

## Research Methodology

Forskningsmetodik  
15 credits

Programme course

759G47

Valid from: 2010 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Education	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2009-11-20	First cycle	G2E
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Education	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2010		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Course offered for

- Bachelor´s Programme in Human Resources

## Entry requirements

General entry requirements for undergraduate studies  
and

Social Studies and Mathematics corresponding to the level in Swedish upper  
secondary education (Samhällskunskap 1b/(1a1 och 1a2 and Matematik 2a/2b/2c  
or Matematik B)

and

At least 135 ECTS credits passed from Bachelor´s Programme in Human  
Resources or Bachelor´s Programme in Human resource management and work  
sciences including the threshold requirement from semester 5 and HRM:  
Organizing and Managing Organizations (15 ECTS) and HRD: Learning, Change  
and Development in Organizations (15 ECTS)

## Intended learning outcomes

On completion of the course, the student should be able to

- describe, analyse and critically review different scientific theoretical specialisations and research methods in behavioural and social sciences research,
- plan the design and planning of scientific studies concerning the design of data collection tools, choice of method for collection, processing and analysis of information
- use statistical techniques for processing and analysis of numerical information and qualitative methods for processing and analysis of verbal information,
- review and evaluate research considering scientific positions, quality aspects and methodological and ethical considerations.

## Course content

The course covers the work process of a research or diagnostic work in behavioural and social sciences research. The focus is on formulation of research issues and different scientific perspectives/positions and their consequences for the research planning, data collection (e.g. with questionnaires, interviews and observation), processing and analysis of both numerical and verbal information and reporting. The techniques for processing and analysis that are covered are quantitative methods for description, for determination of statistical relationships, for hypothesis tests and qualitative methods for processing and analysis of verbal information. Quality aspects of research in the behavioural and social sciences, as well as ethical aspects are also covered.

## Teaching and working methods

The teaching takes the form of lectures and different exercises and implementation parts. Compulsory occasions are announced at the beginning of the course. Apart from scheduled time, the students are expected to study independently, individually and in groups.

## Examination

The examination is in written and/or oral form. The course may be examined continuously during the course or at the end of the course. Detailed information can be found in the separate course instructions.

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

Three-grade scale, U, G, VG

## 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.