

## **COURSE SYLLABUS**

### **DIRECTED RESEARCH URBAN RESEARCH LAB IFSA-Butler London Flagship**

**Suggested US semester credit hours:** 3 credits

**Contact Hours:** 45

**Course Code:** ID381-06

**Course length:** Semester

**Delivery method:** Face to face

**Language of Instruction:** English

### **COURSE DESCRIPTION**

Directed Research in the Urban Research Lab offers a unique opportunity for undergraduates to delve deeply into meaningful research projects of their own design. This process of research and discovery is supported by the IFSA-Butler London Flagship's network of local experts, including social entrepreneurs, academics, artists, journalists, business leaders, and policymakers who serve as our team of faculty guides. Research students have regular meetings with faculty guides in their subject area to discuss the formation and execution of their research plans. At the end of the semester, students will present a formal research paper and may have the opportunity of being published in a peer-reviewed journal.

The purpose of the IFSA-Butler London Flagship's Directed Research course is to bring together the best of academic and experiential learning—allowing you to pursue an area of interest to you through your research that is both feasible in the local context and relevant to your broader intellectual interests. We encourage you to develop your creativity, find new levels of patience within yourself, and stretch your preconceived notions as you complete your research. These are skills that will serve you well in future, whether you are pursuing post-graduate study or finding a job.

Second, the Directed Research course is designed to help you discover the challenges of doing research abroad – and to help you overcome them. The city of London has much to offer to a curious researcher, but you will also encounter limitations of time, geography and resources. As any researcher will tell you, one of the most challenging parts of the process is narrowing your research question down from the very broad to the very feasible.

Third, doing research in a different culture will help you improve your cross-cultural communication skills and challenge your preconceived notions. Over the course of your research, you may encounter perspectives that may be quite different from your own, adding valuable cross-cultural and culture-specific insights to your research.

### **STUDENT LEARNING OBJECTIVES**

The primary objective of the Urban Research Lab is to provide a structured academic approach to combine essential elements of situated cross-cultural learning including classroom instruction, cultural immersion, and cultivation of skills needed to apply local learning to international and global issues.

**Course Goal:** To improve participants' knowledge of research methodology while developing their capacity for conducting globally relevant field based research in a cross-cultural setting.

**Course Objectives:** In order to achieve the course goal, the program will provide the following academic and field based learning activities:

1. Classroom instruction by Directed Research Advisor on considerations when conducting research involving human subjects, paper organization, formatting and citation, research methodology and data collection

## COURSE SYLLABUS

2. Mentoring by Faculty Guides to ensure student understanding of ways in which organizations define and address particular social issues with an emphasis on remaining sensitive to the ways in which local approaches may differ from those taken in the USA
3. Group meetings with Directed Research Advisor and/or Faculty Guides for sharing reflections and overcoming barriers to cross-cultural communication
4. Group discussions on and individualized plans for using program concepts and experiences to inform and inspire further research upon return to the USA
5. A specific code of conduct to which students must adhere when working in the field that takes local culture into consideration

**Student Goal:** To increase individual efficacy as a researcher and gain understanding of issues which are unique to their field work location as well as local perspectives on issues affecting people across the globe.

**Student Objectives:** By the end of the program, participants will be able to:

1. Apply an understanding of ethics concerning research involving human subjects to research proposals and other work
2. Devise a culturally appropriate research project with proper methodology, scale, scope, and time limitations
3. Collect and present sample data collected in the field and dialogue it with a literature review to suggest realistic implications and areas of further inquiry
4. Demonstrate research writing competency, particularly in areas of defining research questions, structuring research papers, writing literature reviews and practicing proper citation
5. Demonstrate a growing capacity for understanding and respecting practices, priorities and problems in the host community, including an understanding of how these are defined and described differently both inside and outside of the community
6. Demonstrate an informed sense of citizenship that begins to encompass communities and issues at the global level
7. Articulate possible future projects, courses of study or professions based upon program experiences

### **ROLES AND RESPONSIBILITIES**

**Directed Research Advisor:** Delivers course content, arranges student/organization partnerships, and meets with students occasionally to discuss partner organization relationships as well as paper writing and data collection progress

**Faculty Guide:** Meets with students weekly to discuss paper writing and data collection progress. Please see Faculty Guide session feedback chart attached to the syllabus for more details.

### **COURSE OUTLINE**

#### **Research Timeline**

**Please note:** As a semester is a very short time in which to conduct detailed research and unexpected delays often occur, work should be done ahead of schedule whenever possible.

**Pre-Semester:** *Draft list of potential research topics to be shared in first class session.*

**Week 1:** Students draft five research questions.

**Week 2:** Students draft a bibliography with ten sources. They keep a journal of their research process, noting down their daily activities and learning. Journals will be reviewed during group reflection sessions with the Directed Research Advisor and/or Faculty Guides.

## COURSE SYLLABUS

**Week 5:** Over the course of the first five weeks, students select their topic and develop a proposal. **In week five, the proposal and Human Subjects Research form are due.**

**Week 6:** Students bring their data collection instrument to class for self and peer review.

**Week 14:** Paper abstracts due.

**Week 15:** Final papers due. In class, students will peer review their papers, after which students may make revisions and turn in the following day if they choose. Students are also required to make a presentation summarizing their research process and findings.

---

### Session 01-16 Introduction to Directed Research; forming the research question

**Learning Objectives:** Understand structure of the course, elements of research proposal, and types of studies; know the characteristics of a good research question

**Readings:**

University of Southern California. Organizing your social sciences research paper: Writing a research proposal. <http://libguides.usc.edu/content.php?pid=83009&sid=2319840>

University of Southern California: Organizing your social sciences research paper: Types of research designs. <http://libguides.usc.edu/content.php?pid=83009&sid=818072>

Van Teijlingen, Edwin R. & Hundley, Vanora. (2001). The Importance of Pilot Studies. *Social Research Update*. Issue 35. <http://sru.soc.surrey.ac.uk/SRU35.html>

Reiche, B. Sebastian & Harzing, Anne-Wil. Key issues in international survey research [http://www.harzing.com/intresearch\\_keyissues.htm](http://www.harzing.com/intresearch_keyissues.htm)

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The Craft of Research*. Sections 1 and 2.

**Assignment:** Draft 5 research questions to be handed in the next class.

---

### Session 02-16 Literature review – concepts and strategies, resources

**Learning Objective:** Know how to create a relevant and comprehensive literature review and cite sources

**Readings:**

University of Idaho. How to write a literature review.

<http://www.webpages.uidaho.edu/mihelich/UNC%20Lit%20Review.pdf>

University of North Carolina. Literature review.

<https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>

**Faculty Guide meeting:** Select and refine your final research question from the list.

**Assignment:** Draft a bibliography that contains 10 initial sources relevant to your research topic with a short summary of the topic. Come prepared to share your final research question in the next class.

---

### Session 03-16 Qualitative and quantitative methods

**Learning Objective:** Assess relative strengths and weaknesses of the two methods as applicable to your research question

**Readings:**

Crinson, Iain & Leontowitsch, Miranda. *Principles of Qualitative Methods*.

<http://www.healthknowledge.org.uk/public-health-textbook/research-methods/1d-qualitative-methods>

Suter, W. Newton. Qualitative data, analysis and design [http://www.sagepub.com/upm-data/43144\\_12.pdf](http://www.sagepub.com/upm-data/43144_12.pdf) & [http://www.sagepub.in/upm-data/36869\\_muijs.pdf](http://www.sagepub.in/upm-data/36869_muijs.pdf)

Harwell, Michael R. *Research Design in qualitative/quantitative/mixed methods*. [http://www.sagepub.com/upm-data/41165\\_10.pdf](http://www.sagepub.com/upm-data/41165_10.pdf)

**Faculty Guide meeting:** Discuss initial bibliography and troubleshoot if needed. Discuss research methods.

## COURSE SYLLABUS

**Assignment:** Closely read your ten sources from last class and take notes. Edit and expand your literature review with 10 additional sources.

---

### Session 04-16 Research Ethics

**Learning Objective:** Understand the need for ethical guidelines in research, the Institutional Review Board and Human Subjects Research processes, and IFSA- Butler's requirements for ethical research

**Readings:**

De Jong, Julie, Hibben, Kristen C. & Pennell, Steve. Cross-cultural survey guidelines: Ethical considerations.  
<http://ccsg.isr.umich.edu/index.php/chapters/ethical-considerations-in-surveys-chapter>

Shuttleworth, Martyn. Research bias. <https://explorable.com/research-bias>

Taylor Powell, Ellen. Questionnaire design: Asking questions with a purpose.  
<http://learningstore.uwex.edu/Assets/pdfs/G3658-02.pdf>

**Faculty Guide meeting:** Discuss whether the methodologies you're considering for your research question would require an IRB approval, or an exemption. Review research proposal.

**Assignment:** Complete Butler University CITI training. Draft final research proposal – email a copy to the professor and faculty guide, and bring a hard-copy to class for peer review.

---

### Session 05-16 Research Proposal Review

**Learning Objective:** Read and review your research proposal with your peer group.

**Readings:**

University of Southern California. Organizing your social sciences research paper: Writing a research proposal. <http://libguides.usc.edu/content.php?pid=83009&sid=2319840>

**Faculty Guide Meeting:** In-depth discussion of your research proposal

**Assignment:** Bring research instrument to next class.

---

### Session 06-16 Data collection instrument assessment

**Learning Objective:** Understand issues pertaining to validity and reliability

**Readings:**

World Bank. Developing data collection instruments.

<http://siteresources.worldbank.org/NUTRITION/Resources/Tool8-chap8.pdf> and bring to class for peer assessment.

Re-read: Shuttleworth, Martyn. Research bias. <https://explorable.com/research-bias>

Drost, Ellen A. Validity and reliability in social science research. <http://www.erjournal.net/wp-content/uploads/2012/07/ERP38-1.-Drost-E.-2011.-Validity-and-Reliability-in-Social-Science-Research.pdf>

---

### Session 07-16 Determining a sample population

**Learning Objective:** Apply basic sample selection strategies to your target population

**Readings:**

Taylor Powell, Ellen. Sampling <http://learningstore.uwex.edu/Assets/pdfs/G3658-03.pdf>

Creative research systems. Sample size calculator. <http://www.surveysystem.com/sscalc.htm>

Hubbard, Frost, et al. Cross cultural survey guidelines: Sample design.

<http://ccsg.isr.umich.edu/index.php/chapters/sample-design-chapter>

**Assignment:** Determine your sample population for your research.

---

### Session 08 and 09-16

### Gathering Data

## COURSE SYLLABUS

**Learning Objective:** Become familiar with common issues with respondents in research taking place in a cross-cultural setting.

**Guest Lecture: “Developing Intercultural Agility”**

**Readings 09-16:**

Johnson, Timothy P. & Van De Vijver, Fons. Social desirability in cross-cultural research.

[http://www.business.illinois.edu/shavitt/BA\\_531/johnson\\_social.pdf](http://www.business.illinois.edu/shavitt/BA_531/johnson_social.pdf)

**Assignment:** [Begin gathering data in the field](#)

---

## COURSE SYLLABUS

### Session 10 and 11-16

#### Data Analysis

**Learning Objectives:** Learn to code and organize results; Learn to calculate correlation and regression

**Readings:**

Leahy, Jennifer. Using Excel for analyzing survey questionnaires.

<https://learningstore.uwex.edu/assets/pdfs/G3658-14.pdf>

Taylor Powell, Ellen. Analyzing quantitative data. <http://learningstore.uwex.edu/assets/pdfs/g3658-6.pdf>

Taylor Powell, Ellen and Renner, Marcus. Analyzing qualitative data.

<http://learningstore.uwex.edu/Assets/pdfs/G3658-12.pdf>

The BMJ (British Medical Journal). Correlation and regression <http://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one/11-correlation-and-regression>

**Assignment:** Begin analyzing your data

---

### Session 12-16

#### Reporting Results

**Learning Objectives:** Learn to represent findings in text, table and graphic formats

**Readings:**

University of Southern California: Organizing your social sciences research paper: Results

[http://libguides.usc.edu/print\\_content.php?pid=83009&sid=615869](http://libguides.usc.edu/print_content.php?pid=83009&sid=615869)

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). The Craft of Research Chapter 15

**Assignment:** [Prepare a text, table or graphic representation of your results](#)

---

### Session 13-16

#### Discussion and Conclusion

**Learning Objectives:** Become familiar with ways in which results are discussed in dialogue with literature review, understand and articulate research limitations and implications, and learn to identify possible future projects based on research findings

**Readings:**

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). The Craft of Research. Part 3.

Stoddart, Mark C.J. Generalizability and qualitative research in a postmodern world.

[https://www.academia.edu/3056898/Generalizability\\_and\\_qualitative\\_research\\_in\\_a\\_postmodern\\_world](https://www.academia.edu/3056898/Generalizability_and_qualitative_research_in_a_postmodern_world)

Stone, Diane. Think global act local or think local act global?: Knowledge production in the global agora.

<http://www2.warwick.ac.uk/fac/soc/csgr/research/keytopic/other/global.pdf>

Kearney, Mary-Louise. Research in the knowledge society: Global and local dimensions.

<http://unesdoc.unesco.org/images/0018/001821/182189e.pdf>

**Faculty Guide meeting:** [Review data analysis and results](#)

**Assignment:** [Write discussion and conclusion; final revision of review of literature](#)

---

### Session 14-16

#### Peer Review

**Readings:**

Bean, John P. Intellect, light and shadow in research design, p. 171. [http://www.sagepub.com/upm-data/41165\\_10.pdf](http://www.sagepub.com/upm-data/41165_10.pdf)

**Assignment:** [Email your faculty guide your final paper and bring a hard copy to class for peer review](#)

---

### Session 15-16

#### Final Discussion

Lessons learned from the research process, last minute questions and opportunity for peer review

---

## COURSE SYLLABUS

### Session 16-16

### Final Presentations

---

#### **RESOURCES**

\*\*\*Additional readings will be suggested based on each student's particular research topic\*\*\*

#### **Qualitative Methods:**

Kikwawila study group. Qualitative research methods: Teaching materials from a TDR workshop.

[www.who.int/tdr/publications/documents/qualitative-research.pdf](http://www.who.int/tdr/publications/documents/qualitative-research.pdf)

Mack, Natasha; Woodsong, Cynthia; MacQueen, Kathleen M.; Guest, Greg; Namey, Emily. Qualitative research methods: A data collector's field guide.

<http://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector%27s%20Field%20Guide.pdf>

#### **Quantitative Methods:**

Grand Canyon University. An overview of quantitative research.

[https://cirt.gcu.edu/research/developmentresources/research\\_ready/quantresearch/overview\\_quant](https://cirt.gcu.edu/research/developmentresources/research_ready/quantresearch/overview_quant)

United Nations World Food Programme. How to plan a baseline study.

[http://usaidprojectstarter.org/sites/default/files/resources/pdfs/me kb\\_module\\_10.pdf](http://usaidprojectstarter.org/sites/default/files/resources/pdfs/me kb_module_10.pdf)

## **COURSE SYLLABUS**

### **Evaluation:**

<b>Academic participation</b>	<b>15%</b>
<b>Proposal</b>	<b>25%</b>
<b>Final paper</b>	<b>45%</b>
<b>Presentation</b>	<b>15%</b>

\*\*\*Late papers will be marked down one step (B- to C+, e.g.) for each day they are late\*\*\*

### **EVALUATION METHODS**

#### **Academic Participation**

Students are expected to fully participate in the research process, which includes the regular keeping of a research journal (1200-1500 words/week), attendance and engagement in the class sessions, faculty guide meetings and peer review processes.

Journal entries should log time spent in the field and highlight students' observations in relevance to their topic. The journal is a record which will help the students to organize their research information and logistics in a systematic manner while collecting data and writing their final pilot study. Bean, John P. *Intellect, light and shadow in research design*, p. 171 ([http://www.sagepub.com/upm-data/41165\\_10.pdf](http://www.sagepub.com/upm-data/41165_10.pdf)) will be used as a guide for recording information in relation to the overall project outline.

#### **Research Proposal**

The final research proposal is a document of about 3 to 5 pages not including citations.

#### **Final Paper**

Students are expected to complete their directed research and develop a final paper using their proposal as their guide. The final paper should be about 20-25 pages not including citations.

The final paper will be graded according to the following criteria:

Abstract	5%
Introduction (background and justification)	15%
Literature Review	10%
Research Question(s)	10%
Hypothesis/hypotheses	10%
Methods	15%
Analysis	20%
Discussion and conclusion (limitations and lessons learned)	15%

#### **Presentation**

Students are expected to give a PowerPoint presentation summarizing key aspects of the final research or pilot study. The presentation is expected to last for about 15 minutes.

## **COURSE POLICIES**

#### **Exams and Assignments**

Students are required to take all regularly scheduled exams in courses for which they are registered, and to submit all assignments on time. Any compelling academic, personal, or medical reason that might justify a rescheduled exam or assignment must be brought up to the Resident Director, not program faculty. Failure to take scheduled exams or submit the requisite assignments for a course will adversely affect your grade as per the stated grading criteria for each course.

#### **Classroom Conduct**

Student punctuality is extremely important. Please do not be late for classes or other activities, as it is considered impolite to do so. It is improper to eat in class, to engage in other activities such as texting, or to slump or nap. Students are expected to be alert and engaged as a sign of respect for their professors.



## **COURSE SYLLABUS**

### **Attendance**

Class attendance is mandatory. It is essential that the students participate fully in the coursework and all required academic activities. Authorized absences may only be approved by the Resident Director, and students are expected to make up any missed work. Unauthorized absences will adversely affect a student's grades.

### **ACADEMIC INTEGRITY**

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.