UNIVERSITY OF BIRMINGHAM

COLLEGE OF SOCIAL SCIENCE POSTGRADUATE RESEARCH TRAINING MODULES

Directors: Dr Lorenza Antonucci & Dr Ben Kotzee

Advanced Training Modules (ATM) Handbook

2023-24

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Introduction

Summaries of Advanced Training Modules

Introduction

The College of Social Science (CoSS) provides a range of research training modules for its postgraduate students. This suite of modules includes a number of 10 credit 'Advanced Training Modules' (or ATMs). This booklet lists the available modules for this academic year.

Who are the Advanced Training Modules for?

The ATMs are available to students registered on a variety of programmes across the College of Social Science, including a range of masters and doctoral programmes. Students will be studying different disciplines (e.g. from the four different schools: Education, Social Policy, Business, and Government and Society), engaged in different modes of study (part-time and full-time), and studying for different qualifications (e.g. MA, PhD, and EdD).

Many of the modules are also available to staff and students from across the University of Birmingham. As part of our Doctoral Training Partnership role, we also welcome doctoral research students studying at other Midlands Graduate School DTP institutions, as well as other universities nationwide.

Our Advanced Training Modules

Advanced training modules run in the Summer Term, unless otherwise stated. They are designed to provide more specialist and/or advanced training for students, especially to suit the needs for preparing for your research. The following ATMs are running in 2022/23:

- Ethnography
- Introduction to Econometrics Software
- Approaches to Research on Discourse
- Multivariate Linear to Logistic Regression
- Researching Disability
- Introduction to Time Series Regression
- Regression with Categorical Dependent Variables
- Mixed Methods Research Design
- Researching Young People
- Introduction to Causal Inference
- Policy Evaluation
- Case Study Research Design
- Introduction to Social Network Analysis

Please note this is an indicative list of advanced training modules available in CoSS. Sometimes we cannot run modules with fewer than 10 students. Many of our ATMs are very popular, so you are strongly encouraged to register early.

Doctoral researchers are welcome to take these advanced training modules. These can be particularly useful if they relate to your Training Needs Analysis (TNA). Once registered, you are required to attend and engage in the module, and for some (high demand) modules you are required to complete the assessment. Non-attendance or non-completion may be recorded on your academic transcripts as a fail.

Approaches to Research on Discourse

Module Code: 08 22023
Course Convenor: Ben Kotzee
Contact: h.b.kotzee@bham.ac.uk
Credits: 10

Module Description

This course addresses the discursive turn in contemporary social science research. It adopts a broad definition of `discourse' which includes an interactionist view of discourse as `situated talk' and the critical, post-structuralist view of discourse as `ways of understanding and constituting the social world'.

The first view of discourse emerged as part of the broad interactional turn which took place as new fields of social science, such as conversation analysis, interactional sociolinguistics and micro-ethnography were being established (see Short Course on Researching language and literacy). Within this tradition of work, context was not taken as given but as being constituted in and through everyday discourse practices and interactional routines and therefore continually open to change and negotiation. Meanings were seen as being situated, moment by moment, in the ongoing flow of talk-in-interaction.

The second view of discourse has been developed, more recently, by researchers concerned with the ways in which power relations are played out within institutions. In this body of work, the term `discourse' is often used in the plural, and discourses are seen as socially constitutive systems of meaning which are embedded in particular social, institutional and historical contexts, and "as different ways of structuring areas of knowledge and social practice" (Fairclough, 1992:3) They are also viewed as sources of power - the power to define boundaries and categories and to construct objects and social subjects.

Contemporary studies of discourse sometimes combine these two broad views of discourse. They do so in diverse ways and offer different means of conceptualising the relationship between ideological and interactional processes. The multimodal nature of communication in contemporary social life is also becoming a focus of intense research interest and has led researchers to combine perspectives from discourse studies and semiotics.

Learning Outcomes

By the end of the course, you should aim to be able to:

- Critically evaluate different approaches to the study of discourse and multimodality
- Assess the appropriacy of particular approaches to the design of their own research (or similar projects)
- Demonstrate an understanding of how approaches might be combined
- Apply a particular approach to the analysis of their own data (or other datasets)

Suggest Reading List

- *Note: all readings are available as e-books via the University of Birmingham Library*

Coulthard, M. (2001) *An Introduction to Discourse Analysis*. London: Routledge.
Johnstone, B. (2018) *Discourse Analysis*. Oxford: Wiley-Blackwell.
Taylor, S. (2013) *What is Discourse Analysis*. London: Bloomsbury.
Gee, J. (2014) *How To Do Discourse Analysis: a toolkit*. Abingdon: Routledge.
Gee, J. and Handford, M. (2120) *The Routledge Handbook of Discourse Analysis*. London: Routledge.

Fairclough, N. (2013) *Critical Discourse Analysis: the critical study of language*. London: Routledge.

Wodak, R and Meyer, M. (2001) *Methods of Critical Discourse Analysis*. London: SAGE.

Course Assessment

A 2000 word assignment

Case Study Research Design

Module code: 08 27812
Course Convenor: Robert W Scapens
Contact: R.W.Scapens@bham.ac.uk
Credits: 10

Module Description

Case studies are increasingly being used in many areas of the social sciences, and it is widely recognised that case research can be powerful in developing, modifying and extending theory in both exploratory and explanatory research designs. However, there can be misunderstanding of the methodological underpinnings of research using case studies. Different methodological perspectives can use case studies in quite different ways. For example, the role of case studies in positivist research is quite different to their use by interpretive researchers.

This course focuses on the methodological underpinnings of case study research and the roles of case studies in different methodological traditions within the diverse fields of business and management. Examples will be provided of both positivist and interpretive case studies. Categorisations of different methodological bases of case studies will be discussed, and the use of theory in case study research will be explored. In addition, the course will cover the characteristics of good case research design and ways of constructing 'convincing' case studies. The module content comprises:

- The diverse uses of case studies in different research methodologies
- What is meant by 'case study' and 'case study research' and when it is an appropriate choice of research design – what are the implications of choosing a case study design?
- Examining different uses of case studies in business and social science research, and critiquing case study research designs.
- Issues of validity, reliability and generalization.
- Practical issues of case study research for doctoral projects

Learning Outcomes

On completion of the module, students will be able to:
- Understand how case study research design is shaped by ontological and epistemological assumptions and how it can be applied in a variety of different research contexts.
- Understand the different uses of case studies in different areas of social science research (e.g. Business, Social Policy, and Education) and the relative strengths and weaknesses of the design.
- Interpret, analyse and critique case study research which has been carried out by others (e.g. reported in academic literature) – research users.
- Design case studies which can be applied to their own research – research producers.
- Select and utilise the appropriate methods of data collection and analysis for a given case study design.

Key Texts
There is no specific text for the course, but reference will be made to the various textbooks on qualitative researching, and in particular to:
        Mason, Jennifer, *Qualitative Researching*, Sage, 3rd Edition 2018.

Some preliminary readings will be indicated in the weeks prior to the course and a detailed list of further readings provided during the first meeting.

Course Assessment

1 x 2000 word essay

Ethnography

Module Code: 08 38846
Course Convenor: Nicola Gale, Chloe Alexander, Emeka Njoku
Contact: n.gale@bham.ac.uk, c.j.l.alexander.1@bham.ac.uk, e.t.njoku@bham.ac.uk
Credits: 10

Module Description

The module equips students with an understanding of ethnographic research as used in social science. The module includes an introduction to the history, techniques and characteristics of this method. Short lectures guide students through a background to ethnography and seminar discussions allow for the development of in-depth and specialist knowledge. Students' understanding of the theory behind ethnographic research is expanded by participating in fieldwork exercises that give students a feel for the process, challenges and opportunities of ethnography. There will be input from guest lecturers with different perspectives and areas of expertise in relation to ethnographic methods.

Learning Outcomes:

By the end of the module students should be able to:

- Assess ethnographic research and apply knowledge of the strengths and weaknesses of ethnographic research in relation to particular research questions
- Draw on practical experience of planning and carrying out ethnographic fieldwork
- Analyse and present ethnographic data and field notes
- Bring an informed perspective to ethical, practical, methodological, and emotional challenges in ethnographic research

Course Assessment

A 2000 word assignment

Introduction to Causal Inference

Module Code: 08 33021
Course Convenor: Andras Voros
Contact: a.voros@bham./ac.uk
Credits: 10

Module Description

Causality plays a central role in both empirical and theoretical research in the social sciences. However, causal effects are difficult to establish. Especially when working with observational data, researchers miss crucial information for making causal interpretations of statistical associations.

This module explores general approaches to studying causality in the social sciences, including through experimental, observational, and simulation-based designs. It provides and overview of key research designs and modern methods of causal inference for social sciences research.

The module discusses theories of causality, the potential outcome framework, the fundamental problem of causal inference, and suitable causal identification strategies. Students can develop their skills of analysing causal links through empirical examples presented using the R programming language.

Indicative Session Outline

- Introduction to the module
- Counterfactual causality
- Causal diagrams
- Controlling and matching
- Fixed effects estimation
- Difference-in-differences designs
- Regression discontinuity designs
- Summary and outlook

Leaning Outcomes

By the end of the module, students should be able to
- identify and critically discuss key approaches to establishing causal links in the social sciences
- represent complex causal links between phenomena using causal graphs
- Interpret empirical results from research designs aimed at causal inference.
- carry out simple analyses aimed at causal inference using the R programming language
- summarise findings from their data analysis using appropriate causal language

Key Text
- Goldthorpe, J. H. (2001). Causation, statistics, and sociology. European sociological review, 17(1), 1-20.

- Angrist, Joshua D., and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton, NJ: Princeton University Press.
- Angrist, Joshua D., and Jörn-Steffen Pischke. 2010. The Credibility Revolution in Empirical Economics: How Better Research Design is Taking the Con out of Econometrics, *Journal of Economic Perspectives*, 24(2), 3-30.
- Keele, L. The Statistics of Causal Inference. A View from Political Methodology, Political Analysis 23(3), 313-335.
- Morgan, Stephen L., and Christopher Winship. 2015. *Counterfactuals and Causal Inference. Methods and Principles for Social Research*. Cambridge: Cambridge University Press.
- Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2002. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference.* Belmont, CA: Wadsworth Cengage Learning.

Course Assessment

A 2,000-word written report on a small data analysis project.

Introduction to Econometric Software

Module Code: 07 23698
Course Convenor: William Pouliot
Contact: W.Pouliot@bham.ac.uk
Credits: 10

Module Description

This course will introduce students to two main econometrics software packages and enable them to use the packages to carry out empirical work using the econometric methods taught in other parts of the course. The course will consider Stata on Day 1, and OxMetrics on Day 2. Both packages are what are called front-end packages, which are menu-driven and relatively user-friendly, allowing the user to carry out demanding econometric techniques at the click of a button. Both packages are general, covering many aspects of econometrics, and well-used by economists and social scientists.

The broad outline of the course is as follows. Each day will be composed of two three-hour sessions to be conducted in a computer lab. The morning session will be devoted to getting to know the interface of the econometric software, understanding the syntax, loading and manipulating data using the software. The afternoon session will involve the three stages of carrying out empirical work: Pre-estimation, estimation, and post-estimation, in each software package.

Each session will give students the opportunity to carry out some of the functions of the software covered themselves as exercises.

Learning Outcomes

After completing this module, students should be able to:

- use common econometric software packages to manipulate data appropriately and estimate important econometric models.
- analyse the quality of their econometric models and hence undertake independent empirical work in their particular subject.
- apply methods of course to easily adopt other econometrics software packages independently.
- comment, report and understand the output of econometric software packages in order to effectively and accurately convey results of empirical analyses.

Course Assessment

Students will be provided with a dataset and expected to write a short report (2,000 words) investigating a particular empirical question specified in the assignment. Students will be expected to use either or both of the software packages introduced,

and will be expected to display effective use of the packages to accurately and appropriately convey the results of the empirical investigation.

Introduction to Social Network Analysis

Module Code: 08 39380
Course Convenor: Andras Voros
Contact: a.voros@bham.ac.uk
Credits: 10

Module Description

The module provides an introduction to the key concepts and methods of social network analysis. Students will learn about the intellectual roots of analysing social relations as networks in the social sciences. They will develop an understanding of how network data may be collected in different contexts and disciplines. Through the combination of theoretical and practical sessions, students will learn to apply a basic toolkit of theoretical concepts and statistical methods to describe and analyse a variety of social networks. The module provides a hands-on introduction to the use of the R programming language for the analysis of networks. After finishing the module, students will be able to carry out a thorough descriptive analysis of a social network using R.

Learning Outcomes

By the end of the module students should be able to:

- Represent relational data using the terminology of social networks
- Formulate social science research questions involving social networks
- Perform simple analyses on social network data using the R programming language
- Visualise social networks as graphs
- Describe the basic properties of a social network using graph visualisation and statistical measures

Course Assessment

A 2,000-word written report on a small data analysis project (100%)

Introduction to Time Series Regression

Module Code: 07 23697
Course Convenor: Marco Ercolani
Contact: m.g.ercolani@bham.ac.uk
Credits: 10
Pre-requisite: Available to students who have taken Fundamentals in Quantitative Research Methods.

Module Description

This module introduces students to the analysis of time-series data using graphical and statistical techniques for model-fitting (regression). The emphasis is on the practical application of these research techniques while striking a balance between intuition, statistical rigour and practical use of statistical software. The module includes datasets that can be used to practice the statistical techniques taught on the course. The module material also includes all the commands needed to implement these statistical techniques using EViews, Gretl, R-project, SPSS and Stata.

Learning Outcomes

On completion of the module, students should be able to:
- Understand the special features of time-series models in terms of the dynamic structures that may become apparent.
- Independently analyse time-series data using the statistical software EViews, Gretl, R-project, SPSS or Stata.
- Understand the key features that makes time-series regression different from cross-section regression. The possibility that the errors/residuals from the regression may be correlated across time.
- Distinguish between time-series data that are stationary (mean-reverting to an average value) and time-series data that are non-stationary (increasing or decreasing perpetually in time).
- Independently apply the basic techniques for including lagged values of the dependent and independent variables in time-series regression models.
- Apply the basic tests used to identify the presence of autocorrelation in the errors/residuals of a time-series regression.
- Understand the basic models used to accommodate the presence of autocorrelation in the errors/residuals in a time-series regression.

Key Texts

- Asteriou D and Hall GH 2007 Applied econometrics: a modern approach. (rev. ed) Palgrave-MacMillan.
- Hamilton J. Time Series Analysis, Princeton University Press
- Maddala, G. and Lahiri K 2009. Introduction to Econometrics. (4th ed.) John Wiley & Sons.

Course Assessment

Technical report involving time-series regression and not exceeding 2500 words including tables and equations.

Mixed Methods Research Design

Module Code: 08 30623
Course Convenor: Daniel Wheatley
Contact: d.wheatley@bham.ac.uk
Credits: 10

Module Description

Mixed methods is an increasingly prominent approach to conducting social science research, including in social policy, psychology, business management, education and economics. This module will equip students with understanding, and practical experience, of mixed methods approaches within the social sciences. By combining quantitative and qualitative research techniques, mixed methods offer the social scientist a number of benefits but also present a range of challenges. Students will gain understanding of the ways in which methods can be combined at different stages of enquiry in order to successfully blend different methods of data collection, to allow both statistical robustness and rich nuanced understanding of a subject. They will also gain understanding of the potential risks involved in combining methods, including relevant ethical considerations. Teaching methods will include lectures, and interactive practical learning taking place within the classroom and through independent learning exercises. Assessment will require students to design a small-scale pilot mixed methods research project and provide critical reflection on their design.

Aims and Objectives

To allow researchers to gain a deeper understanding of the use of mixed methods in social science research.

Learning Outcomes

By the end of the module the student should be able to:
- Demonstrate a critical understanding of mixed methods research.
- Design a mixed methods research project from initial identification of research questions and methods, through sampling and data collection, to allow effective triangulation and robust findings.
- Identify appropriate ways to structure a mixed method research project, including alternative ways of employing methods at different stages of enquiry.
- Extract and manipulate data from secondary sources.
- Integrate quantitative and qualitative data collection methods in a single research design to address a specific problem.
- Critically evaluate the strengths and weaknesses of mixed methods research techniques.

Course assessment

2,000 word written assignment (100% marks)

Multivariate Linear to Logistic Regression

Module Code: 08 21873
Course Convenor: Laurence Lessard-Phillips, Andras Voros
Contact: L.Lessard-Phillips@bham.ac.uk, a.voros@bham.ac.uk
Credits: 10
Pre-requisite: Available to postgraduate students who have taken Fundamentals of Quantitative Research Methods or equivalent.

Module Description

Intended to serve as a `bridging' course between the basic data collection and analysis modules and a wider range of short courses dealing with particular data analysis and statistical approaches. It would be taken between such courses, and would need to be scheduled accordingly.

This is envisaged as a key course to discuss the key assumptions of the multiple linear regression model and the kinds of diagnostic tools available. It will provide a grounding in the statistical approach to analysing social science data.

A key objective is to provide a brief survey of the range of other statistical methods available, to enable informed choices about other courses.

A variety of software packages would suffice, but (given current site licences) it is envisaged that SPSS would be the main package used.

Learning Outcomes

On completing this course, students will be able to:
- Learning & understanding the assumptions required for the linear regression model to have the best linear unbiased estimators
- The importance of looking at a range of diagnostic information (particularly relating to examining the residuals) and the dangers of over-reliance on some popular summary statistics
- Critique existing research, and produce regression results of their own
- Understand how this model may be extended to logistic regression where the dependent variable is categorical, how the approach differs, and alternative model specifications (`probit') and extensions to multi-category dependent variables with and without an `order'
- Show awareness of other statistical approaches that draw on the techniques

Key texts:

Agresti, A. and Finlay, B. (2009) Statistical Methods for the Social Sciences, Fourth Edition, New Jersey: Prentice Hall.

Baum, C. F. (2006) An Introduction to Modern Econometrics Using Stata, College Station, Texas: StataCorp LP.

Field, A., Miles, J., and Field, Z. (2012) Discovering Statistics using R, London: Sage.

Long, J. Scott. (1997) Regression Models for Categorical and Limited Dependent Variables. Thousand Oaks: Sage.

Long, J. Scott. And Freese, J. (2006) Regression Models for Categorical Dependent Variables Using Stata, Second edition, College Station, Texas: StataCorp LP.

Wooldridge, J. (2009) Introductory Econometrics: A Modern Approach, Fourth Edition, South Western, Cengage Learning.

Course Assessment

A 2000-word data analysis report

Policy Evaluation

Module Code: 08 22563
Course Convenor: Siobhan O'Dwyer
Contact: s.t.odwyer@bham.ac.uk
Credits: 10

Module Outline

This module explores the different approaches to policy evaluation and their benefits and limitations. It gives guidance on how to assess existing evaluations and on carrying out policy evaluations.
Programme Day One:
Evaluation and Public Policy (What is Policy Evaluation?; Evaluation and the Policy Process; Evaluation and Stakeholders)
Developing Evaluation Designs (Criteria/What?; Types of Evaluation; Evaluation Design
Programme Day Two:
Data Collection (validity and reliability); Managing Evaluation (critiques and practical examples)

Learning Outcomes

By the end of this module the student should be able to:
- Demonstrate a systematic understanding of the principles of policy evaluation;
- Critically assess the different approaches to policy evaluation and its design, and compare their advantages and disadvantages
- Critically assess existing policy evaluations, and advise on appropriate application in different contexts;
- Draw appropriate inferences, including making judgements in the absence of reliable and complete data, and communicate conclusions clearly to specialist and non-specialist audiences;
- Evaluate policy

Course Assessment

Evaluation report : 2000 word report

Regression with Categorical Dependent Variables: An introduction using STATA

Module Code: 08 29151
Course Convenor: Chris Darko
Contact: c.k.darko@bham.ac.uk
Credits: 10

Module Outline

The module is run as a two-day statistical workshop on regression analysis with categorical dependent variables using the Stata software. It will include both taught and practical exercises using data series distributed by the module leader. The taught component will include an overview of the most commonly used regression models for categorical outcomes: binary logit and probit, ordinal logit and probit and multinomial logit. Example data will be used to explore these estimation methods. The emphasis in the practical component will be on the application of appropriate techniques and interpreting results using secondary data and the interpretation of results. The course assumes that students have prior knowledge of common commands in Stata to organise and handle data and undertake standard regression techniques. By the end of the two days students should have a good understanding of how to run their own regressions with categorical dependent variables using Stata and how to interpret their results.

Learning Outcomes

By the end of the module students should be able to:
- Assess and be able to interpret results in published research using regression methods with categorical dependent variables.
- Demonstrate a good understanding of modelling and interpretation of regression models with categorical dependent variables.
- Identify which limited dependent variable models are best suited to address specific research questions.
- Carry out regression analysis, interpret results and construct graphs for regression models with categorical dependent variables.

Course assessment

Assessments: Coursework assignment
1 x 2,500 word assignment (100%)

Reassessment: Resubmission of 2,500 word assignment

Researching Disability

Module Code: 08 22019
Course Convenors: Harriet Clarke
Contacts: h.clarke@bham.ac.uk
Credits: 10

Module Description

This short course reflects the strong research and professional identities linked with disability which often characterise the social identities of workers in the field, leading them to seek out disability-orientated perspectives (Lewis and Crisp 2004). This has been reflected in texts which have taken a disability-specific orientation to research (e.g. Armstrong and Moore 2004; Barnes and Mercer 1997; Moore et al 1998). In due course the proposed course could lend itself to an updated and more comprehensive version of such texts reflecting also, for example, internet developments in this field.

The course will both unpick the methodological implications of some of the debates around the nature and interpretation of 'disability' and also scrutinise some of the practical issues of 'method' when researching disability. In outline, the following foci are envisaged (anticipating approximately one day on each with an emphasis on seminar rather than formal lecture format):

1. Context and issues
   - Conceptualisation of disability and impact on research epistemology;
   - Diverse approaches to research in the area of disability, including participatory and emancipatory approaches;
   - The nascent 'disability history' agenda;
   - The politicisation of SEN/disability and policy oriented research;
   - Evaluation research in disability or special needs

2. Ethics and methods:
   - Ethical issues e.g. gaining informed consent with participants having limited communication skills;
   - Differentiating access and response modes for participants with cognitive or sensory impairments (including arts and web based methods);
   - Child voice in the context of children with disabilities or special needs;
   - Dissemination: access and format issues; involving people with disabilities in dissemination

Learning Outcomes

By the end of the module you will be able to identify:
   - Understand contrasting conceptualizations of disability
   - Relate these to appropriate consequent research methods and methodologies
   - Recognise the particular ethical issues in research concerning disability or special needs
   - Differentiate data collection methods in appropriate ways for disabled participants

- Appreciate the roles and potential of disabled reference groups

Course Assessment

A 2500 word assignment

Key Texts

Armstrong, F. and Moore, M. (2004) Action Research for Inclusive Education London: Routledge Falmer

Barnes, C. and Mercer, G. (1997) Doing Disability Research Leeds: Disability Press

Lewis, A. and Crisp, R. J. (2004) Measuring social identity in the professional context of provision for pupils with special needs, School Psychology International, 25 4 404-421

Moore, M., Beazley, S. and Maelzer, J. (1998) Researching Disability Issues Buckingham: Open University

Researching Young People

Module Code: 08 30621
Course Convenor: Ian McGimpsey
Contact: I.McGimpsey.1@bham.ac.uk
Credits: 10

Module Outline

Social researchers in a number of disciplines have inquired into the lives of young people, producing representations of youth and young people of interest to governments, the media, parents, and professional groups, as well as young people themselves. Youth is a site of theoretical debate, social control and repeated moral panic, and the production of representations through research has often shaped perceptions and treatment of young people, though not always to their benefit. Young people typically lack the power of adult subjects to participate in the production of social research or contest the findings and use of research about them. As such, researching the lives of young people involves specific methodological and ethical considerations. By the end of this module, students will be able to: - critically discuss social research interest in youth and young people, identifying and describing the main disciplinary traditions of research into the lives of young people, in terms of:

  i)   age-specific institutions and social spaces and the particular nature of young people's participation in those spaces Social policy that affects and defines youth, including national and global policy discourses;
  ii)   transition from childhood and to adulthood, as conditioned by social structural conditions;
  iii) Power-relations to peer and adult subjects, including researchers, taking account of the intersections of youth with other identity categories. - take account of the ethical issues associated in engaging young people in social research within research design strategies and practices. Ethical issues will include the legal, policy and practical aspects of accessing and working with young people, and issues of the participation and representation of a relatively powerless group in research. - discuss the application of established social research methods in research with young people, such as the use of participatory and action research approaches, interviews, ethnography, visual methods, online and social media spaces, and cohort studies.

Learning Outcomes

By the end of the module students should be able to:
  - Critically discuss research interest in youth, with awareness and understanding of the main traditions of inquiry into the lives of young people.
  - Demonstrate an understanding of the ethical issues associated with engaging young people in social research, and apply relevant ethical standards and principles appropriately in the design of research
  - Critically examine the role of power in the production of representations of young people through research, taking account of issues of participation and voice

- Formulate approaches to research design that utilise established methods of social research with young people

Course Assessment

1 x 2,500 word essay