

## Researching the Ageing Society II - Methods in Ageing and Social Change

Forskningsmetoder inom åldrande och social förändring II  
7.5 credits

Single subject course

755A19

Valid from: 2022 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Ageing and Social Change	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2021-12-07	Second cycle	A1F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Other Subjects within Social Science	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2022		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för kultur och samhälle		

## Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen
- 10 ECTS credits passed in Quantitative Methods  
or  
10 ECTS credits passed in Statistics
- 5 ECTS credits passed in Social Science
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6)
- Exemption from Swedish

## Intended learning outcomes

After completing the course, the student should on an advanced level be able to:

- describe, apply, and demonstrate in-depth knowledge of the theoretical and structural bases of longitudinal data and relevant advanced statistical models and its characteristics as well as implications and challenges
- describe and apply knowledge of multi-level and comparative analysis adding macro and meso-data to micro-data from survey and register data
- independently use, plan, and manage longitudinal datasets for further analysis and be able to apply simple and advanced statistical analysis and models to longitudinal data
- use, understand and navigate SPSS and Mplus in the analysis of longitudinal data
- describe, discuss, and reflect on correct and appropriate methods and results from longitudinal analysis in a scientifically appropriate format
- apply knowledge of ethical aspects on relevant research- and developmental work

## Course content

In the course, knowledge is offered within longitudinal research methods and questions, together with an in depth understanding of advanced methods of comparative and time-sensitive multilevel research. Furthermore, an in-depth understanding for working with macro, meso and micro-data from survey and register data is offered. Statistical models of focus are within the framework of Structural Equation Models (SEM): Growth Curve Models, Linear Mixed models, and multi-level and comparative analysis. The student will learn how to use SPSS for data preparation and basic analysis and Mplus for advanced longitudinal analysis and models. The focus is not on underlying mathematical theory but on theoretical concepts and practical applications.

## Teaching and working methods

In the course a hybrid teaching model is used, where students meet simultaneously on site and online for lectures and work together in workshops, computer labs, and seminars. In addition, the student should conduct self-study and work with others in peer learning groups.

The language of instruction and examination is English.

## Examination

The course is examined through:

- Active participation in seminars and workshops, grading scale: pass/fail
- Active participation in computer labs, grading scale: pass/fail
- Multiple choice quizzes (individual), grading scale: pass/fail
- Written examination (individual), grading scale: ECTS

For a passed final grade (E), a pass is required on all examinations and an E on the individual written examination. Higher grades are based on the individual written examination.

Detailed information about the examination can be found in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

ECTS, EC

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.