



Menno Simons College¹

A Part of Canadian Mennonite University, Affiliated with the University of Winnipeg

Syllabus: Action Research Methods, IDS/CRS-3920/3-001

Term: Winter 2015-16 Class location: 2MS13 Class Times: Tu & Th 4-5:15pm

Course Website: <https://nexus.uwinnipeg.ca>

Instructor: Dr. Jerry Buckland

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Faculty Member Website: <http://www.mscollege.ca/about.php?s=faculty&id=515>

Facebook page: <https://www.facebook.com/profile.php?id=100006199486659> (Jerry Buckland)

Calendar Course Description

This course investigates the contemporary research and field work methods commonly used by researchers and practitioners in the field of international development studies. The course will emphasize activities that are necessary to prepare the student to conduct research in the field. Issues in data collection and in the context of field work will be discussed. The following are some of the topics and techniques that will be dealt within the course: planning for research, random sampling and surveys, participatory rural appraisal, interviewing techniques, life history analysis, conducting focus groups, integrating qualitative and quantitative method, and post-field work activities.

Learning Objectives

This section of the course will focus on the mixed methodology approach to field based community-based research. Action research methods used in IDS are used by other disciplines, including CRS, and particularly those with a close relationship with a practice, e.g., Social Work, Community Economic Development, and Education. The learning objectives are as follows,

- 1) Locate action research methods within the entire range of research methods. Action research methods are often problem-based, participatory, collaborative, and use mixed methods.
- 2) Understand basic underlying concepts of research methods such as reliability and validity of results
- 3) Describe and analyse the relationship between the different steps of the research process used with action research methods
- 4) Describe and explain the relationship among the set of quantitative and qualitative methods used in action research methods
- 5) Explain, synthesize, and evaluate the usefulness of action research methods to inform CRS and IDS
- 6) Develop skills useful for action research methods including, proposal writing, developing a research instrument, analysing data, and making a presentation.

Nexus

Is a crucial component of this course so that all email related to this course should go through Nexus; we will share material relevant to class sessions on Nexus (announcements, e-readings); and students will submit assignments in paper copy and through Nexus Dropbox.

Course outline

This is an outline of the course topics, readings and schedule for the course. Due to time limitations, we may not be able to cover all of the topics. The dates for each reading are approximations and we may

vary from them in the class. Note: The **textbook and bold readings** are key readings and will be the source of class discussion; other readings are supplemental. Readings are from the following categories:

- ✓ **Required Textbook:** Kirby, Sandra L., Lorraine Greaves, & Colleen Reid 2006. *Experience Research Social Change: Methods Beyond the Mainstream*, Toronto: UTP.
- ✓ **Important additional textbook:** Bryman, Alan, James J. Teevan & Edward Bell 2009. *Social Research Methods*, 2nd Canadian Edition, Oxford: Oxford University Press.
- ✓ **Other readings** listed in the table are fully cited just below the table and are available on the course Nexus site, the UW's Learning Management System.

Date	Topic	Readings Where there are several readings/topic, the bolded reading is required; other readings are optional
5, 7 Jan	1) Conceptualizing action research	Kirby et al., Introduction Sagor, chp.1
	a) Problem-based	Kirby et al., chp.3
	b) Project-cycle	Stoecker, chp.1
	c) Collaborative & Participatory	Kirby et al., chp.2 Kirby et al., chp.3
	d) Important Topics Indigenous Research Methods Conflict Resolution Studies Research Methods	Brown & Stega, chp.1 Smyth & Robinson, chp.5 Smyth & Robinson, chp.6
12 Jan	Class walk around Spence Neighborhood to identify & discuss issues for ARM	Canadian Centre for Policy Alternatives 2008. 'The Spence Neighbourhood Challenge: From Revitalization to Revaluation' in <i>The State of the Inner City Report</i> , available: http://www.spenceneighbourhood.org/#!/research/cfga , accessed 19 Nov. 2015.
14 Jan 19, 21 Jan	2) The nature of research	Kirby et al., Introduction Kirby et al., chp.1 Bryman et al., chp.1
	a) Design of research projects	Bryman et al., chp.2 Babbie, chp.4

Date	Topic	Readings Where there are several readings/topic, the bolded reading is required; other readings are optional
	b) Quantitative research	<p>Remler & Van Ryzin, chp.4 Bryman <i>et al.</i>, chp.3</p> <p>Brennan, Marilyn, Brian McGregor & Jerry Buckland 2011. 'The Changing Structure of Inner-city Retail Banking: Examining Bank Branch and Payday Loan Outlet Locations in Winnipeg, 1980-2009,' <i>Canadian Journal of Urban Research</i>, Vol.20(1), p.1-32.</p> <p>Denise Barrett Consulting Inc. 2015. <i>Consumer Experiences in Online Payday Loans</i>, Toronto: Consumers Council of Canada.</p>
	c) Sampling	<p>Gray & Guppy, chp.13 Bryman <i>et al.</i>, chp.11</p>
	d) Qualitative research	<p>Berg, chp. 2 Bryman <i>et al.</i>, chp.8</p> <p>Buckland, Jerry and Thibault Martin 2005. 'Two-Tier Banking: The Rise of Fringe Banks in Winnipeg's Inner-city,' <i>Canadian Journal of Urban Research</i>, Vol. 14, Special Issue.</p>
	e) Mixed methods	<p>Cresswell & Plano Clark, chp.1 Holland & Campbell, <i>Introduction</i> Tashakkori & Teddlie, chp.1 Bryman <i>et al.</i>, chp.14 & chp.15</p> <p>Buckland, Jerry, Tom Carter, Wayne Simpson, Anita Friesen & John Osborne 2007. <i>Serving or Exploiting People Facing a Short-term Credit Crunch? A Study of Consumer Aspects of Payday Lending in Manitoba</i>, Report for the November 2007 Public Utilities Board Hearing to Cap Payday Loan Fees.</p> <p>Buckland, Jerry, Blair Hamilton & Brendan Reimer 2006. 'Community-based Models to Address the Decline of Inner-city Banking,' <i>Canadian Journal of Urban Research</i>, Vol. 15.</p>
26, 28 Jan 2, 4 Feb	3) Research process	
	a) Introduction: Phases of research	Kirby <i>et al.</i>, chp.4
	b) Research focus	Kirby <i>et al.</i>, chp.4
	c) Ethics & proposal writing	<p>Kirby <i>et al.</i>, chp.5 UW Ethics webpage: http://www.uwinnipeg.ca/research/human-ethics.html University Human Ethics Research Board (UHREB) - Category 'B' Student Ethics Checklist: http://www.uwinnipeg.ca/research/docs/2014-Revised-ethics-checklist-cat-b.pdf</p>

Date	Topic	Readings Where there are several readings/topic, the bolded reading is required; other readings are optional
	d) Summarizing the literature	Kirby <i>et al.</i>, chp.6
	e) Data gathering	Kirby <i>et al.</i>, chp.8, 9 Bryman <i>et al.</i> , chp.5 Bryman <i>et al.</i> , chp.10
9 Feb	Test your research method instrument in class session	
11 Feb	4) Research methods	Kirby <i>et al.</i>, chp.7 Pratt & Loizos, chp.3
[15-19 Reading Week] 23, 25 Feb 1, 3 Mar 8 Mar	a) <i>More Quantitative Methods</i> : Questionnaires, Interviews & Secondary Data	Kirby <i>et al.</i> chp.7 (p.127-145) Bryman <i>et al.</i>, chp.4 Bryman <i>et al.</i>, chp.7
	b) <i>More Qualitative Methods</i> : Focus Groups, Oral Histories & Life Histories	Kirby <i>et al.</i> chp.7 (p.145-146 ; 157-160) Devereux & Hoddinott, chp.6 Buckland, Jerry, Antonia Fikkert and Joel Gonske 2013. 'Struggling to Make Ends Meet: Using Financial Diaries to Examine Financial Literacy Among Low-income Canadians,' <i>Journal of Poverty</i>, Vol.17(3), p.331-355.
	c) <i>Ethnography</i> : Participant Observation, etc.	Kirby <i>et al.</i> chp.7 (p.146-157) Bryman <i>et al.</i>, chp.6 Bryman <i>et al.</i>, chp.9
	d) <i>Participatory Rural Appraisal</i>	Pratt & Loizos, chp.3 (p.66-77) Buckland, Jerry and Iqbal Ahmed Chowdhury 2015. 'Managing Mobile banking to Address the Needs and Protect the Vulnerability of Poor People in Bangladesh, draft.
10 Mar 15, 17 Mar 22 Mar	5) Analytical methods	Kirby <i>et al.</i>, chp.10
	a) Quantitative analysis	Casley & Kumar chp.9 Bryman <i>et al.</i> , chp.12
	b) Qualitative analysis	Kirby <i>et al.</i>, chp.10 Bryman <i>et al.</i> , chp.13 Bryman <i>et al.</i> , chp.16
24 Mar 29 Mar	6) Writing the report	Leedy & Ormrod, chp.12 Northey <i>et al.</i> , chp.1 Locke <i>et al.</i> , chp.1 Bryman <i>et al.</i> , chp.17

Date	Topic	Readings Where there are several readings/topic, the bolded reading is required; other readings are optional
	7) Conclusion	Kirby et al., chp.11
31 Mar	Present your project to the class/group. Approximately 5-15 minutes	

References cited in outline

- Albert, Isaac Olawale 2001. 'The Role and Process of Action Research in the Management of Violent Community Conflicts in Nigeria,' chp.6 in Smyth & Robinson (eds.) *Researching Violently Divided Societies: Ethical and Methodological Issues*, London: Pluto Press.
- Babbie, Earl 2002. *The Basics of Social Research*, Second Edition, Belmont US: Wadsworth Thomson Learning.
- Berg, Bruce L. 2009. *Qualitative Research Methods for the Social Sciences*, Seventh Edition, Boston: Allyn & Bacon.
- Brown & Stega (eds.) 2005. *Research as Resistance: Critical, Indigenous, and Anti-oppressive Approaches*, Toronto: Canadian Scholars' Press.
- Casley, Dennis J. & Krishna Kumar 1988. *The Collection, Analysis, and Use of Monitoring and Evaluation Data*, Washington, DC: World Bank.
- Clarke, Helen Jenks 2001. 'Research for Empowerment in a Divided Cambodia,' chp.5 in Smyth & Robinson (eds.) *Researching Violently Divided Societies: Ethical and Methodological Issues*, London: Pluto Press.
- Cresswell, John W. and Vicki L. Plano Clark 2011. *Deigning and Conducting Miced Methods Research*, 2nd Edition, Thousand Oaks, US: Sage Publications.
- Devreux, Stephen & John Hoddinott eds. 1993. *Fieldwork in Developing Countries*, Boulder: Lynne Reinner Publishers.
- Gray, George & Neil Guppy 2003. *Successful Surveys: Research Methods and Practice*, Third Edition, Scarborough Canada: Thomson Neslon.
- Holland, Jeremy & John Campbell eds. 2005. *Methods in Development Research: Combining Qualitative and Quantitative Approaches*, Warwickshire UK: Practical Action.
- Leedy, Paul D. & Jeanne Ellis Ormrod 2010. *Practical Research: Planning and Design*, 9th edition, Toronto: Pearson.
- Locke, Lawrence F., Stephen J. Silverman & Waneed Wyrck Spirduso 2010. *Reading and Understanding Research*, 3rd edition, Thousand Oaks: Sage.
- Northey, Margot, Lorne Tepperman & James Russell 2005. *Making Sense: A Student's Guide to Research and Writing*, Oxford: Oxford University Press.
- Pratt, Brian & Pter Loizos 1992. *Choosing Research Methods Data Collection for Development Workers*, Oxford: Oxfam Publications.
- Remler, Dahlia K. and Gregg G. Van Ryzin 2011. *Research Methods in Practice: Strategies for Description and Causation*, Thousand Oaks US: Sage.
- Sagor, Richard 2011. *The Action Research Guidebook: A Four-Stage Process for Educators and School Teams*, 2nd Edition, Thousand Oaks US: Corwin.
- Smyth, Marie and Gillian Robinson (eds.) 2001. *Researching Violently Divided Societies: Ethical and Methodological Issues*, London: Pluto Press.
- Stoeker, Randy 2005. *Research Methods for Community Change: A Project-Based Approach*, Thousand Oaks US: Sage Publications.

Assignments & Grade Assessment

Required assignments

Assignment	Details	Value towards final mark (%)	Deadline
Report	Write 2-page summary of experiences and insights regarding research questions based on class walk around Spence Neighborhood.	5	14 Jan
Group Facilitation	<p>Organize and facilitate a workshop session with an assigned small group. This will involve group planning and facilitating for the class one 'category' of research methods ('more quantitative,' 'more qualitative,' ethnography, PRA). The group will,</p> <ul style="list-style-type: none"> ➤ Make a presentation to the class that describes the type of methods, their purpose and character, and, generally speaking, how the data are analyzed ➤ Select one specific example of a method (e.g., questionnaire) to share with the class ➤ Require the class to actively engage in workshop by assigning tasks to individuals or class sub-groups. <p><u>What I will look for:</u></p> <ul style="list-style-type: none"> ❖ Format of class session: 10-15 minute introduction, 10-15 minutes on example (e.g., questionnaire and analysis of data), 10-15 minutes individual/group task, wrap-up ❖ Participation: All group members have a substantial role; individual or sub-groups have a task that helps them understand the method ❖ Class handout: 2-page summary of method and its analysis 	25	TBA: 11 Feb – 10 Mar
Research Proposal	<p>Research proposal that includes problem statement, ethics, & literature review. Write research proposal to use a series of research methods to investigate an ID or CR problem. Explain what methods you will use and why you will use them, but do not construct the methods. The literature review must draw on recent resources and students are encouraged to use an academic database to identify these.</p> <p><u>What I will look for:</u></p> <ul style="list-style-type: none"> ❖ Format of paper: The ideal report includes a title for your project, a statement of the problem to be examined; an explanation of, and rationale for, the methods to be used; a summary of the literature review; budget and an ethical review. ❖ Length: The length will be approximately 5-7 pages. 	25	2 Feb
Research Protocol	Develop, test and write a protocol for one research method from your research proposal. Include a detailed budget. This assignment asks you to develop, test, and write a summary of a protocol for one	25	Test: 9 Feb Report: 11 Feb

Assignment	Details	Value towards final mark (%)	Deadline
	<p>research method for your research proposal. The method can be either quantitative (e.g., survey questionnaire) and/or qualitative (e.g., life history). Once the method is developed, it must be tested with one person. The purpose of testing the instrument is two-fold: 1) to determine if the questions are understandable and ensure the instrument does not require too much time, and 2) to experience the process of interviewing.</p> <p><u>What I will look for:</u></p> <ul style="list-style-type: none"> ❖ Format of paper: Main part: introduction, description of method, recruitment process, method of analysis of results; Appendix: the actual method, e.g., questionnaire AND relevant portions of the ethics review. ❖ Length: approximately 2-3 pages for the main part PLUS the actual method and ethics review material. <p style="text-align: center;">Testing the Method</p> <ul style="list-style-type: none"> - Re testing the method, students must follow research ethics best practices. See section in Course Outline, including voluntary participation, informed consent, anonymity, and confidentiality. In addition, we will follow a number of procedures (listed below) to reduce possible harm. - All participants, in order to complete Step 1 of this assignment, will be aware of the salient ethical issues (e.g., informed consent, anonymity of respondent, confidentiality of information, respondents can participate in all or portions of the interview) by carefully reading through the <i>Ethics Checklist</i> and the relevant section of the Kirby <i>et al.</i> textbook. - The interviewer will present to class the topic of the interview and type of method one week before the interview. Each interviewer will look for a volunteer respondent. - Interviews will be done during class time. Before beginning the interview, the respondent must first sign the interviewer's consent form. - Respondents can withdraw from the interview at any time and can opt to not respond to any questions. All responses are to be treated confidentially by the interviewer. - Regarding the content of the responses, remember the purposes of assignment (to determine if the questions are understandable and ensure the instrument does not require too much time, and to experience the process of interviewing). If respondents do not want or are unable to respond to a question, she/he might be willing to comment on the clarity of the question. - The results from the interview must be destroyed within one week of receiving a grade on the assignment. 		
Presentation on Proposal and Protocol	Present your project to the class/group. Approximately 5-15 minutes.	20	31 Mar

Class Participation

Your participation in class is a critical part of the learning process where you have the opportunity to express your ideas, hear from other people, and think more deeply &/or broadly. Participation requires advance reading of course material, class attendance and participation in small-group and class discussion. Participation in discussion requires that you share your views and that you allow for, and listen to, others' sharing their views. **Some classes and some class readings will require student presentations, and your participation in them will affect your participation grade.**

Written assignment format

- All assignments must be typed, double-spaced using a consistent style format and submit assignments in **paper copy** and through **Nexus Dropbox**.
- Use a consistent **system of citing** and referencing is an important part of writing an essay. You need to select an appropriate referencing system, e.g., Turabian, MLA, etc and use this for your citations and bibliography.
- Avoid the use of **excessive quotations** if you can re-phrase the idea (of course, referencing the source)
- **Do not plagiarise:** ensure that all points taken from other sources are properly referenced. This includes quotes (verbatim material) & general ideas. If you have any doubts about what plagiarism is, please contact the instructor

Late policy

Assignments handed in after the due date will automatically receive a penalty of 5 percent with an additional penalty of 1 percent per workday for each additional day. Extensions for assignments may be granted if there are serious, documented reasons. Extensions will only be granted if you talk with the instructor before the assignment due date.

Appealing an assignment grade

If you are not satisfied with a grade you receive on an assignment or exam you are encouraged to speak to the instructor. Before you come to see me I ask that you take the assignment home and think about your concerns: it will help the process if you can be specific about your particular questions and concerns. After we speak, and if you are still dissatisfied with the grade, you then have the option to speak with the MSC Associate Dean. If that does not resolve the issue for you the U of W has a formal process for appealing grades. Please note: if you choose to speak to the Associate Dean, you must do so no later than three weeks after final grades are posted. Formal grade appeals must be filed with Student Records within six weeks of final grades. Please consult the Academic Calendar for details.

Academic misconduct

Students are expected to know and follow the academic regulations and policies in the *University of Winnipeg General Calendar*, see: <http://www.uwinnipeg.ca/index/cms-filesystem-action/pdfs/calendar/RegulationsandPolicies.pdf>. Be sure to read sections 3, 8 and 11 carefully. These cover conduct expected of students at the university, and explain forms of academic misconduct and its penalties. Procedures for student appeals are covered in sections 9 and 10, with helpful information also available at <http://www.uwinnipeg.ca/index/services-advappeal>.

Grade assessment

General grading scheme for the course

Mark	Grade	Description	Mark	Grade	Description
90-100	A+	Excellent	65-69	C+	Slightly above Average
85-89	A	"	60-64	C	Average
80-84	A-	"	50-59	D	Marginal
75-79	B+	Superior	49 & below	F	Failure
70-74	B	"			

Matrix of Grades & Writing Assignment Characteristics (e.g., Reports, Essays)

The matrix below presents a general picture of what is expected in written assignments across several factors—creativity, analysis, knowledge, organization, writing quality, and documentation—to achieve certain grades. It is a rough guide for grade determination.

Grade	Creativity/ Originality	Analysis, Synthesis &/or Evaluation	Knowledge of Topic	Organization	Writing Quality	Documentation
A	Very evident	Excellent	Excellent	Excellent	Excellent	Excellent
B	Evident	Good	Good	Good	Good	Good
C	Some evidence	Adequate	Adequate	Adequate	Adequate	Adequate
D	No evidence	Inadequate	Inadequate	Inadequate	Inadequate	Inadequate
F	No evidence	Poor	Poor	Poor	Poor	Poor

An excellent (A) assignment would display:

- original thinking and a superior grasp of the subject matter
- a well-developed capacity for analysis, synthesis, and critical evaluation
- clear and appropriate description, with evidence of an extensive knowledge base
- the ability to organize information well, plus strong writing and/or speaking skills in English
- clear and thorough documentation of research sources making consistent use of an established academic format

Other policies & practices

Laptop & cell phone

- If you use a **laptop**, please sit in a location where other students will not be distracted by it. This could be at the back or the side of the room. If it is important for you to use a laptop and to sit in the front of the room please talk with the instructor.
- A **cell phone** can be particularly distracting so please be considerate to your classmates and, at minimum turn the ringer off, and ideally, turn the phone completely off. If there is an urgent reason to have the phone running during class please speak to the instructor ahead of time.

Classroom set-up

Please help to form the tables into a semi-circle at the beginning of each class and to return the tables to their original location at the end of class.

Withdrawal deadline

The last day to withdraw without academic penalty is 1 March 2016. Please see me if you are thinking about withdrawing from the course.

Services for students with disabilities

Students with documented disabilities, temporary or chronic medical conditions requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or email accessibilityservices@uwinnipeg.ca to discuss appropriate options. Specific information about AS is available on-line at <http://www.uwinnipeg.ca/accessibility>. All information about a student's disability or medical condition remains confidential.

Scent-free environment

The University of Winnipeg promotes a scent-free environment. Please be respectful of the needs of your fellow classmates and your instructor by avoiding the use of scented products while attending lectures. Exposure to perfumes and other scented products (such as lotion) can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities. We are asking for your cooperation to create a scent-free environment on campus by students, faculty and staff.

Research Proposal

ID/CR-3920

Write research proposal to investigate an ID or CR problem that includes a title, a statement of the problem, the methodology and naming of methods, a summary of the literature, and a budget. The total length will be approximately 5-7 pages. Details on the format, the budget, and ethical considerations are below.

Format of Proposal

<u>Item</u>	<u>Details</u>	<u>Ideal length</u>
<u>A title for your project</u>		
<u>Research problem: a statement of the problem to be examined</u>		<u>0.5 pages</u>
<u>Methodology: an explanation of, and rationale for, the methods to be used</u>	<u>Refer to particular methods but do not describe them; you will describe one of them in the next assignment</u>	<u>1.5-2 pages</u>
<u>A summary of the literature review</u>	<u>Minimum 6 academic articles/books</u>	<u>2-3 pages</u>
<u>An explanation of how you will allocate your \$10,000 budget</u>	<u>See below for guide</u>	<u>1-1.5 pages</u>
<u>Total</u>		<u>5-7 pages</u>
<u>Bibliography</u>		<u>1 additional page</u>

Budget Example

You have received a grant of \$6,550 to undertake your research project. Explain how you will complete the project with these funds. In the example below the project involves 20 open ended interviews and 10 life histories. The interviews will take one hour and the life histories will take 1.5-2 hours. The honorariums are calculated on a unit basis so that the total honorarium cost is \$800. The largest cost to the project are wages for the research assistants, involving 200 hours with a senior undergraduate student RA and 100 hours from a graduate RA. The cost for these wages is \$5,500. Supplies and printing will cost \$250 so that the total cost of the project is \$6,550.

<u>Item</u>	<u>Number</u>	<u>Per unit cost</u>	<u>Sub-total</u>
<u>Honorariums</u>	<u>20 interviews</u>	<u>\$20</u>	<u>\$400</u>
	<u>10 life histories</u>	<u>\$40</u>	<u>\$400</u>
<u>Research Assistant</u>	<u>200 hours Senior undergraduate</u>	<u>\$15</u>	<u>\$3,000</u>
	<u>100 hours Masters</u>	<u>\$25</u>	<u>\$2,500</u>
<u>Supplies, printing, misc.</u>			<u>\$250</u>
<u>Total</u>			<u>\$6,550</u>

Group Facilitation Assignment

ID/CR-3920 ARM

20 Jan 2016

Organize and facilitate a workshop session with an assigned small group. This will involve group planning and facilitating for the class one ‘category’ of research methods (‘more quantitative,’ ‘more qualitative,’ ethnography, PRA). The group will,

- Make a presentation to the class that describes the type of methods, their purpose and character, and, generally speaking, how the data are analyzed
- Select one specific example of a method (e.g., questionnaire) to share with the class
- Require the class to actively engage in workshop by assigning tasks to individuals or class sub-groups.

What I will look for:

- ❖ Format of class session: 10 minute introduction, 10 minutes on example (e.g., questionnaire and analysis of data), 10 minutes individual/group task, wrap-up = **30 minute maximum**
- ❖ Participation: All group members have a substantial role; individual or sub-groups have a task that helps them understand the method
- ❖ Class handout: 2-page summary of method and its analysis

Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Method</u>	
<u>11 Feb</u> <u>[15-19</u> <u>Readin</u> <u>g</u> <u>Week]</u>	<u>8) Research methods</u>	<u>Kirby et al., chp.7</u> <u>Pratt & Loizos, chp.3</u>	<u>Questionnaire: made up of purely quantitative with all responses numerical and/or coded using likert scale. Explain the coded and likert scale questions. How will you analyze your data ?</u>	
<u>23 Feb</u>	<u>a) More Quantitative Methods: Questionnaires, Interviews & Secondary Data</u>	<u>Kirby et al. chp.7 (p.127-145)</u> <u>Bryman et al., chp.4</u> <u>Bryman et al., chp.7</u>	<u>Interview schedule : a combination of a few quantitative questions and a majority qualitative and open-ended questions. Explain how the open-ended questions work, perhaps providing a mock demonstration. How will you analyze results ?</u>	
<u>25 Feb</u>	<u>b) More Qualitative Methods: Focus Groups, Oral Histories & Life Histories</u>	<u>Kirby et al. chp.7 (p.145-146 ; 157-160)</u> <u>Devereux & Hoddinott, chp.6</u> <u>Buckland, Jerry, Antonia Fikkert and Joel Gonske 2013, ‘Struggling to Make Ends Meet: Using Financial Diaries to Examine Financial Literacy Among Low-income Canadians,’ Journal of Poverty, Vol.17(3), p.331-355.</u>	<u>Life history schedule : draft a framing question that shapes your life history interview. Discuss if and yes how you will keep the conversation on a particular topic. How will you analyze the data ?</u>	

1, 3 Mar	c) <u>Ethnography: Participant Observation, etc.</u>	<u>Kirby et al. chp.7 (p.146-157)</u> <u>Bryman et al., chp.6</u> <u>Bryman et al., chp.9</u>	<u>Participant observation plan :</u> <u>describe a systematic way in which you can collect data about a community in which you will live for one year. What tools will you use : e.g., journal, observation, questioning.</u>	
8 Mar	d) <u>Participatory Rural Appraisal</u>	<u>Pratt & Loizos, chp.3 (p.66-77)</u> <u>Buckland, Jerry and Iqbal Ahmed Chowdhury 2015. 'Managing Mobile banking to Address the Needs and Protect the Vulnerability of Poor People in Bangladesh, draft.</u>	<u>PRA plan: describe a plan for how you will engage your community in research of a particular topic. Will you form a planning committee? How will you decide about methods, analysis, and reporting? Who will be involved in what stages?</u>	

¹ This course is offered by **Menno Simons College (MSC)** in affiliation with the University of Winnipeg. MSC offers two programs at the University of Winnipeg: Conflict Resolution Studies and International Development Studies. MSC offers both majors and minors in these programs, and an honors program in International Development Studies. MSC is a college of the Canadian Mennonite University and is located at and affiliated with the University of Winnipeg. All courses offered by MSC are open to all University of Winnipeg students and are subject to University of Winnipeg Senate approval and policies. MSC endeavors to build an intentional learning community for students interested in issues of peace, non-violence and social justice. The MSC Practicum program, open to all College students majoring in CRS or IDS, provides them an opportunity to learn from practice and to integrate theory with practice. MSC's Student Services team and the MSC Student Association host events such as the Social Justice Fair and Welcome Week. For more information about MSC, events and the Menno Simons College Student Association, visit the MSC reception area at 520 Portage Avenue or go to mscollege.ca. MSC also has a weekly e-Newsletter which has news, events, and job opportunities relating to conflict resolution, international development and social justice.