

**An Introduction to Social Science Research: Rationale, Planning, and Implementation**

Professor: Dr. Jonathan G. Bayley – University of Windsor, Ontario, Canada

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Days and times: TBA

**COURSE DESCRIPTION AND OBJECTIVES**

This course deals with the fundamental skills required to conduct social science research and write research reports. Students will be encouraged to make connections between research and their own lives. Areas of emphasis include interpreting research literature, conducting a literature search and review, planning and presenting research proposals and selecting appropriate analysis procedures. Students will be expected to read and interpret research articles and assigned documents. They will prepare a research proposal of their own design incorporating appropriate methodology.

Topical areas that will be discussed will acquaint students with a number of different methodologies that may be employed by a researcher to arrive at answers to a set of research questions. The methodologies identified are not intended to be exhaustive, but are those that are commonly used by researchers working within social science. *No prerequisite requirements.*

**Learning Objectives/Outcomes:**

As a result of appropriate instruction and active participation, students will:

- Describe the reasoning involved in the scientific method
- Identify and describe an appropriate research topic
- Become familiar with the fundamental components of qualitative and quantitative research design
- Describe and state the major characteristics of the different research approaches in the social sciences (e.g., survey, case study, ethnographic, narrative, experimental, etc.)
- Construct a purpose statement, which will include an action verb (e.g., investigate), describe the context, identify the phenomenon under investigation and the potential participants
- Identify and become familiar with the various challenges involved in the research process (e.g., determining and accessing a sample; addressing ethical issues; collecting, analyzing, and disseminating data)
- Acquire a working knowledge of various research designs as a result of analyzing peer-reviewed research articles
- Summarize and pose questions, relating to a wide variety of topics found in the assigned text and make connections to their own lived experiences
- Present a brief report to classmates outlining their proposed research proposal

**Resources:** Dr. Bayley will make available to students *class notes* relating to each of the assigned topics.

**TOPICS:**

The following topics will be discussed during the 32 contact hours. Some of the topics will be addressed in every class when it is pedagogically appropriate (skill development, critical thinking, review, and making connections to the student's culture). When possible, students will be encouraged to share their thoughts/opinions with their fellow classmates.

**Introduction**

- 1 – How We Know What We Know and How We Know We Know
- 2 – Research as a Way of Knowing -

**PHASE 1 - ESSENTIAL FIRST STEPS**

- 3 – Selecting a Problem - Finding places to engage in research – “research and your life”
- 4 – Qualitative or Quantitative Research? Where Do I Begin?
- 5 – Selecting Variables
- 6 – Finding a Variable's Measurements
- 7 – Selecting a Research Design
- 8 – Selecting a Sample
- 9 – Ethics in Human Research

**PHASE 2 - DATA COLLECTION**

- 10 – Making Notes, Organizing Data, and Constructing Bibliographies
- 11 – Summarizing and Presenting Data in Quantitative Research
- 12 – Presenting Data Using Qualitative Research

**PHASE 3 - ANALYSIS AND INTERPRETATION**

- 13 – Drawing Conclusions
- 14 – Reporting Your Research

*Note:* Changes in the class schedule/assignments may be necessary, depending on the number of students in the class and the educational background of the student population.

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**Class Overview** (Chapters and assignments)

*Note:* The following chapters will be assigned over the length of the course (32 hours)

- First class – JB Introductions and overview of things to come  
Course expectations (review of syllabus and on-going assignments)
- Chapter 1 & 2  
Depending on the number of students in the class, Dr. Bayley will review the main ideas presented in these chapters and encourage class discussion

- Chapter 3  
(See above)
- Chapter 4  
Two distinct paradigms (qualitative/quantitative)  
**Assignment #4: 1<sup>st</sup> article review – Introduction to research studies**  
**“Parental Involvement and Its Influence on the Reading Achievement of 6<sup>th</sup> Grade Students”** [Correlational Research]
- Chapter 9 (Ethics) –  
Ethical perspectives, issues, and challenges in Western and non-Western cultures
- Chapter 5 & 6  
**Assignment #3: Purpose statement/rational for a study and research question(s)**
- Chapter 7  
Key tips for survey (questionnaire) and case study design  
**Assignment #4: 2<sup>nd</sup> article review –**  
**“A Case Study of Preschool Children’s Musical Interests at Home and at School”**  
[Case Study]
- Chapter 8 & 10  
**Assignment #3: 3<sup>rd</sup> article review**  
**“Effects of a 2-Year School-Based Intervention of Enhanced Physical Education in the Primary School”** [Experimental Design]
- Chapter 11 & 12 – the final step; critical analysis
- Chapter 13 & 14 – dissemination of findings
- Student presentations\*:  
**Assignment #5: Research Presentations**  
**Assignment #6: Final Research Proposal paper due**

\* If offered as a seminar course – However, if this course is offered in lecture format, alternative arrangements will be made (i.e., 25+ students)

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**Assignments:**

- 1) *Chapter Summary/Analysis* (25%). Each week students prepare and submit a 2-4 page double-spaced summary/analysis of the readings for that week or respond to assigned questions. This study document can take the form of a summary (main ideas), concept map, visual display, response to questions posed either by the student or the instructor. etc.

Students are expected to read, study, and make meaningful notes relating to every chapter of the assigned text. The purpose of this endeavour is to encourage students to be engaged with the readings by posing their own questions, summarizing key concepts, and reflecting on their own 'lived' experiences as it relates to ideas presented in the text. It is expected that students will read every chapter more than once and make detailed notes to help guide their reflections. Students should be prepared to share their reflective analysis with other classmates and in doing so they encourage *collective learning*.

- A succinct overview of assigned readings (with introductory and concluding paragraphs)
- A detailed discussion of select topics in the assigned chapter(s)
- Format: double-spaced, Times New Roman, 12 point, cover page (student name, chapter title, name of assignment), and page # (top right, Header)
- Writing style: clear, accurate, free from grammatical and punctuation errors
- The appropriate amount of time should be taken to *craft* this assignment
- Pass this assignment in at the end of class
- Be prepared to share and discuss all assignments with other members of the class

- 2) *Purpose statement/rational* for a study (5%).

Students will create a purpose statement relating to a possible research investigation of their own choosing. This formal statement will identify the chosen subjects/participants and describe the context for this investigation.

- 3) *Review and analysis* of two assigned articles and REB tutorial (30%).

An analysis of a research article – Summarize and discuss the design, content, method, implications, and conclusions of the assigned research article. Details to follow.

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Two articles will be chosen from this list of four.

1<sup>st</sup> article review – Correlational Research

Hawes, C. A., & Plourde, L. A. (2005). Parental involvement and its influence on the reading achievement of 6<sup>th</sup> grade students. *Reading Improvement* 42(1), 47-57.

2<sup>nd</sup> article review – Case Study

Denac, O. (2008). A case study of preschool children's musical interests at home and at school. *Early Childhood Education* 35, 439-444.

3<sup>rd</sup> article review – Experimental Design

Sacchetti, R., Cecilian, A., Garulli, A., Dallolio, L., Beltrami, P., & Leoni, E. (2013). Effects of a 2-year school-based intervention of enhanced physical education in the primary school. *The American School Health Association* 83(9). 639-646.

4<sup>th</sup> article review – Survey Research

Marlow, L., Inman, D., & Chwery, C. (2005). To what extent are literacy initiatives being supported: Important questions for administrators. *Reading Improvement* 42(3), 179-186.

4) *Research Presentation* (10%) – (including peer evaluation)

*Class presentations:* Depending on class size

- Power Point or Prezi may be used – avoid reading the slides; speak to the slides; limit the number of slides
- Prepare a brief/succinct (one page) summary of your presentation – it may be visual (title, abstract, purpose, rationale, research question(s) –
- Practice and time your presentation – present your presentation for a friend
- Class presentations should not exceed 10 minutes
- Make an appointment to see Dr. Bayley to discuss your research (proposal/presentation)

5) *Research Proposal* (30%) –

Students choose and design a researchable topic. Students are not expected to carry out the entire research investigation but will become familiar with research design.

The Problem – What is it that you wish to investigate?

Literature Review – 15-25 references (approximately) – depending on availability

Sampling – How do you plan to select your potential participants? Refer to *Chapter 8*

Target/sample Population – Describe your participants

Procedure: Access – How do you plan to access your target population (participants)?

Describe in detail

Follow up – What strategies do you plan to use to assure an “acceptable” response rate?

Cover page required for this assignment (student name, name of course, and title of research proposal). APA format is to be followed.

Assignments may be checked for plagiarism

Guidelines:

- double-spaced pages outlining the study (1500-2500 words)

Students are encouraged to make an appointment with Dr. Bayley, in advance of the due date, to discuss their research proposal.

*Note:* Late assignments are not accepted, unless in extenuating circumstances.

Students might also receive *Class Notes* from Dr. Bayley each week, which explains course material and weekly assignments in greater detail. These weekly hand-outs are to be considered a part of the Syllabus.

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**Student responsibilities:**

- Read and study all assigned readings before class – make summary notes
- Attend all classes
- Participate in class (ask questions and contribute to the discussions)
- If you do not understand something, make an appointment with Dr. Bayley asap
- Complete all assignments on time and seek feedback when appropriate
- Turn off your cell phone during class time and put it out of sight

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**BRIEF BIO**

**Dr. Jonathan G. Bayley**, B.Mus. (McGill), B.Ed., M.Mus. (Alberta), M.M. (Rochester), Ph.D. (The Ohio State)

Dr. Bayley currently holds the academic title of Professor at the University of Windsor. In addition to published book chapters, he has also published numerous articles in a variety of scholarly journals (*Canadian Winds*, *Canadian Musical Educator*, *Journal of Historical Research in Music Education*, *Update: Applications of Research in Music Education*, and *Comparative and International Education*).

Dr. Bayley has been the Acting Director of the Joint PhD Program (Brock University, Lakehead University, and University of Windsor), the Director of the School of Music (University of Windsor), and the Associate Dean of Graduate Studies, Research, and Continuing Education (Faculty of Education).

*Current research projects:*

- 1) Adult Music Learning and Teaching in Celtic-Canadian Music: Locating Community in Postmodern Place (with Dr. Janice Waldron)
- 2) Peer learning for university students' learning enrichment: Perspectives of undergraduate students (with Dr. Zuochen Zang)

- 3) Collaborating in (mis)translation: Opportunities lost and found during a multi year exchange program between Canada and China (With Dr. Terry Sefton and Dr. Glenn Rideout) – **Published** (2017) in *Comparative and International Education*
- 4) An investigation of the Coping Strategies of Disabled Adult Amateur Musicians
- 5) An investigation of Canadian undergraduate education students' experiences during a three-month residency in China (with Dr. Shijing Xu)

**Ongoing student evaluation:****#2 Weekly chapter notes/analysis/reflections/questioning (15%)**

- A thorough, detailed and complete analysis/response (content) – to what degree is it a “job well done?” /5
- Writing – clear, accurate (syntax, grammar, spelling, etc.), /5
- Format –attention to detail, well organized, pages numbered, student name, visually appealing, headings, APA used (when appropriate), etc. /5

**Total points = \_\_/15**



**Oral Presentation Rubric\***

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Grade</b>
<b>Oral Presentation</b>	Read most of the presentation – eye contact very poor – very poor voice projection – little evidence of practice	Read frequently from notes, PowerPoint, etc. – minimal eye contact – poor voice projection – some evidence of practice	Equal emphasis on reading and eye contact – engaging – adequate voice projection	Very little reading of the presentation – spoke to the audience – rarely looked down and only very briefly – excellent eye contact/communication skills – very engaging – superb voice projection and inflection	
<b>Content of the presentation</b>	Very little or no structure to the presentation – questions unanswered – vague sense of how this research will unfold	Minimal structure to the presentation – sections of the Research Proposal missing	Evidence of structure – some aspects of the proposal covered less well than others	Clearly structured – covered all aspects of the Research Proposal	
<b>Handout</b>	Minimal to no effort – of little value	Adequate supplemental material – facts presented	Good quality – clear layout – somewhat of an impact	Professional quality – attractive and immediately captivating	
<b>Visual Aids (e.g., PP)</b>	Very basic format – PP (dull and boring) – just presentation of text	Minimal formatting – of some help	Interesting format – visual appealing and helpful to the audience	Outstanding in visual impact – of great interest and value to the audience	
<b>Time Management</b>	Very poor use of time – runs over given time – covered little in depth	Poor use of time but keeps to the allotted time – some depth of explanation	Good use of time – covers material in depth and with a sense of purpose/direction	Excellent use of time – covers a great deal of content in a focused and meaningful way	
<b>Knowledge of Content</b>	Limited knowledge of content – talk based mostly from text	Somewhat knowledgeable but relying primarily on the text for explanations	Knowledgeable of the content with some original explanation of content	Very knowledgeable of content and original in explaining and discussing content	

**Total points: /24**

\* This will depend on class size

**Research Proposal Paper – Evaluation Checklist**

	<b>Points</b>	<b>Grade points (%)</b>	<b>Comments</b>
<b>Title</b>	<b>5</b>		
<b>Key words</b>	<b>2</b>		
<b>The Problem</b>	<b>10</b>		
<b>The Purpose</b>	<b>5</b>		
<b>Research Question(s)</b>	<b>5</b>		
<b>Hypothesis (if applicable)</b>			
<b>Review of the Literature</b>	<b>30</b>		
<b>Methods and Procedures</b>	<b>30</b>		
<b>Study Limitations</b>	<b>5</b>		
<b>Timeline to completion</b>	<b>5</b>		
<b>Budget</b>	<b>3</b>		
<b>References (APA format)</b>	<b>10</b>		
<b>REB application form</b>	<b>10</b>		
<b>Appendix (if applicable)</b>			
<b>Format &amp; writing ability</b>	<b>10</b>		
<b>TOTAL POINTS</b>	<b>130</b>		

**Research Proposal Checklist Descriptions –**

- 1) Title – keywords, complete, representing the essence (intent) of your study
- 2) State the research *topic* – the broad subject matter addressed by the study
- 3) State the research *problem* – issues, problem, that the researcher wants to address (it narrows the topic) – explained well, clear and convincing
- 4) State the *purpose* statement – the major intent or objective of the study to address the problem – “The purpose of this research was to . . .” – direct and to the point – feasibility of the study
- 5) State the research *question(s)* – narrow the purpose into specific questions – clearly stated
- 6) State the *hypothesis* (if quantitative)
- 7) Review of the Literature – Complete and well structured review, use of headings, logical flow, relevant to research topic – demonstrated knowledge of the topic area
- 8) Methods and Procedures (cite and quote from your text) –
  - a. Q: How will the data be collected? (e.g., questionnaire, interviews, focus group)
  - b. Q: Will an instrument be used? Will it be researcher designed?
  - c. Describe the participants (gender, age, level of education, access, gatekeepers)
  - d. Q: What is the sample size? Why? (Purposeful, random sample, convenience), appropriate size
  - e. Q: How will the data be analysed? (Explain in detail, reference text)
  - f. Research design is appropriate based on the stated research questions
  - g. Procedure/method is complete and clear
  - h. What are the ethical considerations of your study?
- 9) What, if any, were the *limitations* of this study? (e.g., Secondary schools in Windsor, gender)
- 10) Budget (identify any potential expenses that might be a result of undertaking this proposed research) – identify specific areas, not dollar amount but do identify all potential expenses
- 11) Timeline – present in APA table format (p. 128)
- 12) References – APA format – significance and completeness of list (p. 183)
- 13) REB application completed
- 14) Appendix (if appropriate) – instrument (questionnaire)
- 15) Format & writing ability (syntax, spelling, fluidity of thoughts, style, evidence of great effort)