University of Warwick

ESRC Doctoral Training Centre

Postgraduate Certificate in Social Science Research

Postgraduate Award in Social Science Research

And

Core Training Module

Handbook 2016-17
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Introduction to the ESRC Doctoral Training Centre Core Training Modules

There are four core training modules offered by the Warwick ESRC DTC: The Practice of Social Research, Philosophies of Social Science Research, Qualitative Research Methods, and Quantitative Research Methods. The modules cover the core training expectations set out by the ESRC for all of the PhD students it funds (see Annex 1).

Each module carries 20 credits.

<table>
<thead>
<tr>
<th>Module title</th>
<th>Core /Option</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Practice of Social Research</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>Philosophies of Social Science Research</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>Qualitative Research Methods</td>
<td>Core</td>
<td>20</td>
</tr>
<tr>
<td>Quantitative Research Methods</td>
<td>Core</td>
<td>20</td>
</tr>
</tbody>
</table>

ESRC Funded PhD students

The four modules are taken by most ESRC DTC MPhil/PhD students as part of their core training. Some students take all the modules, others 1, 2 or 3, depending in particular on prior qualifications and subject-specific training requirements.

Each ESRC funded PhD student, working with their supervisors and reviewed by the ESRC DTC Director, undertakes an extensive and continuing process of training needs analysis to establish and plan to meet his or her training needs.

Non ESRC Funded PhD students

Non-ESRC funded PhD students from a variety of Departments and disciplines are invited to take ESRC Doctoral Training Centre Core Training modules alongside the ESRC funded students where their own training needs analysis has identified a need to do so and the modules have capacity.

Participation in modules is charged to the participant’s home Department via interdepartmental recharges at a rate of £200 per student per module.
### Core Training Module Timetable

Table 1 - Core Training module timetable 2016-17

<table>
<thead>
<tr>
<th>Module</th>
<th>Convenor</th>
<th>Term</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>IM909 Philosophies of Social Science</td>
<td>Dr. Teodora Todrova</td>
<td>1</td>
<td>Thursday</td>
<td>Lecture: 10-11 am</td>
<td>H0.60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Seminars: 11am-12pm;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3-4pm; 4-5pm:</td>
<td>H0.44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R1.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R1.04</td>
</tr>
<tr>
<td>IM910 The Practice of Social Research</td>
<td>Dr. Michael Hammond</td>
<td>1</td>
<td>Wednesday</td>
<td>10-12</td>
<td>R1.15</td>
</tr>
<tr>
<td>IM908 Qualitative Research Methods</td>
<td>Professor Davide Nicolini</td>
<td>2</td>
<td>Wednesday</td>
<td>9-1</td>
<td>R1.15</td>
</tr>
<tr>
<td>IM911 Quantitative Research Methods</td>
<td>Dr. Ian Brunton-Smith</td>
<td>2</td>
<td>Thursday</td>
<td>10-1 PC lab open from 9am for personal study</td>
<td>R0.39</td>
</tr>
</tbody>
</table>

**Please Note** - Where the module takes a lecture/seminar format, students will attend just one seminar. Seminar groups will be confirmed via the Tabula system and at the initial lecture.

### Module Attendance

Students registered on ESRC DTC Core Training modules will be expected to attend both lectures and seminars or workshops weekly. Attendance will be monitored via Tabula. Students should report the circumstances of any absence to the DTC Training Coordinator, Judith McAllister via [ESRCdtc@warwick.ac.uk](mailto:ESRCdtc@warwick.ac.uk) as well as to the module convenor and session lecturer as appropriate.

The DTC will share details of students’ attendance on DTC Core Training modules with their home department when asked.
The Postgraduate Certificate or Award in Social Science Research

Students undertaking the ESRC DTC’s Core Training modules have the opportunity to qualify for the Postgraduate Certificate in Social Science Research and the Postgraduate Award in Social Science Research. The qualifications are designed to recognise the achievements of ESRC PhD students (and other PhD students) at Warwick undertaking the interdisciplinary core training modules offered through the Warwick ESRC Doctoral Training Centre (DTC).

The Award and Certificate are designed to encourage ESRC DTC students to take more interdisciplinary and foundational training than required by their specialist pathway. They are also intended to encourage non-ESRC MPhil/PhD students and early career researchers to acquire training in social research methods, and to provide a qualification for both ESRC and non-ESRC students that recognises their training.

The Award and Certificate are open to all students taking ESRC DTC core training modules. Students taking ESRC DTC modules are admitted to the University on an MPhil/PhD course and are therefore governed by the criteria for those courses. All students taking ESRC DTC modules will be eligible to register for the Award and Certificate without the need for a separate admissions process.

Qualification criteria

Students who attend, complete and pass formal assessments for two of the four modules (40 credits) will obtain a Postgraduate Award. Students who attend, complete and pass formal assessments for at least three of the four modules (at least 60 credits) will obtain a Postgraduate Certificate.

In 2016-17 the grade of qualification for the Postgraduate Award will be determined by taking the overall average of marks from the two individual modules passed, against the following grade categories. The grade of qualification for the Postgraduate Certificate will be determined by taking the overall average of marks from the best three of the individual modules passed, against the following grade categories.

Grade categories:

50-59 Pass
60-69 Merit
70 or above Distinction
The qualifications may be taken over 1 or 2 years (FTE) as a part of a student’s wider PhD study.

Assessment process

Each Core Training modules is assessed through the submission of one 3000 word essay or, in the case of Quantitative Research Methods, via two appropriately weighted reports totalling 3000 words. Please see the module guides towards the back of this handbook and the module webpages for full details.

All assignments are to be submitted via the Tabula system. Students will receive notification when the system is open for submissions. Deadlines will be set by the module Convenor and students will be notified of these initially during teaching sessions and also via the Tabula system.

To ensure that all students have paid due attention to the issue of plagiarism, students will be required to include the following statement at the top of each submitted assignment:

This is to certify that the work I am submitting is my own.

All external references and sources are clearly acknowledged and identified within the contents. No substantial part(s) of the work submitted here has also been submitted by me in other assessments for accredited courses of study, and I acknowledge that if this has been done an appropriate reduction in the mark I might otherwise have received may be made.

I have read and am aware of the University of Warwick regulation concerning plagiarism, self-plagiarism and collusion.

(http://www2.warwick.ac.uk/services/arodar/quality/categories/examinations/assessmentstrat/plagiarism/)

Assessment criteria

The assessment criteria for both qualifications are those applied to the majority of PGT qualifications in the Faculty of Social Sciences. Please see the table below for a detailed breakdown of these criteria.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: 70-100</td>
<td>Use of wide range of relevant sources, well understood and fully appreciated.</td>
<td>Excellent answer to question. Locates suitable concepts and makes comprehensive assessment of issues involved. Understands the relevant theories and applies them to answering the question.</td>
<td>Distinctive personal perspective on the problems in the question. Ability to set sources and viewpoints in context and evaluate contributions. Methodological awareness and theoretical appreciation.</td>
<td>Well structured and planned. Clear, articulate style (with good spelling, grammar and syntax). Proper referencing and bibliography. Confident presentation and appropriate length.</td>
</tr>
<tr>
<td>B: 60-69</td>
<td>Good understanding of main sources, well summarised and used in a relevant way.</td>
<td>Competent answers to the question bringing out useful points and substantiating them. Use of theoretical models in a relevant way to answer to</td>
<td>Appreciation of main issues and ability to make appropriate critical points. Sensible commentary on evidence and materials used.</td>
<td>Competent structure. Clear presentation (including good spelling, grammar and syntax). Proper referencing</td>
</tr>
</tbody>
</table>
the question. Presentation of arguments and intelligent comments relevant to the question.

Grade C: 50 - 59
Understanding of the literature and fair range of source material consulted.
Limited use and understanding of theoretical models. Presentation of arguments and intelligent comment relevant to the question.
Sensible commentary on evidence and materials used.

Grade D: 40 - 49
Some evidence of reading and understanding.
Introduction of basic concepts and effort made to relate them to the question.
Mainly descriptive unsubstantiated points. Uncritical exegesis.
Attempt made at coherent presentation.

Grade E: 0 - 39
Few relevant sources used. Poor understanding.
Lack of analytical approach. Purely descriptive account. Often the question has been ignored or badly misunderstood.
Irrelevant comments. Lack of any critical or appreciative framework.
Unstructured presentation, lack of coherence, page referencing etc.

Assessment feedback

Feedback will be provided via Tabula within 20 University working days of the deadline for an assignment, or within 20 working days of the submission of an assignment if an extension has been authorised (see below for information on extension procedures).

Resubmission process and remarking policy

If a student fails an assessment they will be permitted to resubmit only once. The deadline for resubmission is one calendar month from the date of original feedback. Second submissions are to be made via a separate resubmission assignment page on Tabula. Students will receive an email containing instructions regarding the process.

The mark awarded to resubmitted work shall be capped at 50%.

Extensions

If a student needs to apply for an extension they should make the request through Tabula (one for each separate assignment in each module website), setting out their reasons for the application. Supporting evidence for the request should be attached and uploaded. Such a request will be seen by the necessary parties only and will be treated as confidential.

Applications for an extension should normally be submitted before the deadline for the piece of work in question. Tabula will not allow requests to be made after the normal assigned deadline but for those exceptional cases where an advance request has not been possible, students may email Judith McAllister via ESRCdtc@warwick.ac.uk with their request, reasons
and supporting evidence. Students applying for a retrospective extension must demonstrate that they were unable to apply for an extension in advance of the submission deadline. Extension requests that do not meet this criterion may be refused.

Extensions of greater than one calendar month will not normally be given and extensions will generally be of much shorter duration than this.

If granted an extension, students must submit their assignment via Tabula following the normal procedures. Tabula will reflect the extension granted which will allow you to submit at a later (agreed) date.

Extensions are normally granted only for unforeseen events for example on solid medical grounds, or in cases of severely difficult personal circumstances (such as a bereavement). An extension will not be given where students have failed to plan their work pattern adequately including around the time of the PhD upgrade process. Extensions will also not be granted in cases where late submission is attributable to computing difficulties. Students should make adequate back-up copies of any work produced in digital format and plan to finish pieces of work well before the deadline to allow for computer difficulties.

**Plagiarism**

Plagiarism is a form of cheating, i.e. ‘the attempt to benefit oneself or another by deceit or fraud. This shall include deliberately reproducing the work of another person or persons without proper acknowledgement. It also includes the reproduction of work previously submitted by yourself on this or previous degrees.’ (University Regulation 11)

Details of the Universities regulations relating to plagiarism can be found at the following link: [http://www2.warwick.ac.uk/services/arodarquality/categories/examinations/assessmentstrategy/plagiarism/](http://www2.warwick.ac.uk/services/arodarquality/categories/examinations/assessmentstrategy/plagiarism/). This includes a link to Regulation 11.

Students are strongly advised to familiarise themselves with these regulations.

More information about plagiarism and how to avoid it can be found in the PLATO e-learning materials: [http://web.warwick.ac.uk/services/elearning/plato/index.html](http://web.warwick.ac.uk/services/elearning/plato/index.html)

All assignments submitted via Tabula will be passed through the Turnitin system.
Examination Board

The Board of Examiners will consist of

- External examiner
- Chair
- Secretary
- Three core module convenors

The meeting will be quorate with two-thirds of the named Board present.

Further information on the role of the External Examiner and examination regulations for the University may be found at the following links:

External Examiners:  
[http://www2.warwick.ac.uk/services/arо/dar/quality/categories/examinations/externalexaminers](http://www2.warwick.ac.uk/services/arо/dar/quality/categories/examinations/externalexaminers)

PGT Harmonised exam conventions for students 14/15 onwards:  
[http://www2.warwick.ac.uk/services/arо/dar/quality/categories/examinations/conventions/pgt/](http://www2.warwick.ac.uk/services/arо/dar/quality/categories/examinations/conventions/pgt/)

Mitigating Circumstances

Defining Mitigating Circumstances
Mitigating Circumstances are unforeseen events or circumstances which have a significant negative impact on your ability to successfully complete, or study effectively in preparation for, summative assessment tasks such as essays, written or oral examinations, assessed presentations or assessed laboratory work. If you want any such events or circumstances to be considered by the relevant Board of Examiners you are required to communicate formally (normally in writing) with your Department about them. Please note that while it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners.

If you are unsure whether something that has happened to you, or to someone close to you, is eligible to be considered as a Mitigating Circumstance, it is likely to be eligible if it was unforeseeable or beyond your control and if it also had a significant impact on your ability to prepare for or complete the assessment in question. If you are in any doubt about whether something that has happened to you or someone close to you is eligible for consideration
then you should consult your Personal Tutor or Student Support or one of the advisers at the Students’ Union Advice Centre. Even if the event or circumstance is not eligible for consideration in this way it may nevertheless be something for which you should seek support and the tables below indicate, in their final column, where to go to access that support.

Two tables available on the University’s teaching quality mitigating circumstances webpage provide more detailed guidance on, and examples of, types of circumstance which are normally considered eligible and types which are not normally eligible.

**Submission of Mitigating Circumstances**

If you think you do have an eligible Mitigating Circumstance you should download a Declaration Form from the student resources page of the ESRC DTC’s website and submit it to the ESRC Doctoral Training Centre office. Please submit it as soon as possible after the circumstance arises along with appropriate supporting documentation of the sort outlined in the ‘Supporting Documentation’ column of the table of the circumstances normally eligible for consideration on the University’s teaching quality mitigating circumstances webpage. The University recognizes that it may be difficult to obtain supporting documentation in a timely fashion; however, you should still register the circumstance pending supply of supporting documentation.

**Outcomes**

Mitigating Circumstances can never result in the changing of marks for individual modules or assessments; however, they may affect your overall award classification. For further information on the possible effects of your Mitigating Circumstances claim being accepted please see the separate PDF document ‘Mitigating Circumstances Procedures’ available on the student resources page of the ESRC DTC’s website.

**Monitoring and evaluation of training provision**

There is a DTC Management Committee, which includes PhD student representatives. This usually meets twice a term. Student representatives are invited to offer items for the agenda and there is a standing item for any issue they wish to raise.

Feedback is sought from students at the end of each module and this is discussed, along with the comments of the module Convenors and teaching staff as well as the ESRC DTC Director, as part of a rolling review of Core Training provision.
Module content

The content of the modules and information concerning their presentation is set out in the following pages, with each module’s individual handbook listed.
Warwick ESRC Doctoral Training Centre

The Practice of Social Research
(IM910)

ESRC DTC Core Module
Module Handbook
2016-17

Module Convenor

Michael Hammond
m.hammond@warwick.ac.uk
Centre for Education Studies, Room B1.39
Aims of the module

This module has been designed to provide you with the opportunity to think about what it means to do a PhD in the social sciences and to discuss key aspects of the practice of social research. Its aims are to:

- provide you with knowledge that will help you develop your doctoral research
- enable you to think about the purpose of doctoral research in the social sciences
- help you reflect on the possibility of combining different research methods and paradigms
- consider the ethics of social science research

Sessions are planned to allow you to time to discuss ideas, including your own projects, in groups and you are invited to take part in an online forum.

Schedule

The course takes place in term 1 (Autumn term) 2016, Wednesday mornings 10 -12 in the Ramphal Building, R1.15. The first session is: Wednesday 12th October 2016.

Week 1: No lectures or seminars
Week 2: Questions at the heart of social research. Michael Hammond
Week 3: Designing a research project. Michael Hammond
Week 4: What the journey might look like. Felicity Boardman
Week 5: Data collection and analysis. Michael Hammond
Week 6: Theory and theorising. Michael Hammond
Week 7: Research ethics. Felicity Boardman
Week 8: The craft of academic writing. Nick Gane
Week 9: Situating your contribution Nick Gane
Week 10: Trial runs and pilots. Michael Hammond
Assessment

Carry out a trial run or ‘pilot’ of one of the methods you might use during your research project (e.g. survey, interview, observation, focus group, secondary data analysis). Explain the principles on which you designed your ‘instrument’ and the opportunities and problems you foresaw.

How did your trial run work in practice and what would you do differently in the light of this experience? (Note we are expecting you to report on a trial run not an extensive pilot).

The assignment length is 3,000 words (this is a 20 CATs award) and details of assessment criteria are contained in the generic core training handbook.

Reading

There is a broad range of suggested reading, and background to each session, on the programme web site:

http://www2.warwick.ac.uk/fac/cross_fac/esrcdtc/researchandtraining/ct201314/practice2016/practice/

Most texts are online or available via the library. Some general background books include:


I have a keywords book to social research for something a little more basic:


We look forward to meeting you on the module. Any questions do contact me, Michael Hammond, at m.hammond@warwick.ac.uk or in room Centre for Education Studies, Room B1.39.
Philosophies of Social Science
(IM908)

ESRC DTC Core Module
Module Handbook
2016-17

Module Convenors
Dr. Teodora Todorova

Lecturers:
Teodora Todorova – T.Todorova@warwick.ac.uk
Gurminder K Bhambra – G.Bhambra@warwick.ac.uk
Steve Fuller – S.W.Fuller@warwick.ac.uk
Maria do Mar Pereira - M.D.M.Pereira@warwick.ac.uk
Stuart Elden – S.Elden@warwick.ac.uk
Emma Uprichard – E.Uprichard@warwick.ac.uk
Module outline

**Lectures:**
Thursdays, 10-11am, H0.60

**Seminars:**
Thursdays, 11-12pm – H0.44, 3-4pm – R1.03, 4-5pm – R1.04

Please note that students will be allocated a seminar group and notified which to attend via Tabula.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6/10/16</td>
<td>Induction</td>
<td>DTC</td>
</tr>
<tr>
<td>2</td>
<td>13/10/16</td>
<td>What is this thing called Social Science?</td>
<td>Gurminder K Bhambra</td>
</tr>
<tr>
<td>3</td>
<td>20/10/16</td>
<td>Science, Positivism and Social Inquiry</td>
<td>Steve Fuller</td>
</tr>
<tr>
<td>4</td>
<td>27/10/16</td>
<td>Values, Validity and Ideal Types: Weber</td>
<td>Gurminder K Bhambra</td>
</tr>
<tr>
<td>5</td>
<td>3/11/16</td>
<td>Marxism, Interpretation and Critical Realism</td>
<td>Teodora Todorova</td>
</tr>
<tr>
<td>6</td>
<td>10/11/16</td>
<td>Feminist Epistemologies</td>
<td>Maria do Mar Pereira</td>
</tr>
<tr>
<td>7</td>
<td>17/11/16</td>
<td>Post-structuralism and Deconstruction</td>
<td>Stuart Elden</td>
</tr>
<tr>
<td>8</td>
<td>24/11/16</td>
<td>Postcolonial Critique</td>
<td>Gurminder K Bhambra</td>
</tr>
<tr>
<td>9</td>
<td>1/12/16</td>
<td>Introducing Complexity Theory</td>
<td>Emma Uprichard</td>
</tr>
<tr>
<td>10</td>
<td>8/12/16</td>
<td>Contemporary Issues in Social Science</td>
<td>Teodora Todorova</td>
</tr>
</tbody>
</table>

**Assessment:**

3000 word essay - Title and deadline to be notified in lectures.
1. Induction (DTC)

Organised by the Doctoral Training Centre

2. What is this thing called Social Science? (GKB)

This first session will outline the themes and questions of the module and ask you to consider in what ways, if at all, social science is different from other means of knowing the world. The very idea of a ‘social’ science implies two things. First, that it is somehow distinct from ‘natural’ science, and second that it is some sort of ‘science’. But what is science? And what, then, is social science?

Essential Reading:

Benjamin, Ruha 2015. ‘Black to the Future: In Memoriam’ Discover Society
http://discoversociety.org/2015/06/03/black-to-the-future-in-memoriam/


Seminar Question:

How, if at all, is ‘social research’ different from other means of ‘knowing the world’?

How would you distinguish social science from the humanities? Or from journalism?

Is Ruha Benjamin’s article for Discover Society social science or fiction?

3. Science, Positivism and Social Inquiry (SF)

The idea of positivism is that disciplined forms of enquiry can produce accounts of a ‘real’ world, but this idea has been subject to huge criticism over the past century. Nonetheless, it is difficult to get away from the idea that there are certain ways to gain knowledge – deductive and inductive – and it is with these that we will begin to explore what it might mean to be ‘post-positivist’.

Essential Reading:
Laudan, Larry 1989. ‘If It Ain't Broke, Don't Fix It,’ *The British Journal for the Philosophy of Science* 40 (3): 369-375

Stanford Encyclopaedia of Philosophy entry, ‘Theory and Observation in Science’


Seminar Questions:

What is ‘positivism’, and what is wrong with it? Is all science necessarily positivist?

What is the difference between deduction and induction? Is one better than the other?

Is it possible to avoid being ‘scientific’? What, if anything, is wrong with the idea of applying natural scientific methods and methodologies to social scientific problems?

Further Reading:

One debate which has had particular significance for theories of social science is the 'Popper-Kuhn' debate. See:


Perhaps, the most developed 'Popperian' statement is the elaboration of 'sophisticated falsificationism' by Lakatos:

Lakatos, I. 1978. 'Falsification and the methodology of scientific research programmes' in *Collected Papers, Volume I* (Cambridge UP)

Chalmers, A. F. 1982. *What is This Thing Called Science?* (Open UP)


For recent reviews of the current condition of social inquiry and an argument about the breakdown of disciplines, see:

Archer, M. 1998. ‘The dubious guarantees of social science: a reply to Wallerstein’ (and Wallerstein’s reply to Archer) *International Sociology* 13 (1)


### 4. Values, Validity and Ideal Types: Weber (GKB)

The major attempt to reconcile the ‘particularity’ of actors’ rationalities and the ‘generality’ of social scientific rationality is that found in Max Weber’s methodological writings. This session will offer a detailed examination of Weber’s conception of value relevance, of the distinction between value-judgements and validity in sociological accounts, and of the ‘ideal typical’ nature of theory construction.

**Essential Reading:**


**Seminar Questions:**

Does Weber’s principle of value-freedom help to resolve the issue of value judgements in social research?

How does Weber argue that ideal types help us to construct objective social scientific accounts within a principle of value relevance?

Using the example of ideal types of modernity, how do critics suggest that these imply specific value judgements and historical narratives?

**Further Reading:**


For a feminist appropriation of Weber’s methodology of ideal types, see:


On the ‘politics’ of social inquiry, see:


More straightforward secondary accounts are:

Sharlin, A. 1974. ‘Max Weber and the origin of value-free sociology’ *Archives Europeennes de Sociologie* 15 (2)

Mommsen, W. 1989. ‘Ideal type and pure type: two variants of Max Weber’s ideal-typical method’ in *The Political and Social Theory of Max Weber* Polity

Watkins, J. W. N. 1952. ‘Ideal types and historical explanation’ *British Journal for the Philosophy of Science* 3(1)

5. Marxism, Interpretation and Critical Realism (TT)

Marxist theory and critical realist philosophy share a commitment to understanding the relationship between structure and agency. In many respects both reject crude empiricism and transcendental idealism and seek to root their interpretation in ontology. Marxist dialectical materialism places material conditions at the heart of how we understand social relations and the potential for transforming them. Critical Realism, spearheaded by the work of Roy Bhaskar, calls for a ‘new ontology’ which accepts the existence of a material world outside of our possibility of knowing, with a focus on difference, stratification and change in interpreting social relations and institutions. In this
session we will explore the extent to which Marxism and Critical Realism converge and are compatible as approaches to studying the social world and the institutions which shape it.

**Essential Reading:**


**Seminar Questions:**

What aspects of social life are considered as not socially constructed by critical realists?

How do critical realists propose we should study social reality?

What criticisms does John Holmwood level at Andrew Sayer and are they persuasive?

**Further reading:**


6. Feminist Epistemologies (MMP)

One of the most far-reaching and influential contributions of feminist scholarship is the demonstration that (social) scientific knowledge production is constituted by, and constitutive of, relations of power. Feminists operationalise that insight in very different ways, but they share the view that dominant principles of ‘proper’ (social) scientific knowledge create gendered (and racialised) hierarchies, enabling, normalising and legitimating the epistemic and material domination of particular epistemic agents and activities over others, both within and beyond academia. In this session, we will discuss insights from some of the most influential feminist critiques of, and alternatives to, philosophies of social science, considering both classical feminist work and the contemporary state and status of feminist epistemologies.

**Essential Reading:**


**Seminar Questions:**

What dilemmas have emerged for feminist scholars as they have developed diverse critiques of, and alternatives to, mainstream philosophies of social science?
How does the notion of “standpoint” change conceptualisations of knowledge? In what ways does it enable, and constrain, feminist interventions in the politics of knowledge production?

What is the current status of feminist epistemologies? What might this tell us about the contemporary politics of knowledge?

Further Reading:


7. Post-structuralism and Deconstruction (SE)

This session will look at two thinkers associated with the much-disputed terms ‘post-structuralism’ and ‘deconstruction’ – Michel Foucault and Jacques Derrida. With Foucault we will discuss the historical work he conducted on the prison and the punitive society, a historical inquiry linked to his political activism with the Prison Information Group in France. With Derrida, the focus will be an early essay delivered at a US conference on structuralism, but which opened the potential for its critique. Both post-structuralism and deconstruction are widely used in the contemporary social sciences, but
the meanings are much contested. Here we will return to the thinkers who did most to initiate this critical turn.

**Essential Reading:**


**Seminar Questions:**

1. What does Foucault mean by a history of the present?
2. What would it mean to practice post-structuralism?
3. Is deconstruction a method? How might it be applied?

**Further Reading:**

Derrida and Foucault are often clearer in interviews – there are multiple collections. Try *Power/Knowledge* and *Essential Works*, and *Positions and Points* respectively.


8. Postcolonial Critique (GKB)

This session will look at the politics of knowledge production and discuss the ways in which the establishment of the dominant discourses of legitimate knowledge relied upon the concomitant marginalisation of ‘other’ sources of knowledge. It will discuss the emergence of ‘postmodernism’ and ‘postcolonial studies’ and discuss the relationship of these shifts in understanding the production of knowledge in relation to debates covered earlier in this module. In particular, this session will examine the positioning of the subaltern as the vantage point from which to critique the dominant discourses, as well as attending to the various problems present in such an undertaking, as identified in the writings of Spivak.

Essential Reading:


Seminar Questions:

To what extent do you think using the figure of woman /the subaltern as a position from which to rethink the academic disciplines within which scholars are engaged is a fruitful activity?

Spivak argues that subaltern consciousness, always being subject to the desire of the elite for its recovery, can never be fully recoverable. Do you agree? How does this impact upon your answer to the previous question?

To what extent can social scientific research be independent of political values and influences? Can the postcolonial critic avoid replicating that which is being criticised as imperial or colonial in the first place?

Further Reading:


9. Introducing Complexity Theory (EU)

This session will provide a very brief introduction to complexity in social science. In doing so, it will outline the key ontological, epistemological, and methodological implications of applying complexity to social issues. The session will end with some reflections about the specific opportunities and challenges that are raised by 'big data' when approached from a complexity perspective to social science more generally.

**Essential Reading:**


**Seminar Questions:**

What is complexity?

'Social systems are complex systems.' Discuss.

What problems does complexity raise to 'knowing' the social?

**Further Reading:**


10. Contemporary Issues in Social Science (TT)

This session will explore the ‘impact’ driven agenda of research funding bodies and the Research Excellence Framework and the implications for social science research in the UK. In particular, we will consider the implications for ‘impartiality’ and the role of the public university in light of the privatised conditions under which research is increasingly conducted. We will also reflect on concerns with the insistence on the usefulness of and evidence-based research for the utility of public policy.

Essential Reading:


Seminar Questions:

What are the implications of the impact agenda for the notion of the university as a public institution?

What are the implications of public or private funding for research?

Does public policy need an evidence base?

Further Reading:


Volume 6, Issue 1 of the online journal, Methodological Innovations, has a series of articles on impact: http://www.pbs plym.ac.uk/mi/archive.html

On the Impact Agenda of the ESRC and the Impact Toolkit, see:

On the economic impact of research, see:
Warwick ESRC Doctoral Training Centre

Qualitative Research Methods
(IM908)

ESRC DTC Core Module
Module Handbook
2016-17

Module Convenor

Davide Nicolini,
Warwick Business School room 2.014
Email: Davide.Nicolini@wbs.ac.uk
Phone: +44 (0)24 7652 4282
Introduction

The module aims to address the practical, analytic and intellectual questions related to the collection and analysis of qualitative data. It will alternate taught sessions on the principles, practicalities and issue of using a specific method with the practical use of the method. In other words, we will practically ‘have a go at’ different qualitative research methods. At the same time, we will reflect upon theoretical issues relating to the practice of doing qualitative research.

The module will position you as qualitative researchers so that the learning will be directly relevant to your future research. This means that the responsibility to carry out the required activity and to solve the inevitable issues that will likely arise sit firmly with you. This will allow you to decide whether this approach –and possibly this career, is right for you. One topic will be addressed per week. The lectures will be delivered by members of the Social Science Faculty, each of whom supplied a list of pre–readings and recommended sources. There is no single recommended core text.

At the end of the module you should expect:

- To understand what are the available options for conducting a “qualitative” piece of social research and how this orientation differs from other traditions.
- To have gained some understanding and first-hand experience of the different ways to collect and analyse qualitative data.
- To understand what are (some of) the affordances, challenges and issues associated with each method so that you can make an informed choice when designing your own PhD project.

Assessment

The module is assessed via a 3000 word (max) essay assignment. The question will be issued and discussed during the introductory class on 13th January.
## Schedule

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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Tutor(s)</th>
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<td>1</td>
<td>Wed 11 Jan</td>
<td>Introduction</td>
<td>Davide Nicolini</td>
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<td>2</td>
<td>Wed 18 Jan</td>
<td>Case study design</td>
<td>Ola Henfridsson</td>
</tr>
<tr>
<td>3</td>
<td>Wed 25 Jan</td>
<td>Doing Research Interviews</td>
<td>Davide Nicolini</td>
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<td>4</td>
<td>Wed 1 Feb</td>
<td>Analysing interview data</td>
<td>Gaby Atfield &amp; Sally-Anne Barnes</td>
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<td>5</td>
<td>Wed 8 February</td>
<td>Analysing interview data</td>
<td>Gaby Atfield &amp; Sally-Anne Barnes</td>
</tr>
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<td>6</td>
<td>Wed 15 February</td>
<td>Analysing discourse</td>
<td>Johannes Angermuller</td>
</tr>
<tr>
<td>7</td>
<td>Wed 22 February</td>
<td>Visual Methods in social research</td>
<td>Jeanne Mengis</td>
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<td>8</td>
<td>Wed 1 March</td>
<td>Participant observation and ethnography</td>
<td>Davide Nicolini</td>
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<td>9</td>
<td>Wed 8 March</td>
<td>Documentary Analysis and corpus based research</td>
<td>David Arnott, Tilly Harrison &amp; Sue Wharton</td>
</tr>
<tr>
<td>10</td>
<td>Wed 15 March</td>
<td>New and non-conventional approaches to social research: action research &amp; digital methods</td>
<td>Davide Nicolini, Noortje Marres</td>
</tr>
</tbody>
</table>
Lectures outline and pre-readings

1. Introduction to Qualitative Research – Davide Nicolini

This session poses the simple question, what is ‘qualitative’ about qualitative research? It is a session about practical and intellectual boundaries: what links ‘qualitative researchers’ whilst distancing them from other scholars? This will be addressed positively and critically. Positively, we shall consider similar things qualitative researchers practically do and similar ways they think and talk about their work. We will also think critically about the question and explore the differences among qualitative scholars. Will conclude by problematizing the established but in many ways increasingly problematic label of “qualitative research” noting that this category increasingly brings together very unlikely bedfellows.

Pre-readings


2. Case study design - Ola Henfridsson

The session will cover three main aspects of case study design: case definition, case(s) selection principles, and study process. The purpose is to offer an overview of relevant considerations when developing a case study design. First, the session will present different ways of thinking and defining the case as an instance of the phenomenon studied. Second, it will give an overview of different case selection techniques and consider the implications of such selection. Lastly, it will cover different ways of organising the case study process.

Pre-readings

3. Doing Research Interviews – Davide Nicolini

The aim of the session is to develop your critical understanding of the nature and role of interviews and your practical skills for conducting interviews, providing opportunity for you to reflect on the practice of interviewing through ‘hands on’ group work.

The session will give an overview of different approaches to interviewing within organisational research, before considering practical issues such as participant sampling, formulation of an interview schedule and questions, and challenges associated with the interview process. We will focus on the practicalities of research interviewing (developing an interview guide, setting up, question types and strategies, degrees of directiveness, etc.) and interview evaluation.

Pre-readings


4. Analysing Interview Data – Gaby Atfield & Sally-Anne Barnes

This session will introduce participants to the interview data analysis and the process of handling, interpreting and understanding data collected through a variety of interview methods. The lecture will introduce different processes, techniques and theories for analysing interview data and summarising the results – both inductive and deductive processes. It will focus on coding, identification of themes, interpretation, testing theory and theory building. The second part of the session will be a practical workshop getting participants to start thinking about the analysis process. To support the practical session, it would be helpful if students could read and bring a copy of the following:

Pre-readings


5. Analysing Interview Data (part 2) – Sally-Anne Barnes & Gaby Atfield

This session will focus on different approaches to analysing interview data in practice, namely deductive analysis and grounded theory. Validating qualitative analysis and problems with analysing process will be explored. The debates around manual and computer-aided coding will also be explored, as well as the role of the researcher in the analysis process. The second part of the session will again be a practical session getting participants to work with interview data exploring different techniques for analysing and coding data. Participants will be asked to reflect upon the process in terms of their own research and what methods of analysis would be appropriate.

Participants who have interview data and would like to start analysing are welcome to bring to the session. For those who have not undertaken any interviews, transcripts to be used in the session will be available prior to the session.

Pre-readings


6. Discourse Analysis - Johannes Angermuller

Discourse analysis is a transdisciplinary field which investigates the social production of meaning. In this session, we will discuss theoretical orientations and methodological choices available to the discourse researcher. Our focus will be on the social uses that can be made of language, i.e. on the way signs, utterances and texts contribute to the construction of the social.

Pre-readings

As an overview I suggest the introduction from the following reader:


An application of discourse analysis can be found here:


If you wonder how your own work can be understood as a discourse, you may want to have a look here:

2013a: "How to become a philosopher. Academic discourse as a multi-levelled positioning practice", Sociología histórica 3: 263-289


7. Visual Methods in social research - Jeanne Mengis

Nowhere is the inseparability of theory, technology and method more apparent than in the recent rise of visual methodologies in the social sciences. The latest theoretical developments of our fields are co-implicated with the technological developments and media practices that shape our empirical studies. Today, a variety of visual methods are used for data collection and analysis, ranging from photography- and video-based studies to visual mapping techniques, sketching, or direct visualization techniques (e.g. geomedia-based visualizations of social relations).

In this half-day seminar, the student will practically engage with two, more widely used visual methods, namely photography- and video-based research. We will address and experience practical challenges the researcher faces, such as how to use visual material in the interaction with research participants, when and how to video-record (e.g. how to combine with other methods, when to turn camera on/off, who makes the recording, what camera position, angle and camera movement to deploy), and how to analyze the (moving) image. We will then critically reflect upon the implications these merely technical choices have for the manifestation, understanding and theorizing of our object of inquiry.

Selected References


This session will explore ethnography, a research approach that focuses on researching everyday processes as they happen. Documenting and analysing the mundane elements of social process and human interaction is at the centre of ethnographic inquiry. Ethnography has a long history tied to anthropology but has been applied extensively in a range of social settings and social organisations (school, churches, hospitals and bars). Building on a short exercise to be conducted prior to the session we will explore the different stages of ethnographic work such as planning, approaches to data collection, the role of the researcher and application of modern technologies in ethnographic investigation.

**Pre-readings**


In this first part of the session David Arnott will discuss documentary analysis, a collective term for methods of sampling and analysing populations of documentary evidence. However, documents take many forms – public records, the media, private papers, company reports and accounts, case studies, biographies, diaries, narratives, recollections, social histories, to mention just a few, and they may be episodic or continuous in nature. The range of approaches to analysis is equally diverse. This session will focus especially on content Analysis. Content Analysis spans the qualitative/quantitative boundary and is invaluable when analysing existing documents. It has been
used since the late 1930’s to codify and research communication issues as diverse as political speeches, literary censorship, authorship authentication, and early memories of psychological patients.

**Pre-Readings**


In the second part of the session Tilly Harrison & Sue Wharton will introduce the uses of the corpus software "Sketchengine' for text-based research in social sciences. They will introduce the functions of this software and the language analysis concepts behind it, and show students how to prepare and analyse corpora relevant to their own research.

**Pre-Reading:**


Other relevant readings on corpus methods


(A list of examples of corpus based research on social science topics will be provided close to the lecture)

**10. New and non-conventional approaches to social research: action research & digital methods - Davide Nicolini & Noortje Marres**

The first part of the session will introduce the tradition and basic principles of Action Research. After a short review of the history and basic assumptions of the approach, we will compare
some of the research designs utilised within this tradition. We will then consider the differences between AR and traditional research and between AR and process consulting. The session will conclude with a reflection on whether Action Research is 'real' research.

**Pre-Readings**


The second part of the session will introduce digital methods that have recently been developed to analyse medium-specific phenomena such as hyperlink networks on the Web and hashtag formations in social media. We will consider the social research traditions that these approaches draw on (social network analysis, actor-network theory) and the distinctive features of their research designs. To conclude we will discuss the wider methodological opportunities that online data capture and analysis open up for qualitative research, in particular as regards feedback and participation.

**Readings:**


Quantitative Research Methods (IM911)

Module Handbook 2016-17

Module Convenor
Professor Ian Brunton-Smith
(Department of Sociology)

Sessions:
Thursday 10.00am – 13.00pm
(Break ~11.15am-11.45am)
Term 2 (Weeks 1 to 10)

Location:
R0.39

Module web pages:
http://www2.warwick.ac.uk/fac/cross_fac/esrcdtc/researchandtraining/ct201314/quants2016/
Module overview

Quantitative methods are one of the core tools to answer social research questions. This module will provide you with a comprehensive introduction to basic quantitative analysis approaches in the social sciences. This will cover approaches to data collection, basic data analysis and descriptive statistics, principles of statistical inference, bivariate analyses (including cross-tabulations and t-tests) and multivariate techniques (linear and logistic regression). Throughout the module, emphasis will be on the underlying principles and use of quantitative methods and not on the mathematical and statistical theory. No prior experience of quantitative research methods is expected or anticipated.

The module will combine lectures and ‘hands-on’ computer workshops, giving you direct experience of exploring and analysing data in the statistical software Stata.

Note that the University’s licence for Stata is such that students can download a copy of Stata to their PC (or Mac) from the following IT Services web page:

http://www2.warwick.ac.uk/services/its/servicessupport/software/list/stata

This is a perpetual license, so will continue to work when you have completed your time at Warwick.

Key learning outcomes

- an understanding of basic principles of quantitative research design,
- competence in understanding and applying a range of statistical analysis techniques (both descriptive and inferential),
- practical experience of the computer-based manipulation and analysis of quantitative data,
- a critical awareness of the impact of data collection methods, concept operationalisation, and other contextual factors on the meaning of the findings generated by quantitative data analyses.

Assessment

The module will be formally assessed via two short pieces of work, in each case involving the application, via Stata, of a statistical technique or techniques to existing social survey data.
The first piece of work (1000 words, 33%), to be submitted by the end of Term 2, will involve a bivariate analysis, and will draw upon material from the early-to-mid part of Term 2; the second piece of work (2000 words and 67%), to be submitted by the beginning of Term 3, will involve a multivariate analysis, and will draw upon material from the latter part of Term 2.

Further details of the assessments will be uploaded to the module web pages. In addition to summative marks, feedback will be provided.

Learning outcomes, teaching and learning methods and assessment

The following two pages detail module learning outcomes, teaching and learning methods and assessment.
**LEARNING OUTCOMES, TEACHING AND LEARNING METHODS, AND ASSESSMENT**

<table>
<thead>
<tr>
<th>By the end of the module the student should be able to...</th>
<th>Which teaching and learning methods enable students to achieve this learning outcome?</th>
<th>Which summative assessment method(s) will measure the achievement of this learning outcome?</th>
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</thead>
<tbody>
<tr>
<td>… comment in an informed way on aspects of the design and construction of a quantitative data source which have implications for the meaning of the results of data analyses using that source.</td>
<td>Practical classes/workshops, and producing summative reports on their own data analyses.</td>
<td>Reports on the students' own data analyses.</td>
</tr>
<tr>
<td>… manipulate and analyse quantitative data on a computer using statistical software.</td>
<td>Practical classes/workshops, and producing summative reports on their own data analyses.</td>
<td>The reports on the students' own data analyses.</td>
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<tr>
<td><strong>LEARNING OUTCOMES, TEACHING AND LEARNING METHODS, AND ASSESSMENT</strong></td>
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<td><strong>Which summative assessment method(s) will measure the achievement of this learning outcome?</strong></td>
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<tr>
<td>… apply and interpret a range of statistical analysis techniques effectively, including both descriptive and inferential techniques, and also a multivariate analysis technique.</td>
<td>Practical classes/workshops, and producing summative reports on their own data analyses.</td>
<td>The reports on the students' own data analyses.</td>
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### Schedule

Students are expected to attend all the sessions.

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<th>TOPIC</th>
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<td>Thursday 12 January</td>
<td>Quantitative Social Research. Introduction</td>
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<td>2</td>
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<td>Basic data analysis: Descriptive Statistics</td>
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<td>3</td>
<td>Thursday 26 January</td>
<td>Asking quantitative research questions and secondary analysis</td>
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<td></td>
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<td>Lab 3: Accessing quantitative data and what to do with it when you have it</td>
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<td>4</td>
<td>Thursday 2 February</td>
<td>Principles of Statistical Inference</td>
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<td>Lab 4: Data manipulation with Stata</td>
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<td>Thursday 9 February</td>
<td>Bivariate associations: T-test and chi-square</td>
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<td>Lab 5: Stata for t-tests and chi-square</td>
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<td>6</td>
<td>Thursday 16 February</td>
<td>Regression I: Introduction to linear regression</td>
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<td>Lab 6: Regression with stata</td>
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<td>7</td>
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<td>Regression II: Multiple regression and diagnostics</td>
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<td>8</td>
<td>Thursday 2 March</td>
<td>Logistic regression I: Odds and odds ratios</td>
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<td>Lab 8: Logistic regression with stata</td>
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<td>9</td>
<td>Thursday 9 March</td>
<td>Logistic Regression II: Assessing model fit.</td>
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<td>Lab 9: Logistic regression with stata</td>
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<tr>
<td>10</td>
<td>Thursday 16 March</td>
<td>An introduction to advanced Quantitative Methods and assignment preparation</td>
</tr>
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</table>
**Computer lab access**

Although the formal classes will begin at 10am, the computer lab will be open from 9am. You are encouraged to use this additional time to continue working through the workshop materials and you may also wish to work on your assignments. There is built in flexibility in the course if we wish to focus more closely on specific issues.

**Contact information**

The module tutor can be contacted as follows (and also via his pigeonhole in D0.25, on the Ground Floor of the Social Sciences Building):

Ian Brunton-Smith (Room D0.22, Ground Floor, Social Sciences Building);

e-mail: I.Brunton-Smith@warwick.ac.uk

**Resources**

The following is intended primarily as a background ‘resource’ for the module (and beyond). You are not expected to complete specific readings before each class, but you may find some of these materials a useful follow up to the work we cover.

**General**


For a novice’s guide to quantitative methods you could do worse than look at the published teaching material accompanying an Open University course *Statistics in Society* (code: MDST242). The material is available online (the following link can also be found on within the module webpages):


The materials produced as part of LEMMA within the centre for multilevel modelling are excellent. The early material will be particularly relevant for beginners. [http://www.bristol.ac.uk/cmm/learning/online-course/index.html](http://www.bristol.ac.uk/cmm/learning/online-course/index.html)

You might also consider keeping a close eye on the National Centre for Research Methods materials, which provide introduction to more advanced topics. [http://www.ncrm.ac.uk/resources/online/](http://www.ncrm.ac.uk/resources/online/)

In addition, Statistics for the Terrified (SFT) is an interactive ‘book’, arranged in ‘chapters’, covering many of the statistical techniques included in this module. SFT includes simulations, providing a useful way of ‘seeing’ the logic of statistics. It is accessible via the University’s PC network.

### Stata-related books/book content

There are a number of Stata books in the library that may be of use to you during this course. These range from basic introductory texts to considerably more advanced material. Stata also contains a comprehensive help manual (and online resources) that you can use to answer almost any question.


Week 1: Quantitative/Survey Research Design/Intro. to Stata

This week we will start with a general overview of quantitative research in the social sciences. This will cover the basic principles of what quantitative data is, and how we can use it to answer social questions. We will also think about some of the key sources of quantitative data.

The workshop will provide you with a general introduction to Stata, the statistics package which we will use throughout this module.

Kohler, U., and Kreuter, F. 2012. Data analysis using stata. 3rd Ed. Stata Press. [Chapter 1]


Week 2: Descriptive Statistics

This week we will consider ways of describing quantitative data. This will include frequency tables, measures of central tendency and dispersion, and various visual ways of presenting data.

In the workshop we will use Stata to produce various summary statistics and plots to represent data

Agresti, A and Finlay, B. 2014, Statistical methods for the social sciences, Prentice Hall. Available online. [Chapter 3]

Longest, K. 2015. Using Stata for quantitative analysis. 2nd Ed. Sage. [Chapter 4]


Wainer, H. 1984. How to display data badly, American Statistician, 38 (2), 137-147;

Also: Chapter 2 of “Statistics for the Terrified” (see above).

**Week 3: Secondary Analysis/Operationalization of Concepts**

The use of secondary data will be the focus of this week. There now exist many extensive large-scale surveys which researchers can access for research purposes. Where these can be accessed, how to download them, and what to do when you have them will be considered. We will also start to explore ways of operationalizing key research questions quantitatively.

In the workshop we will practice downloading and exploring existing datasets. By the end of this session you should have a good idea of the various key sources of secondary data available for researchers.

UK Data Archive web pages: [http://www.data-archive.ac.uk/](http://www.data-archive.ac.uk/)

National Statistics on-line material: [https://www.ons.gov.uk](https://www.ons.gov.uk)


**Week 4: Statistical Inference & Sampling Distributions**

Of central importance for quantitative researchers is drawing conclusions from samples of data to the broader population. In this session we will explore the ideas of statistical inference, and how this can be used to infer about the ways patterns of data from samples reflect the patterns present in the population.

In the workshop we will look at basic data manipulation techniques. This will include recoding variables and generating new variables.


Kohler, U., and Kreuter, F. 2012. Data analysis using stata. 3rd Ed. Stata Press. [Chapter 5 and 8]


Also: Chapters 3 & 4 of “Statistics for the Terrified” (see above).
Weeks 5: Bivariate associations

This week we will start to consider the ways of testing hypotheses against data. Specifically we will consider testing associations between two variables.

The workshop will demonstrate how bivariate statistical tests can be implemented in Stata. The key focus will be on interpretation of the results and what they can tell us about the population.


Longest, K. 2015. Using Stata for quantitative analysis. 2nd Ed. Sage. [Chapter 5 and 6]

Acock, A. 2014. A gentle introduction to Stata. 4th Ed. Stata Press. [Chapter 6 and 7]


Also: Chapters 5, 6 & 7 of “Statistics for the Terrified” (see above).

Week 6 and 7: Linear regression I and II

In these two classes we will explore linear regression methods. This method is appropriate when you are interested in exploring what factors are associated with variation in a continuous variable. We will begin with regression models including two variables, before expanding the model to include multiple explanatory variables.

In this workshop you will learn how to specify regression models. This will include consideration of the range of model diagnostics which can be used to assess the quality of your models. We will also consider ways of visualising linear relationships with scatter plots.

Agresti, A and Finlay, B. 2014. Statistical methods for the social sciences, Prentice Hall. Available online. [Chapter 9, 10, 11 and 14]
Week 8 and 9: Logistic Regression I and II

Logistic regression methods extend the linear regression approach. Over these two classes we will learn how logistic regression methods allow us to examine which factors may be associated with a binary (e.g. 0/1) variable.

In the computer labs you will learn how to build and interpret logistic regression models. This will include assessment of model fit and diagnostics.


Week 10: An introduction to advanced quantitative methods

In this final session I will provide a general introduction to a range of advanced quantitative methods which you may come across during your academic career. The precise range of topics will depend on the interests of the group, but I expect this will cover: multilevel models; structural equation models; dealing with missing data; spatial analysis techniques.
Annex 1

Expectations for Core Research Methods Training

Training Outcomes

As a result of their training in research methods, students will be expected to acquire the following skills and to be able to apply them:

- comprehension of basic principles of research design and strategy, including an understanding of how to formulate researchable problems and an appreciation of alternative approaches to research
- competence in understanding and applying a range of quantitative and qualitative research methods and tools including mixed methods approaches
- capabilities for managing research, including managing data, and conducting and disseminating research in a way that is consistent with both professional practice and the normal principles of research ethics
- understanding the significance of alternative epistemological positions that provide the context for theory construction, research design, and the selection of appropriate analytical techniques.

Principles of Research Design

Students must be able to develop and demonstrate a sophisticated understanding of the connection between research questions or hypotheses and the tools required to address them, as well as to gain practical experience of applying those tools.

Students need to be able to set out and demonstrate their understanding of these issues in the course of their postgraduate research training.

Data Collection and Analysis

Students must acquire a basic understanding of the potential and pitfalls of the range of methods of data collection used in the social sciences. The ESRC is not prescribing what this should include but expects that students will be exposed to a breadth of approaches, tools and techniques.

Students must also be able to gain direct practical experience of analysing data, using a range of tools, including appropriate computer packages. By the end of their doctoral training, students should be able to demonstrate, through practical application, appropriate uses of primary and secondary sources of statistics, and, more particularly, proficiency in the analysis of research data. As part of this they must be able to recognise the strengths and weaknesses of the analysis in terms of the effects of contextual factors on the collection and meaning of the evidence.

Use of Research Methods – Exploiting Regional or National Provision

Whilst a rich and varied range of methods may be available to students locally, there may be certain specialist methodological tools and techniques which need to be sourced from elsewhere. The ESRC has played a lead role in the development of quantitative and qualitative methods and in mainstreaming these methods across the social science community. The ESRC funded National Centre for Research Methods and Researcher Development Initiative provide high quality, leading edge research methods training that is available across the UK. It is expected that all students should be aware of such provision and
supported in their efforts to attend specific training courses.

The Use of Datasets – Exploiting Existing Data Resources

The ESRC invests over £15 million a year in the creation, maintenance and dissemination of datasets. These range from quantitative and qualitative data generated from ESRC funded research projects through to very large and complex cross sectional and longitudinal datasets such as the *Understanding Society Study* and the *2012 Birth Cohort Study*. In addition, the ESRC acquires a wide variety of data from other sources including many important surveys generated by government departments and the Office for National Statistics. All these data make up one of the most comprehensive data infrastructures available to social scientists anywhere across the world. The data are available through the *Economic and Social Data Service (ESDS)* based jointly at the Universities of Essex and Manchester.

The ESRC is keen to ensure that this rich and high quality data infrastructure is fully exploited. It would therefore encourage institutions to ensure that training programmes expose students to the potential of using these data. This could be done in a number of ways. Firstly, by using particular data sources as a means of demonstrating the application of specific research methods. This sort of integration during formal training could constitute part of core training or more advanced training. Secondly, students could be encouraged to exploit the potential of using these data for secondary analysis during their doctoral programme, particularly as an alternative to, or in combination with, primary data collection.

Depositing New Data

Where doctoral research will result in the creation of new datasets, students should be encouraged to offer them for deposit in the ESDS collection.
Expectations for Core Researcher Development Skills Training

General Research Skills

Bibliographic and Computing Skills

Institutions will be expected to include training for all students in certain basic skills. With particular reference to the student’s own research, this training is likely to cover:

- the identification and use of library resources
- other bibliographic sources and methods
- techniques for preparing literature reviews, and keeping up to date with the literature
- preparing a personal research bibliography
- research management, including word processing and other basic computing skills such as spreadsheets and database management
- web-based research techniques (general web searching, and specific training in using web-based social science indices), and
- procedures for the evaluation of research, including refereeing and the preparation of book reviews.

Teaching and Other Work Experience

Students undertaking teaching or other employment-related responsibilities should receive appropriate training and support. The training provided should be indicated in proposals for DTC or DTU accreditation. It is beneficial to research students if they can obtain teaching experience, for example with seminar groups, or any other work that helps develop personal and professional skills. This might include internship opportunities with government, business or third sector organisations. The ESRC recommends that opportunities to gain any work experience should be accredited where appropriate.

Language Skills

The ESRC believes that the opportunity for training in a second language is desirable for research students, particularly where there is a perceived need within the student’s research project. Proposals for DTC or DTU accreditation should set out provision for language training for those students that require it.

Ethical and Legal Issues

The ESRC expects issues relating to ethics, confidentiality and legality to be explicitly and systematically addressed as an integral and embedded part of core training provision. Furthermore the ESRC expects that supervisors will have access to specialist training in this area so as to be equipped to assist students in acquiring the knowledge, skills and understanding they need to respect, consider and attend to the rights of other researchers and research participants.

The revised ESRC Framework for Research Ethics (FRE) sets out ESRC’s approach, aims and methods in ethical evaluation and conduct of research, including doctorate level research. It is expected that research students will be made aware of this document as well as local ethics review requirements as part of their core training.

Skills for Engaging with Users and For Maximising the Impact of Research

Students should be made aware of the potential for societal and economic impact of their research and be equipped with the relevant skills to engage and exchange knowledge with users in the process of devising and shaping their research.

In order to achieve this, the ESRC expects institutions to offer training as appropriate that will enable postgraduate students to:

- identify potential benefits and beneficiaries of their research from the outset, and throughout the lifecycle of their project/research
- develop the skills required for effective co-production of knowledge
- develop entrepreneurship and enterprise skills
- develop skills that foster the better use of research outputs in policy making
• acquire skills that help and enable outreach and public dialogue, both throughout the research process and as part of the dissemination process.

Exploitation of Research and Intellectual Property Rights (IPR)

Students should be made aware, as an integral part of their research training, of the possibilities and problems of academic or commercial exploitation of their own research activities, as well as the research activities of others. This should include an understanding of their institution’s intellectual property policy as well as relevant training.

Transferable Skills

Communication, Networking and Dissemination Skills

Students should be strongly encouraged to develop skills to communicate their research, promote themselves and build up a network around their research. The development of communication and networking skills should form an embedded part of their overall programme of research training including presenting their work to both academic colleagues and non-academic users, and to build networks with others including researchers and. They should have opportunities to attend and contribute to seminars, workshops and conferences. They should also be given the opportunity to circulate papers to interested individuals and groups.

An early introduction should be given to the essential skills of writing, presentation and dissemination, although the development of these skills will continue throughout the student’s studies. Opportunities should also be given for students to develop these skills for a non-academic audience such as writing for or speaking to the media, general public and government bodies.

The development of skills around co-production of research, public engagement and enterprise skills (see General Research Skills) can play an important role in helping postgraduate students to raise their profile and to disseminate their knowledge to wider audiences.

Leadership, Research Management and Relationship Management Skills

The ESRC expects that students will be encouraged to acquire skills to help manage their research project effectively including leadership skills, project and time management, relationship management, and skills to manage the resources available to them to conduct their research. These may be acquired through formal learning, through the experience of conducting and completing their own research and through opportunities for experiential learning (eg through managing their own Research Training Support Grant (RTSG), or by undertaking an internship opportunity).

Students should receive training that extends beyond project management to encompass research leaderships skills and a sophisticated understanding of the life cycle of the research process from the initial idea for a research question, through the development of a research proposal that may attract funding, to the archiving of data and, where appropriate, the completion of end-of-award reports to research sponsors.

Personal and Career Development

The ESRC expects research students to be encouraged to proactively engage in their own personal development and career direction, in accordance with the Concordat to Support the Career Development of Researchers. Institutions are encouraged to formalise personal development activity where appropriate, however, at a minimum level students should be encouraged to develop a training plan in discussion with their supervisor(s) to develop an awareness of their career aspirations, personal attributes and skills and to plan to address gaps in knowledge.

Students should be encouraged to reflect upon and actively manage their own career direction and to engage with a range of activities that will help develop useful skills and knowledge for different possible career paths. Institutions are required to make students aware of relevant support for career development learning, especially that provided by the institution’s central support services, and their entitlements in respect of such provision.

National Training Provision

In addition to generic and transferable training available within the institution or through a consortium arrangement, the ESRC expects that research students will be made aware of external sources of support for career development and transferable skills especially that provided by the Research Councils and other national organisations that champion the personal, professional and career development of doctoral researchers. Institutions should commit to developing the potential of postgraduate researchers and to encourage
students to take advantage of specific support provided by organisations like Vitae, which builds on the work and activities of the previous UKGrad Program.