy 2.3**: thursdays at 18:00hrs | | |
| E-moderator/tutor role | | | |
| As a facilitator and moderator, my roles are to; encourage participants to respond to various discussions and learn from peer feedback. Encourage discussions and feedback across participants. Embracing and incorporating peer feedback to reduce on time utilized in providing feedback. Encourage contact with students by acknowledging them, providing a safe environment for contributing to discussions and providing prompt and appropriate feedback. Considering the diversity, abilities, skills, motivation, prior knowledge or previous experience of the students in forming groups. Also, Encouraging slower and faster participants, by private email, to reflect on the consequences for them of being a faster or slower participant and provide responses for the slower participants. Encourage revisiting e-tivities after several days for further reflection. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Marking and grading of E-tivity 2.1-3 and provide performance feedback to learners | | | |
| How does this section link to other sections of the module? | | | |
| This e-tivity link with all other modules because knowing the research approach helps students to select their research topic, design appropriate data collection tools, think of ethical issues to be considered while designing a social science research (topic 4) | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. [Valerie A. Sheppard](https://www.researchgate.net/profile/Valerie-Sheppard) (2020) Research Methods for the Social Sciences: An introduction Version 2. BCCampus.ca.   <https://www.researchgate.net/publication/340538974_Research_Methods_for_the_Social_Sciences_An_introduction_Version_2_December_1_2020/link/5fc74463a6fdcc697bd351c3/download>   1. Anol Bhattacherjee (2012)- Social science research principles, methods, and practices, 2. Sarantakos, J. (2005), *Social Research,* London: Macmillan. 3. Masue, O.S.; Swai, I.L.& Anasel, M.G. (2013), The qualitative- Quantitative: Disparities in Social Science Researches: What Does Qualitative Comparative Analysis (QCA) Brings in to Bridge the Gap? *Asian Social Science 9(10), p 211.* 4. Kishmaswami: O.R and M. Ranganatham (2006) *Methodology of research in social Sciences*, Mumbai: Himalaya Publishing House 5. <https://www.youtube.com/results?search_query=social+scien>: Understanding social science research: research methods 6. <https://www.youtube.com/watch?v=2NeWpcJl6qI&ab_channel=GlobalAcademyInstituteofTechnologyFoundationInc>: Social science research design |
| How are students enabled to access the resources? | Students should register for eLearning platform to get access to the eLearning resources |
| Where in this unit are students expected to work collaboratively? | E-tivitiy 2.1 and 2.2 from the discussion session to reviewing of colleague’s activities. |
| How has an inclusive approach been incorporated in this unit? | Engage all learners despite their abilities by using user-friendly approaches and making a consideration of special and vulnerable groups. |
| How will feedback on unit be obtained from students? | Feedback will be obtained through in class self-assessment and end of course evaluation forms. |
| How will student feedback be used to improve unit? | Student’s feedback will be used to improve delivery, assessment and review of the topic/course. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Formative feedback will be provided during the class sessions where presentation and discussions are made |

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| **Unit-level overview** | | **Unit** | **3** |
| Topic name: | Social Science Research Process | | |
| Aim of the topic: | The aim of the topic is to enable you develop knowledge and skills of social science research processes such as how to identify a research problem and formulate and justify the social science research. | | |
| This topic covers: | * Formulation of research topic, research gap/problem, objectives and/or propositions and hypothesis * methods, types of data, sources of data, unit of inquiry and Management, data analysis techniques, and report writing * Social science research models (comparative design/methods, case study, longitudinal survey, snap shot survey, pilot study, quasi-experimental, historical design, and ethnographic design) in their research projects | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   * Describe where social science research problems are formulated from and how * Explain how research objectives, hypotheses/propositions are formulated * Distinguish research problems from other problems * Formulate research problems, objectives, hypotheses/propositions and conceptual framework | | |

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| Overview of student activity: | This week you will explore various process followed in social science research. You will be engaged in the identification of research topic and formulation of research problem, designing of research objectives/hypothesis. You will use literature reviews, case studies, reviewing and analysing, classroom presentations and discussions. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe where social science research problems are formulated from and how | 1 | E-tivity 3.1. | C.3.1. You will watch a video and read an article provided and prepare a short concept summary and share it with your peers during face –to-face session. |
| 1. Distinguish research problems from other problems | 2 | E-tivity 3.2. | C. 3.2. You will watch a video and prepare a short concept summary and share it with your peers during face –to-face session. |
| 1. Explain how research objectives, hypotheses/propositions are formulated | 2 | E-tivity 3.3. | C. 3.3. You will watch a video and prepare a short concept summary and share it with your peers during face –to-face session |
| 1. Formulate research problems, objectives, hypotheses/propositions and conceptual framework | 2,3 | E-tivity 3.4. | C. 3.4 You will watch a video and prepare a short concept summary and share it with your peers during face –to-face session  **After that,**  You will be assessed on the overall concept of Social Science Research Process basing on the  [criteria](https://drive.google.com/file/d/1_beQO7XQ7HcK5Sf2Td5N8Kr9B8vET57s/view?usp=sharing) |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 3 | | | |
| Purpose of the unit/week/section: | | | |
| This unit will enable you develop knowledge and skills regarding criteria for selecting a research topic, formulation of research problem and objectives, different types of data collection methods such as interview, questionnaire, observation, and Focus Group Discussion (FGD), sources of data (primary and secondary sources) data management and analysis. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This week session’s will builds on the second week where you learned about social science research methods. By now you should have known what approach will your study opt. After you have selected a research approach, this week we further extend on how to select a research topic, formulation of research problem/gap, research objectives and the methods available for data collection based on the approach you selected in the second unit. | | | |
| Pre-topic activity: | | Number of hours | N/A |
| You will review literature (books, academic journals and databases such as [Google Scholar](https://scholar.google.com/), [JSTOR](https://www.jstor.org/) and [EBSCO](https://www.ebsco.com/products/research-databases) and start reading about a research topic, research problem, research objectives/hypothesis. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| * Short presentation on research topic, research problem and objectives; data collection types and methods * Students Presentation, discussion and feedback | | | |
| Online activity: | | Number of hours | 3 |
| What should students do? | **E-tivity 3.1:** (2 Hours)  You will watch an [eleven minutes video](http:/www.youtube.com/watch?v=daljpPuLNU&ab_channel=Shashichauhan) and read [chapter one page 9](file:///C:\Users\user\Downloads\Research-Methods-for-the-Social-Sciences-An-Introduction-Dec1_2020%20(1).pdf) of [Valerie A. Sheppard](https://www.researchgate.net/profile/Valerie-Sheppard) on how a social science research problem are formulated from and how. Write a summary of 150-200 words and post it on moodle. The summary will be evaluated on the basis of its clarity, understanding and organization of the topic.  **E-tivity 3.2:** (2 Hours)  You will watch a [28 minutes](https://www.youtube.com/watch?v=2e2dK5mlvf0&ab_channel=SimpleNursingLectures) video regarding a research problem and write individual notes distinguishing research problem from other problems. The notes will be evaluated on the basis of its clarity, understanding and organization of the topic.  **E-tivity 3.3:** (2 Hours)  In the same groups, you will watch a [22 minutes video](https://www.youtube.com/watch?v=BCT-6B4IZiU&ab_channel=KamaruIKIM)  on research objectives, hypotheses/propositions and explain how they are formulated. You will write a summary of 300 to 500 words narrating how research objectives, hypotheses/propositions and conceptual framework are formulated and post it on Moodle. The summary will be evaluated on the basis of its clarity, understanding and organization of the topics.  **E-tivity 3.4:** (5 Hours)  You will continue developing your concept note by formulating research problems, objectives, hypotheses/propositions and conceptual framework. At the end of this course you will have a research proposal to be assessed. The proposal will be evaluated on the basis of its relevancy, logical connection of the research components, organization of the proposal and quality of proposal. | | |
| Where do they do it? | **E-tivity 3.1:**  Individually, post your summary in the discussion forum. Review fellow learners’ posts in the discussion forum and provide feedback to other two colleagues ‘posts.  **E-tivity 3.2:**  Individually, post your summary in the discussion forum. Review fellow learners’ posts in the discussion forum and provide feedback to other colleagues ‘posts.  **E-tivity 3.3:**  In a group, post your summary in the discussion forum. Review fellow learners’ posts in the discussion forum and provide feedback to other colleagues ‘posts.  **E-tivity 3.4:**  In a group, post your summary in the discussion forum. Review fellow learners’ concept notes in the discussion forum and provide feedback to other colleague’s concept notes. | | |
| By when should they do it? | **E-tivitiy 3.1**: Sunday at 18:00hrs  **E-tivitiy 3.2**: Tuesda at 18:00hrs  E-tivity 3.3: Thursday at 18:00hrs  **E-tivitiy 3.4**: Sundays at 18:00hrs | | |
| E-moderator/tutor role | | | |
| As a facilitator and moderator, my roles are to; encourage participants to respond to various discussions and learn from peer feedback. Encourage discussions and feedback across participants. Embracing and incorporating peer feedback to reduce on time utilized in providing feedback. Encourage contact with students by acknowledging them, providing a safe environment for contributing to discussions and providing prompt and appropriate feedback. Considering the diversity, abilities, skills, motivation, prior knowledge or previous experience of the students in forming groups. Also, Encouraging slower and faster participants, by private email, to reflect on the consequences for them of being a faster or slower participant and provide responses for the slower participants. Encourage revisiting e-tivities after several days for further reflection. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Marking and grading of E-tivity 3.1 and provide Performance feedback to learners | | | |
| How does this section link to other sections of the module? | | | |
| This e-tivity link with all other three modules because knowing the research approach helps students to select their research topic, design appropriate data collection tools, think of ethical issues to be considered while designing a social science research (topic 1&4) | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. [Valerie A. Sheppard](https://www.researchgate.net/profile/Valerie-Sheppard) (2020) Research Methods for the Social Sciences: An introduction Version 2. BCCampus.ca.   <https://www.researchgate.net/publication/340538974_Research_Methods_for_the_Social_Sciences_An_introduction_Version_2_December_1_2020/link/5fc74463a6fdcc697bd351c3/download>   1. <https://www.youtube.com/watch?v=daIjpPuLNVU&ab_channel=Shashichauhan>: formulation of research problem 2. Ndunguru, F (2007) *Research Methodology for Social Science.*RIP, Mzumbe University 3. Sarantakos, J. (2005), *Social Research,* London: Macmillan. 4. Masue, O.S.; Swai, I.L.& Anasel, M.G. (2013), The qualitative- Quantitative: Disparities in Social Science Researches: What Does Qualitative Comparative Analysis (QCA) Brings in to Bridge the Gap? *Asian Social Science 9(10), p 211.* 5. Kishmaswami: O.R and M. Ranganatham (2006) *Methodology of research in social Sciences*, Mumbai: Himalaya Publishing House |
| How are students enabled to access the resources? | Students should register for eLearning platform to get access to the eLearning resources |
| Where in this unit are students expected to work collaboratively? | E-tivitiy 3.1 and 3.4 |
| How has an inclusive approach been incorporated in this unit? | Engage all learners despite their abilities by using user-friendly approaches and making a consideration of special and vulnerable groups. |
| How will feedback on unit be obtained from students? | Feedback will be obtained through in class self-assessment and end of course evaluation forms. |
| How will student feedback be used to improve unit? | Student’s feedback will be used to improve delivery, assessment and review of the topic/course. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Formative feedback will be provided during the class sessions where presentation and discussions are made |

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| **Unit-level overview** | | **Unit** | **4.** |
| Topic name: | Literature Review | | |
| Aim of the topic: | This topic aims to impart you knowledge about the importance and uses of literature review in social science research. | | |
| This topic covers: | * Meaning and Purpose of literature reviews * Types of Literature Review * Place of literature and theory in quantitative and qualitative research * Sources of literature (Books, Journals, Periodicals, Other research reports). | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   * Define literature review and explain its importance in social science research * Explain types of literature review in social science research * Identify various literature sources and explain how to review them | | |

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| Overview of student activity: | This week you will review various literature related to the topic you selected for your study. You will be using various search engines and data bases which authentic and review social science research journals. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| Define literature review and explain its importance in social science research | 2 | E-ctivity 4.1 | D.4.1: You will read an article provided and prepare a short concept summary and share it with your peers in online forums |
| Explain the types of literature review in social science research | 2 | E-ctivity 4.2 | D.4.2 You will read an article provided and prepare a short concept summary and share it with your peers in online forums |
| Identify various literature sources and explain how to review them | 3 | E-ctivity 4.3 | D.4. You will read an article provided and prepare a short concept summary and share it with your peers in online forums  **After that,**  You will be assessed on the overall concept of literature review basing on the [criteria](https://drive.google.com/file/d/1y1l5DgajFEqfObe8KcfeKPrpttB2ozVR/view?usp=sharing) |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| Describe the reasons for reviewing available literature and other information during the preparation of a research proposal | | | | |
| Purpose of the week | | | | |
| In this Unit you will be equipped with literature review concept, importance of reviewing already available literature, types of literature review, identification of various literature sources and explain how to review them. | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| This unit will builds on unit three where you learned about social science research process. By now you should have identified a topic for your research. We extend what you have learned by going through the literature and review more about the topic you have selected to gain more knowledge. | | | | |
| Pre-topic activity: | | Number of hours | N/A | |
| You should search through the documents such as books, visit various social science research journals such as Open Journal of Social Science and databases such as Academic Search Complete and start reviewing literature related to your topic. | | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 | |
| * Short presentation on the reviewed literature * Students Presentation, discussion and feedback | | | | |
| Online activity: | | Number of hours | 6 | |
| What should students do? | **E-tivity 4.1:** (2 Hours)  You will read [Nakano and Muniz article](https://www.scielo.br/pdf/prod/v28/0103-6513-prod-28-e20170086.pdf) and [Creswell](file:///C:\Users\user\Downloads\ResearchDesignQualitativeQuantitativeandMixedMethodsApproaches3rded%20(1).pdf) ( 2019) chapter 2 on definition and importance of literature review and write a summary 400- 500 words.  E-tivity 4.2 (2 Hours)  Read [Lau and Kuziemsky handbook](https://www.ncbi.nlm.nih.gov/books/NBK481590/) chapter nine and  [Kishmaswami: O.R and M. Ranganatham](http://www.himpub.com/documents/Chapter1570.pdf) (2006)chapter four on the types of literature review and write a summary of 6000-1000 words  E-tivity 4.3 (2 Hours)  Read an article by [Snyder(2019](https://www.sciencedirect.com/science/article/pii/S0148296319304564)) and on the sources of literature review and post in the forum for discussion | | | |
| Where do they do it? | **E-tivity 4.1**  You will post the concepts in the discussion forum and discuss at least 3 posts.  **E-tivity 4.2**  You will post the summaries in the discussion forum and discuss at least 3 posts.  **E-tivity 4.3**  You will post the summaries in the discussion forum and discuss at least 3 posts. | | | |
| By when should they do it? | **E-tivitiy 4.1**:Monday at 3:30  **E-tivitiy 4.2**: Tuesday at 3:30  **E-tivitiy 4.3**: Wednesday at 3:30 | | | |
| E-moderator/tutor role | | | | |
| Provide clear instructions to avoid ambiguity. Enhance participants to respond to discussions and learn from peer feedback and beyond. Acknowledge students work and encourage them to accord and demand feedback. Provide a harmless environment for students to contribute to discussions and assess student works | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 | |
| Marking and grading of E-tivity 4.1 and provide Performance feedback to learners | | | | |
| How does this section link to other sections of the module? | | | | |
| This e-tivity link with all other weeks because literature review helps students read more about the topic and refine their problem statement, refine study objectives, selecting methodology for their study and select appropriate collection tools and analysis methods for their study. | | | | |
| = Total number of hours | | | 10 |
| **Some important questions** | | | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Sarantakos, J. (2005), *Social Research,* London: Macmillan. 2. CresWell J . (2019) Research Design. Qualitative, Quantitative, and Mixed Methods Approaches. 3. Kishmaswami: O.R and M. Ranganatham (2006) *Methodology of research in social Sciences*, Mumbai: Himalaya Publishing House. <http://www.himpub.com/documents/Chapter1570.pdf> 4. Lau & Kuziemsky (2017) Handbook of eHealth Evaluation: An Evidence based Approach. <https://www.ncbi.nlm.nih.gov/books/NBK481590/> 5. Nakano & Muniz (2018) Writing the literature Review for Empirical papers. <https://www.scielo.br/pdf/prod/v28/0103-6513-prod-28-e20170086.pdf> 6. Snyder H. (2019) Literature Review as a Research Methodology: an Overview and Guideline. Journal of Business Research, VOL 104 pp 333-339 <https://www.sciencedirect.com/science/article/pii/S0148296319304564> 7. video clip on How to write a literature review <https://www.youtube.com/watch?v=TdJxY4w9XKY&ab_channel=DavidTaylor> | | |
| How are students enabled to access the resources? | Students should register for Social science research data bases to get access to the social science resources | | |
| Where in this unit are students expected to work collaboratively? | E-tivitiy 4.1- E-tivity 4.3 through discussion forum to reviewing colleague’s activities. | | |
| How has an inclusive approach been incorporated in this unit? | Engage all learners E-tivity and class discussion despite their abilities by using user-friendly approaches and making a consideration of special and vulnerable groups. | | |
| How will feedback on unit be obtained from students? | Feedback will be obtained through in rubric assessment and end of course evaluation forms. | | |
| How will student feedback be used to improve unit? | Student’s feedback will be used to improve delivery, E-tivity assessment and review of the topic/course. | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Formative feedback will be provided during the class sessions where presentation and discussions are made | | |

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| **Unit-level overview** | | **Unit** | **5** |
| Topic name: | Data Collection methods/techniques | | |
| Aim of the topic: | The topic aims to equip you with knowledge on data collection techniques and to impart skills on how to prepare and use them in empirical studies. | | |
| This topic covers: | * Sources of data (Primary and Secondary) * Data collection techniques, and * Units of inquiry | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Identify different sources of data  2. Identify and describe data collection techniques  2. Explain the methodological strengths and weaknesses of each data collection tool or technique  3. Prepare various tools for data collection | | |

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| Overview of student activity: | This week you will identify different sources of data, describe data collection techniques and their strength and weaknesses. You should be able to prepare various tools for data collection such as questionnaire, Interview guide and observation kit. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify different sources of data | 2 | E-tivity 5.1 | E.5.1: You will read an article provided and prepare a short concept summary and share it with your peers in online forums |
| 2 Identify and describe data collection techniques |  | E-tivity 5.2 | E.5.2: You will read an article provided and prepare a short concept summary and share it with your peers in online forums |
| 3. Explain the methodological strengths and weaknesses of each data collection tool or technique | 3 | E-tivity 5.3 | E.5.3: you will watch a video and write a summary on the summary of strength and weaknesses of each identified data collection tool or technique explained on e-tivity 5.3 |
| 4 Prepare various tools for data collection | 3 | E-tivity 5.4 | E.1.4: you will be assessed based on tool(s) you have prepared on e-tivity 5.4  **After that,**  You will be assessed on the overall concept of Data Collection Methods/Techniques basing on the [criteria](https://drive.google.com/file/d/1CPwp4qkyMMK52rmkv-08KGAAxRK4Ehpl/view?usp=sharing) |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| Prepare various tools for data collection | | | | |
| Purpose of the unit/week/section: | | | | |
| This unit will equip you with knowledge on sources of data (primary and secondary)), various data collection methods such as interview, questionnaire, observation, and focus group discussion (FGD), and how to prepare data collection tools. | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| In this unit we continue to build research methods by identifying sources of data and data collection methods. This week we further extend on preparing different data collection tools | | | | |
| Pre-topic activity: | | Number of hours | N/A | |
| Visit various credible journal and databases such as [Google Scholar](https://scholar.google.com/), [JSTOR](https://www.jstor.org/) and [EBSCO](https://www.ebsco.com/products/research-databases) and start reading about sources of data and data collection methods. | | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 | |
| * Students Presentation, discussion and feedback | | | | |
| Online activity: | | Number of hours | 3 | |
| What should students do? | **E-tivity 5.1:** (2 Hours)  You will read [Victor Oluwatosin Ajayi (2016)](file:///C:\Users\ULUGURU%20GREEN%20GOLD\Downloads\primarysourcesofdataandsecondarysourcesofdata.pdf)  and page 204 to 206 of [Syed Muhammad Sajjad Kabir (2016)](file:///C:\Users\ULUGURU%20GREEN%20GOLD\Downloads\MethodsofDataCollection.pdf)  and summarize the key concepts into 200-250 words.  **E-tivity 5.2:** (2 Hours)  You will read chapter 9.4 of [Syed Muhammad Sajjad Kabir (2016)](file:///C:\Users\ULUGURU%20GREEN%20GOLD\Downloads\MethodsofDataCollection.pdf) and [chapter seven of Kishmaswami: O.R and M. Ranganatham (2006)](http://www.himpub.com/documents/Chapter1570.pdf) and summarize on data collection techniques into 300-400 words.  **E-tivity 5.3:** (2 Hours)  You will watch a [video](https://m.youtube.com/watch?v=lrt1x1whJbQ) for understanding Advantages and Disadvantages of Different Research Methods and summarize research the Advantages and Disadvantages of each technique into 150-200 words.  **E-tivity 5.4:** (2 Hours)  Based on obtained knowledge in e-tivity 5.1 to 5.3, you will define a research problem of your interest and develop related data collection tool(s) | | | |
| Where do they do it? | **E-tivity 5.1:** You will post the concepts in the discussion forum and discuss at least 3 posts.  **E-tivity 5.2:**  You will post your summary in the discussion forum and discuss with other colleagues  **E-tivity 5.3:**  You will post the summary of advantages and disadvantages in the discussion forum, Review fellow learners’ posts and provide feedback to one another  **E-tivity 5.4:**  You will submit your data collection tool online for marking and feedback | | | |
| By when should they do it? | **E-tivitiy 5.1**: Tuesday at 14.00  **E-tivitiy 5.2**: Wednesday at 18.00  **E-tivitiy 5.3**: Friday at 4.00  **E-tivitiy 5.1**: Sunday at 00:00hrs | | | |
| E-moderator/tutor role | | | | |
| Provide clear instructions for help in case there is a need. Enhance participants to respond to discussions and learn from each other. Acknowledge students work and encourage them to accord and demand feedback and assess student works.. | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 | |
| Marking and grading of E-tivity 5.1 to 5.4 and provide Performance feedback to learners | | | | |
| How does this section link to other sections of the module? | | | | |
| This e-tivity link with all other 4 modules because data collection techniques will be selected based on the identified topic, research objectives and questions formulated, research approach selected and already reviewed literature. | | | | |
| = Total number of hours | | | 8 |
| **Some important questions** | | | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Ajay (2017) Primary sources of data and secondary sources of data. <https://www.researchgate.net/publication/320010397_Primary_Sources_of_Data_and_Secondary_Sources_of_Data> 2. Kabir S.M. (2016) Methods of data Collection. [file:///C:/Users/ULUGURU%20GREEN%20GOLD/Downloads/MethodsofDataCollection.pdf](file:///C:\Users\ULUGURU%20GREEN%20GOLD\Downloads\MethodsofDataCollection.pdf) 3. Kishmaswami: O.R and M. Ranganatham (2006) *Methodology of research in social Sciences*, Mumbai: Himalaya Publishing House. <http://www.himpub.com/documents/Chapter1570.pdf> 4. video clip on Advantages and Disadvantages of Different Research Methods <https://m.youtube.com/watch?v=lrt1x1whJbQ> | | |
| How are students enabled to access the resources? | Students should register for eLearning platform to get access to the eLearning resources | | |
| Where in this unit are students expected to work collaboratively? | In discussion forum of E-tivitiy 5.1 to E-tivity 5.4 and class presentations. | | |
| How has an inclusive approach been incorporated in this unit? | Through rubric assessment and evaluation forms at the end of the course. | | |
| How will feedback on unit be obtained from students? | Feedback will be obtained through in class self-assessment and end of course evaluation forms. | | |
| How will student feedback be used to improve unit? | Obtained feedback will be used to improve the unit delivery, E-tivity and assessment. | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Formative feedback will be provided after every presentation in a discussion forum and class session | | |

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| **Unit-level overview** | | **Unit** | **6** |
| Topic name: | Sampling Techniques | | |
| Aim of the topic: | The aim in this module is that you develop knowledge of and skills in sampling techniques. You will define all the key concepts from each category and learn on how to select a sample from the study population using both probabilistic and non-probabilistic sampling techniques. | | |
| This topic covers: | * Sampling techniques * Types of sampling techniques * Types of probability sampling techniques (simple random sampling, stratified random sampling, systematic random sampling, cluster sampling, multi-stage systematic sampling, etc.) * Types of non-probability sampling techniques (convenience sampling, purposive sampling, quota sampling, snowball sampling, etc.) * Determining a sample from the population | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1. Define different types of sampling techniques  2. Explain application of different sampling techniques  3. Determine study population, draw a sample from population by using various sampling techniques  4. Apply the sampling techniques in practical research work | | |

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| Overview of student activity: | Literature reviews and analysis, online and classroom presentations, and discussions |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1 Define different types of sampling techniques | 1 | e-tivity 6.1 | F6.1 You will read an article provided and prepare a short concept summary and share it with your peers in online forums |
| 2 Explain application of different sampling techniques | 2 | e-tivity 6.2 | F6.2 You will read an article provided and prepare a short concept summary and share it with your peers in online forums |
| 3 Determine study population, draw a sample from population by using various sampling techniques | 2 | e-tivity 6.3 | F6.3 You will read an article provided and prepare a short concept summary and share it with your peers in online forums |
| 4 Apply the sampling techniques in practical research work | 3 | e-tivity 6.4 | F6.4 You will read an article provided and prepare a short concept summary and share it with your peers in online forums  **After that,**  You will be assessed on the overall concept of Sampling Techniques basing on the [criteria](https://drive.google.com/file/d/1gSwmPTEzkyj906lRvnleF6E0cV5OFbAi/view?usp=sharing) |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| Explain various probability and non-probability sampling techniques issues in social science research and apply the two categories to determine a sample from the population | | | | |
| Purpose of the unit | | | | |
| You will be introduced to the term sampling, types sampling techniques and determination of a sample from the population | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| Continue building on the knowledge acquired on e-tivity 6.1- 6.4. The aim is that you develop knowledge and skills in sampling techniques and use acquired knowledge and skills in drawing a sample from a population to enable you to conduct social science research effectively. You will summarize the given e-tivities and thereafter work on the discussion forum with your colleagues. | | | | |
| Pre-topic activity: | | Number of hours | N/A | |
| Review literatures related to sampling techniques | | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 | |
| * Questions and answers based on sampling techniques. * PowerPoint presentation, discussion and feedback. | | | | |
| Online activity: | | Number of hours | 3 | |
| What should students do? | **E-tivity 6.1:** (2 Hours)  You will read the [article](http://medcraveonline.com/BBIJ/BBIJ-05-00148.pdf)1 by Ilker Etikan and Kabiru Bala, [article](file:///C:\Users\user\Downloads\126349-Article%20Text-343643-1-10-20151126.pdf) 2 by John Adwok, and also watch this [video](https://www.youtube.com/watch?v=10OnonAIeCk) and summarize the key concepts to 100-200 words.  **E-tivity 6.2:** (2 Hours)  You will watch [video](https://www.youtube.com/watch?v=10OnonAIeCk) 1 and [video 2](https://www.youtube.com/watch?v=OMc11_qMA84) for further understanding of use of sampling techniques and summarize the information into 150-200 words.  **E-tivity 6.3:** (2 Hours)  You will read the [article](http://medcraveonline.com/BBIJ/BBIJ-05-00148.pdf)1 by Ilker Etikan and Kabiru Bala, [article](file:///C:\Users\user\Downloads\126349-Article%20Text-343643-1-10-20151126.pdf) 2 by John Adwok, and also watch [video](https://www.youtube.com/watch?v=10OnonAIeCk) 1 and [video 2](https://www.youtube.com/watch?v=OMc11_qMA84) for further understanding of selection and application of sampling techniques and summarize the information into 150-200 words.  **E-tivity 6.4:** (2 Hours)  You will read the [article](http://medcraveonline.com/BBIJ/BBIJ-05-00148.pdf)1 by Ilker Etikan and Kabiru Bala, [article](file:///C:\Users\user\Downloads\126349-Article%20Text-343643-1-10-20151126.pdf) 2 by John Adwok, and also watch [video](https://www.youtube.com/watch?v=10OnonAIeCk) 1 and [video 2](https://www.youtube.com/watch?v=OMc11_qMA84), thereafter develop a simple proposal and show a summary of selected sample using appropriate sampling technique from the population into 150-200 words. | | | |
| Where do they do it? | **E-tivity 6.1:**  You will post the summary in the discussion forum. Review fellow learners’ posts in the discussion forum and provide feedback at least to two of other colleagues ‘posts.  **E-tivity 6.2:**  Post your summary in the discussion forum. Review your  Colleagues’ posts in the discussion forum and respond to at least two of the posts.  **E-tivity 6.3:**  Post your summary in the discussion forum. Review your  Colleagues’ posts in the discussion forum and respond to at least three of the posts.  **E-tivity 6.4:**  Post your summary in the discussion forum. Review your  Colleagues’ posts in the discussion forum and respond to at least four of the posts. | | | |
| By when should they do it? | **E-tivitiy 6.1**: Monday at 17:00hrs  **E-tivitiy 6.2**: Tuesday at 15:00hrs  **E-tivitiy 6.3**: Wednesday at 13:00hrs  **E-tivitiy 6.4**: Friday at 10:00hrs | | | |
| E-moderator/tutor role | | | | |
| Make sure that the learners keep on track of the module so that they do not get left behind. Provide clear instructions to guide students to participate to discussions and feedback on weekly basis. The contact method will be face to face lectures. This will be complemented by selecting and recording vital/critical aspects of the lecture for better topic understanding. Online activities and the reading resources will facilitate the learning process. Finally, the facilitator will review the students' work, give meaningful feedback and provide opportunities for improvement. This will be achieved by reading through the discussion forum posts and provide feedback where appropriate. | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 | |
| Marking and grading of e-tivities 6.1 to 6.4 and provide performance feedback to learners on sampling techniques | | | | |
| How does this section link to other sections of the module? | | | | |
| Sampling links with other units because it determines the generalizability of the research findings. Selection of an appropriate sampling technique depends largely on the nature of your research and research approaches selected. (Unit 2, 3 & 5 ) | | | | |
| = Total number of hours | | | 8 |
| **Some important questions** | | | |
| Which learning resources/ references will scaffold the students’ learning? | Etikan and Bala (2017). Non-Probability and Probability Sampling  <file:///C:/Users/user/Downloads/150114863016cre-textnayeemshowkatnonprobabilityandprobabilitysampling.pdf>  Andale, ( 2015). Probability Sampling: Definition, Types, Advantages and Disadvantages. Statistics How To. <http://www.statisticshowto.com/probability-sampling/>.    Adwok J (2015).Probability Sampling - A Guideline for Quantitative Health Care Research. <file:///C:/Users/user/Downloads/126349-Article%20Text-343643-1-10-20151126%20(1).pdf>  Video clips on sampling techniques.  Clip 1  <https://www.youtube.com/watch?v=10OnonAIeCk&t=211s>  Clip 2  <https://www.youtube.com/watch?v=TK6g5BqoPfM> | | |
| How are students enabled to access the resources? | Students should register for eLearning platform to get access to the eLearning resources | | |
| Where in this unit are students expected to work collaboratively? | In discussion forum of E-tivitiy 6.1 to E-tivity 6.4 | | |
| How has an inclusive approach been incorporated in this unit? | Engage all learners in the discussion of E-tivitiy 6.1 to E-tivity 6.4 posted | | |
| How will feedback on unit be obtained from students? | Through rubric assessment and evaluation forms at the end of the course on e-tivitiy 6.1 to E-tivity 6.4. | | |
| How will student feedback be used to improve unit? | Obtained feedback will be used to improve the unit delivery, e-tivitiy 6.1 to e-tivity 6.4 and assessment. | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Formative feedback will be provided after every presentation in a class session and forum discussions for e-tivitiy 6.1 to e-tivity 6.4 | | |

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| **Unit-level overview** | | **Unit** | **7.** |
| Topic name: | **Ethics in Social Science Research** | | |
| Aim of the topic: | The module aims at enabling you to explore the range of ethical issues and choices that confront researchers in order to develop skills. You will focus on theories and conceptual frameworks related to ethics, values and morality, and how they apply to research. The analytical and case material discussed in this module will enable you to formulate well-reasoned, theoretically and empirically based viewpoints on ethical issues in research. | | |
| This topic covers: | * Concepts, theories and trends in Ethics * Principles of Research Ethics and Codes of Conduct * Ethical Considerations in Choice of Research Topic * Ethics in research methodology | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Explain key concepts, theories and trends in Ethics 2. Analyse the ethical implications and codes of conducts in research 3. Analyse and resolve ethical dilemmas implicit in research; and 4. Apply ethical standards in research | | |

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| Overview of student activity: | Literature reviews and analysis, online discussion, classroom presentations and plenary discussions |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain key concepts, theories and trends in Ethics | 1 | e-tivity 7.1 | G.7.1. You will be evaluated based on summary you have written on e-tivity 7.1 |
| 1. Analyse the ethical implications and codes of conducts in research | 2 | e-tivity 7.2 | G.7.2. You will read an article and prepare a summary on ethical conducts and their implication to research written and post in online forums. |
| 1. Analyse and resolve ethical dilemmas implicit in research | 2 | e-tivity 7.3 | G.7.3. You will read an article and prepare a summary on ethical dilemmas you have written on e-tivity 7.3 |
| 1. Apply ethical standards in research | 2 | e-tivity 7.4 | G.7.4. You will be evaluated based on summary you have written on e-tivity 7.4 on how ethical standards apply in research  **After that,**  You will be assessed on the overall concept of Ethics in Social Science Research basing on the [criteria](https://drive.google.com/file/d/1kbxj0gXZxP13KCftyW5g6xFYtQ3a1siQ/view?usp=sharing) |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Explain ethical issues in data collection methods, types of data, sources of data, unit of inquiry and Management, data analysis techniques, and report writing | | | |
| Purpose of the unit/week/section: | | | |
| You will be introduced to concepts, theories and trends in Ethics | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Continue building on the knowledge acquired. The aim is to equip you with ethical knowledge through e-tivity. You will summarize the given e-tivity and thereafter work with your colleagues on the discussion forum. | | | |
| Pre-topic activity: | | Number of hours | N/A |
| Review literatures related to research ethics and ethical dilemma | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 |
| * Questions and answers based on ethical issues. * PowerPoint presentation, discussion and feedback. | | | |
| Online activity: | | Number of hours | 5 |
| What should students do? | **E-tivity 7.1:** (2 Hours)  You will read [research ethics](file:///C:\Users\12345\Downloads\Social-Science-Research-Principles-Methods-and-Practices-Revised-edition-1550813698.pdf) in ANOL BHATTACHERJEE book, the [article](file:///C:\Users\user\Desktop\ThreegeneralTheoriesofEthicsandtheIntegrativeRoleofIntegrityTheoryTBC-SSRN%20(1).pdf) by Kaptein and Wempe (2002), the [article](https://link.springer.com/chapter/10.1007/978-3-030-10582-2_2) by Markus Frischhut (2019) , [video clip](https://www.youtube.com/watch?v=dyF8UzDMNsw) and summarise key concepts, theories and trends into 200-250 words  **E-tivity 7.2:** (2 Hours)  You will read an article on [research ethics](file:///C:\Users\user\Desktop\EthicsinResearch%202021.pdf) by Sabyasachi Sarker (2019) and watch a [vide clip](https://www.youtube.com/watch?v=bounwXLkme4) and summarise e-tivity into 230-350 words  **E-tivity 7.3:** (2 Hours)  You will read an article on [research ethics](file:///C:\Users\user\Desktop\EthicsinResearch%202021.pdf) by Sabyasachi Sarker (2019) and watch a [vide clip](https://www.youtube.com/watch?v=bounwXLkme4) , [video clip](https://www.youtube.com/watch?v=4EmBmitQZbw) , [video clip](https://www.youtube.com/watch?v=4EmBmitQZbw) and resolve the ethical dilemmas by summarise e-tivity into 230-350 words  **E-tivity 7.4:** (2 Hours)  You will read [article 1](file:///C:\Users\user\Downloads\Ethical_standards_for_mental_health_and_psychosoci.pdf) by Anna Chiumento *et al.,* (2017), [article 2](file:///C:\Users\user\Downloads\Best_Practices_for_Transparent_Reproducible_and_Ethical_Research_en_en.pdf) by Fernando Hoces de la Guardia Jennifer Sturdy (2019), [video clip](https://www.youtube.com/watch?v=S4WaifPcsl0) by Amy Ksu, [video clip 2](https://www.youtube.com/watch?v=WrSVZ9z86k0) by Bnchs Stem Euler and summarise e-tivity into 200-300 words. | | |
| Where do they do it? | **E-tivity 7.1:**  You will post the summary in the discussion forum. Review fellow learners’ posts in the discussion forum and provide feedback at least to four of other colleagues ‘posts.  **E-tivity 7.2:**  You will post your summary in the discussion forum. Review your  Colleagues’ posts in the discussion forum and respond to at least three of the posts.  **E-tivity 7.3:**  You will post your summary in the discussion forum. Review your  Colleagues’ posts in the discussion forum and respond to at least two of the posts.  **E-tivity 7.4:**  You will post your summary in the discussion forum. Review your  Colleagues’ posts in the discussion forum and respond to at least one of the posts | | |
| By when should they do it? | **E-tivitiy 7.1**: Monday at 09:00hrs  **E-tivitiy 7.2**: Wednesday at 16:00hrs  **E-tivitiy 7.3**: Thursday at 13:00hrs  **E-tivitiy 7.4**: Friday at 18:00hrs | | |
| E-moderator/tutor role | | | |
| Make sure that the learners keep on track of the module so that they do not get left behind. Provide clear instructions to guide students to participate to discussions and feedback on weekly basis. The contact method will be face to face lectures. This will be complemented by selecting and recording vital/critical aspects of the lecture for better topic understanding. Online activities and the reading resources will facilitate the learning process. Finally, the facilitator will review the students' work, give meaningful feedback and provide opportunities for improvement. This will be achieved by reading through the discussion forum posts and provide feedback where appropriate. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| Marking and grading of e-tivities 7.1 to 7.4 and provide performance feedback to learners | | | |
| How does this section link to other sections of the module? | | | |
| Ethics in social science research links with other units (1, 2, 3, 4 & 5) because research ethics provides guidelines or principles for the responsible conduct of research. It enables scientists conducting research to ensure a high ethical standard. | | | |

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| = Total number of hours | 7 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Kaptein and Wempe (2002) Three General Theories of Ethics and the Integrative Role of Integrity Theory  <file:///C:/Users/user/Desktop/ThreegeneralTheoriesofEthicsandtheIntegrativeRoleofIntegrityTheoryTBC-SSRN%20(1).pdf>  Markus Frischhu (2019) Normative Theories of Practical Philosophy, [the Ethical Spirit of EU Law](https://link.springer.com/book/10.1007/978-3-030-10582-2) pp 21-3 <https://link.springer.com/chapter/10.1007/978-3-030-10582-2_2>  Video clip on ethical theories  <https://www.youtube.com/watch?v=dyF8UzDMNsw>  Sabyasachi Sarker (2019) Ethics in Research Code of Ethics for Different Discipline  <file:///C:/Users/user/Desktop/EthicsinResearch%202021.pdf>  Anna Chiumento et al., (2017) Ethical standards for mental health and psychosocial support research in emergencies: review of literature and current debates  <file:///C:/Users/user/Desktop/Ethical_standards_for_mental_health_and_psychosoci.pdf>  Fernando Hoces de la Guardia Jennifer Sturdy (2019) Best Practices for Transparent, Reproducible, and Ethical Research Fernando Hoces de la Guardia Jennifer Sturdy  <file:///C:/Users/user/Downloads/Best_Practices_for_Transparent_Reproducible_and_Ethical_Research_en_en.pdf> |
| How are students enabled to access the resources? | Students should register to eLearning platform to get access to the eLearning resources |
| Where in this unit are students expected to work collaboratively? | In discussion forum of e-tivity 7.1 to e-tivity 7.4 |
| How has an inclusive approach been incorporated in this unit? | Engage all learners in the discussion of postde e-tivitiy 7.1 to e-tivity 7.4 posted and group work activities and interactions during face to face activity |
| How will feedback on unit be obtained from students? | Through rubric assessment and evaluation forms at the end of the course on e-tivitiy 7.1 to e-tivity 7.4. |
| How will student feedback be used to improve unit? | The feedback will be used to improve the unit delivery, e-tivitiy 7.1 to e-tivity 7.4 and assessment. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Formative feedback will be provided after every presentation in a class session and forum discussions for e-tivitiy 7.1 to e-tivity 7.4 |

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| **Unit-level overview** | | **Week** | **8** |
| Topic name: | Data Management and Analysis Techniques | | |
| Aim of the topic: | This topic aims to equip you with knowledge and skills on data analysis techniques for the data that was collected from the field. | | |
| This topic covers: | * Definitions and importance of data management and analysis in social science research * Data Management process and software * Qualitative Data Analysis Techniques * Quantitative Data Analysis Techniques | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   * Define and describe the importance of data management and data analysis in social science research * Describe why data should be analysed and interpreted based on the objectives and variables of the study * Describe data analysis techniques/methods * Conduct data processing e.g. data sorting, quality control etc. for qualitative and quantitative data * Use data management and analysis software * Apply data analysis techniques/methods | | |

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| Overview of student activity: | In this week you will be equipped with knowledge and skills on data management and analysis. You will be engaged in managing data that you collected from the field or secondary sources such as official documents and choosing and applying appropriate techniques in analysing them. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| Define and describe the importance of data management and data analysis in social science research | 1, | E-tivity 8.1 | H.8.1 We will be having a zoom lecture where you will be introduced to the concept of data management and Data Analysis Technique |
| Describe why data should be analyzed and interpreted based on the objectives and variables of the study | 2 | E-tivity 8.2 | H.8.2 You will read an article and prepare a summary on how data can be interpreted and aligned with the study variables and objectives |
| Describe quantitative and qualitative data management software and analysis methods/techniques | 2 | E-tivity 8.3 | H.8.3 You will read an article and prepare a summary on the concept of quantitative and qualitative data management software and analysis techniques you have written in e-tivity 8.3 |
| Use computer software in qualitative and quantitative data management and analysis | 3 | E-tivity 8.4 | You will read an article and prepare a summary of the steps in using the quantitative and qualitative data management software, you have written in e-tivity 8.4 |
| Apply data management and analysis techniques/methods | 2 | E-tivity 8.5 | H.8.4 You will read an article and prepare a summary of the steps in qualitative and quantitative data analysis techniques you have written in e-tivity 8.5.  **After that,**  You will be assessed on the overall concept of Data Management and Analysis Techniques basing on the [criteria](https://drive.google.com/file/d/1Y1_f51Ce2cFnLtAwj_pkwrSvupH6-_GU/view?usp=sharing) |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Produce research proposals and report based on the findings of their research projects. | | | |
| Purpose of the unit/week/section: | | | |
| To Equip you with knowledge and skills on data management and analysis k and enable you effectively manage and analyse data that you have collected from the field. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Continue building on the knowledge acquired in the previous units. The aim is to equip you with knowledge on how to manage and analyse data (sorting, quality control, processing and analysis of data). You will manage and analyse data collected from the field, thereafter, you will disseminate findings to your colleagues and be able to get the feedback on your findings and report, for further improvement. | | | |
| Pre-topic activity: | | Number of hours | N/A |
| Visit various credible Journals and data bases e.g. google scholar, JSTOR, EBSCO and read about data management, analysis and interpretation. Install computer software i.e. SPSS, STATA, ATLAS-ti | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 |
| * Questions and answers based on this unit session. * Class room presentations and discussions * Think, pair, share on the concepts covered in the recorded lecture. | | | |
| Online activity: | | Number of hours | 5 |
| What should students do? | **E-tivity 8.1:** (5 Hours)  You will read chapter 3 and 4 of <https://files.eric.ed.gov/fulltext/ED536788.pdf> by Academy for Educational Development and summarise meaning and purpose of data management and analysis  **E-tivity 8.2:** (2 Hours)  You will read chapter 13 and 14 of the Book by Bill Pelz <https://courses.lumenlearning.com/atd-herkimer-researchmethodsforsocialscience/> and write a summary to explain why data should be analysed and interpreted based on the study objectives and variables  **E-tivity 8.3 You** will read an article By Maher et al, (2018) [file:///C:/Users/admin/Downloads/Ensuring\_Rigor\_in\_Qualitative\_Data\_Analysis\_A\_Desi.pdf](file:///C:\Users\admin\Downloads\Ensuring_Rigor_in_Qualitative_Data_Analysis_A_Desi.pdf) and Chapter 15 and 16 of a book by Sotirios Sarantakos (2013) <https://www.macmillanihe.com/resources/sample-chapters/9780230295322_sample.pdf> and write a summary on quantitative and qualitative data management software  **E-tivity 8.4** You will read an article by Jakub Niedbalski & Izabela Ślęzak  [**fi**le:///C:/Users/admin/Downloads/2477-Article%20Text-10864-1-10-20160716%20(1).pdf](file:///C:\Users\admin\Downloads\2477-Article%20Text-10864-1-10-20160716%20(1).pdf) **and watch videos** [**https://www.youtube.com/watch?v=\_zFBUfZEBWQ**](https://www.youtube.com/watch?v=_zFBUfZEBWQ)on SPSS by Dr. Todd Daniel and a video <https://www.youtube.com/watch?v=QNjEygXM_bE&t=155s> on how to use NVIVO in qualitative data management By MandySwygart Hobaugh and write a summary on the steps in using qualitative and quantitative data management and analysis software i.e. SPSS, NVIVO and Atlas Ti)  **E-tivity 8.5** You will read Sotirios Sarantakos (2013) book [chapter 15 and 16 https://www.macmillanihe.com/resources/sample-chapters/9780230295322\_sample.pdf](file:///C:\Users\user\Downloads\chapter%2015%20and%2016%20https:\www.macmillanihe.com\resources\sample-chapters\9780230295322_sample.pdf) and the article by Akinyode and Khan 2018 <https://www.researchgate.net/publication/328632911_Step_by_step_approach_for_qualitative_data_analysis> and write a summary on the techniques and steps in qualitative and quantitative data management and analysis | | |
| Where do they do it? | **E-tivity 8.1, 8.2, 8.3, 8.4 and 8.5:**  Individually, post the summaries in E-tivity 8.1, 8.2, 8.3, 8.4and 8.5. Review your Colleagues’ posts in the discussion forums and respond to at least two of the posts. | | |
| By when should they do it? | E-tivitiy 8.1 Tuesday 14.00 hrs  E-tivitiy 8.2 Wednesday 16.00hrs  E-tivitiy 8.3 Thursday 14.00 hrs  E-tivitiy 8.4 Friday 14.00 hrs  E-tivitiy 8.5 Sunday 00.00hrs | | |
| E-moderator/tutor role | | | |
| As a facilitator, my role will be to ensure that the students are able to keep track of the course and to ensure that they do not lag behind.  The first point of contact with the facilitator will be through the face-to-face lectures. The facilitator will ensure that they select and record vital/critical aspects of the lecture for better topic understanding.  The second point of contact will be through the week’s face-to-face session. The face to face will be a culmination of the online activities and the reading resources. The facilitator will direct the students and get their understanding of the week’s lessons.  Additionally, during the face-to-face session, the facilitator will aid the students for the week’s activity.  Finally, the facilitator will review the students' work, give meaningful feedback and provide opportunities for improvement. This will be achieved by reading through the discussion forum posts and provide feedback where appropriate. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Through rubric and evaluation forms at the end of the course | | | |
| How does this section link to other sections of the module? | | | |
| The e-tivities during this week will build up the e-tivity in unit 3(data collection methods) this is because data analysis depends on whether appropriate data collection methods were used and data collected were of good quality. | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Sarantakos, J. (2013), *Social Research,* London: Macmillan.  Maher et al, (2018)  [file:///C:/Users/admin/Downloads/Ensuring\_Rigor\_in\_Qualitative\_Data\_Analysis\_A\_Desi.pdf](file:///C:\Users\admin\Downloads\Ensuring_Rigor_in_Qualitative_Data_Analysis_A_Desi.pdf)  Akinyode and Khan (2018), Step by step approach for qualitative data analysis, *DOI:*[*10.11113/ijbes.v5.n3.267*](https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.11113%2Fijbes.v5.n3.267?_sg%5B0%5D=a1gNRvuVd8XPWIXq9bXpBa7H8xQDmhLVVHIpzg6ND7gkk_tfmWMlmVnatGFHLrxEgVuQ8eylIFYhJKfHLN4FSthpSA.wHO4ja5cbfKnmAMs4BliCuoGMy_ADD4YwkZKRpQ5ckMJQjOci26PbCqbB-KBGItz8q3F05tLLcTpLDUYPmGLzg)  <https://www.researchgate.net/publication/328632911_Step_by_step_approach_for_qualitative_data_analysis>  Jakub Niedbalski & Izabela Ślęzak (2016) Computer Analysis of Qualitative Data in Literature and Research Performed by Polish Sociologists, *Forum: Qualitative Research* Volume 17, No. 3.  [**fi**le:///C:/Users/admin/Downloads/2477-Article%20Text-10864-1-10-20160716%20(1).pdf](file:///C:/Users/admin/Downloads/2477-Article%20Text-10864-1-10-20160716%20(1).pdf)  video clip by Mandy Swygart Hobaugh, An Introduction to INVOVO Qualitative Data Analysis software <https://www.youtube.com/watch?v=QNjEygXM_bE&t=155s>  **video clip** on SPSS for beginners by Dr. Todd Daniel  [**https://www.youtube.com/watch?v=\_zFBUfZEBWQ**](https://www.youtube.com/watch?v=_zFBUfZEBWQ) |
| How are students enabled to access the resources? | Students enrolling into the LMS to get access to the learning resources |
| Where in this unit are students expected to work collaboratively? | E-tivitiy 8.1 through the discussion forum and peer reviews |
| How has an inclusive approach been incorporated in this unit? | Group work activities and interaction during face to face activity |
| How will feedback on unit be obtained from students? | Open feedback will be given during the discussion forum sessions while anonymous feedback will be gathered through use of an online survey. |
| How will student feedback be used to improve unit? | The feedback will be used to improve on the next topics and for future unit offering. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Formative feedback will be provided at least one week after submission of the assignments. |

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| **Unit-level overview** | | **Week** | **9** |
| Topic name: | 1. Research Proposal/Report Writing | | |
| Aim of the topic: | In this topic, you will use knowledge and skills that you have gained in the previous topics to develop your own research proposal, conduct research and write a research report. | | |
| This topic covers: | * Meaning, purpose and structure of research proposal and research report * How to write research proposals and research report * Referencing and/bibliography | | |
| Intended learning outcomes: | *In this* ***topic****, you will be able to:*   * Describe the meaning, purpose and structure of research proposal and report * Develop research proposal based on topics of your choice * Conduct research on topic of your choice * Produce research report based on the findings. | | |

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| Overview of student activity: | In this unit you will learn how to write research proposal and report. After learning you will have to review literatures related to the topic that you will research on and identify the research problem. You will then develop your own research proposal, conduct a small research and write a research report. You are required to develop research proposal and write a research report based on the university guidelines for writing research proposal and report. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| Describe the meaning, purpose and structure of research proposal and research report | 1,3 | E-tivity 9.1 | I.9.1. You will read an article and prepare a summary of the key concepts’ definitions and structure of research proposal and report that you have written on e-tivity 9.1. |
| Develop research proposal based on topics of your choice | 3,4 | E-tivity 9.2 | I.9.2. You will read an article and prepare a summary on the summary of the proposal writing steps and research proposal you have developed on e-tivity 9.2. |
| Produce research report based on the findings | 4,5 | E-tivity 9.3 | I.9.3. You will read an article and prepare a summary on the research report you have written on E-tivity 9.3  **After that,**  You will be assessed on the overall concept of Data Management and Analysis Techniques basing on the [criteria](https://drive.google.com/file/d/1qiU7MuwWyoXftz5keZDEc-EiXgM8PjD8/view?usp=sharing) |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| * Describe the meaning, purpose and structure of research proposal and report Apply the research methods and techniques in practical research activities * Initiate, plan and carry out research projects on topics of their own choice, which addresses social problems. * Produce research report based on the findings of their research projects. | | | |
| Purpose of the unit/week/section: | | | |
| You will be equipped with knowledge and skills on how to develop your own research proposal, conduct research and write a research report | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Continue building on the knowledge acquired in the other units. The aim is to equip you with knowledge on how to develop your own research proposal, conduct research and write a research report. You will develop your research proposal, conduct a research and write report and thereafter discuss your works with your colleagues in the discussion forum | | | |
| Pre-topic activity: | | Number of hours | 3 |
| Theoretical literature reviews on research proposals and research reports, Review previous research proposals and reports, review university guidelines for writing research proposal and report. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 |
| * Brief Power point presentations on key concept definitions and knowledge on how to develop research proposals and writing research reports * Questions and answers based on this unit session. * Guest speakers for experience sharing on how to develop research proposals and writing research reports | | | |
| Online activity: | | Number of hours | 6 |
| What should students do? | **E-tivity 9.1:** (6 Hours)  You will read [chapter 14](https://pressbooks.bccampus.ca/jibcresearchmethods/) (section 14.1) of a book by Valerie Sheppard a watch a [video](https://www.youtube.com/watch?v=byRFKY3d1rg) clip by Richard Cruz Acetv and summarise meaning, purpose and structure of research proposal and report into 100-200 words.  **E-tivity 9.2:** (8 Hours)  You will read a [book](https://pressbooks.bccampus.ca/jibcresearchmethods/) chapter 14 (Section 14.1) by Valerie Sheppard and watch a [video](file:///C:\Users\user\Downloads\meaning,%20purpose%20and%20structure%20of%20research%20proposal%20and%20report) by Muhamad Usman and summarise the steps in proposal writing into 200 words and develop a research proposal of 5000 words based on topics of your choice.  **E-tivity 9.3**: (8 Hours)  You will read [chapter 13](file:///C:\Users\ULUGURU%20GREEN%20GOLD\Downloads\WritingResearchReport.pdf) of Syed Muhammad Sajjad Kabir, collect data based on the research proposal developed in e-tivity 9.2 and then produces research report based on the findings and other research method knowledge from previous Units | | |
| Where do they do it? | **E-tivity 9.1:**  You will post the summary of meaning, purpose and structure of research proposal and report in the discussion forum. Review fellow learners’ posts in the discussion forum and provide feedback at least three of other colleagues ‘posts.  **E-tivity 9.2:**  You will post your summarized research proposal in the discussion forum. Review your Colleagues’ proposals and respond to at least three of the proposals  **E-tivity 9.3:**  You will post your summarised research report the discussion forum. Review your  Colleagues’ reports and respond to at least three of reports | | |
| By when should they do it? | **E-tivitiy 9.1**: Friday of week 8 at 14:00hrs  **E-tivitiy 9.3**: Friday of week 10 at 14:00hrs  **E-tivitiy 9.3**: Sunday of week 11 at 00:00hrs | | |
| E-moderator/tutor role | | | |
| Provide clear instructions for help in case there is a need. Enhance participants to respond to discussions and learn from each other. Acknowledge students work and encourage them to accord and demand feedback and assess student works.. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| Marking and grading of E-tivity 9.1 to 9.3and provide Performance feedback to learners | | | |
| How does this section link to other sections of the module? | | | |
| This e-tivity link with all other 8 modules because report writing will depend on all other previous units. | | | |

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| = Total number of hours | 22 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Kabir S.M. (2016) Methods of data Collection. <file:///C:/Users/ULUGURU%20GREEN%20GOLD/Downloads/MethodsofDataCollection.pdf>  [Valerie A. Sheppard](https://www.researchgate.net/profile/Valerie-Sheppard) (2020) Research Methods for the Social Sciences: An introduction Version 2. BCCampus.ca.  <https://www.researchgate.net/publication/340538974_Research_Methods_for_the_Social_Sciences_An_introduction_Version_2_December_1_2020>  Video clip on the difference between research proposal and research report  <https://www.youtube.com/watch?app=desktop&v=byRFKY3d1rg> |
| How are students enabled to access the resources? | Students should register for eLearning platform to get access to the eLearning resources |
| Where in this unit are students expected to work collaboratively? | In discussion forum of E-tivitiy 9.1 to E-tivity 9.3 and class presentations. |
| How has an inclusive approach been incorporated in this unit? | Engage all learners in the discussion of E-tivity posted |
| How will feedback on unit be obtained from students? | Feedback will be obtained through in class self-assessment and end of course evaluation forms. |
| How will student feedback be used to improve unit? | Obtained feedback will be used to improve the unit delivery, E-tivity and assessment. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Formative feedback will be provided after every presentation in a discussion forum and class session |