1. **Title of the module**

SOCI7460 (SO746) How to Win Arguments with Numbers

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

School of Social Policy, Sociology and Social Research

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 or Spring

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

SOCI4100 An introduction to Quantitative Social Research,

OR

SOCI3420 A Short Introduction to Quantitative Social Research (summer school)

OR

An equivalent introduction to quantitative research (to the level of basic (OLS) regression).

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

BSc Statistical Social Research

Any programme that includes ‘with Quantitative Research’

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 Demonstrate ability to make persuasive arguments using quantitative research, and to critically assess the arguments made by others in the course of social life;

8.2 Demonstrate skills in understanding how to choose and interpret research results, and to assess the quality and strength of both quantitative and qualitative research;

8.3 Persuasively communicate research results, using empirical research results, both orally, written and through use of images and visualisation across disciplines and audiences;

8.4 Demonstrate basic data visualisation skills in communicating quantitative research

8.5 Critique how research results are presented in public debates and in academic research.

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

9.1 Demonstrate a basic ability to use, analyse and present advanced quantitative data;

9.2 Understand the strengths and weaknesses of advanced quantitative methods of causal analysis, and apply sound judgement in real-world scenarios;

9.3 Organise information clearly and persuasively communicate research in oral and written form to a range of audiences;

9.4 Create visualisations and presentations of complex data by use of software;

9.5 Work in a group and to produce clear communication of research results as a team.

1. **A synopsis of the curriculum**

This module aims to develop students’ skills in actively engaging with, critically assessing and communicating quantitative and qualitative research to a range of different audiences both within and outside of the realms of academia. Students will actively develop skills in explaining and visualising research and will also reflect on the challenges in communicating research and also on how research is used in practice and policy.

• The first part of the module will focus on giving students the basic understanding of how and when to make use of a range of data visualisation tools, how to construct arguments both in writing and orally as well as how to assess how others communicate and carry out research.

• The second part of the module will focus on applying these skills by creating both a group presentation and an individual report where students make use of the skills learnt in the first part.

• Students will develop these skills by working in groups where they are asked to use quantitative data and to communicate results by either (i) teaching A-level students, (ii) setting up a public event, or (iii) producing a short TV/radio feature using secondary data for substantive topics on e.g. single parenthood. This means that part of the module will include engaging with a range of audiences to shape relevant projects focusing on topics that are important to the particular audience students are working with. The latter meaning that students will apply their acquired skills in interpreting and choosing data, and presenting it in a persuasive manner.

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

Buroway, M (2004/2005), ‘For public sociology [2004 American Sociological Association Presidential Address]’. British Journal of Sociology, 56(2):259-294. DOI: 10.1111/j.1468-4446.2005.00059.x.

Cleveland, William S. 1993. Visualizing Data, Hobart Press, Summit, NJ.

Few S. 2009. Now You See It: Simple Visualization Techniques for Quantitative Analysis. Oakland, CA: Analytics

Few S. 2012. Show Me the Numbers: Designing Tables and Graphs to Enlighten. Burlingame, CA: Analytics. 2nd ed.

Healy, K. and Moody, J. (2014). Data visualization in Sociology’, Annual Review of Sociology, 40: 105–128.

Oreskes, N. (2004) 'Science and Public Policy: What’s Proof Got to Do with It?' Environmental Science & Policy 7:369-83.

Tufte, Edward. 2001. The Visual Display of Quantitative Information, 2nd edition, Graphics Press, Cheshire, CT. (First edition 1983)

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Report (2500 words) (50%)

Group Presentation (40%)

Class Participation (10%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Lectures | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |
| Seminars | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Class participation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Group presentation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Personal report | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |

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**

The discussion and analysis of the module topics are undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/06/16 | Major | September 2016 | 5,13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018