1. **Title of the module**

WCON5370 (DI537) Conservation Social Science: Methods and Research Design

1. **School or partner institution which will be responsible for management of the module**

School of Anthropology and Conservation

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc Wildlife Conservation,

BSc in Human Ecology

BA Environmental Social sciences.

Also available as a Wild Module.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 have a sound understanding of different basic approaches to research design, including different research strategies (induction / deduction) and different research design structures (experimental, observational and so on)

8.2 understand the broad differences between quantitative and qualitative approaches to research and the relative merits of each.

8.3 gain skills in the design and use of qualitative interviews and questionnaires

8.4 gain skills in simple analysis and presentation of both qualitative and quantitative data

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 demonstrate an understanding of how social aspects of conservation research projects need to be designed, analysed and reported

9.2 demonstrate general learning, problem-solving and study skills

9.3 express ideas in writing and orally

9.4 demonstrate computer, report writing, time management, library and independent research skills

9.5 design, implement, analyse and write-up a piece of empirical research

1. **A synopsis of the curriculum**

The module will begin with an introduction to research. Students will be asked to think about what counts as research, how research validity can be assessed. Subsequent sessions will give training in the design and use of (a) qualitative interviews and (b) (quantitative) questionnaires. Sessions will also be devoted to processing and analysis of qualitative data, and also basic descriptive statistics to analyse quantitative data, but not inferential statistics, since this is covered in a separate module on statistics. Towards the end of the module, we will look in more depth at the principles of research design in order to help students begin to plan their final year research projects.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bryman A., 2012. *Social research methods*, (Oxford: Oxford University Press).

Corbin, Juliet M., Strauss, Anselm L. & Strauss, Anselm L., 2008. *Basics of qualitative research: techniques and procedures for developing grounded theory*, (London: Sage Publications, Inc.)

Gerring, J. (2007) *Case Study Research: Principles and Practices,* (Cambridge: Cambridge University Press.)

Lapan. S. *et al.* (Eds) (2012) *Qualitative research: an introduction to methods and design* (London: Wiley & Sons)

Newing, Helen, 2010. *Conducting research in conservation: social science methods and practice*, (London: Routledge)

Denzin, N Lincoln Y (2000) *Handbook of qualitative research* (London: Sage)

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Written Report (2000 words) (60%)

Examination, 2 hours (40%).

13.2 Reassessment methods

Reassessment Instrument: 100% coursework.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| *Discussion sessions* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Computer practicals* |  |  |  | **X** |  |  |  | **X** | **X** |
| *Private Study* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Assessed coursework* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Examination* | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Social science methods are particularly suitable for Internationalisation of curriculum for two reasons: Firstly, most social science degree programmes around the world include social science methods and it therefore translates well into different settings. Secondly, students are able to set their own research questions, which means that international students can potentially carry out research on an issue of high importance in their home country.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 08/02/17 | Major | September 2017 | 3 | No |
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Revised FSO Jan 2018