MIDM76, Development Studies: Research Design and Methods in Development Studies, 7.5 credits

Utvecklingsstudier: Forskningsdesign och metoder i utvecklingsstudier, 7,5 högskolepoäng

Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by Steering committee for the Master of Science Programme in International Development and Management on 2023-05-16 (STYR 2023/1359) and was last revised on 2024-09-26. The revised syllabus comes into effect 2025-01-20 and is valid from the spring semester 2025.

General information

This course is offered during the second term of the Master of Science Programme in International Development and Management (LUMID) at Lund University.

Language of instruction: English

Main field of study	Specialisation
Development Studies	A1F, Second cycle, has second-cycle course/s as entry requirements

Learning outcomes

Upon completion of the course, the student shall:

Knowledge and understanding

- demonstrate knowledge about the components of different research designs relevant to development studies,
- identify appropriate sources and types of data to analyse specific development issues,
- show a good understanding of the basic principles of fundamental quantitative and qualitative research methods and analysis tools applied in development research.

Competence and skills

- proficiently appraise the suitability of various methods to address specific research questions relevant for development studies,
- independently design and justify a plan for data collection/construction and analysis with formulated research questions relevant to development studies,
- constructively give feedback to peers on defined tasks,
- engage in a pedagogy of care in group work to successfully complete defined tasks and assignments.

Judgement and approach

- reflect on the opportunities and limitations of different data collection methods and analytical tools in development studies,
- exercise critical reflexivity on researcher positionality and ethics linked to development studies research.

Course content

The course provides learning opportunities for the student to identify, discuss, justify and critique the application of key research designs and methods used in development studies. The course focuses particularly on the identification of appropriate sources and types of data and formulation of research questions to analyze specific development issues. The course also address differences between various methods and tools and their potential for complementarity, while keeping incompatibility in mind. In addition, the course will also offer students opportunities to explore established and novel methods applied in development research (for example, participatory rapid appraisal, self-completion questionnaire, GIS, digital ethnography and participatory video).

Throughout the course special attention will be put on enabling students to exercise and practice critical reflexivity, especially linked to researcher positionality and ethical considerations of doing research in a development study context.

Course design

The teaching consists of lectures, seminars and presentations. Lectures introduce core concepts and examples of various methods drawing on course literature. Seminars serve to either: a) critically reflect on and discuss methodological literature with fellow students and teachers in smaller groups b) explore introduced methods in a workshop setting c) give, receive and discuss peer-feedback on assignments d) share and discuss written reflections.

Finally, presentations serve to show that course and seminar material is well understood, enable oral peer-feedback opportunities and inspire the participants to engage deeper with presented topics.

Unless there are valid reasons to the contrary seminar participation is compulsory. Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re-take compulsory components. This also applies to students who have been absent because of duties as an elected student representative.

Assessment

Assessment is based on:

- A course portfolio composed of short reflection papers and peer-feedback (1.5 credits)
- One written group take-home exam (2 credits)
- One oral group presentation (1 credit)
- One written individual take-home exam (3 credits)

In connection with the course, three test opportunities are offered; ordinary exams, re-exams and cumulative exams. Within one year after the course has undergone a major change or ceased, at least two additional exam opportunities are offered for the same course content. After that, the student is offered additional test opportunities, but in accordance with the then-current syllabus.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Grades

Grading scale includes the grades: U=Fail, E=Sufficient, D=Satisfactory, C=Good, B=Very Good, A=Excellent
For the course portfolio the applied grading scale in the course is: Pass/Fail

The student's performance is assessed with reference to the learning outcomes of the course. For the grade Pass on the course portfolio the student must submit assignments. For the grade Fail on the course portfolio the student must have failed to submit assignments.

For the written individual and group exams and oral presentation the applied grading scale in the course is: A-E + Fail

For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the students must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the students must have shown unacceptable results.

Entry requirements

Students are required to have passed the first five courses (MIDA80, 15 credits; MIDM81, 7.5 credits; MIDM72, 7.5 credits; MIDM73, 7.5 credits and MIDM74, 10 credits) of the LUMID programme.

A high level of proficiency in the English language, equivalent to English 6/B in the Swedish secondary system is necessary. Equivalence assessment will be made according to national guidelines.

Further information

This course replaces MIDM12.