City University of Hong Kong
Course Syllabus

offered by Department of Public Policy
with effect from Semester A 2017/2018

Part I   **Course Overview**

Course Title: Research Methods for Urban Managers

Course Code: POL5505

Course Duration: One semester

Credit Units: 2

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title)   None

Precursors:
(Course Code and Title)   None

Equivalent Courses:
(Course Code and Title)   POL6803 Research Methods for Housing Studies

Exclusive Courses:
(Course Code and Title)   None

Part II   Course Details

1.   Abstract

Equip students with advanced knowledge and skills for researching urban management issues. It will explore methods for studying the temporal and spatial, as well as economic, human, and social dimensions of urbanization. The course will offer students with hand-on experiences of developing a research proposal and conducting a small scale research project which analyse an urban policy or an issue pertinent to urban management.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Design and operationalize research questions relevant to urban management as well as locate relevant literature on the research topics and to critically judging existing studies.	15%	x	x	
2.	Compare competing theories, structure both quantitative and qualitative research methods for data collection and attribute their strengths and limitations.	30%	x	x	
3.	Design a research proposal, selecting and deploying one or more methods for collecting and analyzing data.	40%		x	x
4.	Communicate findings of research in both written as well as oral means and to use appropriate tabular and graphic format for presentation.	15%	x	x	x
		100%			

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No. 1	2	3	4	Hours/week (if applicable)
Lectures	to deliver knowledge on theories and techniques on both quantitative and qualitative research methods for data collection and analysis.		x	x	x	2 hours per week
Class discussion and debate	An opportunity for students to clarify and evaluate research questions, key concepts and operationalization through exchange and interaction with others; an exercise for students to listen to and appreciate alternative views and arguments.	x	x	x	x	
Group presentation and discussion	Offers students a chance to work in a team, design and execute a small research project related to environmental governance.	x	x	x	x	
Data analysis workshop	Offers students hands on experiences on working with dataset and formulate statistical analysis reports.		x			4 hours in total
Written report	Document the processes of conducting the research and communicate the findings.	x	x	x	x	

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No. 1	2	3	4	Weighting	Remarks
Continuous Assessment: 100%						
Assignment	x	x	x		30%	Different components of proposal delivered over the semester.
Activities		x		x	40%	Practicing quantitative and qualitative research methods learnt and in lectures; and writing a reflexive report.
Final research proposal			x	x	30%	
					100%	

5. Assessment Rubrics
(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Assignment	Be able to design a research project using the theories and methods learned from the class.	Good understanding of different component and stages of research design. Well demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Fair understanding of different component and stages of research design. Fairly demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Some understanding of different component and stages of research design. Some demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Obviously limited understanding of different component and stages of research design. Limited demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Poor understanding of different component and stages of research design. Poorly demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.
Activities	Understand how to use survey and interview research methods. What kind of questions is suitable for the methods? Understand the advantages and disadvantages of each method	Good design of questionnaire/interview questions. Well incorporate knowledge learnt class. Good reflections on each method after the practice.	Fair design of questionnaire/interview questions. Fairly incorporate knowledge learnt class. Good reflections on each method after the practice.	Started to design of questionnaire/interview questions. Some incorporate knowledge learnt class. Good reflections on each method after the practice.	Obviously limitations in design of questionnaire/interview questions. Limited incorporate knowledge learnt class. Good reflections on each method after the practice.	Poor design of questionnaire/interview questions. Poorly incorporate knowledge learnt class. Good reflections on each method after the practice.
Final research proposal	Research design with effective methodologies for research questions, integrating qualitative and	Good grasp of knowledge of both the quantitative and qualitative methods for data collection and analysis. Well demonstrated capacity in developing a	Fair grasp of knowledge of both the quantitative and qualitative methods for data collection and analysis. Fairly demonstrated capacity in developing a	Some grasp of knowledge of both the quantitative and qualitative methods for data collection and analysis. Some demonstrated capacity in developing a	Obviously limited knowledge of both the quantitative and qualitative methods for data collection and analysis. Limited demonstrated capacity in developing a	Sparse knowledge of both the quantitative and qualitative methods for data collection and analysis. Little demonstrated capacity in developing a scientific and feasible

	quantitative methods.	scientific and feasible research proposal as well as carrying out the study. Clear and effective communication of the findings to a broader audience.	scientific and feasible research proposal as well as carrying out the study. Fair communication of the findings to a broader audience.	scientific and feasible research proposal as well as carrying out the study. Some communication of the findings to a broader audience.	scientific and feasible research proposal as well as carrying out the study. Limited communication of the findings to a broader audience.	research proposal as well as carrying out the study. Little communication of the findings to a broader audience.

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   The logic of social inquiry; Understanding the complexity temporal and spatial as well as human, economic, and social dimensions of urban management issues; Ethics for social research; Conceptualization and operationalization; Methods for data collection (site selection and sampling, questionnaire design, interviewing and other qualitative methods); Methods for data analysis (descriptive statistics for a single variable, relationship between two or more variables, data visualization tools, content analysis); Appreciation, evaluation and reporting of research on urban management

2. **Reading List**

2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

   1. Babbie, Earl R. 2011. *The basics of social research*. 5th ed. Australia ; Belmont, CA: Wadsworth / Cengage Learning.
   2. ———. 2013. *Adventures in social research : data analysis using IBM SPSS statistics*. 8th ed. Thousand Oaks: SAGE.
   3. Bowerman, Bruce L., Richard T. O'Connell, and Emily Murphree. 2009. *Business statistics in practice*. 5th ed. Boston: McGraw-Hill Irwin.
   4. Gerring, John. 2012. *Social science methodology : a unified framework*. 2nd ed. Cambridge ; New York: Cambridge University Press.
   5. Ospina, Sonia M., and Jennifer Dodge. 2005. "It's about Time: Catching Method Up to Meaning--The Usefulness of Narrative Inquiry in Public Administration Research." *Public Administration Review* no. 65 (2):143-157.
   6. Schutt, Russell K. 2012. *Investigating the social world : the process and practice of research*. 7th ed. Thousand Oaks, Calif.: Sage Publications.
   7. Yin, Robert K. 2009. *Case study research : design and methods*. 4th ed. Los Angeles, Calif.: Sage Publications.

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)