



## **Government of Russian Federation**

### **Federal autonomous educational agency of higher professional education “National Research University – Higher School of Economics”**

Department of public and municipal administration

#### **The instruments of sociological research**

for specialty 080200.62 “Management” within bachelor degree program  
“Public and Municipal Administration”

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The study plan has been approved at the meeting of the Chair of economics and management of  
nongovernmental noncommercial organizations «\_\_»\_\_\_\_\_ 2013.,

Head of the Chair Mersianova I.V. \_\_\_\_\_ [signature]

Recommended by the section of УМС «Public and  
municipal administration» «\_\_»\_\_\_\_\_ 2013

Chairman Klimova A.V. \_\_\_\_\_ [signature]

Approved by the SC of the Department of public  
and municipal administration «\_\_»\_\_\_\_\_ 2013

Academic Secretary Simonova L.M. \_\_\_\_\_ [signature]

Moscow, 2013

*Present study plan cannot be used by other departments of the university and by other universities  
without permissions of the Chair – the owner of the study plan.*

### **1. The application and the terms of reference**

Present syllabus establishes minimal requirements of knowledge and skills for students and determines the content and the types of academic activities and the reports.

The syllabus is intended for leading instructors, class assistants and the students of the specialty “Management” 080200.62.

- The syllabus has been developed to meet the requirements of the following documents:
- NRU-HSE standards for the specialty 080200.62 “Management” within the bachelor program “Public and Municipal Administration”
- Main educational program (ООП) of NRU-HSE for specialty 080200.62 “Management” within the bachelor program “Public and Municipal Administration”
- Actual education plan (ПУП) of the university for the major specialization 080200.62 “Management” within bachelor program. Approved for 21013-2014.

### **2. The goals of the discipline**

The goals of the discipline “The Instruments of sociological research” are to form knowledge and skills for empirical research, to develop analytical and research competences to inform managerial decision-making process. These competences will enable future public managers to incorporate results of their research into practical change, reinforce or terminate government programs. In the course of this discipline students will receive the following practical knowledge and skills: organization of research work, preparation of research plans, application of various methods and instrument for collection of empirical data, classification and categorization of data for further analysis and synthesis, and organizing the data for evidence-based recommendations. As a result of successful completion of this course students will be able to prepare research plan, to develop instruments for data collection, make professional presentations and write analytical reports.

### **3. Description of competences**

#### **Description of knowledge and skills:**

- know how to formulate research problem, to build a hypothesis, to construct models for testing hypotheses, to find sources of social and economic information.
- identify relevant scientific journals with relevant theories and information: electronic databases, journals, conferences, professional associations.
- use practical methods of quantitative and qualitative analysis and modeling of the theoretical and practical research.
- choose and design adequate data collection instruments.
- collect empirical data, to process and code the data.
- analyze the data with the help of modern hardware and information technology (Excel, SPSS, STATA, SAS, etc.)
- apply results of the data analysis to managerial decisions.



While mastering the discipline, students learn the following competences:

| Competence   | Code from ФГОС/ НИУ | Descriptors – basic indicators of accomplishments  | Forms and methods of training that enable students to form the competences   |
|--|---------------------|--|--|
| Understanding of social value of scientific research   | ПК-2                | Capable to explain the role of a researcher in the improvement of social programs and state policy   | Students are capable to select socially significant research topic   |
| Analyze the effectiveness of organizational decisions  | ПК-3                | Capable to identify the data and the methods to evaluate the effectiveness   | Explains the connection between the goal and the methods of research   |
| Analyze and interpret domestic and foreign research data   | ПК-19               | Capable to evaluate the effects of macroeconomic data on organizational decisions  | Understands how statistical data influences the development of an organization   |
| Applies quantitative and qualitative methods of analysis.  | ПК -34              | Knows how to collect and analyze qualitative and quantitative data   | Analyzes qualitative data by using statistical analysis, and quantitative data by using codes and categories   |
| Defines the problems, formulates and tests scientific hypotheses, models the relationships between the parameters, knows the sources of socio-economic information: data bases, journals, conferences. | ПК-54               | Defines problems in state agencies or noncommercial organizations, develops plans of systematic investigation of a problem, formulates the hypothesis on the basis of literature review, develops cause and effect models and tests them | Defines research topic, formulates main problems, makes literature review, creates a model of parametric relationships, collects and analyzes the data |
| Uses methods of qualitative and quantitative research and modeling.  | ПК-55               | Puts together a research plan on the basis of scientific theories, which are tested by qualitative and quantitative analysis of the data collected from surveys, experiments, or observations.   | Familiarizes with the SPSS analytical software. Conducts practical analysis of empirical data with the help of statistical software like SPSS.         |
| Uses scientific sociological methods for data collection   | ПК-56               | Collects, manages and analyses data in order to solve the postulated research problems.  | Plans data collection, collects the data.  |
| Chooses proper instruments to process the data with the view of research goals, analyses results and explains the conclusions.   | ПК-57               | Makes qualitative and quantitative analysis of empirical data.   | Chooses proper methods of analysis for various type of data, makes analysis, makes recommendations on the basis of data analysis.                      |
| Uses modern statistical and information technology to solve analytical and research problems.  | ПК-60               | Knows how to use statistical software SPSS   | Students analyze quantitative data in the SPSS program with the supervision of an instructor   |

#### **4. The place of the discipline within the structure of the department study plan**

This discipline forms a part of the sociological and economic mainstream knowledge and leads students to master theoretical and practical instruments and competences for independent research.

In order to successfully master this discipline, students must have the following knowledge and skills:

- To know how to correctly formulate the goals of practical administrative research and to evaluate the results of government and noncommercial agencies;
- To be able to identify, locate, and independently evaluate and summarize relevant specialized literature in English and Russian
- To be able to independently plan the stages of research project
- To use appropriate instruments and methods for relevant data collection to meet the needs of a concrete problem.
- To build an instrument for empirical data collection within an organization.
- To organize research process independently according to a chosen algorithm.

For the concentrations of the chairs of public administration and economics of public sector at the Department of public and municipal administration, this discipline qualifies as the discipline by choice.

Main concepts and principles of the discipline must be used to plan scientific sociological research, conduct research activities as planned, and to write a qualification diploma in the nearest perspective. With further development of scientific approaches to management in Russia, the study of effective implementation of government policies and programs requires professionals to master the methods of systematic scientific analysis for evaluation of the work of government agencies. Modern leaders and managers have learned to appreciate the usefulness of systematic analysis for more rational decision making and effective production procedures.

Upon the completion of the discipline “The instruments of sociological research,” students of the 2nd year of a bachelor program should have a thorough understanding of the research process – how to formulate a problem and a research question, how to use instruments of research for gathering information and data, how to classify and analyze empirical data for understanding social effects of government policies, to find explanations for successful and unsuccessful policies, and to predict the level of effectiveness based on available information.

Students should be able to:

- Know modern theories and discussions on methodology and instruments of sociological research;
- Formulate goals and tasks of sociological research;
- Know advantages and drawbacks of various methods;
- Use ethical standards, while conducting data collection and writing reports;
- Guarantee validity and reliability of results;
- Differentiate practical and pure scientific studies, formulate research questions and build hypotheses, plan research instruments, and write a research plan;
- Present ideas and research results to a broader audience.

#### **5. Thematic plan for the discipline**



| №   | Title  | Total hours | Hours in auditorium |          |                 | Independent work |
|-----|--|-------------|---------------------|----------|-----------------|------------------|
|     |  |             | Lectures            | Seminars | Practical tasks |                  |
| I   | Unit 1. Sociological research – Methodology  |             |                     |          |                 |                  |
| 1.  | Introduction to the course “Instruments of sociological research.” The role of research in human society: advances and limitations.<br>Goals of scientific research. Formulation of research problems. Selection of research topics. |             |                     |          |                 |                  |
| 2.  | Role of theory in practical research: paradigms, theories, models and common wisdom. Identification of scientific literature.  |             |                     |          |                 |                  |
| 3.  | The importance of ethics in social science research. Institutional review board.   |             |                     |          |                 |                  |
| 4.  | Literature review. Goals of literature review. Search of scientific sources. Analysis of the literature.   |             |                     |          |                 |                  |
| 5.  | Research design. The structure of inquiry<br>Main research concepts.   |             |                     |          |                 |                  |
| 6.  | Conceptualization, operationalization, and measurement of research concepts. Review and reformulation of hypotheses.   |             |                     |          |                 |                  |
| 7.  | Modes of observation: surveys, experiments, content analysis. Survey research.<br>Construction of a survey instrument.   |             |                     |          |                 |                  |
| II. |  |             |                     |          |                 |                  |
| 8.  | Indexes, scales and typologies. Concerns for validity and reliability of data.   |             |                     |          |                 |                  |
| 9.  | The logic of sampling. Research population. Sampling frames. Procedures and formulas of a sample selection.  |             |                     |          |                 |                  |
|     |  |             |                     |          |                 |                  |
| 10. | Quantitative data collection and processing. Excel and SPSS data analysis.   |             |                     |          |                 |                  |
| 11. | Data mining online. Data bases on the internet. HSE data collection and availability.  |             |                     |          |                 |                  |
| 12. | Qualitative field research: observation, expert interview, focus groups, case study. Expert interview. Interview procedure.  |             |                     |          |                 |                  |
| 13. | Qualitative data collection. Unobtrusive research: content analysis.   |             |                     |          |                 |                  |
| 14. | Qualitative data collection. Case study. Grounded theory.  |             |                     |          |                 |                  |
| 15. | Evaluation research. Goals for evaluation. Types of evaluations.   |             |                     |          |                 |                  |



|     |  |     |    |  |    |    |
|-----|--|-----|----|--|----|----|
| 16. | Interpretation of results. Report writing and presentation of results. |     |    |  |    |    |
|     | Total for the discipline   | 144 | 32 |  | 32 | 80 |

## 6. Forms of ongoing and final controls for students

| Type of control | Forms of control                          | Модули |    | Parameters **  |
|-----------------|---|--------|----|--|
|                 |   | 1      | 2  |  |
| Ongoing         | Report                                    |        | 11 | The report consists of 4 parts and an attachment – the instrument of data collection |
| Final           | Exam – Oral presentation of research plan |        | 12 | Individual or group presentations of a completed research project                    |

### 6.1 Evaluation criteria of knowledge and competences

Research plan report is the main product of the discipline. Five written creative reports will be prepared independently by students according to given. Each paper will be assessed and the sum of the parts will weigh 0,3 points.

$$O_{ongoing} = O_{report}$$

To prepare for writing the papers, students will participate in class seminars and perform in-class assignments and practical exercises. Instructor will grade active participation and correct performance on the tasks. Participation in class activities will weigh 0,2 points.

**Reports** will weigh 0,3 points.

$$O_{накопленная} = k_1 \cdot O_{сам.раб} + k_2 \cdot O_{ауд} + k_3 \cdot O_{тек},$$

$$\text{где } k_1 = 0,3$$

$$k_2 = 0,2$$

$$k_3 = 0,3$$

**Final exam.** Oral exam will be conducted in the form of individual presentation of final research plan. Student must demonstrate professional presentation materials with the PPT software competency, professional presenting skills, time-management, and be able to respond to critical comments and questions. The exam will weigh 0,2 points.

The final grade is cumulative of all work done by students in class. The final grade is calculated by the following formula:

$$O_{результ} = q_1 \cdot O_{накопл} + q_2 \cdot O_{экзамен},$$

$$\text{где } q_1 = 0,8$$

$$q_2 = 0,2$$

## 6.2 Explanation of grading requirements

To receive excellent grades for research article, students will have to submit 5 short papers – the product of five short home and class assignments.

- (1) In the first paper students will describe research problem, provide empirical support to the problem, formulate their research interests, and write 2-3 properly structured research questions.
- (2) In the second paper, students write analytical review of scientific literature describing research questions, methods, and findings of the authors of selected papers on a selected research topic. Each student should have 12 or more scientific research articles for their analysis of the literature.
- (3) In the third paper, the students describe the methods of data collection and analysis that they have chosen for their research. The methods paper should cover the theory, research questions, research design, hypotheses, and methods for empirical data collection and analysis; students need to discuss potential ethical issues in their research and the ways to protect the subjects of the study.
- (4) In the fourth paper students will present their analysis of the data and make appropriate inferences and conclusions;
- (5) In the fifth paper students discuss their findings and make a government or university, or municipality policy recommendations.

To prepare students for writing research papers, a series of seminars will be held in class. To receive an excellent grade, students must participate in structured discussions, discuss their creative assignments, and perform given practical tasks. Home assignments will contribute to the on-going evaluation of their progress towards the final grade.

**Report.** Final report will consist of 7 parts with the attachment of the selected data collection instruments (surveys or interview guides, etc.). In this paper, students must demonstrate their knowledge and skills for defining research problem and formulating research questions, the skill to select and analytically review relevant research literature, to select and apply adequate research design, methods, analytical techniques, academic writing skills, conceptual and logical competences, present data graphically and explain it thoroughly, and write a scientific report of their findings. Final report is due at the end of the 4th module.

To receive an excellent grade for the final research plan report, students will need to incorporate all recommendations that the instructor provides to them concerning the performance on earlier research papers, to use the proper format of the report, to have properly formatted tables and graphs to illustrate the concepts and hypotheses, and to have appropriate in-text and after-text references. Report must have the title page, the table of contents, the introduction, the literature review, the hypotheses, the description of methods for data collection, and description of analytical approach, the description of data analysis with graphs and tables, the conclusion, and the list of references. The research instruments will be attached to the final paper.

**Exam.** Students are required to make presentations in the format of a scientific conference for 15 minutes and answer questions about their research program. To receive an excellent grade for presentation, students must condense their research plan into 10-12 slides, and fully present their empirical research and findings. Students must know how to use the PPT presentation software, look professional, respond to questions politely, and act professionally.

## **Part I. Research of social behavior.**

The purpose of this discipline is to help students learn about social research by doing. Students learn how to compose a research plan and implement it by doing data collection, analysis and writing a research paper. The instructor facilitates the comprehension and practical use of major concepts, the formulation of workable research questions, the building of hypotheses, the use of proper procedures for data collection, the application of analytical techniques for different types of data, making inferences, and building conclusions. At the end of the discipline, students write a scientific research paper in line with the standard requirements for a written academic scholarly work.

Activities in class consist of lectures, practical exercises and discussions of research design and implementation techniques that students will be planning and doing throughout the course. The independent work of students takes 6-8 hours out of the classroom and consists of readings assigned literature and performing practical assignments.

### **THEME 1. The introduction to the discipline “ The instruments of sociological research.”**

Human inquiry and science: review of the discipline. The methodology of social research: formulating and explaining research problem; defining the goal of research, defining the subject and the unit of analysis; formulating the objectives of the study. The characteristics of appropriate research question.

Class goals: Students select and discuss research topics, define the significance of their study, and start formulating research questions. Next step is to formulate a tentative research question and identify main concepts.

*Class assignment* – each student will discuss research topic within a small group.

*Class assignment 2* – choose and write down two topic for your practical research for this discipline.

**Graded home assignment 1:** This is a written graded assignment. Students formulate the topic of their proposed research, describe the significance of the study, write research question(s) in line with given guideline. The assignment is due on our second meeting. Submit home assignment on paper in class and online through the LMS system (**3 points**).

#### **Required readings:**

1. Babbie Earl R. 2008, The Basics of Social Research, Cengage Learning, 4<sup>th</sup> edition. Chapter 1, pp. 4-10, 12-16, 21-26. (on LMS)
2. Горшков, Ф.Э. Прикладная социология: методология и методы: Учебное пособие/ М.К. Шереги. - М.: Альфа-М: ИНФРА-М, 2009. - 416 с, стр.12-22, 270-290 (HSE Library online)

#### **Additional reading:**

3. Bwisa, H. How to Write A Statement Problem: Your Proposal Writing Companion, Jommo Kenyatta University of Agriculture and technology, 2008
4. Девятко, И.Ф., Методы Социологического Исследования, Москва Университет Книжный Дом, 2009. Глава 1, стр.16-20.

**THEME 2. The role of theory in practical research: paradigms, theories, models and common wisdom (heuristics).** The initiation of literature review.



The unity of theoretical and empirical in practical social research. Relationships between theories and hypotheses in practical research. Macrotheory and microtheory. Theoretical and practical research frameworks. Main research concepts. Formulation of initial hypotheses.

Deductive theory construction and inductive theory construction: building explanatory models. Definition of major concepts of research problem, developing a hypothesis.

Class goals: Students learn about the importance of theoretical approach to doing research and devising and testing a hypothesis.

*Class assignment 1:* in a given research paper, identify a theory and a hypothesis. Explain how the hypothesis relates to the theory. Change the theory and see if there is a need to change the hypothesis.

*Class assignment 2:* Construct a deductive logic of the Herzberg's X theory of motivation and translate it into the practical recommendation for motivating government employees. Describe your research problem and suggest an explanatory model for this problem: how the concepts in the problem relate to each other.

**Graded home assignment 2:** In the HSE database find 6 academic articles on the topics and research questions you have selected during our first class. Create a list of these articles by copying and pasting the titles and the abstracts of each article. **The assignment is due on our third meeting (3points).**

**Required readings:**

1. Babbie, E.R. 2008. *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition. Chapter 2, pp. 32-47, 56-58 (on LMS)
2. Горшков, Ф.Э., Прикладная социология: методология и методы: Учебное пособие / М.К.. Шереги. - М.: Альфа-М: ИНФРА-М, 2009. - 416 с., 51-67. (HSE Library online)

**Additional readings:**

3. Chen, H. (1990). *Theory-driven evaluations*. Newbury Park, CA: Sage.

**THEME 3. The importance of ethics in doing research on human subjects.** Ethical issues in social research. Professional code of sociologists in Russia: main rules and requirements. Comparisons with American code of ethics to protect human subjects in social research.

Class goals: students learn about social responsibility of a social researcher, can identify violations of human subjects protection rule, and can predict potential violations of a code of ethics in their own research.

*Class Assignments 1* – identify and explain potential threats to human subjects in a given research paper (or video material);

*Class Assignment 2* - Identify potential threats to your respondents in your own study – group work.

**Special graded home assignment 3** – take an on-line study of ethical issues and human subject protection in social research, complete the test. After you finish the test, the system will generate an official certificate. Please bring the certificate of completion to the class and turn it in to the instructor. **The assignment is due on our fifth meeting.** The test takes 3-4 hours. You will find it here:

<http://phrp.nihtraining.com/users/login.php>

*Ungraded home assignment* – In the video The Stanford Prison Experiment (accessible here:

<http://www.youtube.com/watch?v=sZwfNs1pgG0>) and the video Milgram experiment (here:

<http://www.youtube.com/watch?v=xOYLCy5PVgM>) you need to take notes of the violation of the code of ethics in social research. Be ready to discuss it in class.

### Required literature:

1. Babbie E. R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition. Chapter 3., pp. 54-67 (on LMS)
2. <http://phrp.nihtraining.com/users/login.php> - Тест для домашнего задания здесь.
3. [http://www.ssa-rss.ru/index.php?page\\_id=73](http://www.ssa-rss.ru/index.php?page_id=73) Российское общество социологов: Профессиональный кодекс социолога
4. [http://www.ssa-rss.ru/index.php?page\\_id=84](http://www.ssa-rss.ru/index.php?page_id=84) Проект нового кодекса чести социологов России
5. [http://www.nap.edu/catalog.php?record\\_id=4917](http://www.nap.edu/catalog.php?record_id=4917) – The National Academy of Science, *On Being a Scientist: Responsible Conduct in Research*, Second Edition (1995).

**THEME 4. Performing a literature review. The goals of a literature review.** Approaches for doing literature review. Analysis and synthesis of ideas, approaches, findings, and challenges. Use of empirical research of others to help your own research. Methods of comparing the literature: comparing and contrasting, using Webb diagram.

Class goals: in this class students learn and practice review of scientific articles in order to support their own research. Literature review is done early in this class in order to help students devise, revise, and formulate focused research questions for their qualification thesis (BKP).

*Class assignment 1:* students identify four goals of literature review. In a provided research text, students identify the theory, the hypothesis (es), the methods, and the instruments for data collection used by the authors of an article.

*Class assignment 2:* students perform class exercise by comparing two articles with the help of Webb-diagram.

**Graded home assignment 4.** Write a literature review using all literature that you've found so far (12 sources). Contrast and compare articles on your research topic, find commonalities and differences in these articles. Explain how these scientific articles might help your own research. The assignment is due on class five. Bring your literature analysis on paper to class and submit online through the LMS system.

### Required readings:

1. Neuman W.L. *Reviewing the Scholarly Literature and Planning a Study*. Chapter 4 (on LMS)
2. Льюис Ф., Сондерс М., Торнхилл Э. *Методы проведения экономических исследований*. Пер. с англ. – 3-е изд. – М.: Эксмо. – 2006. – С. 89. Стр. 1-6

### Additional readings:

3. Webster and Watson, 2002 *Analyzing the Past to Prepare for the Future: Writing a Literature Review*. pp. xiii-xxiii
4. Stewart, D.W., & Kamins, M. A. (1993). *Secondary research: Information sources and methods* (2nd ed). Newbury Park, CA: Sage.

**THEME 5. Developing research plan. Three purposes of research: exploration, description, explanation.** The structure of research plan: introduction, literature review, methodology and methods of research. Relationships between the stages of research. Research design as a logical model of research hypothesis. Visual presentation of research design. The time dimension in research design: cross-sectional, panel, and longitudinal research design.



Class goals: students appreciate the role of theory in selection of the type of research. Students learn the meaning of each part of research plan and the connection between the parts. They develop a visual image and presentation of their own research design.

*Class Assignment 1:* Identify and describe stages of a research plan in a given research paper.

*Class assignment 2:* Based on the literature analysis and your working hypothesis, develop your research design and draw a visual presentation of relationships between major concepts of your research (theoretical model). Verify your hypotheses.

**Required readings:**

1. Babbie Earl R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition. Chapter 4, pp. 86-92, 106-116. (on LMS)
2. Радаев В.В. Как организовать и представить исследовательский проект: 75 простых правил. М.: ГУ-ВШЭ, ИНФРА-М, 2001 (on LMS)
3. Горшков, Ф.Э., Прикладная социология: методология и методы: Учебное пособие / М.К.. Шереги. - М.: Альфа-М: ИНФРА-М, 2009. - 416 с., Глава 2, стр. 22-37 (HSE Library online)

**Additional readings:**

4. Девятко, И.Ф., Методы Социологического Исследования, Москва Университет Книжный Дом, 2009. Глава 1, стр 5-16.
5. Евсеев, О. 2012. Методы исследовательской работы в молодежной среде: Учебное пособие; Под Общ. Редакцией Волгина В. А. – М.: Вузовский учебник, НИЦ – Инфра-М.

**THEME 6. Conceptualization, operationalization, and measurement of research concepts.**

Conceptions as constructs: indicators and dimensions; real, nominal and operational definitions.

Criteria of measurement quality: methods to improve precision and accuracy, reliability, and validity.

Class goals: Students identify main concepts in their research, give operational definitions of the concepts, and develop ideas about measurements. They translate concepts into variables and hypothesize the relationships between the variables.

*Class assignment 1:* Define the concepts and measurements in given examples. Identify reliability and validity issues in given examples.

*Class assignment 2:* Define dependent and independent variables in a given research, identify potential relationship between the variables.

**Graded home assignment 4** – Write down your revised research questions. Identify and write down main concepts. Suggest ways to operationalize and measure the concepts, suggest a hypothesis(es). Describe how you will address the issues of validity and reliability of the measurements. Identify dependent and independent variables, describe expected relationships between dependent and independent variables. Submit home assignment in class and online. The assignment is due next class. Please bring on paper to class and submit to the LMS.

**Required readings:**



1. Babbie, E. R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition. Chapter 5, pp. 115-120, 124-129, 135-141 (on LMS)
2. Горшков, Ф.Э., *Прикладная социология: методология и методы: Учебное пособие / М.К. Шереги.* - М.: Альфа-М: ИНФРА-М, 2009. - 416 с., Глава 3,4, стр. 37-60 (HSE Library online)

#### **Additional literature:**

1. Толстова Ю.Н. *Измерение в социологии.* М. КДУ, 2008
3. Девятко, И.Ф., *Методы Социологического Исследования*, Москва Университет Книжный Дом, 2009. Глава 6.
4. Dennis, M. L. (1990). Assessing the validity of randomized field experiments: an example from drug treatment research. *Evaluation Review*, 14, 347–373. Applied Research Design

## **PART II. INSTRUMENTS FOR COLLECTION OF EMPIRICAL DATA AND METHODS FOR DATA ANALYSIS**

**Theme 7. Quantitative field research.** Survey - the main instrument for data collection in sociological research. Planning and organizing a survey. Principles for writing questions: simplicity, clarity, relevancy, acceptability, sequence and form. Guidelines for writing a questionnaire: format, order, contingency questions, and matrix questions. The role on an interviewer. Pretest of a questionnaire.

Class goals: Students learn the basics of survey questionnaire construction and the role of an interviewer.

*Class assignment 1* – for a given research question, students design a survey of university students, develop and test a short questionnaire.

#### **Required readings:**

1. Babbie Earl R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition, Chapter 9, pp. 240-253, 261-272 (on LMS)
2. Горшков, Ф.Э., *Прикладная социология: методология и методы: Учебное пособие / М.К. Шереги.* - М.: Альфа-М: ИНФРА-М, 2009. - 416 с., Глава 5, 68-79. (HSE Library online)

#### **Additional readings:**

3. Neuman, W. L. (2009). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Boston, MA: Allyn and Bacon, Chapter 4, pp. 68-84
4. Dillman, D. A. (2006). Why choice of survey mode makes a difference. *Public Health Reports*, 191, 11–13.
5. Fowler, F. J., Jr. (2002). *Survey research methods* (3rd ed.). Thousand Oaks, CA: Sage.
6. Dillman, D.A. (2000). *Mail and internet surveys: The tailored design method*. New York: Wiley.
7. Henry, G. T. (1990). *Practical sampling*. Newbury Park, CA: Sage.
8. Stewart, D.W., & Kamins, M. A. (1993). *Secondary research: Information sources and methods* (2nd ed.). Newbury Park, CA: Sage.

## **THEME 8. Indexes, scales and typologies.**

Index construction. Scale construction. Typologies. Bivariate and multivariate relationships between variables. Concerns for validity and reliability of data.

Class goals: To manage observations, students reduce them to a more manageable form. Students learn use measurements to construct indices and scales.

*Class assignments:* from a given research papers extract several observations and reduce them to one composite index. Consider the possibility of the violation of face validity of the index.

Class assignment: from a given research paper develop a Likert scale based on the intensity of feeling of the respondents.

**Graded Home assignment 5** – (1) by using an example of a survey for data collection, students should design a short questionnaire for data collection for their own research; (2) those students not using a survey as an instrument of data collection, will develop a relevant instrument for data collection such as an interview guide, questions for focus groups, etc. Consider changing some of your questions in a survey into a Likert scale form. The assignment is due next class. Please submit home assignment in class and on LMS.

#### **Required readings:**

1. Babbie Earl R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition, Chapter 6, pp. 146-156, 162 The status of women, 163-165, 169-170 (on LMS)
2. Горшков, Ф.Э., *Прикладная социология: методология и методы: Учебное пособие / М.К. Шереги.* - М.: Альфа-М: ИНФРА-М, 2009. - 416 с., Глава 6, 68-79. (HSE Library online)

#### **Additional readings:**

3. Rossiter, J. R. (2002). The C-OAR-SE procedure for scale development in marketing. *International journal of research in marketing*, 19(4), 305-335.
4. Jung, T., Scott, T., Davies, H. T., Bower, P., Whalley, D., McNally, R., & Mannion, R. (2009). Instruments for exploring organizational culture: A review of the literature. *Public Administration Review*, 69(6), 1087-1096.

### **THEME 9. The logic of sampling. Research population. Sampling frames.**

Procedures and formulas of a sample selection.

Two types of sampling methods: nonprobability sampling and random (probability) sampling. Populations and sampling frames. Types of nonprobability sampling designs: available subjects, purposive sampling, snowball sampling, quota sampling. Probability sampling designs: simple random sampling, systematic sampling, stratified sampling.

Class goal: Students' comprehension of sampling logic. Understanding the preference for probability sampling and of the limitations of nonprobability sampling.

Class assignment 1: Students work in groups to develop sampling strategies for their research projects.

Class assignment 2: Define the populations and sampling frames for the following studies: 1. The quality of automobile driving skills in Moscow, 2. The access to medical services in small towns in

Russia, 3. Reading skills among 2<sup>nd</sup> graders in Kaluga, 4. Financial viability of noncommercial organizations in Moscow region, 5. Personal assets of federal government employees in Russia.

**Required Readings:**

1. Babbie Earl R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition, Chapter 7, pp. 174-208
2. Горшков, Ф.Э., *Прикладная социология: методология и методы: Учебное пособие* / М.К.. Шереги. - М.: Альфа-М: ИНФРА-М, 2009. - 416 с., Глава 10, стр. 167-181

**Additional readings:**

3. Basic Sampling Strategies: Sample vs. Population Data: <http://www.isixsigma.com/tools-templates/sampling-data/basic-sampling-strategies-sample-vs-population-data/>
4. Principles of Sociological Inquiry: Qualitative and Quantitative Methods  
[http://catalog.flatworldknowledge.com/bookhub/reader/3585?e=blackstone\\_1.0-ch07\\_s03](http://catalog.flatworldknowledge.com/bookhub/reader/3585?e=blackstone_1.0-ch07_s03)

**THEME 10. Quantitative research: data processing and analysis.**

Methods of data processing and analysis. Analyzing empirical data with the help of Excel and SPSS statistical software. Data presentation with tables and graphs. Descriptive and predictive analysis of quantitative data.

Class goal: students perform practical data analysis: perform data coding, enter the data in the SPSS or Excel program and perform descriptive analysis.

*Class assignment* - practical work with the SPSS program in a computer class.

**Required readings:**

1. Babbie Earl R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition, Chapter 14, pp. 395-415
2. Горшков, Ф.Э., *Прикладная социология: методология и методы: Учебное пособие* / М.К.. Шереги. - М.: Альфа-М: ИНФРА-М, 2009. - 416 с., Глава 15, стр. 216-240

**Additional readings:**

3. Smith, C. M., Breda, C. B., Simmons, T. M., Vides de Andrade, A. R., & Bickman, L. (2008). Data preparation and data standards: The devil is in the details. In A. R. Stiffman (Ed.), *The nitty gritty of managing field research*. New York: Oxford University Press.
4. Девятко, И.Ф., *Методы Социологического Исследования*, Москва Университет Книжный Дом, 2009. Глава 8, стр.233-284

**THEME 11. On-line data mining. Sources of data on the Internet. Using secondary data to answer your research question. HSE data collection.**

Class goals: students learn about on-line search of quantitative data and the use of secondary data for their research.

*Class assignment:* Students work in a computer laboratory to find several on-line databases (World Values Survey, European Barometer, Russian population censure) and manipulate the data on line, then learn to transport the data into Excel, SPSS and Access analytical and storage programs.

**Required readings:**

1. Babbie Earl R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition, Chapter 13, 14, pp. 369- 392.



2. Горшков, Ф.Э., Прикладная социология: методология и методы: Учебное пособие / М.К.. Шереги. - М.: Альфа-М: ИНФРА-М, 2009. - 416 с. Глава 16-17, стр. 224-265

**Additional reading:**

3. The SAGE handbook of action research . Los Angeles [etc.] SAGE Publications, 2008. - 720 с.
4. The SAGE handbook of organizational research methods. Los Angeles [etc.] SAGE Publications, 2009. - 738 с.

**THEME 12. Qualitative field research.** Qualitative field research: expert interview, focus groups, case study. Expert interview. Interview procedure.

Methods of field research: observation, expert interview, and focus groups. Conducting qualitative field research: preparation, interview, and record keeping. Analyzing expert interview transcripts: classification, categorization, and coding of qualitative data. Transformation of qualitative data into quantitative data.

Class goals: students explain the difference between quantitative and qualitative research. Students choose and defend the type of data collection methods for their research projects.

*Class assignment 1:* Students perform observations in class and give interpretations of the artifacts.  
*Class assignment 2:* all students work in teams to develop a study guide and a questionnaire for expert interview for one selected research in the group.

**Graded Home assignment 5** – (1) students using expert interview for data collection must design an interview guide and a short questionnaire for data collection. All post questions on-line at the LMS site.

**Required readings:**

1. Babbie Earl R. 2008, The Basics of Social Research, Cengage Learning, 4<sup>th</sup> edition, Chapter 10, 284-306, Chapter 11, 312-322.
2. Горшков, Ф.Э., Прикладная социология: методология и методы: Учебное пособие / М.К.. Шереги. - М.: Альфа-М: ИНФРА-М, 2009. - 416 с. Глава 7, и 8, стр 126-146

**Additional readings:**

3. Крыштановский А.О. Анализ социологических данных с помощью пакета SPSS. М.: ИД ГУ ВШЭ, 2006
4. Штейнберг, И., Шанин, Т., Ковалев, Е., Левинсон, А., Качественные методы: Полевые социологические исследования

**Theme 13.** Analysis of documents and video materials: content analysis. Content analysis as combination of qualitative and quantitative research. Mixed methods of research: case study, evaluation research, and participatory action research.

Class goals: students explain how different goals of research may induce a variety of approaches to conducting data collection.

*Class assignment 1:* Read and discuss the results of “Death penalty law evaluation” in the USA (Babbie, pp. 361-362).

*Class assignment 2:* students analyze a given transcript of expert interview and classify main themes.

**Graded Home assignment 5** – (1) students using focus-groups for data collection for their own research, design questions for focus groups based on your research goals. (2) Other students perform the same tasks for their classmates. All post questions on-line at the LMS site.

**Required readings:**

1. Babbie Earl R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition, Chapter 10, pp. 294-296, Chapter 12, pp. 340-362.
2. Горшков, Ф.Э., *Прикладная социология: методология и методы: Учебное пособие / М.К.. Шереги.* - М.: Альфа-М: ИНФРА-М, 2009. - 416 с., Глава 19, стр. 280-290

**Additional readings:**

3. *The SAGE handbook of action research*. Los Angeles [etc.] SAGE Publications, 2008. - 720 с.
4. *The SAGE handbook of organizational research methods*. Los Angeles [etc.] SAGE Publications, 2009. - 738 с.

**THEME 14. Qualitative data collection.** Qualitative field research paradigms: naturalism, Ethnometodology, grounded theory, case studies, institutional ethnography, participatory action research. Strengths and weaknesses – validity and reliability.

Class goals - introduce students to qualitative nonobtrusive research methods; students learn to plan and organize activities for quantitative data collection in natural settings

*Class assignment 1* – students read the case study research and identify various methods for data collection .

*Class assignment 2* – students conceptualize and plan the hypothetical structured observations in the street. Students develop a grounded theory about the enforcement of traffic rules in Moscow.

**Required Readings:**

1. Babbie Earl R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition, Chapter 10, pp. 291-300, Chapter 14, pp. 407-415.
2. Ядов, В.А. ~~Социологическое исследование методология программы~~ Методы сбора данных. Прямое наблюдение, анализ документов, опрос и интервью. Стр 108- 130. [http://www.social-orthodox.info/materials/5\\_3\\_Jadov\\_v\\_a\\_sociologicheskoe\\_issledovanie\\_metodologija\\_programma\\_metody.pdf](http://www.social-orthodox.info/materials/5_3_Jadov_v_a_sociologicheskoe_issledovanie_metodologija_programma_metody.pdf)

**Additional readings:**

3. Ferrante, J. and Vaughn A. 1999, *Let's go sociology: an introduction*.

**THEME 15. Evaluation research. Goals for evaluation.** Topics appropriate to Evaluation research. Types of evaluation research designs. Social indicators research.

Class goals: students will learn about practical application of evaluation research, the types of evaluation research questions and the designs of evaluation research/

*Class assignment 1* – students will develop evaluation indicators for several types of research designs offered in class. Discussion will follow about the measurements of effects.



*Class assignment 2* – students will decide on how present research results and how these results could be used in practice. Students will discuss the limitations of qualitative and quantitative evaluations .

**Required readings:**

1. Babbie Earl R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition, Chapter 12, pp.340-360
2. Baldach, E. 1999, *Using Case Study for Program evaluation*,  
<http://www.case.edu/affil/healthpromotion/ProgramEvaluation.pdf>

**Additional readings:**

3. Berg, R. and Rossi, P. 1998, *Thinking about Program Evaluation*, Thousand Oaks, CA: Sage

**THEME 16. Interpretation of results. Report writing and presentation of results.**

Data analysis and interpretation. Presenting results: tables and graphical presentation of information. Preparation for presentations of research plans. Overview of the course. Questions and comments.

Class goals: Students learn about how to present their own findings in the form of a table or a graph. Students review and revise their academic writing style in English.

*Class assignment 1*- working in teams, students make tables and graphs for the data provided by the instructor

*Class assignment 2* – students work on proper academic writing style.

Required readings:

3. Newton R. and Rudestam K, 1999, *Your statistical consultant: answers to your data analysis questions*.

**1. Educational technologies**

Students master theories and practice of research design and planning, determine adequate and relevant methods and instruments for data collection and analysis, develop research instruments (survey questionnaires, focus-groups questions, expert interviews questionnaires), evaluate each instrument for effectiveness in relation to the goals of research.

1. Students attend lectures on methods and instruments of social research, evaluate the capacity of each instrument for data collection and achievement of research goals.
2. Students develop research ideas, formulate research questions and hypotheses, determine the goals of their research, choose proper instruments for data collection, and write a detailed research plan.
3. Students perform practical assignments to master the concepts and develop practical instruments for data collection. After practical exercise, students discuss and explain correct and incorrect approaches for data collection.

The instructor of the course retains the right to change or add literature with the advance notice to students. Required literature will be made available through the LMS system.

### **Creative assignments**

1. Develop and explain the topic of research, suggest theoretical approach, offer several hypotheses
2. Write literature review and explain how it helps formulate your research question and methods of data collection
3. Define the concepts; develop strategy for the operationalization and the measurement of the concepts
4. Develop a research plan (program)
5. Collect and analyze the empirical data
6. Build a survey, develop specific questions

### **Subject areas for research proposals**

*All students are strongly advised to select the topic of their interest that is approved by the professor.*

### **For those without a topic, I suggest the following areas for research:**

Social portrait of a the HSE student

Political involvement of the HSE students

Motivation to work in government among the HSE students

Views of government effectiveness

The effectiveness of the local (municipal) government services

Satisfaction with the municipal government programs

The image of government employees among the HSE students

The survey of students' practice in government, or in NCO, or in the Chamber of Commons (Общественная палата)

The generalized portrait of the best teachers in the HSE

The most effective teaching techniques in the HSE

The value of the students' leisure time

The professional choices of the HSE students or alumni

The smoking habits of the HSE students

Factors affecting students' choice of the specialization at the HSE

The use of the library by the HSE students

### **Behavior and participation**

#### **Attendance and latecoming**

1. All students are required to attend lectures. The instructor will check attendance regularly, yet attendance will not be graded. However, the participation in practical exercises will be graded (see page 6).
2. Latecoming is not allowed. Those who come late will not get permission to enter a classroom after the lecture begins. The absence from the practical work will affect participation grades of the absent students.

#### **Rules of participation and group work**

1. To facilitate communication and discussions, students will receive the “glossary of terms,” which contains all essential words and expressions.
2. Every student will have a chance to speak up in class. When you read your home readings, prepare questions for class discussions at home.
3. All students will work in groups. Group leaders will rotate to lead discussions.
4. Productive discussions depend on your polite and proactive participation. Your participation will be graded.

## 2. Evaluation of students' progress and of final assignments

The grading system for the discipline:

The final grade is formed by adding up assessments of the following components: active participation in class discussions, five written assignments on specified topics, final paper – each student's research plan for his or her thesis, and presentation of a research plan (research program) in class.

Final research plan includes the following: description of a research problem, clear research questions, theory and hypothesis, selected methods of data collection and analysis, data analysis and conclusions, and an instrument for data collection as an addendum.

## 3. Informational, educational, and methodological support of the discipline

### Required readings

1. Babbie, E. R. 2008, *The Basics of Social Research*, Cengage Learning, 4<sup>th</sup> edition. All relevant chapters will be sent to students or made available through the LMS system.
2. Горшков, Ф.Э. Прикладная социология: методология и методы: Учебное пособие/ М.К. Шереги. - М.: Альфа-М: ИНФРА-М, 2009. - 416 с available on the HSE library electronic catalogue.
3. Радаев В.В. Как организовать и представить исследовательский проект. 75 простых правил. М.: ГУ-ВШЭ, ИНФРА-М, 2001.

### Additional readings

#### English language literature

2. Chen, H. (1990). *Theory-driven evaluations*. Newbury Park, CA: Sage.
3. Dennis, M. L. (1990). Assessing the validity of randomized field experiments: An example from drug treatment research. *Evaluation Review*, 14, 347–373. Applied Research Design
4. Dillman, D. A. (2006). Why choice of survey mode makes a difference. *Public Health Reports*, 191, 11–13.
5. Fowler, F. J., Jr. (2002). *Survey research methods* (3rd ed.). Thousand Oaks, CA: Sage.
6. Henry, G. T. (1990). *Practical sampling*. Newbury Park, CA: Sage.
7. Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (1999). *Measures of political attitudes*. San Diego, CA: Academic Press.
8. Smith, C. M., Breda, C. B., Simmons, T. M., Vides de Andrade, A. R., & Bickman, L. (2008). Data preparation and data standards: The devil is in the details. In A. R. Stiffman (Ed.), *The nitty gritty of managing field research*. New York: Oxford University Press.
9. Stewart, D.W., & Kamins, M. A. (1993). *Secondary research: Information sources and methods* (2nd ed). Newbury Park, CA: Sage.
10. The Sage handbook of qualitative research. Los Angeles [etc.] SAGE Publications, 2005. - 1210 с.
11. The SAGE handbook of action research . Los Angeles [etc.] SAGE Publications, 2008. - 720 с.
12. The SAGE handbook of organizational research methods. Los Angeles [etc.] SAGE Publications, 2009. - 738 с.
13. The SAGE handbook of interview research. Los Angeles [etc.] SAGE Publications, 2012. - 613с.
14. The Sage dictionary of quantitative management research. Los Angeles [etc.] SAGE Publications, 2011. - 346 с.

#### Russian language literature

15. Бабосов Е.М. Прикладная социология. Уч. пособие. Мн.: ТетраСистемс, 2000.
16. Белановский С.А. Глубокое интервью. Уч. пособие. М.: Никколо-Медиа, 2001.
17. Белановский С.А. Метод фокус-групп. М.: Никколо-Медиа, 2001.
18. Ватолина Ю. В. Метод наблюдения в социологии. СПб.: Изд-во С.-Петербургского ун-та, 2006.
19. Власова М.Л. Социологические методы в маркетинговых исследованиях. – М.: Изд-во ГУ-ВШЭ, 2006
20. Девятко И.Ф. Методы социологического исследования. 2-е изд., исп. М.: Книжный дом «Университет», 2002.
21. Дмитриева Е.В. Фокус-группы в маркетинге и социологии. М.: Центр, 1998.
22. Квале, С. 2003, Исследовательское интервью. М.:Смысл.
23. Мангейм Дж., Рич Р. Политология. Методы исследования. М.: Весь мир, 1999.
24. Понарин Э.Д. Введение в анализ данных. Учебное пособие. СПб.: ЕУ СПб, ТЦ «Борей», 2001.
25. Радаев В.В. Как организовать и представить исследовательский проект. 75 простых правил. М.: ГУ-ВШЭ, ИНФРА-М, 2001.
26. Романов П.В., Ярская-Смирнова Е.Р. Методы прикладных социальных исследований. Уч. пособие. 2-е изд. М.: ООО «вариант», ЦСПГИ, при уч. ООО «Норт МЕдиа», 2008.
27. Родионова Н. В. Методы исследования в менеджменте. Организация исследовательской деятельности. Модуль I. Учебник, 2012, М. Юнити-Дана
28. Татарова Г.Г. Методология анализа данных в социологии. М.: Nota Bene, 1999.
29. Толстова Ю.Н. Модели и методы анализа данных социологического исследования. Уч. пособие. М.: ГАУ, 1996.
30. Толстова Ю.Н. Измерение в социологии. М.: Ин-т «Открытое общество», ИНФРА-М, 1998.
31. Штейнберг, И., Шанин, Т., Ковалев, Е., Левинсон, А., Качественные методы: Полевые социологические исследования.
32. Энциклопедический социологический словарь/ Под ред. Г.В.Осипова, М., 1995.
33. Ядов В.А., Социологическое исследование: методология, программа, методы - М.: Наука, 1972.
34. Ядов В.А. Стратегия социологического исследования. Описание,объяснение, понимание социальной реальности/— 3-е изд., испр. — Москва: Омега-Л, 2007. — 567 с.

**Journals:** “International Journal of Social Research Methodology,” “Qualitative Market Research: An International Journal,” “Annual Review of Sociology, SAGE Research Methods,” «Социологические исследования», «Политические исследования», «Эксперт»

#### 4. Technical support for the discipline

Computer, projector, computer class, the analytical software SPSS and Excel.

The author: Tamara G. Nezhina, Ph.D. \_\_\_\_\_(signature)