

## **OUTLINE FOR RESEARCH DESIGN COURSE ZANZIBAR JULY 2012**

**Course title:** *Research Methodology and Academic Writing*

**Location:** State University of Zanzibar (SUZA), Zanzibar.

**Duration:** 3 weeks

- Week 1 (2 July – 6 July: Introduction to research design (methodologies/academic writing)
- Week 2-3: Supervised fieldwork and writing

Teachers/facilitators: Ben Keraita (PhD), Prof. Flemming Konradsen, Nanette Hale (PhD).

Main contact person (South): Dr. Haji Mwevura, Head of Dept. Sciences at SUZA.

Main contact person (North): Prof. Flemming Konradsen

Number of participants: 13-15 from SUZA and Zanzibar College of Health Science.

**Output:**

A small research paper (5-6 pages) based on theoretical input (Week 1) and field research (Weeks 2-3). Given the brevity of the course, the output is a mini research paper. This paper may act as a preliminary outline for a research project. The paper will include the following sections:

- Introduction (including objectives)
- Methodology
- Results
- Discussion
- Conclusion
- References

The assigned teachers/facilitators will comment the mini papers following the course.

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**Course format and content**

The course will be based on predefined topics of global interest and local relevance (e.g. coastal zone management, urban solid waste, fishing communities). These topics will constitute the overall themes on which the participants will base their fieldwork and mini research paper.

**Week 1:**

Drawing on student input, the course begins by breaking the general topic cases down into specific issues/problems of local relevance and identifying the cause and effect of these problems. Clusters of research-worthy issues emerge – and the students select which they wish to pursue for their mini paper. Groups of approx. 3-4 students are formed on this basis.

Guided by introductory lectures and supervision, the students will then work through the initial phase of the research process. Each group will define their research problem, formulate the rationale for their study, draft main and specific objectives and choose a relevant method to meet their objectives. They will also draw up a plan for their fieldwork.

By the end of Week 1, the students will have a preliminary introduction to their mini paper ready – and a plan for their fieldwork.

**Week 2:**

The groups conduct fieldwork and gather extra material, if necessary.

**Week 3:**

The groups continue their fieldwork and start writing their mini paper.

**Preparation for the course:**

Prior to the course, the students will receive a small amount of reading material on the chosen case topics. This material will reflect the nature of the problem from a local and global perspective. 'North' will supply the global perspective material – but we would very much like 'South' to supply material with local focus (reports, maps, jurisdiction, articles, etc.)

To prepare the students even better for the course, we would like to give them the opportunity to participate in a few introductory lectures on the chosen case topics. These lectures should be given by e.g. local scholars, officials from municipal authorities, etc. For practical reasons, we suggest that 'South' select the specific topics/find relevant lecturers.

**WEEK 1 (2 – 6 July)**

Teachers: Prof. Flemming Konradsen/Nanette Hale (MA/PhD). Facilitator: Bernard Keraita (PhD)

Morning session: 9.00am - 12.30pm

Lunch: 12.30-1.30pm

Afternoon session: 1.30-3.00pm

Self-study: 3.00-5.00pm

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Topic of the day: <b>Introduction to the course and our general topic</b></p> <ul style="list-style-type: none"> <li>- Presentations (participants, teachers, the course)</li> <li>- Introductory lecture on our general topic of interest (coastal zone management, urban solid waste, fishing communities) by Dr. Moh'd Sheikh, SUZA</li> <li>- General discussion based on lecture and set texts</li> </ul>	<p>Topic of the day: <b>The scientific paper</b></p> <ul style="list-style-type: none"> <li>- What the various sections of a scientific paper includes</li> <li>- Defining a 'research worthy problem'</li> <li>- Formulating objectives (main/specific)</li> </ul>	<p>Topic of the day: <b>Introduction to methodology: Literature review and quantitative research</b></p> <p><u>Literature review</u></p> <ul style="list-style-type: none"> <li>- Def: what is a literature review?</li> <li>- pros/cons of literature review</li> <li>- different designs</li> <li>- how to conduct a literature review</li> </ul> <p><u>Targeted literature search:</u></p> <ul style="list-style-type: none"> <li>- Introduction to literature search strategies and reference strategies</li> <li>- each group begins their literature search, identifying relevant studies to support their objectives</li> </ul>	<p>Topic of the day <b>Introduction to methodology: Qualitative research and study design</b></p> <p><u>Qualitative method:</u></p> <ul style="list-style-type: none"> <li>- Def.: what characterises a qualitative study?</li> <li>- pros/cons of the qualitative method</li> <li>- introduction to focus group discussions (FGD) and in-depth interviews</li> </ul>	<p>Topic of the day: <b>Improving your writing skills</b></p> <ul style="list-style-type: none"> <li>- Writing with power (the process and the end product)</li> <li>- Power writing exercise: 'Writing your introduction'</li> </ul>
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<ul style="list-style-type: none"> <li>- Generating relevant topics of research (mind map/problem tree approach)</li> <li>- Defining clusters of research topics (cause/effect)</li> <li>- Choosing topics (group formation)</li> </ul> <p><b>Today's deliverable:</b> The clusters of research topics are narrowed down to four and the participants have signed in on the one they wish to pursue. Four groups are formed.</p>	<ul style="list-style-type: none"> <li>- Work in groups: defining research objectives (main/specific)</li> <li>- Review of each group's research objectives (collectively)</li> </ul> <p><b>Today's deliverable:</b> Each group has formulated their main/specific objectives.</p>	<p><u>Quantitative method:</u></p> <ul style="list-style-type: none"> <li>- Def: what characterises a quantitative study?</li> <li>- pros/cons of the quantitative method</li> <li>- different designs</li> <li>- how to design a questionnaire survey (including example)</li> </ul> <p><b>Today's deliverable:</b> The groups are familiar with literature review/quantitative method (q-survey) and have performed their preliminary literature search.</p>	<p><u>Study design</u></p> <ul style="list-style-type: none"> <li>- Introduction to study design</li> </ul> <p>Based on the introductions to the three methods, the groups choose their method and design their study.</p> <p><b>Today's deliverable:</b> The groups are familiar with quantitative research (FGD/in-depth interviews) and have chosen their method, designed their study and planned their fieldwork.</p>	<p>Self-study</p> <p><b>Today's deliverable:</b> Each student is familiar with effective writing skills and will have written a prelim. draft for the introduction to their research paper.</p>
<b>Self-study</b>	<b>Self-study</b>	<b>Self-study</b>	<b>Self-study</b>	<b>Self-study</b>

## WEEK 2: FIELD WORK AND APPLICATION OF METHODS (9 – 13 July)

Teacher: Bernard Keraita

Monday	Tuesday	Wednesday	Thursday	Friday
<u>In class:</u> The groups draft their q-survey.	<u>In class:</u> The groups report back on q-survey. The results are presented and discussed.	<u>Field work:</u> Each group conducts their FGD and in-depth interviews (target communities are provided)	<u>In class:</u> The groups report back on FGD and in-depth interviews. The results are presented and discussed.	<u>In class:</u> Lecture on how to present results in a research paper (show example)
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<u>Field work:</u> Each group conducts their q-survey (target communities are provided)	<u>In class:</u> The groups design their focus group guide and their in-depth interview	(continued)	(continued)	self-study

## WEEK 3: FIELDWORK AND FINALISATION (16 -20 July)

Teacher: Bernard Keraita

Assistants: ??

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Self-study:</u> The groups write their 'Introduction', 'Methods and 'Results' sections	<u>Self-study:</u> The groups write their 'Introduction', 'Methods and 'Results' sections	<u>In class:</u> Lecture on how put together the 'Discussion' section in a research paper (show example)	<u>In class:</u> Discuss feedback and make the necessary corrections.	<u>Self-study:</u> Complete the final draft (including relevant illustrations and reference list)
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<u>Self-study:</u> continued	<u>Self-study:</u> continued	<u>Self-study:</u> The groups write their 'Discussion' section  <u>Mid-way feedback:</u> The groups mail their first draft (i.e. 'Introduction, Methods', 'Results' and 'Discussion' sections) to NH for feedback.	<u>Self-study:</u> Complete the final draft (including relevant illustrations and reference list)	<b>DEADLINE: Hand in mini research paper</b>  End-of-course evaluation.

**Deadline** for submission of mini research paper (by email): **20 July**.

**Issues that we need to resolve as soon as possible:**

- 1) It is important that all participants submit a **max. 300 word document** outlining their area of research/teaching ASAP! This document will allow teachers and facilitators to familiarise themselves with the participants' areas of specialisation as well as assess their level of English proficiency.
- 2) We need to provide participants with a **few peer-reviewed articles** on the topics: coastal zone management, urban solid waste, and fishing communities. To ensure that the participants have time to prepare, these articles need to be available a week before the course begins. North and South will work on this.
- 3) 'South' should provide **min. two resource people** (assistants) to help Ben with any practical issues during weeks 2 and 3.
- 4) In order to allow the participants to actually complete their mini-fieldwork (and not waste time finding relevant study populations), we would like 'South' to **set up study populations in advance** for q-survey, FGD and in-depth interviews (more input on this via email).
- 5) If possible, students should have **access to a computer** (stationary or laptop) to work on during the course.
- 6) The main teaching room should have **Internet access and projector equipment** for PowerPoint presentations.