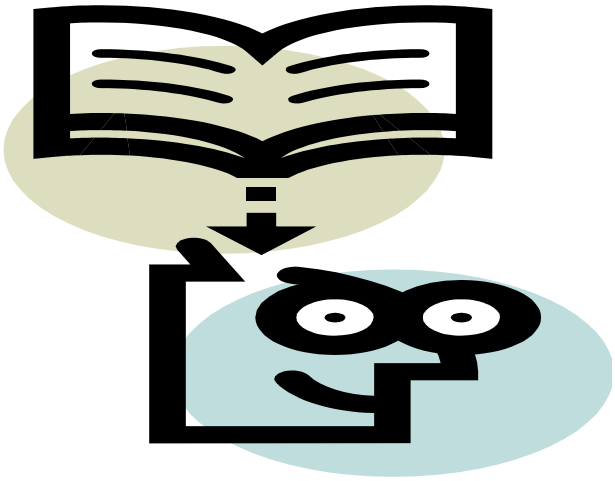
MANCHESTER 1824

The University of Manchester



FACULTY OF HUMANITIES

SCHOOL OF SOCIAL SCIENCES

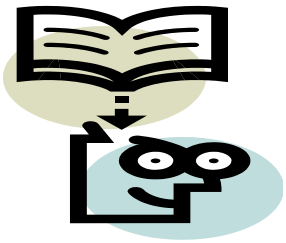
QUALITATIVE and QUANTITATIVE RESEARCH METHODS

HANDBOOK

2013/2014

For Postgraduate Students

Remember to check
http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/
for updates to this handbook



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Welcome to the handbook for the core training courses for research students in the School of Social Sciences. This handbook provides an overview of the compulsory training in Qualitative and Quantitative methods.

These course units have been designed to provide basic quantitative and qualitative research skills in line with the generic training requirements specified by the ESRC and AHRC for research students.

Students choose options from within a suite of units for qualitative methods. You are advised to select courses with the guidance of your supervisor using the skills audit approach. More information on the skill audit is available in your handbook and at **http://www.manchester.ac.uk/humanities/postgraduateskillsaudit.** This enables you to tailor your research training to your programme needs.

Doctor Mark Elliot
Postgraduate Director
September 2013

Postgraduate Office School of Social Sciences

The Graduate Office for the School of Social Sciences, Room 2.003, Arthur Lewis Building Tel: 0161 275 4885. The Graduate Office is open between 10am and 4pm, Monday to Friday.

Postgraduate Administration for postgraduate programmes in SoSS is located in the postgraduate office on the second floor of the Arthur Lewis Building. All administration of postgraduate programmes in SoSS is dealt with by this office, this includes our suite of Qualitative Research Methods Course units.

If you have any questions about your QRM or IQM course units you are advised to contact your course unit tutor, Programme Director or Dr Penny Tinkler in the first instance. Alternatively you can speak to your Discipline Area overall Postgraduate Director, SoSS's Postgraduate Director (Doctor Mark Elliot) or Bernadette O'Connor (Postgraduate Manager).

SoSS Postgraduate Office Organisation in relation to PGT Programmes		
Academic		**Arthur Lewis Building**
Head of School	**Professor Chris Orme** Chris.Orme@manchester.ac.uk	0161 275 4856 G.033
SoSS overall Director of Graduate Studies	**Doctor Mark Elliot** Mark.J.Elliot@manchester.ac.uk	0161 275 4257 G.27a HBS
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Contact details for all members of staff can be found via http://www.manchester.ac.uk/

WELCOME TO QUALITATIVE RESEARCH METHODS IN THE SCHOOL OF SOCIAL SCIENCES

The School of Social Sciences co-ordinates a suite of 5 credit workshop-based course units in *qualitative research methods*. These are designed to meet the needs of postgraduate research students and ESRC funded students, and the requirements with respect to training in qualitative methods set out in the ESRC's Postgraduate Training Guidelines.

These short courses provide an introduction to a selection of qualitative research methods which you may use to supplement the core disciplinary research skills you acquire through working with your supervisor on your research topic. You will also undertake more specialist training in methods central to your discipline which are provided through courses in your discipline area.

The ESRC and the School of Social Sciences recognise that training in research skills is a continuous process. What we offer for students in their first year of a research degree is intended to provide a foundation on which you will build during your programme of study. The short courses have been designed to offer a set of basic skills to researchers and an awareness of where particular methods are situated within the social sciences. The aim is to enable students to begin to use the methodologies in the context of their own research.

In order to do this most effectively you should choose your options in collaboration with your supervisor and the skills audit. You should select methods which are relevant to your proposed research question. If you need additional specialist training please see your supervisor in the first instance to discuss how we can assist you in locating the necessary expertise.

Assessments and exercises on the units are practical opportunities to pilot your own competencies in a particular method. The assignment is an opportunity to get feedback on how you are using a method and a chance to develop your competencies. To make the course work for you, adapt exercises to your research topic, focus on practical skills and build your confidence as a researcher.

The assessments for the course units are important because they structure your practical learning. To get the most from the course units concentrate on learning through the assignment with a focus on improving your practical skills.

Students take <u>two</u> two-hour **compulsory** introductory sessions at the beginning of the first semester followed by three course units of their choice (totalling 15 credits over both semesters) and a concluding two-hour **compulsory** review session at the end of the second semester. The introductory and review sessions provide an introduction to the context in which specific qualitative methods are situated within the social sciences.

The aim of the two introductory sessions is to introduce you to qualitative methods in the social sciences. We examine the history and variety of qualitative traditions, as well as the elements of the qualitative research process. We discuss some of the central methodological concepts and principles that underpin qualitative methods, and examine the criteria for assessing the quality of qualitative research. The sessions also focus on the ethical issues surrounding qualitative research.

In the concluding session, we revisit the key themes discussed in the introductory sessions. You will at this point, after attending different QRM modules, have a better understanding of the logic and practice of qualitative methods. In this session we discuss the issues that students need to consider when designing their research projects. Students will also be given an opportunity to discuss and reflect on their experiences during QRM.

At the end of the course, students will have:

- An understanding of the philosophies underpinning qualitative research.

- Hands-on knowledge and experience of at least three methods of qualitative data gathering and analysis.
- Hands-on knowledge and experience of the manner in which qualitative research findings are presented and discussed.
- A practically-attuned understanding of the ethical issues arising in qualitative research.
- An enhanced understanding of the qualitative research process as a whole.

1 How to register

The course units listed below are preceded by a common **compulsory** two week introduction offered by Dr Penny Tinkler.

Each of the course units which follow the Introductory Sessions focus on a specific method or approach and should be chosen to suit individual needs after discussion with programme directors and/or supervisors. In most cases each consists of two sessions lasting around 4-6 hours in total, separated by a period of 2 to 6 weeks, depending on the nature of the practical assignment to be carried out between meetings.

Please note students should enrol on their chosen course units by completing the QRM Module Choice Form and return it to the Postgraduate Office (2.003 ALB) or email it to jill.chandler@manchester.ac.uk by the end of registration week. You should specify your course unit choices and your group selection on the module choice form. **No changes can be made to your choices after 4th OCTOBER 2013.**

Copies of the QRM Module Choice Form can be downloaded from http://www.socialsciences.manchester.ac.uk/intranet/pg/taughtforms/

It is **not** possible to "audit" our QRM course units. All students must take these courses for credit.

School of Social Sciences
QRM Module Choice Form

Name	
Student ID	
Programme	

Courses to be registered on

	Course Code	Course Title	Group (if applicable)
1.			
2.			
3.			

Students will be registered on the Introductory and Final session. Attendance at these sessions is compulsory.

Students are not permitted to audit a QRM course unit.

The deadline to make any changes to your course unit choices is Friday 4 October 2013. Please complete a Course Unit Change form, link below (http://www.socialsciences.manchester.ac.uk/intranet/pg/taughtforms/) or email your changes to jill.chandler@manchester.ac.uk

Please return the completed form to the Social Sciences Postgraduate Office (2.003. Arthur Lewis Building) opening hours 10am-4pm or email it to jill.chandler@manchester.ac.uk

2 Ethical Issues

We wish to highlight the importance of giving due consideration to ethical issues when conducting qualitative research. Most research projects nowadays have to undergo ethics approval (usually through an ethics committee). In the context of this module the amount of work required to apply for and secure ethics approval for each and every piece of student work would however be prohibitive. Consequently, any data you collect from human subjects during this module are to be used for study purposes only and are not to be published. We also ask students to inform any potential research participants of this. To this aim, we have devised a pro forma confidentiality form that students should ask all research participants to read and sign. If you wish to publish findings from such data we require that you subject your project to the standard ethics approval procedures in place in your discipline.

Copies of the pro forma confidentiality form can be downloaded from:
http://www.socialsciences.manchester.ac.uk/intranet/pg/forms/
Further information about Ethical Issues and Ethical Approval can be found at:

http://www.campus.manchester.ac.uk/researchoffice/policies/governance/

Interview No. .....

[Title of research]

[Name of researcher/student] has explained the nature of the research project she/he is carrying out. I understand that in agreeing to be interviewed my identity will be kept confidential and that all necessary steps will be taken to safeguard this confidentiality.

I also understand that because the research is being carried out for study purposes only, the findings will in the first instance, only be reported in coursework and will not be published. However, I agree, if [name of student] wishes to publish findings from this project, to the use of anonymised data in any subsequent project which is ethically reviewed and approved.

I agree to take part in the study and to have my interview recorded [and transcribed].

Signed:

Date:

2 Timetable
Please check web site regularly for updates
http://www.socialsciences.man.ac.uk/postgraduate/documents/

Course Unit	**Code**	**Tutor**	**Timetable**	**Time**	**Venue**
SEMESTER 1					
Introductory Session (Compulsory)		Penny Tinkler	Friday 27 September **and** Friday 4 October	10-12pm 10-12pm	Mansfield Cooper G.20 Mansfield Cooper G.20
Doing Interviews	SOCY60201	Wes Sharrock	Friday 11 October **And** Friday 15 November	10-12pm All Students 1-2pm – Group A 2-3pm – Group B 3-4pm – Group C 4-5pm – Group D 10-12pm All Students 1-2pm – Group A 2-3pm – Group B 3-4pm – Group C 4-5pm – Group D	Ellen Wilkinson Wing A A2.6 University Place 2.217 Crawford House Sem Rm D Crawford House Sem Rm D Coupland 3 LG14 Ellen Wilkinson Wing A A2.6 University Place 2.217 Crawford House Sem Rm D Crawford House Sem Rm D Coupland 3 LG14
Elite Interviews	POLI70021	Dave Richards	Friday 25 October **or** Friday 8 November **and** Friday 22 November **or** Friday 6 December	2-5pm – Group A 2-5pm – Group B 2-4pm Group A 2-4pm Group B	Humanities Bridgeford St G7 Humanities Bridgeford St G7 Humanities Bridgeford St Hanson Rm Humanities Bridgeford St Hanson Rm
Practising Participant Observation	SOAN60891	Ian Fairweather	Friday 18 October **and** Friday 22 November	10-2pm 9-1pm	Renold H6 Samuel Alexander South Wing S1.2
The use of Film in Ethnographic Research	SOAN61001	Angela De Souza Torresan	Friday 25 October and Friday 8 November	10-1pm 10-1pm	Renold H6 Renold H6

Course Unit	Code	Tutor	Timetable	Time	Venue
SEMESTER 2					
Using Biography in Qualitative Research Methods	POLI60332	Liz Richardson	Friday 7 February Friday 7 March	2-5pm 3-5pm	Humanities Bridgeford St Hanson Rm Humanities Bridgeford St Hanson Rm
Internet Research	SOAN60232	Adi Kuntsman	Friday 28 February **and** Friday 14 March	9-12pm 9-12pm	University Place 5.207 University Place 5.207
Focus Groups for Social Research	POLI60422	Liz Richardson	Friday 14 February **and** Friday 21 March	10-2pm 10-2pm	University Place 6.213 University Place 6.213
Narrative Analysis	SOCY70722	Penny Tinkler	Friday 7 February **and** Friday 14 March	9-10.30am All Students 11-12.30pm - Group A 1-3pm – Group B 3.30-5.30pm - Group C 10-12pm - Group A 1-3pm - Group B 3-5pm - Group C	Simon 3A (3.62) Crawford House Sem Rm D Crawford House Sem Rm D Crawford House Sem Rm D Crawford House Sem Rm D Crawford House Sem Rm D Crawford House Sem Rm D
Creative Methods	SOCY60192	Jennifer Mason	Friday 7 March **and** Friday 4 April	10-2pm 10-2pm	Roscoe 1.003 Roscoe 1.003
Final Session (Compulsory)		Penny Tinkler	Friday 9 May	2-3pm	Chemistry G.53

SEMESTER 1

Doing Interviews (SOCY60201)
Tutor: Wes Sharrock (Sociology)
Wes.Sharrock@manchester.ac.uk

Aims
To introduce the interview as a means of generating research material, and to relate its strengths and weaknesses to other methodological approaches used in the social sciences
To explore the different ways interviewing can be used in the research process
To consider the epistemological underpinnings of the interview method
To give students experience in arranging, performing and transcribing interviews

Objectives
On completion of this unit successful students will be able to:
Recognise the research contexts in which interviewing is the most appropriate methodology
Acknowledge their own position in the performance of interviews
Arrange and perform an interview
Use interview material as part of a wider research project

Assessment
Assessment – 1500 word assignment
Write a critical reflection on the interview you planned and conducted. You may include excerpts of data if you wish. These will not be included in the 1500 word count, and they should not exceed 1000 words

Information
These workshops aim to provide a practical and hands-on introduction to qualitative or ethnographic interviewing. Participants will explore how to plan, prepare for and conduct qualitative interviews. They will examine the potential, value and limitations of interview methods, and the kinds of knowledge and data that they can (and cannot) yield. Although the workshop is about doing interviews, participants will also have a chance briefly to consider some analytical issues raised by interview data.

Course Content
The workshop will consist of a lecture and two workshop sessions. In the lecture, the students will be introduced to the 'interview' as a research method. The intellectual context for using interviews as a means of generating data will be set out and discussed, drawing upon students' own experiences and understandings. During the first workshop, students will be aked to complete a number of small tasks around arranging, conducting and analysing interviews. At the end of the first session students will be set a task on the interviewing process. Three to four weeks later students will attend a second workshop, where they will be given the opportunity to discuss their practice interview. During these workshops, students will be encouraged to develop the following abilities and skills:

- Critical and independent thinking with respect to interviewing within the research process
- An ability to assess the merits of interviewing in relation to contrasting methodologies
- An ability to arrange and perform interviews, and to analyse interview-generated material
- An ability to use material from interviews as part of a wider piece of work

Course materials

Course Materials and Handouts (current students only)

Blackboard

Timetable
Friday, 11th October and
Friday, 15th November

Tutor: Wes Sharrock

Preliminary reading
Atkinson, P., Coffey, A., and Delamont, S. (2003) Key Themes in Qualitative Research, Oxford: AltaMira Press, Chapter 4 'Participant Observation and Interviewing'

Fielding, N. & Thomas, H. (2008) 'Qualitative interviewing' in N. Gilbert (ed.) Researching Social Life (3rd ed.), London: Sage.

Flick, U. (2002 or 2006, 2nd or 3rd ed.) An Introduction to Qualitative Research, London: Sage, Chapter 8

Kvale, S. (1996) InterViews, London: Sage

Kvale, S. (2007) Doing Interviews, London: Sage.

Mason, J. (2002) Qualitative Researching (2nd ed.), London: Sage, Chapter 4 'Qualitative Interviewing'

May, T. (2002) Qualitative Research in Action, London: Sage, Part 3 (ie chapters by Gerson and Horowitz; Mason; Lawler).

Nairn, K. and Munro, J. (2005) 'A Counter-Narrative of a 'failed' interview', Qualitative Research, 5, 221-244 (interesting for non-verbal elements in interviews)

Sherman Heyl, B., (2001) 'Ethnographic Interviewing' in P. Atkinson et al. (eds.) Handbook of Ethnography, London: Sage

Elite Interviews (POLI70021)
Tutor: Professor David Richards
dave.richards@manchester.ac.uk

Organisation and dates of meetings
This workshop is divided into two groups A and B and you will have been allocated to one of these. Group A meets on Friday 25th October and Group B meets on Friday 8th November. Both sessions take place between 2pm and 5pm.

The feedback session for Group A takes place on Friday 22nd November and the feedback session for Group B takes place on Friday 6th December in Humanities Bridgeford St G7. Both feedback sessions take place between 2.00pm and 4.00pm in Humanities Bridgeford St G7**.**

Preliminary Reading
- David Richards, 'Elite Interviewing Approaches and Pitfalls', Politics, 19 (3), 1996, pp.199-204.
- Burnham, P. et al (2004) 'Elite Interviewing – Chapter 9' Research Methods in Politics Basingstoke: Palgrave pp.205-219.

Content
This workshop explores a social science approach to elite interviewing. It draws on the extensive interviewing experience of the presenter and the workshop participant's own

responses to the material that arises. It will deal with some theoretical issues but will largely concentrate on exploring practical questions about 'doing' interviews and producing results. It will cover the following topics

- Using elite interviews as a primary source of data – how many - too much data problem
- The ethics of interviewing
- How to select who to interview
- How to arrange an interview
- How to prepare for an interview – questions and their format
- How to get at values and beliefs
- What can go wrong in an interview
- How to record an interview
- What to do with the interview record
- How to analyse it
- How to quote and write up your findings
- How reliable are elite interviews – how to check the material

Outcomes

At the end of this option you will be aware of the potentials and pitfalls of elite interviewing, including when to use elite interviews, how to organise, conduct and record them. You will also have been given guidance and you will have gained practical experience of how to set questions for, conduct and analyse elite interviews, and how to use them in publications and verify what has been said to you. You will also be given opportunities to develop skills in summarising material and reporting findings.

Assignment and Assessment

You are asked to interview two members of an organisation (maybe a local pressure group, a political party, local authority, charity, student union group etc) in order to ascertain what the structure and culture of the organisation is. You should carry out these interviews between the initial group meetings and the feedback meetings. You can draw on other information in addition to the interview.

[Where deemed appropriate and feasible by the tutor you may study the structure and culture of an organisation other than a local one.]

For the feedback session bring along your notes or transcripts of your two interviews, your list of questions and a 300-word (max) report, one side of A4 only, covering:

- Why the interviews were chosen;
- Any difficulties encountered in (a) arranging and doing the interviews; (b) in writing-up the record of the interview. All these documents must be word-processed.

The assessment will be based on a 1,500-word report on 'the structure and culture of x (organisation)' – include interview questions, record of interview, and your 300 word report for the feedback session as appendices. All material must be word-processed. **Deadline for submission of assignment: - Friday 17th January 2014**

The Use of Film in Ethnographic Research (SOAN61001)

Tutor: Angela De Souza (Social Anthropology)

Angela.Torresan@manchester.ac.uk

The course unit aims to open a discussion on the possible use of films and film-making practice in ethnographic research. The desired goal is to encourage students to come up with possible ways in which to incorporate visual media, specifically films, into their research. They will be introduced to the work of specific film-makers and the methods they have employed to convey ethnographic knowledge through film.

The central focus of this course will be on practical and conceptual questions relating the

use of film in research and issues of representation/translation of social life into film format. By examining specific films, this course will explore how different directors have created a visual language to engage with ethnographic knowledge and students will be encouraged to think how they may be able to use film in their own research.

The first 3-hour session will comprise of an introductory lecture followed by the screening of film clips used to illustrate the main points presented by the course giver. This will then be followed by a group discussion. For the next 3-hour session, students will be asked to bring an example of how film can be used in empirical research. They can do this either by creating their own scripts/project, or by bringing a film they find in the Granada Centre library, the internet, or in their home collection. The course giver will also bring some examples and the class will discuss the main topics presented in the first lecture based on the various examples.

Readings

Banks, Marcus (2011) Chapters 5 and 6 in Visual Methods in Social Research. London: Sage.
Crawford, Peter and David Turton, eds, (1992) Film as Ethnography. Manchester University Press.
Grimshaw, Anna and Amanda Ravetz (2009) Observational Cinema. Indiana University Press.
Henley, Paul (2009) The Adventure of the Real: Jean Rouch and the craft of ethnographic cinema. Chicago and London: University of Chicago Press.
Henley, Paul (unpublished) Are you happy? Modes of oral testimony in ethnographic documentary.
Jewitt, Carey (2012) An Introduction to Using Video for Research. NCRM Working Paper 03/12, London: Institute of Education.
MacDougall, David (1998) Transcultural Cinema. Princeton University Press MacDougall, David (2006) The Corporeal Image: film, ethnography and the senses. Princeton University

Assessment

Students will be asked to write a 1500 word report proposing possible ways in which they could incorporate visual media to a research topic, reflecting on the implications of such use. Alternatively, they may submit a 1500 word critical reflection on a topic of their choice that has been discussed in the workshops. Deadline for submission of assignment: - **Friday 13th December 2013**

Library provision

In addition to the readings and the films screened during the lectures, students may wish to watch related films by the same author(s) which are held in the Film Library of the Granada Centre for Visual Anthropology (GCVA) or elsewhere. To access the GCVA collection, Social Anthropology students can be become members of the library for a flat fee rate of £10. The rate for other users are £25 per year, £15 per semester, or £3 per day. For more information please see the library website:
http://www.socialsciences.manchester.ac.uk/disciplines/socialanthropology/visualanthropology/library/

The course tutor will advise the librarian that students on this course will not be charged a fee to watch films compulsory to their assessments. You will be able to watch the films in the viewing facilities of the Granada Centre common room, near the Granada Centre library.

Practising Participant Observation (SOAN60891)

Tutor: Ian Fairweather (Social Anthropology)

Ian.S.Fairweather@manchester.ac.uk

The emphasis on this course is to explore and to try to put into practice the method of collecting data that is known as 'participant observation' – a key component of ethnographic

research. Although it is often said that it is 14 impossible to teach someone how to do ethnography because it is something that can only be learned through doing i.e. via immersion in the field, this course challenges that assumption. It does so by introducing the student to the kinds of social processes that are involved in informal/situated research or 'learning through doing' and relating these processes more generally to issues in the production of qualitative and ethnographic 'knowledge'. The merits of participant observation will be considered by comparing and contrasting a few extended examples of ethnographies in which it was a central technique; the student will develop awareness of the type of knowledge and data that this method can generate and gain practical experience of the technique.

Assessment:
One 1500 word essay **Deadline for submission of assignment: - Thursday 5 Dec 2013**

Preliminary reading:
The following texts may be referred to during the course. Some are preliminary texts which focus specifically on ethnographic and/or anthropological research methods, while others are included because they exemplify the way in which particular anthropologists discuss methods of research in their ethnographies

Agar, H. (1981) The Professional Stranger: an informal introduction to ethnography. New Jersey: Academic Press

Blanes, R-L. (2006) The atheist anthropologist: Believers and non-believers in anthropological fieldwork, in *Social Anthropology*, 14/2:223-224

Burawoy, Michael 1991: Ethnography Unbound: Power and Resistance in the Modern Metropolis. Berkeley: University of California Press.

Comaroff, J. and J.Comaroff (2003) Ethnography on an awkward scale: Postcolonial anthropology and the violence of abstraction, in *Ethnography,* 4/2: 147-179

Ellen, R (1984) Ethnographic Research: a guide to general conduct. London: Academic Press

Emerson, R.M., Fretz, R.I. & Shaw, L.I. (1995) Writing Ethnographic Firldnotes, Chicago: Chicago University Press.

Gupta, A. and J.Ferguson (1997) (eds) 1997. Discipline and Practice: 'the field' as site, method, and location in anthropology. In *Anthropological locations: boundaries and grounds of a field science.* Berkeley: University of California Press. Pp. 1-46

Hammersley, M. & Atkinson P (1995) (ed) Ethnography: principles in practice. London: Routledge

Kalir, B. (2006) The field of work and the work of the field: conceptualising an anthropological research engagement, in *Social Anthropology*, 14/2: 235-246, 'Personal habitus'.

Rosaldo, R. (1993 [1989]). *Culture and truth: the remaking of social analysis.* Boston: Beacon Press

Rose, N. (1990) Living the ethnographic life, in *Qualitative Research Methods,* Vol. 23. London: Sage

Steward, Alex 1998. The Ethnographer's Method. London: Sage.

Salmen, Lawrence F. 1987: Listen to the People: Participant-Observation Evaluation of Development Projects. Oxford: Oxford University Press.

Stocking G. (1983) Observers Observed: essays on ethnographic fieldwork. Wisconsin: University of Wisconsin Press.

Van Maanen, J. (1988) *Tales from the Field: On Writing Ethnography,* Chicago: Chicago University Press.

SEMESTER 2

Internet Research (SOAN60232)

Tutor: Adi Kuntsman (Social Anthropology)
Adi.Kuntsman@manchester.ac.uk

The course offers an introduction to Internet research, with particular focus on the ethnographic use of the Internet. The course has three main aims, firstly to bridge traditional anthropological practice with new tools for Internet research; secondly to familiarise the students with the history of Internet ethnography, its key conceptual concerns and its ethical and methodological challenges, and thirdly to equip the students with tools for doing ethnographic research in contemporary Internet environments.

The course will be organised around 2 3hour sessions, the first one offering an overview of the history of Internet ethnography as a field and the changes this field has undergone in the last 20 years. The second session will address specific issues, such as ethics and politics of Internet research and a case study of social networking sites outlining several key theoretical issues. Each session will be based on 2 hour lecture and 1 hour open discussion.

Assessment
One 1500 word essay
Deadline for submission of assignment: 2 April 2014.

Preliminary reading:
Association of Internet Researchers *Guidelines for Ethical Internet Research,* http://aoirethics.ijire.net/aoirethicsprintablecopy.pdf
Bassett, Elizabeth H. and O'Riordan, Kate (2002) *Ethics of Internet Research: Contesting the Human Subjects Model.* Journal of Ethics and Information Technology., 4 (3). pp. 233-247. ISSN 1388-1957
Franklin, M. (2007) *Postcolonial politics the Internet, and everyday life*, London and New York: Routledge.
Gajjala, R. (2002) 'An Interrupted Postcolonial/Feminist Cyberethnography: Complicity and Resistance in the "Cyberfield"', *Feminist Media Studies*, 2 (2), 177-193.
Kennedy, B. And Bell, D. (2000) *The Cybercultures Reader*, London and New York: Routledge.
Markham, A. & Baym, N. (2009). *Internet Inquiry: Conversations about method*. Thousand Oaks, CA : Sage.
Miller, D. and Slater, D. (2000) *The Internet: An Ethnographic Approach*, Oxford: Berg.
Miller, D. (2011) *Tales from Facebook,* Polity Press.

Focus Groups for Social Research (POLI60422)

Tutor: Liz Richardson (Politics)
Liz.richardson@manchester.ac.uk

What this course is about
Focus groups are a very commonly used qualitative tool in academic and non-academic research. But are they a unique technique with distinct advantages, or an over-used, quick

and dirty way to gather data? How specific is the method, and can we tell a good focus group from a bad one? This course introduces the benefits and constraints of using the focus group method in social research. The module outlines the increasing use of focus groups in a wide variety of research settings and addresses key issues such as group construction/composition, facilitation, data analysis, informed consent and over-disclosure. The course will consist of two sessions which will each include lecture components to introduce the types of knowledge focus groups produce and the relative advantages and disadvantages of it as a method. Each session will also include workshop components as students will be able to engage in both carrying out mini-focus groups and analysis, and reflecting upon issues such as ethics.

Outcomes
By the end of the course, students will have an understanding of the appropriate use of focus groups as a qualitative resource in the social sciences, and be able to critically evaluate their limits and potential. As part of the course assignment, students will have the opportunity to plan, carry out, and analyse a focus group and reflect on the appropriateness of the method for their own research interests. The course will provide students with the applied skills to use biography as a primary research resource.

Assessment: Non-assessed exercise: to conduct a focus group (due March 14).

Assessed exercise: 1500 word essay reflecting on the process of organising, carrying out and analysing the focus group. **Deadline for submission of assignment: - Friday 2 May 2014.**

Preliminary reading:
Albrecht, T. et al. (1993), 'Understanding communication processes in focus groups', in D.L. Morgan (ed) Successful Focus groups: Advancing the State of the Art, London: Sage, 51-64.
Barbour and Kitzinger (1999) Developing Focus Group Research: Politics, Theory, and Practice, Sage: London
Berg, B. (2001) Qualitative research methods for the social sciences, Allyn and Bacon: Boston.
Bloor, M. et al. (2001) Focus Groups in Social Research: London: Sage.
Kitzinger, J. (1994) 'The methodology of focus groups: The Importance of interaction between research participants', Sociology of Health and Illness 16 (1), 103-121.
Krueger, R and Morgan, D. L. (1998), Focus Group Kit (1-6). Sage: London
Tonkiss, F. (2004), 'Using Focus groups', in Seale, C. Researching Society and Culture (2nd ed.), Sage: London.

Narrative Analysis (SOCY70722)
Tutor: Penny Tinkler (Sociology)
penny.tinkler@manchester.ac.uk

This course introduces students to the use of narrative analysis in the social sciences, providing students with a methodological understanding of its benefits and constraints. Students will be equipped with the practical skills required to undertake narrative analysis. The course consists of two sessions. The first session consists of a lecture and a workshop. The lecture covers an introduction to narrative analysis in social sciences, including the benefits and constraints of using narrative analysis; and examples of social science studies that have employed narrative analysis. In the workshop students will carry out a short practical exercise on material provided by the tutor. The session concludes with preparation for the practical exercise to be undertaken by the students between the first and second sessions. During the second session, each student gives a brief presentation outlining their analysis in order to start critically reflecting upon narrative analysis as a method.

Assessment
Choose a narrative text to analyse. Write a 1,500 word report offering a critical reflection of your analysis. You may include excerpts of data if you wish. These will not be included in the 1500 word count, and they should not exceed 1000 words. **Deadline for submission of assignment: - Friday 25th April 2014.**

Preliminary reading:
Cortazzi, Martin (1993) Narrative analysis. London: Falmer Press.
Franzosi, Roberto (1998) 'Narrative Analysis—Or Why (and How) Sociologists Should Be Interested in Narrative'. Annual Review of Sociology, 24: 517-554.
Lieblich, Amia, Tuva-Maschiach, Rivka & Zilber, Tamar (1998) Narrative research: Reading, analysis, and interpretation. Thousand Oaks, CA: Sage.
Riessman, Catherine Kohler (1993) Narrative analysis. Newbury Park, CA: Sage.
Stivers, Camilla (1993) 'Reflections on the Role of Personal Narratives in Social Science'. Signs, 18: 408-425.

Using Biography in Qualitative Research Methods (POLI60332)
Tutor: Lis Richardson (Politics)
liz.richardson@manchester.ac.

What this course is about
Bookshop shelves are full of biographies of public figures and people who have influenced the world. But the idea that these popular reads can be used in social science has polarised academics. Critics say that biographies place too much emphasis on the individual, are overly descriptive, often riddled with self-serving biases and not able to offer a wider theoretical or causal account of social and political dynamics. However, there are many advocates of biographic methods, arguing that social science without biography is 'a form of taxidermy'. Some of the potential benefits of biography are the way it offers contextual accounts that explore the complex relationship between ideas and institutions. These methods can help us to understand the role of emotion, personality and accident in events. They provide insights to illuminate the opportunities and constraints on actors in social and political life. In this course, we look at the opportunities that these under-used resources offer to social scientists in their research. There will be a mix of inputs, including lecture material, discussion and reflection, and 'surgery' time leading towards the assessment. There is a non-assessed exercise for students to get feedback which helps build towards the final assessment.

Outcomes
By the end of the course, students will have an advanced understanding of the use of biography as a qualitative resource in the social sciences, and be able to critically evaluate its limits and the potential insights it offers. Participants will be familiar with theories and concepts describing the interaction between 'agency' and 'structure' in biography and be able to evaluate such theories and concepts in relation to applied examples. The course will provide students with the applied skills to use biography as a primary qualitative research resource. Students will apply these skills and knowledge to examples from their own disciplinary area.

Assessment

Non-assessed formative exercise: prepare a 300 word preliminary report on the assessment, identifying the issues raised, as well as reflecting on both the strengths and weaknesses involved in the use of biography in reference to the two texts they have chosen to analyse (due March 14).

Assessed exercise (100% of mark): 1,500 word essay analysing the use of biography as a qualitative resource forming part of the social science methods tool-kit in relation to two

memoirs/autobiographies they have self-selected and read drawn from their own disciplinary area. **Deadline for submission of assignment: - Friday 2 May 2014.**

Preliminary reading

Arklay, T. (2006) 'Political Biography: Its Contribution to Political Science' in T. Arklay, J. Nethercote and J. Wanna (eds.) Australian Political Lives: Chronicling Political Careers and Administrative Histories Canberra, ANU E-Press.
http://epress.anu.edu.au/anzsog/auspol/html/frames.php
Diamond, P. and Richards, D. (2012) "The Case for Theoretical and Methodological Pluralism in British Political Studies: New Labour's Political Memoirs and the British Political Tradition." Political Studies Review 10/2 pp.177-194.
Gamble, A. (1994) 'Political Memoirs', Politics 14/1 pp.35-41.
Gamble, A. (2002) 'Political Memoirs', British Journal of Politics and International Relations 4/1, pp.141-151.
Marquand, D. (2009) 'Biography', in M. Flinders, A. Gamble, C. Hay and M. Kenny (eds), The Oxford Handbook of British Politics. Oxford: Oxford University Press, pp. 187–200
Merrill, B and West, L. (2006) Using Biographical Methods in Social Research London: Sage
Richards, D. and Mathers, H. (2010) "Political Memoirs and New Labour: Interpretations of Power and the Club Rules." British Journal of Politics and International Relations 12, no. 4(2010) : 498-522.

Creative Methods (SOCY60192)
Tutor: Jennifer Mason (Sociology)
jennifer.mason@manchester.ac.uk

Aims
The course unit aims to:
- Introduce students to creative methods both as an approach, and as a means of generating social science research data
- Inculcate in students a critical awareness of issues involved in choosing creative methods and including them in a research project design
- Introduce students to a range of creative methods, focussing on those involving (a) elicitation (b) participation and (c) mobility in method
- Give students practical experience in the use of a creative method
- Introduce students to analytical strategies appropriate to creative methods
- Highlight the types of research question and project that creative methods can usefully be applied to, and the types of knowledge that can be produced with such methods

Learning Outcomes
On completion of this unit successful students will be able to demonstrate:
- A critical appreciation of a range of creative methods, spanning those involving (a) elicitation, (b) participation and (c) mobility in method
- An understanding of the types of research question and project that creative methods are particularly suited to, and issues involved in their inclusion in a research design, as well as their limitations
- A critical awareness of the kinds of knowledge that creative methods can produce
- Practical experience of the use of a creative method, and the capacity for critical reflection on their own methodological practice
- A critical appreciation of analytical strategies appropriate to creative methods

Content
We will begin by asking what is creativity in method? What are creative methods? How can they be deployed in social science research? How can they be factored into a research design? What research questions can they answer? We will go on to introduce the themes of elicitation, participation and mobility, and a range of methods across that spectrum:

Elicitation (eg photo, object and sensory elicitation methods)

Participation (eg activities such as drawing/collage/pictures; model making; writing; participant photos and film)

Mobility (mobile methods eg transect and sensewalks; 'go-alongs')

We will also consider some of the key practical and ethical issues in using creative methods. After having been introduced to creative methods in the first workshop, students will carry out a practical exercise using a chosen method in between the first and second workshop.

In the second workshop students will reflect collectively on their experience of using creative methods and the kinds of knowledge produced. We will consider analytical strategies for handling data generated through creative methods, and revisit some of the practical and ethical questions raised in the first workshop. We will critically consider the strengths and weaknesses, and the uses of, of a creative methods approach.

Teaching Methods

The course will be taught in two 4-hour workshops, which will include a range of teaching and learning styles including lectures, individual and collective reflection, group tasks, group discussions.

Reading

International Journal of Social Research Methodology 2012, 15 (2) Special Issue: Creative Methods with Young People

Fincham, B., McGuinness, M. and Murray, L (2009) Mobile Research Methodologies, Palgrave Macmillan

Mason, J. and Dale, A. (2011) Understanding Social Research: Thinking Creatively about Method, London: Sage

Mason, J. (2002) Qualitative Researching, London: Sage

Methodological Innovations Online 6(3) 2011 Special Issue: Crossing Methodological Boundaries

Realities Toolkits, Morgan Centre, University of Manchester
http://www.socialsciences.manchester.ac.uk/morgancentre/realities/toolkits/

Qualitative Research 9(5) 2009 Special Issue: Methodological Innovation in Qualitative Research

Sociological Research Online 17(1) 2012 Special Issue: Visual Methods

4 Assessment

Each course unit is assessed by a 1,500 word assignment (plus presentation etc where necessary – more details are available in the descriptions above and from your course tutor).

Submission of Assignments

- Assignments must be submitted to the School of Social Sciences Postgraduate Office – Room 2.003, Arthur Lewis Building **by the dates specified in the course unit description for your course above.**
- There is not a common submission date for all courses. It is vital that you ensure that you are familiar with the deadlines for your course units.
- One copy of the assignment is to be submitted accompanied by the University's assessed essay cover sheet (available from the Postgraduate office). **Your name must not appear on the assignment itself.**

Extensions

Extensions to a submission deadline can only be granted in situations where unforeseeable events, or events beyond the student's control, have made submission in good time impossible. A request for such an extension will only be considered in exceptional circumstances such as illness, bereavement or family crisis, and must be supported by appropriate evidence such as medical certificates plus a statement of support from the student's dissertation supervisor. Requests for extensions based on a student's employment situation will be considered only in exceptional unforeseen circumstances. Requests for extensions based on a student's computer or other equipment failure are not considered grounds for an extension.

Students will not be granted extensions because research has taken longer than expected, or on the basis of personal or financial situations which could reasonably have been foreseen.

Extension applications should be made on the 'Application for Extension to Submission Date' form available from the School website at: http://www.socialsciences.manchester.ac.uk/intranet/pg/

Disclosure of Marks

Please refer to the Postgraduate Taught Student's Guide for details regarding disclosure of marks.

Students who complete three 5-credit workshops as part of the Qualitative Research Methods course unit should note that, for the purposes of the PGT Programme Regulations and examination conventions, an average of the three workshop marks is used when calculating the overall result.

Example:

QRM Unit 1 (5 credits)	QRM Unit 2 (5 credits)	QRM Unit 3 (5 credits)
47%	63%	70%

Overall average = **60%** (15 credits)

The individual mark for each course unit will appear on your academic transcript.

Feedback on course units

During the course of your programme you will receive feedback on your progress. Feedback can take many forms, it may be diagnostic to inform the lecturer or seminar leader of your level of knowledge when beginning a course unit or it may be formative, given during a course unit to enable you to improve your performance in further assessments, for example the way you structure or reference an essay and this is the type of feedback that you will probably come across most often. Summative feedback would occur at the end of a course unit to inform you of your performance over the whole unit. You may come across all or some of these examples.

Feedback does not just come from your tutor or lecturer in a formal way, say when you have a piece of coursework returned with a feedback sheet attached or available to view online through self-service. Feedback can also be informal, during a class and can come from your peers as well as from a member of staff or can take place during self-assessment exercises online. It could also occur when a member of staff responds to your questions by email.

You will be asked to evaluate feedback as part of the Student Survey in each semester.

It is very important that you provide us with feedback on our course units also. We strongly encourage all students to complete the course unit evaluation forms for each of these course units. These will be circulated to you in tutorial/lecture by your course unit. If you do not receive one, you should contact your course unit tutor or Programme Administrator.

The information in the Handbook is correct at the time of publication.
The Graduate Office will post updates to the website at
http://www.socialsciences.manchester.ac.uk/intranet/pg/

Let us know your feedback!

Does it answer the sort of questions you have? Is it easy to find the information that you need? What would you like to see included in future?

Email your feedback to: Bernadette.O'Connor@manchester.ac.uk

SOST70511

Introduction to Quantitative Methods

Course Information Handbook

2013/14

Welcome to the course!

This 15 credit course aims to equip graduate students with a basic grounding in the theory and methods of quantitative data analysis. It adopts a heavy emphasis on hands on learning, with a series of tutor supported lab classes that complement the core lectures. You will learn practical methods of analysis using the statistical software package SPSS working on real survey datasets.

The course is taken by Masters and PhD students drawn from programmes across the social sciences and beyond. It is a compulsory component of a number of ESRC approved Research Training programmes (under the 1+3 PhD training model).

It is recognised that our students come from diverse disciplinary backgrounds, and that some will have very little experience or confidence working with quantitative data. The course thus works from first principles and includes a well developed system of student support, with drop in support tutorials for those needing extra help and guidance. There is accompanying on-line support via Blackboard.

The course is an opportunity to acquire valuable quantitative research skills with hands on training and experience in the use of the software SPSS to analyse large scale social datasets.

We hope it's an enjoyable as well as useful experience.

Will Cook

IQM Course Convenor

william.cook@manchester.ac.uk

Module Aims and Objectives

The module aims to equip students with a basic grounding in the theory and methods of quantitative data analysis, focussing on the social survey. It is an introductory level course aimed at graduate students who have no real background in quantitative methods.

The module aims to:

- Introduce you to the social survey as a key quantitative resource for Social Science research.
- Introduce you to survey data, with consideration of the process by which variables in a dataset are derived from the survey questionnaire.
- Introduce you to the role of random sampling in survey research – this will cover the theory that allows us to generalise findings from sample data to the wider population
- Provide an understanding of different sampling designs, including their strengths and weaknesses
- Provide basic training in the data analysis software package, SPSS
- Provide basic training in the techniques of exploratory data analysis using SPSS to analyse 'real' data drawn from the Government social surveys.
- Provide the skills required to carry out, interpret and report a secondary data analysis

Outcomes:

On completion of this unit successful students should be able to demonstrate:

- Understanding of the way surveys are used in social research
- Knowledge and understanding of the derivation and attributes of survey data, including levels of measurement
- Understanding of the role of sampling in survey research and the underlying theory that enables generalisation from random samples
- Knowledge of different sample designs and how these can be applied in a practical context.
- Basic familiarity with a range of techniques for exploratory data analysis using SPSS
- An ability to interpret the output of secondary analysis accurately and critically

Teaching Methods

The module is delivered through a series of **11 lectures** and **7 Practical classes** (the practical classes running on the same day after lectures from **week 4**).

The module is supported by a **Blackboard** site which will provide you with:

- electronic copy of all course materials including lectures, handouts, assignments and course datasets.
- Other learning resources including web-links to e-learning materials relevant to the course and some self-test assessment
- Latest announcements from the course lecturer

In addition to on-line support, we provide a regular **drop-in service** for those wanting one-to-one help and guidance (details below)

Module Content

The module moves sequentially through the following main components:

- An introduction to quantitative surveys (weeks 1-3): We introduce the sample survey and its role in social research, and consider the basic characteristics of a survey dataset and the techniques for getting to know survey data.
- Sampling (weeks 4-5): We cover the basic theory that underlies the sampling process and the way sample data can be used to make inferences about the populations from which it is drawn. Different sampling methods are discussed and compared.
- Data Analysis (weeks 6-10): We provide an introduction to strategies and techniques of data analysis. Starting with basic techniques for looking at single measures, we move to consider methods for looking at the relationship between variables, including crosstabulation, correlation, and simple linear regression. We will also cover the concept of statistical significance and the use and interpretation of statistical tests.
- A concluding lecture brings things together with an overview of key concepts and methods taught.

Lectures and Practical Class Timetable

Lectures: Wednesday 12.00-1.00pm; Venue: **Pear Theatre Coupland 1**

Practical Classes: Wednesday 1.15-2.40 OR 2.45-4.10 OR 4.15-5.40 (students self-allocate to one of the 3 groups as part of the registration process): Venue: **Humanities Bridgeford Street 2.1**

Week	**Date**	**Lecture**	**Practical Class**
1	Sep 25th	Introduction to the course	No Practical Class
2	Oct 2nd	Surveys and the research process	No Practical Class
3	Oct 9th	Introduction to a survey dataset: First steps in exploratory analysis	No Practical Class
4	Oct 16th	Populations and sampling: some theory	Introducing SPSS (for new users of SPSS)
5	Oct 23rd	Practical sampling; Sampling designs	Introducing the British Social Attitudes
6	Nov 30th	Exploring relationships between categorical variables: Cross-tabulation	Introducing crosstabulation
7	Nov 6th	Essential skills in manipulating data for analysis: Filtering cases and recoding variables	Filtering and recoding
8	Nov 13th	More on cross-tabulation: testing for significance, adding control variables	Testing for statistical significance and adding a control variable
9	Nov 20th	Exploring relationships between interval level variables: Correlation	Scatterplots and correlation
10	Nov 27th	Exploring relationships between interval level variables: Simple Regression	Simple Regression
11	Dec 4th	Bringing it all together: Course overview	No Practical Class

Week by Week: A Summary

WEEK 1 (September 25th)

Lecture 1: An introduction

After providing an overview of the aims, learning objectives and practical arrangements for the module, we move on to take a preliminary look at the nature of social surveys and their role in social research.

NO PRACTICAL CLASS THIS WEEK

WEEK 2 (October 2rd)

Lecture 2: Surveys and the research process.

From description to explanation. Survey research is about more than just good description. We consider the survey as a powerful tool for investigating the factors and associations that underlie differences observed in the social world. The session moves to look at the nature of survey data itself, with an introduction to the building blocks of a survey dataset, cases and variables, and their derivation from the questionnaire.

NO PRACTICAL CLASS THIS WEEK

WEEK 3 (October 9th)

Lecture 3: Introduction to a survey dataset: First steps in exploratory analysis

One of the first tasks in exploring a dataset is to identify and describe the key variables of interest. After introducing the key concept of level of measurement, we consider the various techniques for looking at variable distributions, including tables, graphics and summary statistics. We also address the issue of missing data, and look at the way missing data is recorded and handled in analysis.

NO PRACTICAL CLASS THIS WEEK

WEEK 4 (October 16th)

Lecture 4: Populations and Samples: some theory

Most surveys are carried out on just a sample of the target population. The ability to generalise the findings from the analysis of sample data (assuming it is selected using random methods) to the wider population (inference) is a key attribute of much survey research. This session introduces the basic theory that underlies inference and shows how we can calculate confidence intervals around sample estimates.

Practical 1: Introduction to SPSS

The first week provides an introduction to the software SPSS which will be used in all subsequent practical sessions and for the assignment. For this session we use a small and simple dataset (based on answers to the class survey) to illustrate the basics of how to view data in SPSS and carry out simple descriptions of variables.
N.B. THIS CLASS IS ESSENTIAL FOR ALL NEW TO USING SPSS – FOR THOSE WHO ARE ALREADY FAMILIAR WITH THE SPSS SOFTWARE, IT IS OPTIONAL.

WEEK 5 (October 23th)

Lecture 5: Practical Sampling: Sampling Designs

A look at the way sampling is carried out in survey research. We consider various different random sample designs and their pros and cons. While focusing on random sampling we also consider some non-random approaches to deriving samples, the occasions where they may be employed and their limitations.

Practical 2: Introduction to the British Social Attitudes (in SPSS)

This class covers the first steps in exploring a new dataset (one of the UKs major Government surveys - the British Social Attitudes). We look at a selection of variables from

the survey (the theme for this session is 'attitudes towards politicians'). We look at how to find the original questions on which variables are based and methods for summarising the distributions of categorical and interval level variables (including the calculation of confidence intervals).

WEEK 6 (October 30st)

Lecture 6: Exploring relationships between categorical variables: cross-tabulations

Moving on from the initial investigation of single variables of interest (lecture 3), the key aim of most data analysis is to explore the relationships between variables (e.g. does a persons health or employment status vary by sex or age). The techniques used depend on the type of variables we are looking at. This session introduces the technique of cross-tabulation for looking at the relationship between two categorical variables. The importance of thinking theoretically when formulating crosstabs is stressed and discussed.

Practical 3: Introducing crosstabulation

Crosstabs are easy to run in SPSS but without careful thought given to their design, it is easy to produce confusing or even misleading tables. This session covers the basics of formulating good tables.

WEEK 7 (November 6th)

Lecture 7: Essential skills in manipulating data for analysis: Filtering cases and recoding variables

Most secondary analysis requires the researcher to undertake some manipulation of the dataset before carrying out even basic analysis. This session considers the procedures of selecting sub-groups in a dataset (filtering) and recoding existing variables. The importance of these techniques are discussed and illustrated with worked examples.

Practical 4: Using Filters and recoding in data analysis

The practical covers the use of filtering and recoding as essential tools in secondary data analysis.

WEEK 8 (November 13th)

Lecture 8: More on cross-tabulation: testing for significance, adding control variables

Recalling that our analysis is being carried out on sample data and so subject to sampling error, this session introduces the Chi Square test as a way of testing our tables for statistical significance. The session also considers aspects of table interpretation including the need for a cautious approach to causality. The case for introducing additional explanatory variables a
'control' variables in cross-tabulation is discussed with examples.

Practical 5: Testing for statistical significance and adding control variables.

We cover how to test the statistical significance of tables run in SPSS using a simple Chi Square test (use of the Cramers V test is also included as a measure of the strength of association between two variables). The session also covers the inclusion of control variables when running crosstabulations.

WEEK 9 (November 20th)

Lecture 9: Exploring relationships between interval level variables: Correlation

Having covered the use of crosstabs to look at the relationship between categorical data, we move now to consider the techniques for looking at the relationship between interval level (continuous) variables. This starts with a look at graphical approaches using simple

scatterplots, moving on to look at measures of correlation and associated statistical tests and how to interpret them

Practical 6: Correlation

Using World Bank development indicators the session first covers how to show the relationship between two interval level variables graphically using a scatterplot, before moving on to the running and interpretation of two statistical tests of correlation.

WEEK 10 (November 27th)

Lecture 10: Exploring relationships between interval level variables: Simple Regression

We conclude our introductory tour of methods of data analysis with an introduction to one of the most important statistical concepts and techniques, regression. In IQM we focus only on simple regression, used to look at the relationship between two continuous variables (the more advanced multiple regression can be used to include a number of explanatory variables simultaneously). The components of a simple regression model are described and explained before looking at how to interpret the output.

Practical 7: Simple regression

The final practical involves the design, running and interpretation of a simple regression model.

WEEK 11 (December 4th)

Lecture 11: Bringing it together: Course Overview

This final session brings things together with an overview of key concepts and methods covered in the course. It also provides some guidance on the course assignment.

NO PRACTICAL CLASS THIS WEEK

Practical Classes explained

The purpose of the practical classes is to give you hands on experience carrying out the data analysis procedures covered in the course. They enable you to develop and practice skills that are required for the course assignment. Attendance at practical classes is compulsory (except for the first practical class 'introduction to SPSS' on October 16th which is optional for those already familiar with SPSS) and a register will be kept

Time and Venue: Wednesday afternoons (1 hour 15 minutes duration) from October 16h (week 4) in **Humanities Bridgeford Street 2.1**

To keep practical class sizes small, students are allocated to Groups 1 2 or 3 for lab classes. All groups run sequentially on a Wednesday afternoon

Group 1: 1.15-2.40	:	**Humanities Bridgeford Street 2.1**
Group 2: 2.45-4.10		"
Group 3: 4.15--5.40		"

Please ensure you have registered with one of the practical class slots via the student system – places will be allocated on a first come first served basis.

A list confirming practical class groups will be posted on the Blackboard site.

Explaining Course Support

1. The Blackboard Site

As well as hosting all course materials (including additional resources to those provided in lectures and lab classes), this is where course announcements are made and it is therefore important that all students check the site regularly.

2. Staff Support

a) Practical Class Support
Course tutors will be on hand in all lab-classes to provide one-to-one help with SPSS. Make the most of this opportunity, as lab class exercises are designed to provide the skills required for the main assignment.

b) E-mail
Please send all e-mail queries to Will Cook (william.cook@manchester.ac.uk) or to one of the tutors: Rebecca Rhead (Rebecca.Rhead@postgrad.manchester.ac.uk) or Claire Shepherd (claire.shepherd-2@manchester.ac.uk). We will endeavour to respond to all email queries quickly. It helps if you can phrase your request for help as specifically as possible.

c) Drop in facility

For those wanting some face to face help or guidance with the course, a regular drop-in facility will be provided for the two hours prior to the Wednesday lecture with one of the tutors. Although you can just turn up, it is advisable to email ahead to explain any specific material you would like to cover. If you are unable to make this time slot, you can arrange an alternative time by email. Please note that while the tutor can provide help with understanding and using the various techniques required, they are not able to assist directly with the assignment.

d) Will Cook's Office Hours
Normally Tuesday 10am-12pm but please e-mail to make an appointment.

Assessment

Formal Assessment
The course is formally assessed through completion of a **research report** (3000 words) based on the secondary analysis of survey data. A detailed description of the assignment will be provided in a separate document.

Other Non-Assessed Work

Weekly Exercises (based on practical classes 3 to 7). These should be submitted weekly (paper copy) They will be assessed by a tutor and returned during the following lab class.

N.B. These exercises will not contribute to your final course mark but provide you and us with valuable feedback on progress. Moreover, they cover all the techniques required for the main assignment and so should be considered as essential preparation for this work.

There is also an opportunity to test-yourself on material covered on the course using the on-line assessment tool in Blackboard, which will provide you with automatic feedback on questions you get wrong.

READING / WEB RESOURCES

In order to reach a sufficient understanding of the concepts and techniques taught on this course you will need to do some background reading.

No one book covers all of the material on the course comprehensively, and it is worth reading as widely as possible. Note also there is a lot of good stuff on the web: some

examples are included below and direct links can be accessed from the 'web-links' section of the Blackboard site.

Please note the following reading list /web-resources includes material that goes beyond the level required for IQM. However, we are aware that many students taking IQM may be going on to more advanced courses in quantitative methods, or using quantitative methods in their dissertations or PhD research, so the aim here is to provide a comprehensive range of resources to meet the different needs of all those taking the course.

Some key recommendations ….

Elliott, J. and Marsh C. (2008) Exploring Data (2nd Edition) Polity Press
Excellent update of a classic. A clear and informative introduction to data analysis

Blaikie, N. (2003) Analyzing Quantitative Data: From Description to Explanation

Field, A. (2005) Discovering statistics using SPSS for Windows: London: Sage (Introducing statistical methods).
Covers more advanced topics than required for this course but one of the best introductions to doing statistics using SPSS.

De Vaus, David A. (2002) Surveys in Social Research, 5th ed., London: Routledge (Social research today) --- or any previous edition.
One of the best general introductions to the survey method (including all aspects of survey research).

Note: Although the level of maths and statistical knowledge required is kept to a minimum, the course does introduce some basic but important statistical concepts. For those with unpleasant memories of studying maths and statistics at school and anxious about quantitative work generally, there are a number of introductory texts written in a non-technical and friendly style. It's a personal and subjective choice, so read around to find something that makes most sense to you. A couple of recommendations…

Rumsey, D. (2003) Statistics for Dummies. Wiley Indianpolis, Indiana.
Non-technical and good for those struggling with basic statistical concepts..

Salkind, N. (2008) Statistics for people who think they hate statistics, 3rd edition. Sage. *(or any earlier edition)*

Readings for each part of the course

See also some good on-line resources listed at the end of the reading list. These include some interactive elements that may help clarify understanding of the underlying principles especially on sampling an data analysis

About surveys and the quantitative approach to social research (Weeks 1-3)

- Aldridge, A and Levine, K (2001) Surveying the social world: Principles and practice in survey research. Open University Press
- Barnett, V. (1991) Sample survey principles and methods.
- Bateson N. (1984) Data construction in Social Surveys. Allen and Unwin.
- Belson W. (1986) Validity in Social Research. Gower. Bryman, A (2004) Social Research Methods (2nd edition) Oxford University Press, Oxford. Ch4: 'Sampling'
- Bryman, A (2004) Social Research Methods (2nd edition) Oxford University Press, Oxford Ch 3: 'The nature of quantitative research' Ch 10: 'Secondary analysis and official statistics'
- Bryman, A and Cramer D (2001) Quantitative data analysis with SPSS Release 10 for Windows: a guide for social scientists, London: Brunner/Routledge. Ch 4 concepts and their measurement

- Byrne, D., (2002) Interpreting Quantitative Data. Sage. See Ch 4 Measuring the complex World: the character of social surveys
- Dale A., Wathan, J. and Higgins, V (2008) Secondary Analysis of Quantitative Data Sources in Alasuutari, P. Bickman, L, Brannen, J. eds Sage Handbook of Social Research Methods SAGE
- Dale A. Arber S and Proctor M (1988) Doing Secondary Analysis Allen & Unwin, Ch 3 'benefits and costs of secondary analysis'. ✰
- De Vaus (2002) Surveys in Social Research, Ch:1-3 ' The scope of survey research' part 2, Ch 4: 'Developing indicators for concepts'
- De Vaus, D. A. (2002) Social Surveys: SAGE benchmarks in social research methods Publisher London : SAGE, 2002. (4 volume set) *Read the editors introduction and part 1 to Volume 1 for a good overview of social surveys*
- Marsh, C (1982) The survey method: the contribution of surveys to sociological explanation, London: Allen & Unwin (Contemporary social research series) *Old, but still highly regarded; approaches surveys from a sociological angle and puts them in a philosophy of social science context.*ch1: 'introduction' Ch 2:'history of the use of surveys in sociological research (p 9-47) Ch 3 the critics of surveys'
- Moser, C. A. and Kalton, G. (1993) Survey methods in social investigation, 2nd ed., Aldershot: Dartmouth Publishing Co. *A classic text (first published in 1958)*
- Proctor, M. (1993) Analysing other researchers' data in Gilbert N. eds Researching Social Life, Sage London (Ch 13 – and see also the accompanying 'Exemplar C No jam tomorrow: why women are disadvantaged in occupational pensions' by Ginn, J as an illustration of secondary analysis)

Also see readings listed under '*Looking at variable distributions with basic statistical measures and graphs'* (below) - the techniques concerned are taught within the lab sessions from week 3, but a theoretical understanding of variable distributions and basic statistical measures is useful from this point.

Sampling (Week 4-5)

- Arber S. 1993 Designing Samples in Gilbert N. eds Researching Social Life, Sage London. Ch 5
- Bryman, A and Cramer D (2001) Quantitative data analysis with SPSS Release 10 for Windows: a guide for social scientists, London: Brunner/Routledge Ch 6 sampling and statistical significance
- Czaja, R; Blair, J (2005) Designing Surveys – A Guide to Decisions and Procedures, (2nd edition) Thousand Oaks, London, New Delhi: Pine Forge Press Ch 7 Designing the sample; Ch8 Selecting a sample
- De Vaus, D. (2002) Surveys in Social Research, 5th ed., London: Routledge (Social research today) Ch 5 'Finding a sample'
- Field, A.(2005) Discovering statistics using SPSS for Windows: London: Sage (Introducing statistical methods). Ch 1 'everything you wanted to know about Statistics
- Henry, G T. (1990). Practical sampling. Thousand Oaks, CA: Sage Publications.
- Kalton, G. (1983). Introduction to survey sampling. Quantitative Applications in the Social Sciences Series, No. 35. Thousand Oaks, CA: Sage Publications.
- Lohr, S. L. (1999) Sampling: design and analysis, Duxbury press.
- Maisel, R. and Persell, C. H. (1996) How Sampling Works Pine Forge Press, Thousand Oaks, California. *Innovative problem solving approach to learning sampling. But more detailed than required for this course.*
- Rumsey, D. (2003) Statistics for Dummies. Wiley Indianpolis, Indiana. Ch 6 'What are the chances: understanding probability' Ch 9 'Caution: sample results vary; Ch 10 Leaving room for a margin of error Ch 11 Ch 12 Ch 13
- Sapsford, R (1999) Survey Research Sage, London. Ch 3 the theory of sampling; Ch4 Making do: sampling in the real world
- Thompson, S. K. (2002) Sampling (second edition) John Wiley & sons.

Data Analysis (Week 6 – 10)

A note on SPSS All the essentials of SPSS (required for this course) are covered in lab classes 1 and 2 and the accompanying course workbook. This should be adequate, though many of the following texts incorporate instruction in using SPSS:

Looking at variable distributions with basic statistical measures and graphs (week 3)

- Blaikie, N. (2003) Analyzing Quantitative Data: From Description to Explanation
- Bryman, A (2004) Social Research Methods (2nd edition) Oxford University Press, Oxford. Ch 10: Quantitative Data Analysis
- De Vaus, D. (2002) Surveys in Social Research, 5th ed., London: Routledge (Social research today) Ch 9 'Univariate Analysis' Ch 10 'Bivariate Analysis: crosstabulations'
- Elliott, J. and Marsh C. (2008) Exploring Data (2nd Edition) Polity Press
- Field, A.(2005) Discovering statistics using SPSS for Windows: London: Sage (Introducing statistical methods). Ch 1 'everything you wanted to know about Statistics Ch 2 'SPSS Environment'Ch 3 'Exploring data'
- Kinnear, Paul R. and Colin D. Gray (2002) SPSS for Windows made simple: release 10, Hove: Psychology Press.
- Norusis, M. J. (2005) SPSS 13.0: guide to data analysis, Upper Saddle River, N.J.: Prentice Hall. Ch 3 and 4
- Rumsey, D. (2003) Statistics for Dummies. Wiley Indianpolis, Indiana. Part 2 'Number crunching basics'
- Salkind, N. (2000) Statistics for people who think they hate statistics. Sage. Ch 2-4 *(now a 3rd edition available 2008)*

Analysing categorical data with crosstabulations (week 6-8)

- Blaikie, N. (2003) Analyzing Quantitative Data: From Description to Explanation
- Bryman, Alan and Duncan Cramer (2001) Quantitative data analysis with SPSS Release 10 for Windows: a guide for social scientists, London: Brunner/Routledge. Ch 1 on causality Ch 8 bivariate analysis: exploring relationships
- Elliott, J. and Marsh C. (2008) Exploring Data (2nd Edition) Polity Press
- Field, A. (2005) Discovering statistics using SPSS for Windows: London: Sage (Introducing statistical methods). Ch 16 'Categorical Data'
- Marsh, C. (1988) Exploring Data: An Introduction to Data Analysis for Social Scientists, Cambridge: Polity Press. *A bit dated now* Ch 7 'Percentage Tables' Ch 12: 'Causal explanations' and Ch 13: 'three variable contingency Tables'
- Norusis, M. J. (2005) SPSS 13.0: guide to data analysis, Upper Saddle River, N.J.: Prentice Hall. Ch 7 and 18
- Salkind, N. (2000) Statistics for people who think they hate statistics. Ch 9 'Significantly significant'

Analysing interval level data: Correlation and Regression *(week 9-10)*

- Blaikie, N. (2003) Analyzing Quantitative Data: From Description to Explanation
- Bryman, A (2004) Social Research Methods (2nd edition) Oxford University Press, Oxford. Ch 10: Quantitative Data Analysis
- Bryman, Alan and Duncan Cramer (2001) Quantitative data analysis with SPSS Release 10 for Windows: a guide for social scientists, London: Brunner/Routledge. Ch 8 bivariate analysis: exploring relationships
- De Vaus, D. (2002) Surveys in Social Research, 5th ed., London: Routledge (Social research today) Ch 11 'Bivariate Analysis: alternative methods'
- Elliott, J. and Marsh C. (2008) Exploring Data (2nd Edition) Polity Press Ch 9
- Field, A. (2005) Discovering statistics using SPSS for Windows: London: Sage (Introducing statistical methods). Ch 5
- Kinnear and Gray (2002) ch12: 'Regression'
- Norusis, M. J. (2005) SPSS 13.0: guide to data analysis, Upper Saddle River, N.J.: Prentice Hall. Ch 8 and 19
- Rumsey, D. (2003) Statistics for Dummies. Wiley Indianpolis, Indiana. Ch 18
- Salkind, N. (2000) Statistics for people who think they hate statistics. Sage Ch 5 'Ice cream and crime: computing correlation coefficients' and Ch 13 Cousins or just good

friends? Testing relationships using the correlation coefficient' Ch 6 Predicting who'll win the Superbowl: Using linear regression

Some other texts covering data analysis and statistics

- Clegg, F (1982) Simple statistics: a course book for the social sciences, Cambridge: Cambridge University Press.
- Dale, A., Fieldhouse, E. and Holdsworth, C. Eds. (2000) Analyzing census microdata, London, New York: Arnold, Oxford University Press. *a compendium of data exploration and data analysis techniques (from simple to rather advanced).*
- Diamond, I. and Jefferies J. (2001) Beginning statistics: an introduction for social scientists, London: Sage.
- Fielding J. and Gilbert N. (2000) Understanding Social Statistics, London: Sage, chapter 3 –5 and chapter 9.
- Gilbert N. (ed.) (1993) Researching Social Life, London: Sage, Ch 12 'Analysing survey data' ☆
- Hinton, P. R. (1995) Statistics explained: a guide for social science students, London: Routledge. *One of the clearest books written in algebra which builds from descriptive statistics and explains statistical tests well, if algebra doesn't scare you this might be worth a look*
- Kent R. (2001) Data construction and data analysis for survey research. Palgrave Macmillan
- Moore D (2009) The basic practice of Statistics 5th Edition. Freeman
- Rose D. and Sullivan O. (1996) Introducing Data Analysis for Social Scientists, Buckingham: Open University Press, ch 1-7
- Rumsey, D. (2007) Intermediate Statistics for Dummies. Wiley Indianpolis, Indiana.
- Spatz, C. (2001) Basic Statistics – Tales of Distributions, 7th ed., London: Thomson Learning *This is a more theoretical/mathematical introduction to basic statistics, but it is full of useful pen and paper exercises that help understand stats.*

ON LINE RESOURSES

There are many web based resources for the study of quantitative methods. Some you may find useful are included below (but note the materials often go beyond the level required for the IQM course)

N.B The list is also found on Blackboard (under Course resources) where live links to sites are provided – the list is in progress and will be added to

About Survey Method and Survey data

William Trochim's The Knowledge Base
http://www.socialresearchmethods.net/kb/index.php
An online hypertext textbook on applied social research methods – covers defining a research question, sampling, measurement, research design and data analysis.

Survey Question Bank
http://surveynet.ac.uk/sqb/
A repository of questionnaires from many of the major social surveys

Economic and Social Data Service (ESDS) Government
http://www.esds.ac.uk/government/
Gateway to the Government surveys - documentation and data (including data sets used in the course)

ONS survey methodology bulletin
http://www.ons.gov.uk/ons/guide-method/method-quality/survey-methodology-bulletin/index.html

Sampling, theory and practice

A very good interactive demo looking at features of sampling distributions
http://onlinestatbook.com/stat_sim/sampling_dist/index.html

Usable Stats
A set of statistics tutorials - includes an interactive module on confidence intervals
http://www.measuringusability.com/stats/

Some Basic Ideas of Sampling
(Statistical Good Practice Guidelines, University of Reading).
http://www.reading.ac.uk/ssc/n/resources/Docs/Some_Basic_Ideas_Of_Sampling.pdf

Confidence and Significance: Key Concepts of Inferential Statistics
(Statistical Good Practice Guidelines, University of Reading).
http://www.ssc.rdg.ac.uk/media/sadc-training-pack/Resources/SSC%20Good%20Practice%20Guidelines/inf.pdf

Data Analysis and statistics
Online course – modules one and two cover much of the material in this course
http://www.restore.ac.uk/srme/www/fac/soc/wie/research-new/srme/index.html

Guide to using SPSS
http://www.ats.ucla.edu/stat/spss/modules/default.htm

Unit on graphs from Uni of Illinois
http://www.mste.uiuc.edu/courses/ci330ms/youtsey/intro.html

Spurious correlations
http://www.burns.com/wcbspurcorl.htm
An article with examples

GCSE guide to stats and probability
http://www.gcseguide.co.uk/statistics_and_probability.htm

Jerry Dallal's Little Handbook of Statistical Practice
http://www.tufts.edu/~gdallal/LHSP.HTM
A good general source on a number of topics relevant to the course

Rice Virtual Lab in Statistics
http://onlinestatbook.com/rvls.html
Comprising on-line stats book, demonstrations and cases studies

Statistical glossary
http://www.stats.gla.ac.uk/steps/glossary/index.html
includes some good simple explanations of basic concepts used in course

Statsoft electronic statistics textbook
http://www.statsoft.com/textbook/stathome.html
The section 'Elementary Concepts in Statistics' covers many important concepts introduced in this course. See also the material under 'Basic Statistics'