

UTVC26, Development Studies: Research Methods in Development Studies, 15 credits

Utvecklingsstudier: Forskningsmetod i utvecklingsstudier, 15 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by Programme committee for the Bachelor of Science Programme in Development Studies on 2017-03-01 (STYR 2017/344) and was last revised on 2021-05-17. The revised syllabus comes into effect 2022-08-29 and is valid from the autumn semester 2022.

General information

The course is a compulsory first cycle component of the Bachelor of Science programme in Development Studies. 180 credits

Language of instruction: English

Main field of study *Specialisation*

- G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Learning outcomes

For a Pass on the course, students shall demonstrate

Knowledge and understanding

- knowledge and understanding of the theory of science and its links to the formulation of research issues in the social sciences, focusing particularly on development studies
- knowledge and understanding of social sciences methods and their role in the research process as a whole

- knowledge and understanding of the advantages and shortcomings of different methods for data collection and data analysis

Competence and skills

- basic ability to formulate research issues in development studies
- basic ability to use qualitative and quantitative methods for data collection and data analysis
- basic ability to choose relevant methods for a research project
- ability to discuss information, problems and solutions in dialogue with different groups
- ability to take responsibility for and plan their own study and learning process

Judgement and approach

- basic ability to take into account and analyse ethical aspects when designing a research project in development studies

Course content

The aim of the course is to provide students with basic knowledge and understanding of social sciences methods, and skills in applying them for data collection and data analysis, and for designing research projects in the social sciences, specifically in the field of development studies. The course is divided into two integrated components.

Component 1- Research design,

The first component deals with how to design a research project in the field of development studies, and offers an introduction to relevant methodological issues. The component provides specialised knowledge of social sciences research methods aiming to make the students better equipped to critically review research in development studies and to plan their own research within the field. The aim is to provide students with a thorough understanding of the importance of commonly used qualitative and quantitative methods in the research process as a whole. Special emphasis is placed on the ability to formulate research issues. To that end, the component gives an introduction to the theory of science.

The component also includes discussions of a number of quantitative and qualitative methods, particularly focusing on comparative methods and case studies.

Component 2- *Methods in practice*,

The aim of the second component is to provide students with a thorough understanding of the use of common qualitative and quantitative methods for social sciences data collection and data analysis, and of the practical skills required to apply them. The advantages and shortcomings of different methods, and how to choose an appropriate method, are analysed and discussed. The methods of data collection presented include surveys, focus groups, participatory research and interviews. Furthermore, the component introduces students to working with statistical databases and archive material. The methods for data analysis discussed include discourse and content analysis, encoding, visual matching and basic statistical methods such as average, correlation and bivariate regression. The students will receive an introduction to simple statistical software.

Course design

The course consists of lectures, seminars and practical exercises, individually and in groups.

Unless there are valid reasons to the contrary, compulsory participation is required in seminars. 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

The assessment of the course is based on four individual take-home exams, including three minor exams and one major final exam. The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit in the same year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course 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

The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E, the student must show sufficient results. For the grade of D the student must show satisfactory results. For the grade of C the student 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 student must have shown unacceptable results.

The final grade for the entire course is based on the student's overall performance, including the results from the three minor individual take-home exams, each constituting 20 per cent of the final grade, and the major final take-home exam, constituting 40 per cent of the final grade. The approach of weighing different results to form an overall grade for the entire course is based on a model in which the letter grades are translated as follows: A=5.0; B=4.0; C=3.0; D=2.0 and E=1.0, on which an average of all assessed components is calculated. The total is rounded off to the closest whole number.

At the start of the course students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

Entry requirements

To be eligible for the course the student must be enrolled in the Bachelor of Science Programme in Development Studies at Lund University (BIDS), and have fulfilled course requirements of at least 45 credits of first year courses and 45 credits of second year courses of the programme

Further information

A general exemption from the requirement of proficiency in Swedish is applied.

The course may not be included in a degree together with the course UTVCO6 Development Studies: Research Methods in Development Studies, 15 credits, or UTVCL6 Development Studies: Research Methods in Development Studies, 15 credits.

Plagiarism is considered a serious offence within the University, and disciplinary measures will be taken against all forms of misconduct in connection with an assessment of study performance. The penalty that may be imposed for this, and other unfair practice in examinations or assessments, includes suspension from the University.