



Global and Public Health

DIRR 380: Directed Research in International Relations, Public Health and Humanities

Please refer to the [faculty page](#) for this semester's instructor.

Course Description

Directed research pairs students with Manipal Faculty Guides in order to conduct research with local organizations. While students work with local organizations, one-on-one meetings with Faculty Guides and the classroom instruction with the Directed Research Adviser equip students to produce articulate and comprehensive small-scale research that remains respectful to the sensitivities of local culture. The course culminates in student completion of a specific study based upon his or her time in the field.

Course Goals and Objectives

Keeping in mind the [Alliance for Global Education's Academic Policies](#), the primary objective of the Directed Research (DR) course is to provide a structured academic approach to combine essential elements of situated cross-cultural learning including classroom instruction, cultural immersion, and cultivation of skills needed to apply local learning to international and global issues.

Course Goal: To improve participants' knowledge of research methodology while developing their capacity for conducting globally relevant field based research in a cross-cultural setting.

Course Objectives: In order to achieve the course goal, the program will provide the following academic and field based learning activities:

1. Work at a local organization focused on a specific social issue
2. Classroom instruction by Directed Research Adviser on considerations when conducting research involving human subjects, paper organization, formatting and citation, research methodology and data collection
3. Mentoring by Faculty Guides to ensure student understanding of ways in which organizations define and address particular social issues with an emphasis on remaining sensitive to the ways in which local approaches may differ from those taken in the USA
4. Group meetings with Directed Research Adviser and/or Faculty Guides for sharing reflections and overcoming barriers to cross-cultural communication
5. Group discussions on and individualized plans for using program concepts and experiences to inform and inspire further research upon return to the U.S.
6. A specific code of conduct to which students must adhere when working in the field that takes local culture into consideration

Participant Goals and Objectives

Participant Goal: To increase individual efficacy as a researcher and gain understanding of issues which are unique to their field work location as well as local perspectives on issues affecting people across the globe.

Participant Objectives: By the end of the program, participants will be able to:

1. Apply an understanding of ethics concerning research involving human subjects to research proposals and other work
2. Devise a culturally appropriate research project with proper methodology, scale, scope, and time limitations
3. Collect and present sample data collected in the field and dialogue it with a literature review to suggest realistic implications and areas of further inquiry
4. Demonstrate research writing competency, particularly in areas of defining research questions, structuring research papers, writing literature reviews and practicing proper citation
5. Demonstrate a growing capacity for understanding and respecting practices, priorities and problems in the host community, including an understanding of how these are defined and described differently both inside and outside of the community
6. Demonstrate an informed sense of citizenship that begins to encompass communities and issues at the global level
7. Articulate possible future projects, courses of study or professions based upon program experiences

Roles of Directed Research Adviser and Directed Research Faculty Guide

Directed Research Adviser: Delivers course content, arranges student/organization partnerships, and meets with students occasionally to discuss partner organization relationships as well as paper writing and data collection progress.

Directed Research Faculty Guide: Meets with students weekly to discuss paper writing and data collection progress. Please see Faculty Guide session feedback chart attached to the syllabus for more details.

Directed Research Timeline

Please note: Since a semester is a very short time in which to conduct detailed research and unexpected delays often occur, work is done ahead of schedule whenever possible.

Pre-Semester: Based on students' Field Component Intent form, the Directed Research Adviser identifies organizations where students will conduct their research, and provide each student with details about their placement.

Week 1: Students and the Directed Research Adviser visit their research placements and discuss mutual areas of interest for both the student and the organization. Based on this dialogue, the Directed Research Adviser and Faculty Guide present students with two specific research options, and students choose one by week 5.

Week 2: Students start working at their respective partner organizations for three hours per week. Students report to a point-of-contact at the organization, maintain a time sheet and keep a journal of their

research process, noting down their daily activities and learning. Journals will be reviewed during group reflection sessions with the Directed Research Adviser and/or Faculty Guides.

Week 5: Students will select their topic, develop a proposal, and submit their Human Subjects Research form. Faculty Guides and the Directed Research Adviser provide guidance and guidelines for proposals prior to this week. Students will also consider information, observations and other input from their placement. In class, students peer review their proposals, after which students may revise their papers and turn in the following day if they choose.

Week 6: Students bring their data collection instrument to class for self and peer review.

Week 14: Paper abstracts due.

Week 15: Final papers due. In class, students will peer review their papers, after which students may make revisions and turn in the following day if they choose. Students are also required to make a presentation summarizing their research process and findings.

Course Schedule

Session 01-16 Introduction to Directed Research; forming the research question

Learning Objectives: Understand structure of the course, elements of research proposal, and types of studies; know the characteristics of a good research question

Readings:

University of Southern California. Organizing your social sciences research paper: Writing a research proposal. <http://libguides.usc.edu/content.php?pid=83009&sid=2319840>

University of Southern California: Organizing your social sciences research paper: Types of research designs. <http://libguides.usc.edu/content.php?pid=83009&sid=818072>

Van Teijlingen, Edwin R. & Hundley, Vanora. The Importance of Pilot Studies. Social Research Update, Issue 35, 2001 <http://sru.soc.surrey.ac.uk/SRU35.html>

Reiche, B. Sebastian & Harzing, Anne-Wil. Key issues in international survey research http://www.harzing.com/intresearch_keyissues.htm

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). The Craft of Research. Sections 1 and 2.

Session 02-16 Literature review – concepts and strategies, resources

Learning Objective: Know how to create a relevant and comprehensive literature review

Readings:

University of Idaho. How to write a literature review.

<http://www.webpages.uidaho.edu/mihelich/UNC%20Lit%20Review.pdf>

University of Southern California. Organizing your social sciences research paper: Literature review.
<http://libguides.usc.edu/writingguide/literaturereview>

Other readings relevant to research topic from Directed Research Adviser and/or Faculty Guide

Session 03-16 Qualitative and quantitative methodologies and resources'

Learning Objective: Assess methodologies relevant to particular research questions and objectives

Readings:

Crinson, Iain & Leontowitsch, Miranda. Principles of Qualitative Methods.

<http://www.healthknowledge.org.uk/public-health-textbook/research-methods/1d-qualitative-methods>

Suter, W. Newton. Qualitative data, analysis and design http://www.sagepub.com/upm-data/43144_12.pdf & http://www.sagepub.in/upm-data/36869_muijs.pdf

Harwell, Michael R. Research Design in qualitative/quantitative/mixed methods.
http://www.sagepub.com/upm-data/41165_10.pdf

Session 04-16 Ethics in research, avoiding bias and Human Subjects Review'

Learning Objective: Understand the need for ethical guidelines in research and Manipal ethics committee guidelines

Readings:

Alcser, Kirsten; Antoun, Christopher; Bowers, Ashley; Clemens, Judi and Lien, Christina. Ethical considerations in surveys. ccsg.isr.umich.edu/ethics.cfm

Shuttleworth, Martyn. Research bias. <https://explorable.com/research-bias>

Taylor Powell, Ellen. Questionnaire design: Asking questions with a purpose.
<http://learningstore.uwex.edu/Assets/pdfs/G3658-02.pdf>

Session 05-16 Research Proposal Review

Learning Objective: Know how to create a research proposal using information gathered to date

Readings: Review and bring to class long with proposal for peer assessments:

University of Southern California. Organizing your social sciences research paper: Writing a research proposal. <http://libguides.usc.edu/content.php?pid=83009&sid=2319840>

Assignments: Research Proposal for Peer Assessment

Session 06-16 Data collection instrument assessment

Learning Objective: Understand issues pertaining to validity and reliability

Readings:

World Bank. Developing data collection instruments.

<http://siteresources.worldbank.org/NUTRITION/Resources/Tool8-chap8.pdf> and bring to class for peer assessment.

Re-read: Shuttleworth, Martyn. Research bias. <https://explorable.com/research-bias>

Drost, Ellen A. Validity and reliability in social science research. <http://www.erpjournal.net/wp-content/uploads/2012/07/ERP38-1.-Drost-E.-2011.-Validity-and-Reliability-in-Social-Science-Research.pdf>

Session 07-16 Determining a sample population

Learning Objective: Apply basic sample selection strategies

Readings:

Taylor Powell, Ellen. Sampling <http://learningstore.uwex.edu/Assets/pdfs/G3658-03.pdf>

Creative research systems. Sample size calculator. <http://www.surveysystem.com/sscalc.htm>

Hubbard, Frost & Lin, Yuchieh. Cross cultural survey guidelines: Sample design. <http://ccsg.isr.umich.edu/pdf/05SampleDesignFeb2012.pdf>

Session 08-16 TRAVEL WEEK Reflection

Reiche, B. Sebastian & Harzing, Anne-Wil. Key issues in international survey research http://www.harzing.com/intresearch_keyissues.htm

Session 09-16 Gathering Data

Learning Objective: Become familiar with common issues regarding the use of translators

Readings:

Berman, Rachel C. & Tyyska, Vappu. A critical reflection on the use of translators/interpreters in a qualitative cross-language research project. <http://wigan-ojs.library.ualberta.ca/index.php/IJQM/article/download/8222/8316>

Wilding, Polly; Leventon, Julia; Favretto, Nicola; Dyer, Jennifer. Working with Research Assistants/ Translators in Overseas Fieldwork – RiDNet Seminar. <http://cgd.leeds.ac.uk/files/2014/01/working-with-research-assistants-in-overseas-fieldwork.pdf>

Session 10-16 Data Collection Con't.

Learning Objectives: Become familiar with common issues with respondents in research taking place in a cross-cultural setting

Readings:

Johnson, Timothy P. & Van De Vijver, Fons. Social desirability in cross-cultural research.

http://www.business.illinois.edu/shavitt/BA_531/johnson_social.pdf

Cho, Young Ik; Fuller, Anne; File, Thom; Holbrook, Allyson L. and Johnson, Timothy P. Culture and survey question answering: A behavior coding approach.

<https://www.amstat.org/sections/srms/proceedings/y2006/Files/JSM2006-000712.pdf>

Session 11-16 Data Analysis

Learning Objectives: Learn to code and organize results

Readings:

Leahy, Jennifer. Using Excel for analyzing survey questionnaires.

<https://learningstore.uwex.edu/assets/pdfs/G3658-14.pdf>

Taylor Powell, Ellen. Analyzing quantitative data. <http://learningstore.uwex.edu/assets/pdfs/g3658-6.pdf>

Taylor Powell, Ellen and Renner, Marcus. Analyzing qualitative data.

<http://learningstore.uwex.edu/Assets/pdfs/G3658-12.pdf>

Session 12-16 Data Analysis Con't

Learning Objectives: Learn to calculate correlation and regression

Readings:

The BMJ (British Medical Journal). Correlation and regression <http://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one/11-correlation-and-regression>

Assignment: Correlation and regression data sets and formulae

Session 13-16 Reporting Results

Learning Objectives: Learn to represent findings in text, table and graphic formats

Readings:

University of Southern California: Organizing your social sciences research paper: Results

http://libguides.usc.edu/print_content.php?pid=83009&sid=615869

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). The Craft of Research Chapter 15

Session 14-16 Discussion and Conclusion

Learning Objectives: Become familiar with ways in which results are discussed in dialogue with literature review, understand and articulate research limitations and implications, and learn to identify possible future projects based on research findings

Readings:

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). The Craft of Research. Part 3.

Stoddart, Mark C.J. Generalizability and qualitative research in a postmodern world.

https://www.academia.edu/3056898/Generalizability_and_qualitative_research_in_a_postmodern_world

Stone, Diane. Think global act local or think local act global?: Knowledge production in the global agora. <http://www2.warwick.ac.uk/fac/soc/csgr/research/keytopic/other/global.pdf>

Kearney, Mary-Louise. Research in the knowledge society: Global and local dimensions.

<http://unesdoc.unesco.org/images/0018/001821/182189e.pdf>

Session 15-16 Peer Review

Readings:

Bean, John P. Intellect, light and shadow in research design, p. 171. http://www.sagepub.com/upm-data/41165_10.pdf

Session 16-16 Final Presentations

Supplemental Course Materials

Additional readings will be suggested based on each student's particular research topic

Qualitative Methods:

Kikwawila study group. Qualitative research methods: Teaching materials from a TDR workshop. www.who.int/tdr/publications/documents/qualitative-research.pdf

Mack, Natasha; Woodsong, Cynthia; MacQueen, Kathleen M.; Guest, Greg; Namey, Emily. Qualitative research methods: A data collector's field guide.

<http://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector%27s%20Field%20Guide.pdf>

Quantitative Methods:

Hohmann, Ulriche. Quantitative methods in education research.
<http://www.edu.plymouth.ac.uk/resined/quantitative/quanthme.htm>

United Nations World Food Programme. How to plan a baseline study.
http://documents.wfp.org/stellent/groups/public/documents/ko/mekb_module_10.pdf

Evaluation

Late papers will be marked down one step (B- to C+, e.g.) for each day they are late

DR Proposal	15
DR Final Paper	25
Journal	15
Presentation	25
Internship and class attendance	20

Assessment Criteria

DR Proposal

The final DR proposal is a document of about 3 to 5 pages not including citations and written in the format provided in the class room/one on one sessions. The study proposal document is meant for use as a reference and roadmap for students throughout the course.

DR Paper

Students are expected to complete their directed research and develop a final paper using their DR project proposal as their guide. In the course of developing their studies, students may find it useful to modify their original research proposals. The Field Study Paper should be about 12 to 15 pages not including citations and written in the format provided in the class room/one on one sessions.

Distribution of Marks: DR Final Paper

Late papers will be marked down one step (B- to C+, e.g.) for each day they are late

Abstract	5
Introduction (background and justification)	15
Literature Review	10
Research Question(s)	10
Hypothesis/hypotheses	10
Methods	15
Analysis	20
Discussion and conclusion (limitations and lessons learned)	15

Journal

Students are expected to keep a journal of the directed research process in order to systematically document their activities and learning on a day-to-day basis. Journal entries should log time spent in the field and highlight students' observations in relevance to their topic. The journal is a record which will help the students to organize their research information and logistics in a systematic manner while

collecting data and writing their final pilot study. Bean, John P. *Intellect, light and shadow in research design*, p. 171 (http://www.sagepub.com/upm-data/41165_10.pdf) will be used as a guide for recording information in relation to the overall project outline.

Presentation

Students are expected to give a PowerPoint presentation summarizing key aspects of the final research or pilot study. The presentation is expected to last for about 15 minutes.

Attendance and Participation

Students are expected to regularly report to their respective partner organizations in order to complete their work in the scheduled time period. Attendance at review sessions with Faculty Guides and the Directed Research Adviser will be considered throughout and punctuality noted and evaluated.

Grading

Alliance programs utilize the follow standard grading policy well accepted by most US institutions.

Excellent	A+	97-100%	Good	B+	87-89%	Acceptable	C+	77-79%
	A	93-96%		B	83-86%		C	73-76%
	A-	90-92%		B-	80-82%		C-	70-72%
						Unsatisfactory	D+	67-69%
							D	63-66%
							D-	60-62%
						Failing	F	<60%

Course Policies

Exams and Assignments

Students are required to take all regularly scheduled exams in courses for which they are registered, and to submit all assignments on time. Any compelling academic, personal, or medical reason that might justify a rescheduled exam or assignment must be brought up to the Resident Director, not program faculty. Failure to take scheduled exams or submit the requisite assignments for a course will adversely affect your grade as per the stated grading criteria for each course.

Classroom Conduct

Student punctuality is extremely important in China and India. Please do not be late for classes or other activities, as it is considered impolite to do so. It is improper to eat in class, to engage in other activities such as texting, or to slump or nap. Students are expected to be alert and engaged as a sign of respect for their professors.

Attendance

Class attendance is mandatory. It is essential that the students participate fully in the coursework and all required academic activities. Authorized absences may only be approved by the Resident Director, and students are expected to make up any missed work. Unauthorized absences will adversely affect a student's grades.

