Research Skills for Global Media Management
ARTD6087 Research Skills
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Research Skills (RS) for Global Media Management (GMM), a version of the core Research Skills module tailored specifically for students on the GMM pathway. Choosing to do a postgraduate degree means you must all be interested in research. You are on a unique programme about the management of global media organisations, global public institutions and global networks. The research skills we will be building are, by definition, interdisciplinary, i.e. they will involve methods of the following:

- media and communications
- sociology
- anthropology
- cultural studies
- design

Any management issue can usually be tackled from a range of perspectives and angles. This module will provide the basics of traditional research for your field, but you will also take on contemporary approaches of research that will also pertain to your object of study. The focus on ‘contemporary’ reflects recent developments in Internet communications, specifically social media, and the radical changes to the mediated landscape that they have brought about. We will explore ways of investigating media convergence, social networks and digital archives to contextualise those social/cultural, economic and political relations that comprise the changing nature of the media and our technological landscape. The methodological approaches we will cover will provide you with the skills you will require to manage your media projects.

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Assessment

This module requires you to submit two individual essay assessments. You are expected to work with the management issue(s) you have already identified for your research project. The first assessment will consist of you developing a 1,500-word literature review, the second will see this literature review further developed into a 3,000-word detailed research proposal. More information on the assessments is available on the course website.

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<thead>
<tr>
<th>Assessment 1: Literature Review</th>
<th>1,500 words</th>
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<tbody>
<tr>
<td>Deadline: Friday 31 October 2014 – 16.00</td>
<td>40% of total mark</td>
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<tr>
<td>Assessment 2: Detailed Research Proposal</td>
<td>3,000 words</td>
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<td>Deadline: Friday 9 January 2015 – 16.00</td>
<td>60% of total mark</td>
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Literature Review

A literature review is a detailed description and critique of a large range of secondary material that you have read regarding the organisation and management issue that you have chosen. Conducting a literature review will inform you about the research that has already been conducted in your subject. What is the management issue? What is the existing research on the issue? And are there any research gaps you might identify? Why is your research topic significant? Which research methods are you using to investigate this topic and why? Write appropriate research aims and questions for your topic. You can use images to help you illustrate your research ideas.

Detailed Research Proposal

Building on and developing your idea from the scoping analysis, you will develop a detailed research proposal following the structure provided in your brief. This paper should demonstrate a more specific direction by revising and refining your earlier research questions. This should be followed by a detailed plan of how you are going to apply the research method and your initial analysis.

Plagiarism

All submitted work will be passed through plagiarism detection software. If plagiarism is detected in your work, your final grade will be penalised heavily or worse, you may fail the assessment altogether. You should submit only your own work and whenever you have engaged with someone else's work, you should attribute clearly to the source. You can view the WSA Academic Integrity Handbook on the School's Intranet via the SUSSED portal.

Assessment submission requirements

The MA Assessment Guidelines can be found on the WSA website on SUSSED, under postgraduate section, assessment – section 3.7 Work Not Submitted and Late Work (pp. 5-6). Meeting deadlines are an important part of the discipline of higher education, and marks for work handed in or presented late will be reduced to ensure fairness to students who submit on time. The reductions of marks for late work are as follows:

Work submitted up to 5 days after the deadline will be marked as usual and feedback prepared. The final agreed mark is then reduced by the factors in the following table. This applies to all students from 2013 onwards. If the calculations detailed below reduce your final module mark to below 50% you will have failed the module.

University Working Days late

- 1 day late (final agreed mark) X 0.9
- 2 days late (final agreed mark) X 0.8
- 3 days late (final agreed mark) X 0.7
- 4 days late (final agreed mark) X 0.6
- 5 days late (final agreed mark) X 0.5
- More than 5 days – Zero
RS Module Overview & Schedule

This module will explore different methodological approaches to global media and digital culture to build foundational skills for your GMM research project. By considering a wide range of practices that come from humanities and social science scholarship, you will become more confident working within an interdisciplinary environment that draws on discourse and textual analysis, archiving, ethnography alongside formal quantitative and qualitative methodologies. The module will be delivered in two distinct modes: i) one hour lectures, and ii) one and half hour seminars, or workshops. The workshops are designed to provide a more ‘hands-on’ approach to the course content being discussed in the lectures. These sessions will tackle a range of skills, preparing students to plan and carry out their own research projects for GMM.

Course Website

All materials – such as set readings PDF articles and book chapters, the handbook, lecture notes, announcements, and other tools that will be valuable to you during this class, will be posted on the Research Skills for GMM website: www.researchskillsgmm.wordpress.com. Please refer to this website throughout the week for updated content.

Lectures, Seminars and Reading Tasks

Reading is a crucial element to research. It is the first step in the research process, and is the first step to any piece of research. Doing your readings before attending the lectures and seminars is very important, as lectures will reference various texts, highlight key concepts or principles, while seminars are more informal sessions involving discussion and your participation. Each week’s seminar will have a set reading that you must read before attending the seminar.

Reading Task: Students will be expected to lead seminars in pairs and will be expected to facilitate a discussion based on the questions that they have prepared. In addition, students in the class will be expected present on the work they prepare in groups during the class.
WEEK 1 | Thursday 2 October

Lecture – RS Introduction / Your Research Log

The first lecture will consist of a general introduction to the course and expectations. We will go over the structure and clarify any questions. Then, we will look at various research tools that you can use to document your research. All GMM students will keep a research log using either the free Evernote software or a blog (you can choose between any platform – Wordpress, Blogger, Tumblr). The aim of the research log is to help you investigate, audit and organise your research process practically. It helps you keep track of how you began, and where you’ll end up on your research journey. In the first session, we will introduce what is a research log, what is Evernote, and other productivity tools and applications that will help you become a successful researcher.

Set Reading:

Readings are mostly to familiarise yourself with the software we will be looking at during the session.

- Evernote: https://evernote.com

- Saving Links for reading later:
  - Delicious: http://delicious.com
  - Pocket: http://www.getpocket.com
  - Creating timelines to keep up with your research:
    - Tiki Toki: http://www.tiki-toki.com
    - Time Glider: http://timeglider.com

Further Reading:

- Google Alerts: http://www.google.co.uk/alerts
- An example of a PhD student’s blog using Tumblr:
  - http://postdocslum.tumblr.com
- Generating e-newspaper with your links:
  - Paper: Paper.li
  - Scoop: Scoop.it

Seminar 1

The first seminar will focus on any questions regarding the software discussed in the lecture, and looking at examples of how to use Evernote for research, save links with delicious and pocket, and create timelines.

WEEK 2 | Thursday 9 October

Lecture: What is Qualitative Research? And Doing Research Design

This lecture aims to provide a general introduction to qualitative research by looking at the history of qualitative research, comparing and contrasting a range of traditions and methods, and identifying the key differences between qualitative research and quantitative research are. We will mostly focus on doing research design and how to approach your object of study and do research.

Seminar 2

Students will identify their object(s) of study in relation to their final projects to build a foundation in which larger research questions can be asked. We will look at a few examples of research questions from different studies to gain a greater understanding of what constitutes qualitative research methods and research questions.

Set Reading


Further Readings


WEEK 3 | Thursday 16 October

Lecture: Literature Review Part I

This lecture will introduce the literature review. The literature review is essential, and its purpose is to inform us about the research that has already been conducted on your chosen object of study. We will look at tools on planning the literature review, and how to find sources for your literature review.

Seminar 3

Students will learn how to look for research sources for their object(s) of study, and we will work to plan a literature search.

Set Reading


Handout for Seminar:

- What is a Literature Review: http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review

Further Reading


Extra Help: A workshop of two hours will be held the week prior to your assessment due date, providing further guidance and support for your literature review assessment. The schedule will be published on the course website.

Office Hours: availability will be published on the course website.

WEEK 4 | Thursday 23 October

Lecture: Literature Review Part II and the research question

This lecture will continue from last week's session on the Literature Review by looking at the literature map and the synthesis literature matrix. These are tools to help you visually with your sources. We will also look at the structure of a literature review (introduction, body, conclusion), and discuss examples in the seminar. We will also provide an overview of what is a research question in order to help us frame our own questions and subquestions.

Seminar 4

In this session, we will create a literature map and a synthesis literature matrix of the resources they will use for the review due on the 31st of October. Our goal is to visually consider how our ideas are able to connect, identifying the key linkages as well as the gaps. We will also identify our research questions and subquestions and review the structure of the literature review in Chen, H. et. Al's article.

Set Readings

• How to Formulate Good Research Questions: http://airs.library.qut.edu.au/1/1/

For the seminar

• Synthesis Matrix (handout)
  • http://writingcenter.fiu.edu/resources/synthesis-matrix-2.pdf

WEEK 5 | Thursday 30 October

Lecture: Academic Integrity and using citation software for properly citing sources

Academic integrity is very important. Assessments much adhere to standards of academic ethics. The work submitted must be original: i.e. your own work and written in your own voice. In this lecture we will review the university's academic procedure and learn how to properly cite sources. Using Zotero and/or Mendeley, we will learn to produce a bibliography and in-text citations using the Harvard format by referencing the literature map and synthesis literature matrix.

Seminar 5

In the seminar, we will look at examples of plagiarism. Students will identify their object(s) of study in relation to their final projects to build a foundation in which larger research questions can be asked. Students will learn how to create a literature map and a synthesis literature matrix of the resources they will use for the review due next week. Our goal is to visually consider how our ideas are able to connect, identifying the key linkages as well as the gaps.

• Academic Integrity for Students
  • http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-statement.html
• Referencing
  • Examples
    • http://www.cardiff.ac.uk/insrv/resources/guides/inf057.pdf
Before the lecture and seminar, it is encouraged that you familiarise yourself with Zotero and Mendeley by reading up on them and downloading the software.

- **Zotero**
  - https://www.zotero.org

- **Mendeley**
  - http://www.mendeley.com

***Reminder that Assessment I is due Friday 31st October 2014 at 16.00***

**WEEK 6 | Thursday 6 November**

**Lecture: The Interview, Textual and Discourse Analysis**

This lecture session will focus on the form and practice of the qualitative interview by analysing the different ways the interview has been in various qualitative research traditions. We will also look at the differences between discourse analysis and textual analysis. We will survey the primary approaches and the theoretical foundations behind them, what counts as “data”, and how to go about eliciting and analysing data.

**Seminar 6**

The seminar will be divided into two activities. The first will be interviews (role playing):

- In groups of three, interview each other about your previous educational experiences in the following way: one person in each group acts as interviewer, one as interviewee, and one as observer and time for a 7 minute interview. The interviewer must ask questions and elicit as much information in the given timeframe. The interviewee answers the question in any way you like (giving as much or as little information as you like). Role playing is encouraged, so it does not need to be about you but you can be someone else. The observer notes down what works well and what is problematic. After the interview, groups will discuss how each felt in their role with the class.

In the second part of the seminar, we will examine media texts and practice doing a discursive and textual analysis. Students will learn to locate ideology and how dominant ideas are reproduced in the mainstream media.

**Set Reading**


**Further Readings**

WEEK 7 | Thursday 13 November – NO CLASSES

WEEK 8 | Friday 21 November

***Due to the Digital Marketing show, Thursday’s class will be on Friday 21 November***

Lecture: Ethnographic Research – An Anthropological Approach

Ethnographic research considers how we can explore the everyday lived experience of users on-line. We will therefore examine some of the most current methodological approaches for studying young people’s behaviours online. Scholars do not necessarily agree on one singular approach so we will look at these debates, while outlining key ethnographic methods such as interviews, focus groups, and general behavioural observations.

Seminar 8

***Seminars for this class will take place from 13.30-15.00, 15.00-16.30, and 16.30-18.00***

We will continue to work with key components of an ethnographic study and students will have an opportunity to conduct mock focus groups in the classroom in order to practice doing their own research. We will also discuss the examples of case studies in the readings.

Set Reading

- National Coordinate Centre for Public Engagement. http://www.publicengagement.ac.uk/how/guides/focus-groups

Further Reading


WEEK 9 | Thursday 27 November

Lecture: Data Analysis

In this lecture, we will look at different forms of data analysis in qualitative research and the tools for gathering data, in order to help us make sense of the data we will be gathering for the Final Research Proposal (due 9 January 2015).

Seminar 9

In this seminar, we will learn how to take our data and code the different themes. We will primarily be using word processing software and Evernote to code the different forms of data.

Set Reading

**Further Reading**


**WEEK 10 | Thursday 4 December**

**Lecture: Twitter as Method**

From journalist to citizen journalist, this week we will examine the impact of microblog platforms such as Twitter have on the rapid dissemination of news. We will consider why the traditional “mass” media is no longer a viable model and the impact that user-generated content is having on public discourse. We will also spend time discussing Burgess and Bruns new methodologies for extracting major themes on the Twittersphere.

**Seminar 10**

We will work with Twitter and apply Burgess and Bruns research model in the classroom. We will use a current news story and briefly map this out over the twittersphere, considering the role of hashtags, retweets, links, images, and @discussions.

**Set Reading**


**Further Reading**


**WEEK 11 | Thursday 11 December**

**Lecture: Research Ethics**

Empirical research that involves contact with people requires a systematic and scholarly approach to ethics. The student’s guide to research ethics will provide a comprehensive overview of the various considerations you will need to adhere to before beginning a case study. However, while researchers must abide by stringent ethical protocols, corporations gathering data on users do not. We will therefore consider what contradictions and complexities of an ethical approach to research.
Seminar 11

We will discuss and workshop how research ethics may apply to your own research projects and then go over the criteria that students will need to meet to attain approval for conducting primary research. Students will then participate in a debate about the contradictions and complexities outlined in the lecture.

Set Readings

- ***NB: this is a nice well-rounded and useful guide on how to be an ethical researcher before, during and after carrying out your research method. [Whole book available online via WSA Library Webcat]***

Handouts for Seminar

- University of Southampton Research Consent Form and Participant Information Sheet

WEEKS 12-14 | Christmas Break – NO CLASSES

WEEK 15 | Thursday 8 January 2015

Class time will be an open workshop for students to come in if they have questions on the final assessment.

Extra Help: After the break, there will be a one hour workshop held (date and time to be confirmed). This is the ideal time to get further help on your assessment. I will also be available to discuss one on one with you via office hours if you need extra help. The schedule will be published on the course website.

Office Hours: Availability will be published on the course website.

Equal Opportunities

In line with the University’s Equal Opportunities Policy, individuals are treated on their relevant merits and abilities and are given equal opportunities within the module, School and University. The aim of the policy is to ensure that no prospective or current student should receive any less favourable treatment on any grounds which are not relevant to academic ability and attainment. Every effort is made to ensure that disabled students are aware of and assisted in making use of the support provided by the University; to ensure access to lectures, classes, learning materials; and to ensure that where necessary appropriate variations to normal examining arrangements are made.

Overall Aims & Assessment Criteria

The aims of this module are to:

- Enable you to position and debate your ideas and work within a critical context
- Develop critical thinking about your research
- Explore and critically reflect on your work and ideas
- Establish methodologies and ways of working to advance your work and ideas

Knowledge and understanding

Having successfully completed the module, you will be able to demonstrate knowledge and understanding of:

- The fundamental tenets of qualitative research
- Developing a research question
- Developing an awareness of qualitative enquiry approaches
- Developing a literature review
- The relevance and importance of the ideas and practices of your peers
- Techniques applicable to your own areas of interest
• Learning resources and study skills to support your research
• How to experiment with your ideas through different working methodologies and references
• Conduct your own qualitative data collection

Cognitive (thinking) skills

Having successfully completed the module, you will be able to:
• Question and articulate concepts of contemporary GMM research skills;
• Critically advance your ideas;
• And decide upon a methodological approach for your work.

Key transferable skills

Having successfully completed the module, you will be able to:
• Feel more confident in approaching your own research project.
• Apply cutting edge research methods and feel confident with the skills you have developed throughout the course.
• Locate, analyse and synthesise information, ideas and/or practices, drawing balanced and insightful conclusions.
• Demonstrate an ability to communicate ideas, based on evidence and considered argument.
• Engage constructively in dialogue and debate about your own and others’ work.