**SYLLABUS**

| **Course basic data** | |
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| **Academic unit:** | **Faculty of Tourism and Environment** |
| **Course title:** | **Research Methods** |
| **Level:** | **Master** |
| **Course status:** | **Mandatory** |
| **Year of study:** | **I** |
| **Number of hours per week:** | **3** |
| **Value in credits – ECTS:** | **5** |
| **Time / location:** | |
| **Course leader:** | **Prof. As. Dr. Artan Veseli** |
| **Contacting details:** | **artan.veseli@ushaf.net** |
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| **Course description** | The course Research Methods prepares students in the field of scientific research and research projects. This course is designed to introduce students to the logic of research methods in the social sciences. Weekly classes and tutorials aim to give students a basic understanding of research methods in the social sciences and prepare them to write their research proposals. The lectures focus on the very basic issues of research methods, such as identifying and generating research ideas, formulating research purpose, objectives and questions, and reviewing the literature on the answers that researchers have provided so far. Also, the lectures focus on the research methodology, more specifically the nature of qualitative and quantitative research, as well as the philosophies that underlie them and demonstrates how they may be complementary to one another in producing knowledge. |
| **Course aim:** | The purpose of this course is to prepare students in the field of scientific research methods, which will serve them to facilitate the preparation of research projects and scientific research in general (during the time of study, but also after the completion of studies). |
| **Learning outcomes:** | Upon successful completion of the course, students should be able to:<br>• Recognize the concepts, language, methods and applications of research methods;<br>• Develop skills to formulate clear research questions;<br>• Develop skills to identify appropriate research design to answer research questions and contribute to general knowledge;<br>• Learn how to evaluate the strengths and weaknesses of research design in any given |

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| | study;<br>• Demonstrate the theoretical foundations of their chosen approach;<br>• Use libraries and electronic resources and find the right materials;<br>• Write a detailed, feasible and rigorous research proposal. |

| **Contribution in Student's learning ( should correspond with Students learning outcomes)** | | | |
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| **Activity** | **Hrs** | **Days/weeks** | **Total** |
| Lectures | 2 | 15 | 30 |
| Theory/Lab exercises | 1 | 15 | 15 |
| Practical work | | | |
| Contact hours/consultatios with lecturer | 2 | 5 | 10 |
| Exercises in the field (study visits) | | | |
| Tests, seminars | | | |
| Home work | | | |
| Student's independent study time (library or home) | 3 | 15 | 45 |
| Final preparation for exam | 5 | 5 | 25 |
| Time spent during assessment (tests, quizes, final exam) | | | |
| Projects, presentations, etc. | | | |
| **Total** | | | **125** |

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| **Teaching methodology:** | The course will take place in duration of 15 weeks, with 2 hours lectures per week, where different topics of research methods will be addressed and 1 hour of group exercises in class. The exercises will be held in group where the real case studies will be analyzed and discussed in group. Students will be subject to assessment at the end of the full cycle of this course with research proposal assignment. |
| **Assessment methods :** | Assignment (research proposal) 100%. Detailed instructions for the development of the Project Proposal will be published on the SMU platform at the beginning of the semester. Students will have the opportunity to choose one of the possible options for a project proposal, such as:<br>a. Project Proposal for Applied Consultancy, or<br>b. Experimental-Scientific Project Proposal, or<br>c. Conceptual-Theoretical Project Proposal. |
| **List of references** | |
| **Basic literature:** | Matthews, B. dhe Ross, L., (2010), Metodat Hulumtimit: Udhëzues praktik për shkencat sociale dhe humane. Qendra për Arsim |

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| | Demokratik: Tiranë |
| **Additional literature:** | Saunders, M. N. K., Lewis, P., & Thornhill, A. (2012). Research methods for business students (6th Edition) Harlow, England: Pearson Education |

| **Lectures timeline:** | |
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| **Week** | **Lectures** |
| **Fist week:** | • **What is research** (why is research done; definitions of research; characteristics of research; quality in research; who are researchers in social fields)<br>• **Knowledge, theories, paradigms and views** (what is research; what is the nature of the subject of social research - what is the social world: ontology and epistemology; what is knowledge, the five ways of knowing; how do theories help us when conduct research in social fields) |
| **Second week:** | • **Nature of data** (data characteristics; use of data as a representation of social reality; data quality)<br>• **Research questions, hypotheses and operational definitions of research** (what are research questions; planning and conducting research questions; types of research questions; drafting research questions and operational definitions)<br>• **Research as ethical and cultural issues** (ethical considerations; informed consent; protection from injury; vulnerable groups; consideration of traditions and diversity in scientific research) |
| **Third week:** | • **Planning a research project** (planning research project; research definition; generating ideas which help in choosing a suitable research; identifying the attributes that make a good research; turning ideas into a research project that has clear research questions and objectives; drafting a written research proposal) |
| **Fourth week:** | • **Critically reviewing the literature** (importance and purpose of critical literature review; adaptation of a critical perspective on literature reading; what to include when writing literature; sources of primary, secondary and tertiary literature; consideration of the importance, value and adequacy of available literature; accurate reference of literature; what is meant by plagiarism) |
| **Fifth week:** | • **APA writing style guidelines** (formatting a research paper in APA-style; formatting a reference page; reference examples such as books, journal articles, theses and dissertations, digital media and web content, social media, moodle discussion forums, personal communications, when information is missing; citing quotations within a paper with exact citations or paraphrasing concepts) |
| **Sixth week:** | • **Understanding research philosophies and approaches** (understanding research philosophies; |

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| | ontology: nature of reality, objectivism, subjectivism; epistemology: what is considered acceptable knowledge, positivism, realism, interpretivism; axiology; research paradigms; research approaches: deduction, induction; using research approaches in combination) |
| **Seventh week:** | • **Formulating research design** (choice and coherence in research design; choosing a quantitative, qualitative or multiple methods research design; recognizing the nature of your research design; descriptive studies; explanatory studies; choosing a research strategy such as experiment, archival research, case study, ethnography, action research, grounded theory; choosing a time horizon; establishing the ethics of the research design; establishing the quality of the research design) |
| **Eighth week:** | • **Sample selection** (sampling approaches; statistical sampling or probability sampling; random and stratified samples; research quality control: probability samples and generalizability; non-probability sampling; quality control of research in non-probability samples; purposive sampling; theoretical sampling; choice of sampling approach) |
| **Ninth week:** | • **Using secondary data** (types of secondary data; secondary data from documentaries; secondary data from surveys; multi-source secondary data; finding secondary data; advantages and disadvantages of secondary data; review of secondary data; review of secondary data sources) |
| **Tenth week:** | • **Collecting primary data through semi-structured, unstructured, and group interviews** (types of interviews and their relation to the research strategy; use of semi-structured and unstructured interviews; data quality issues in semi-structured structured and unstructured interviews; preparing and conducting semi-structured and unstructured interviews; proper use of different types of questions; managing resources and logistical issues; group interviews and focus groups) |
| **Eleventh week:** | • **Collecting primary data through questionnaires** (when to use questionnaire; types of questionnaires; selection of questionnaires; steps for preparing the questionnaire; collection of essential data; questionnaire design; design of individual questions; questionnaire construction; pilot questionnaire testing; distribution and collection of questionnaires; telephone surveys; structured interviews) |
| **Twelwth week:** | • **Collecting primary data through observation (**what is participant observation; factors that determine the choice of role of participant observer; data collection and analysis; issues and threats related to reliability and validity) |

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| **Thirteenth week:** | • **Analyzing quantitative data** (preparation, entry and control of quantitative data; quantitative data types; data type determination; data presentation; data coding; data entry; data exploration and presentation; exploration and presentation of individual variables; description of data using statistical models; examination of relationships, differences and trends using statistics; examining relationships, differences and trends using statistics) |
| **Fourteenth week:** | • **Analyzing qualitative data** (characteristics of qualitative data; approach to analysis: inductive vs. deductive; preparing data for analysis; general approaches to analysis; categorizing data; unitizing data; recognizing relationships and developing categories; developing testable propositions; the interactive nature of the process; reporting qualitative data results, quantifying qualitative data, data display and analysis, template analysis, narrative analysis, discourse analysis, content analysis, grounded theory) |
| **Fifteenth week:** | • **Writing and presenting the project report** (starting writing; structuring the project report; organizing the content of the project report; developing an appropriate writing style) |

| **Academic policies and rules of conduct:** |
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| Regular attendance, maintaining the order and active engagement in dialogue during lectures and exercises is compulsory. |