



Title of the course. Course Syllabus. Current Date

Instructor's name

Title

Contact information (email, phone)

Office hours

Office location

1. Course Description

This blended course is designed for MA students enrolled in the “Language Policy in the Context of Ethnocultural Diversity” MA programme. The course objective is to introduce students to the theoretical and practical aspects of conducting research employing qualitative and quantitative methods. Students will learn to design research tasks and will be given the opportunity to conduct small-scale surveys applying the techniques they will have learnt in this course.

Students will learn what types of interviews there are and in what research situations each one is used. Students will likewise learn how to conduct interviews (and how not to), how to analyze and classify the data. This course will also look at ethnographic approach when doing fieldwork. Finally, we will look at how we design questionnaires and how we disseminate them. In the first part of the course, students will have to pass the online course “Understanding Research Methods” available at the online platform COURSERA <https://ru.coursera.org/learn/research-methods>. The second part of the course consists of in-class lectures and seminars.

2. Learning Objectives and Learning Outcomes

- To familiarize students with the latest trends in qualitative and quantitative methods
- To teach students to be able to discern the types of interviews and be able to choose which type best suits each survey
- To teach students to correctly design the survey and how to conduct interviews/ethnographic (case) studies
- To teach students how to design questionnaires and how to disseminate them and analyze quantitative data

By the end of the course students will have

- Learnt the basic qualitative and quantitative methods commonly used in sociolinguistics (and social sciences)
- Learnt to formulate Research Questions and design a small-scale survey
- Practiced various techniques and will have conducted their own small-scale survey



3. Course Plan

Blended format:

a. **Online course** “Understanding Research Methods” available at the online platform COURSERA <https://ru.coursera.org/learn/research-methods>.

b. In-class lectures and seminars

1. Introduction: What is qualitative research? Why do researchers choose it? Definitions & Research questions, research design.
2. Fieldwork 1: Entering the community, how can we get access to the community? Ethics & The role of the researcher.
3. Fieldwork 2: Ethnographic (participant) observation: analyzing examples. **Assignment: Ethnographic observation in public.**
4. Interviews: Types of interviews (open, structured, semi-structured). Design of the interview. Digital technology, microphones.
5. Quantitative research methods: questionnaire design & distribution
6. Data analysis & interpretation **Assignment: Naive interview.**
7. Case study: Why a case study? A detailed analysis.
8. Informed consent. Surreptitious recordings. Researcher’s responsibilities **Final exam.**

№	In-class themes	Overall hours	Classroom hours			Individual work
			Lectures	Seminars	Practical training	
1	Introduction: qualitative research	4	2		2	
2	Fieldwork 1: entering the community	4	2	1	1	
3	Fieldwork 2: observation. Assignment	26	2	1	1	22
4	Interviews and equipment	4	2	1	1	
5	Quantitative research methods: questionnaire design & distribution	4	2	1	1	
6	Data analysis & interpretation. Assignment	26	1	2	1	22
7	Case study	4	1	2	1	
8	Research ethics. Final exam	28	2	1	1	24

4. Reading List

a. Required

1. Mallinson, C., B. Childs, and G. Herk van. (2013). *Data collection in sociolinguistics: methods and applications*. London: Routledge.
2. Punch, K. and Oancea, A. (2014). *Introduction to Research Methods in Education*. London: SAGE.

b. Optional

1. Swanborn, P. G. (2010). *Case study research*. Los Angeles [etc.] SAGE Publications
2. Kvale, S. (2007) *Doing Interviews*. London: Sage Publications
3. Scott, D. and Usher, R. (2011). *Researching Education: Data, Methods and Theory in Educational Enquiry*. London: Continuum
4. Delamont, S. (ed). (2012). *Handbook of qualitative research in education*. Cheltenham; Northampton Edward Elgar
5. Schostak, J. F. (2002). *Understanding, designing and conducting qualitative research in education*. Open University Press.

5. Grading System and Guidelines for Knowledge Assessment

- | | |
|--|-----|
| a. Data collection (interview) - assignment | 20% |
| b. Ethnographic observation in public - assignment | 20% |
| c. Presentation of an article | 20% |
| d. Final exam | 40% |



Grading scale

95 - 100%	- 10
88-94%	- 9
81-87%	- 8
74-80%	- 7
66-73%	- 6
58-65%	- 5
50-57%	- 4
41-49%	- 3
31-40%	- 2
0-30%	- 1

6. Methods of Instruction

Interactive lecture

7. Course Policies and Expectations

- 1) Attendance and Participation
- 2) Assignments and Submission Guidelines
- 3) Testing Policy
- 4) Late and Missing Submission Policy

8. Special Equipment

Computer (or a lap-top), a projector and speakers

9. Assistance for Students with Documented Disabilities

Reasonable accommodations will be made to help students with documented disabilities. All students who have a documented disability should take the initiative to talk with their professor on the first day of class to assure a successful learning experience can transpire. As per policy of National Research University Higher School of Economics, any student with a documented disability must self-disclose to their instructors and the Coordinator of Disability Services. No services or accommodations can be made without official notification from the Office of Student Success. Students should make an appointment to meet with **a person in charge** as soon as possible to complete the necessary paperwork and to develop an Individual Accommodation Plan. **Email how to reach this person in charge and location of the corresponding office.**