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RB 701: Advanced Research Methods in Behavioral Science

Behavioral Science Research Institute, Srinakharinwirot University

Semester 1, Academic Year 2021 (2564)

Section 1: General Information**1. Course Code and Course Title**

วป 701 วิธีการวิจัยทางพฤติกรรมศาสตร์ขั้นสูง

RB 701 Advanced Research Methods in Behavioral Science

2. Number of Credits

3(2-2-5)

3. Program of study and Type of study**Program:** Doctoral Program in Applied Behavioral Science Research**Type of Course:** Compulsory Course- Research Methodology group**4. Course Coordinator and Instructors****Course Coordinator:** Asst. Prof. Dr. Kanu Priya Mohan**Course Instructors:**

Asst. Prof. Dr. Numchai Supparerkchaisakul

Asst. Prof. Dr. Narisara Peungposop

Asst. Prof. Dr. Thasuk Junprasert

5. Semester/ Level of study:Semester: 1st semester, 2021Level of study: 1st year students PHD by course work**6. Pre-requisite**

None

7. Co-requisite

None

8. Venue of study

Online platforms: MS Teams [RB701 Adv Research Methods (2021)] and Google Meet

Day/ time: Wednesday / 9.00 AM – 12.00 PM

9. The most recent date on which the course syllabus was developed or adjusted

13 August 2021

Section 2: Course Learning Objectives**1.Course Learning Outcomes (CLO) for Students and linkages to the Curriculum's Expected Learning Outcomes [ELOs] -**

1. CLO1: To identify and differentiate behavioral science research methods. [ELO 1]

2.CLO2: To choose research methodologies that are suitable for research problems, knowledge and understanding of important behavioral science concepts.[ELO 2]

3. CLO3: To have an experience in designing behavioral science research. [ELO 3]

4.CLO4: To have communication skills for sharing the critical thinking and knowledge about research methods in behavioral science (appropriate use of language to communicate clearly; Information and knowledge transfer; and the use of information technology for presentations of assigned works). [ELO 4]

2. Purposes of course development/ revision

The revised course is based on the course feedback from the student evaluation (ปี 003) from semester 1/2019 and the changes in the learning system due to the Covid-19 pandemic. Hence, a) resources have been updated, b) online resources of information will be shared, and c) online classes would be held for each topic will be organized to support student learning outcomes.

Section 3: Aspect and Process

1. Course Descriptions

Study the principles and advanced research methods used for the development of individuals and society and new research methods that are of interest to learners. Analyze and practice each research method that are used in behavioral sciences.

2. Teaching Hours per Semester (hours)

Lecture	Practice	Case Study	Problem based Learning	Self-Study
2x6=12 hours	1x6=12 hours	-	1x6=6 hours	5x6=30 hours

3. Linkages of the course learning outcomes (CLOs) with the expected learning outcomes (ELOs) and SAR-AUNQA skills of the curriculum.

Expected Learning Outcomes (ELO)	CLO1	CLO2	CLO3	CLO4	SAR-AUNQA skills
ELO1: Be able to analyze and synthesize concepts, theories, and research methods to create new knowledge in behavioral science.	•				1. <i>Specific Skills</i> : Cognitive/ intellectual skills (1,2,3) 2. <i>Generic skills</i> : Communication (1,2) 3. <i>Knowledge</i> : (1,2)
ELO2: Be able to assess and use judgment to examine various types of research to propose solutions and develop individuals and society.		•			1. <i>Specific Skills</i> : -Cognitive/ intellectual skills (1,2,3,4) -Research skills (1,2) 2. <i>Generic skills</i> : - Communication (1,2) 3. <i>Knowledge</i> : (1,2)
ELO3: Be able to create consistent research and innovation in alignment with the needs of society and country.			•		1. <i>Specific Skills</i> : -Cognitive/ intellectual skills (1,2,3) -Research skills (1,2) 2. <i>Generic skills</i> : -Communication (1,2,3,4) -Management (1, 2) 3. <i>Knowledge</i> : (1,2,3,4,5,6)
ELO4: Be a leader in building research teams to answer social problems.				•	1. <i>Specific Skills</i> : -Cognitive/ intellectual skills (1,2,3) -Research skills (8) 2. <i>Generic skills</i> : -Communication (1,2,3,4) 3. <i>Knowledge</i> : (6)

4. Number of hours per week for academic advice and guidance to an individual student

All Instructors- available online by student appointment.

Section 4: Development of Students' Course Learning Outcomes

Course Learning Outcomes (CLO)	Learning Management	Evaluation Methods / Tools
CLO1: To identify and differentiate behavioral science research methods.	<ul style="list-style-type: none"> - Instructor's power-point presentation and supplementary teaching materials. -Online class activities such as individual work sharing, group discussion, quizzes, and student presentations. -After class activities for students (based on student interest). 	<ul style="list-style-type: none"> - Pre and post course self-evaluation of students. - Self-reflection activity by students -Qualitative assessment by instructors of overall online class behavior, particularly during class discussions and group activities.
CLO2: To choose research methodologies that are suitable for research problems, knowledge and understanding of important behavioral science concepts.	<ul style="list-style-type: none"> - Instructor's power-point presentation and supplementary teaching materials. -Online class activities such as individual work sharing, group discussion, quizzes, and student presentations. -After class activities for students (based on student interest). -Have students research different types of research according to their interests - Have students prepare reports of various forms of research of their interest; and give classroom presentations and discussion in class. 	<ul style="list-style-type: none"> Quantitative assessment for: -Individual assignments - Group assignments. -Final exams Qualitative feedback: -Individual work/participation. - Group discussions.
CLO3: To have an experience in designing behavioral research.	<ul style="list-style-type: none"> - Instructor's power-point presentation and supplementary teaching materials. -Online class activities such as individual work sharing, and group discussion. -Have students research different types of research according to their interests - Have students prepare reports of various forms of research of their interest. 	<ul style="list-style-type: none"> Quantitative assessment for: -Individual assignments - Group assignments. -Final exams Qualitative feedback: -Individual work/participation. - Group discussions.
CLO4: To have communication skills for sharing the critical thinking and knowledge about research methods in behavioral science (Appropriate use of language to communicate clearly; Information and knowledge transfer; and the use of information technology for	<ul style="list-style-type: none"> - Instructor's power-point presentation and supplementary teaching materials. -Online class activities for students' assigned work. -Assign work for individual and group reports and presentations for assignments according to their research interest. -Demonstrate ethical practices in assigned work. -Collaborative learning inside 	<ul style="list-style-type: none"> - Classroom participation -Instructor's assessment of students' assignments that show the application of the ethical guidelines of research. - Qualitative feedback from instructors and peers. - Presentations of course assignments- individual and group. - Quantitative and qualitative

Course Learning Outcomes (CLO)	Learning Management	Evaluation Methods / Tools
presentations of assigned works).	classroom and outside through group assignments.	feedback from instructors and peers for the class-based presentations.

Section 5: Teaching and Evaluation Plans

1. Teaching Plan

Week	topics	CLOs	Teaching methods & Learning activities	Materials	Instructor
1 1.9.21	Introduction to the course and assess learners' potential	-	Share information, pre-test, and discussion with students	TQF 3, and other documents / Online @Teams	
2 8.9.21	-An introduction to behavioral science research.	1,2,3,4	Lectures, class discussions, assignments to reflect the learning outcomes	Books & teaching materials. Online @Teams	Dr. Kanu
3-4 15.9.21 & 22.9.21	Evaluation research	1,2,3,4	Lectures, class discussions, assignments to reflect the learning outcomes	Books & teaching materials. Online @Teams	<i>Invited Expert</i> - Assoc. Prof. Dr Oraphin Choochom
5-6 29.9.21 & 6.10.21	Action Research (AR), and AR in Organizations.	1,2,3,4	Lectures, group activities, discussions, assignments to reflect the learning outcomes	Books & teaching materials. Online @Teams	Dr. Kanu
7-8 13.10.21* & 20.10.21	Participatory action research (PAR in work; CPAR)	1,2,3,4	Lectures, group activities, discussions, opinions and reflect the learning outcomes	Books & teaching materials. Online @Teams	Dr. Narisara & Dr. Thasuk
9-10 27.10.21 & 3.11.21	-Research & development -Research & innovation	1,2,3,4	Lectures, class discussions, assignments to reflect the learning outcomes	Books & teaching materials. Online @Teams	Dr. Kanu
11-12 10.11.21 & 17.11.21	Multilevel research	1,2,3,4	Lectures, class discussions, assignments to reflect the learning outcomes	Books & teaching materials. Online @Teams	Dr. Numchai

Week	topics	CLOs	Teaching methods & Learning activities	Materials	Instructor
13-14 24.11.21 & 1.12.24	Mixed methods research	1,2,3,4	Lectures, class discussions, assignments to reflect the learning outcomes	Books & teaching materials. Online @Teams	Dr Numchai
15 8.12.24	Group work-class presentation and written report	1,2,3,4	Class presentations and instructor + peer feedbacks	Presentations online @ MS Teams. Student report.	Students and Instructors
16 15.12.24	Individual work-class presentation and written report	1,2,3,4	Class presentations and instructor + peer feedbacks	Presentations online @ MS Teams. Student report.	Students and Instructors
17 22.12.24	Final exam	1, 2, & 4	Online exam	Exam paper	Dr. Kanu

*Note: The schedule is flexible and subject to change (to adjust for any public holiday or any special event)

2. Student Evaluation

Activities	Course Learning Outcome	Evaluation Methods	Marks
Class participation (Class attendance, joining in discussion), and class assignments.	CLO-1, CLO-4	Class attendance & participation (10)	20%
		Class assignments (10)	
Final Exam	CLO-1, CLO-2, & CLO-4	Teachers' quantitative marks and qualitative feedback	20%
Group Assigned Work: -written assignment-20 -class presentation- 10	CLO-1, CLO-2, CLO-3, CLO-4	1. Teacher and peer feedback during class presentation (10) 2. Teachers' grades for the assigned report and qualitative feedback (20)	30%
Individual Assigned Work: -written assignment-20 -class presentation-10	CLO-1, CLO-2, CLO-3, CLO-4	1. Teacher and peer feedback during class presentation (10) 2. Teachers' grades for the assigned report and qualitative feedback (20)	30%

2.1. Group Work (30%)- [with 2-3 people/ group]

Purpose

To be able to search, analyze and synthesize knowledge about one advance research method to investigate a behavioral science problem, and develop a written report about this as a “critical literature review”, as well as give an oral academic presentation in the class.

Topics for investigation

Choose an advance research method to use in solving the problem, that emphasizes the discovery of new knowledge in research and advanced statistical analysis or another subject permitted by instructor- such as Action research, PAR, Mixed methods research, etc. Review current published research papers

Contents of the written report

The content of the “critical literature review” should cover the following parts-

- An introduction,
- Objectives of the review
- Literature review covering the research method. Include
 - Summarize examples of English and Thai research works that have used that methodology
 - Strengths and weakness of the method
- Summary and synthesis of information- recommendations for behavioral science researchers
- Reference section- based on APA 7th edition.

Report format

To be written as a “critical literature review”, with correct citations and reference lists (based on APA 7th edition).

- Report length should not exceed 12 pages
- The report should be written in English (preferably)

Class Presentation

Prepare a PowerPoint presentation about the assigned work.

- Send the presentation and the report to the instructors one week before the class presentation.
- The class presentation includes Q&A, feedback and suggestions from peers and instructors
- The presentation should not exceed 40 minutes/group.

Scoring incudes-

1. Written Report 20%
2. Presentation and answering the questions during the class presentation. 10%

2.2. Individual Assigned Work (30%):

Purpose

To apply the knowledge studied about the **behavioral science research methods** to design a research that is of their own interest and that promotes the discovery of new knowledge in research. (This could be related to developing the student’s proposal for PhD)

Contents of Report

The written report should have 3 chapters of a proposal that include-

- Brief introduction to the Research Problem
- Research Objectives and Hypotheses/ Questions
- Brief Literature review covering the main variables and the research method to be used.
 - Emphasis should be on reviewing the relevant literature about the research method both in English and Thai research.
- Research methodology: including sample details, procedure, and proposed data analysis techniques

- Reference section- based on APA 7th edition.

Report format

To be written as a research proposal based on the SWU thesis format, and with in-text citations and reference lists (based on APA 7th edition).

- Report length should not exceed 12 pages
- The report should be written in English (preferably)

Class Presentation

Prepare a PowerPoint presentation about the assigned work.

- Send the presentation and the report to the instructors one week before the class presentation.
- The class presentation includes Q&A, feedback and suggestions from peers and instructors
- The presentation should not exceed 20 minutes/person.

Scoring

Marks will be graded in 2 parts -

1. Written Report 20%
2. Presentation and answering the question 10%

Section 6: Teaching Materials & Resources

1. Recommended books

- Chevalier, J.M., & Buckles, D.J. (2019). *Participatory Action Research: Theory and Methods for Engaged Inquiry* (2nd ed.). Routledge. <https://doi.org/10.4324/9781351033268>
- Edlund, J., & Nichols, A. (Eds.). (2019). *Advanced Research Methods for the Social and Behavioral Sciences*. Cambridge: Cambridge University Press.
doi:10.1017/9781108349383
- Herr, K.G. and Anderson, G.L. (2005) *The Action Research Dissertation: A Guide for Students and Faculty*, Sage, CA. ISBN 978-0761929918.
- Kemmis, S., & McTaggart, R. (2000). Participatory action research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 567-607). Thousand Oaks, CA: Sage.
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer.
- Kemmis, Stephen & McTaggart, Robin (2005). Participatory action research. Communicative action and the public sphere. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp.559-603). Thousand Oaks, CA: Sage.
- Kite, M.E., & Whitley, B.E. (2018). *Principles of Research in Behavioral Science: Fourth Edition* (4th ed.). Routledge. <https://doi.org/10.4324/9781315450087>
- McIntyre, A. (2008). *Participatory action research*. Los Angeles: Sage Publications.
- McNiff, J. (2010) *Action Research for Professional Development: Concise Advice for New (and Experienced) Action Researchers*. September Books, Dorset.
- McNiff, J. and Whitehead, J. (2009) *Doing and Writing Action Research*. Sage, London. ISBN 978-1847871756.
- Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2004). *Evaluation: A systematic approach*. Thousand Oaks, CA : Sage.

2. Reference papers-

- Bergold, J. & Thomas, S. (2012). Participatory Research Methods: A Methodological Approach in Motion [110 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 13 (1). Art. 30, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1201302>.

- Irwin, M., & Supplee, L. H. (2012). Directions in Implementation Research Methods for Behavioral and Social Science. *The Journal of Behavioral Health Services & Research*, 39(4), 339-42. <http://dx.doi.org/10.1007/s11414-012-9293-z>
- Sakdapat, N. (2021). Psycho-Behavioral Science Research and Interactionism Model. *Dusit Thani College Journal*, 15(1), 529-545. Retrieved from <https://so01.tci-thaijo.org/index.php/journaldtdc/article/view/247467>
- Scholtz, S., Klerk, W.D., & Beer, L.D. (2020). The Use of Research Methods in Psychological Research: A Systematised Review. *Frontiers in Research Metrics and Analytics*, 5. <https://doi.org/10.3389/frma.2020.00001>

3.Suggested journals relevant to the course –

- The Journal of Behavioral Science (TJBS)- visit website <https://so06.tci-thaijo.org/index.php/IJBS/index>
- Methodology: *European journal of research methods for the behavioral and social sciences*- visit website <https://meth.psychopen.eu/index.php/meth>
- Behavior Research Methods visit website <https://www.springer.com/journal/13428>

Note: Instructors will provide current reading materials and sources during each class.

Section 7: Evaluation and Improvement of Course Management

1. Strategies for effective course evaluation by students.

Evaluate the course effectivity by compare students pre and post learning score with pre and post student potential test

2. Evaluation Strategies in teaching methods.

Student evaluation using the มศว ปค.003 Evaluation Form and student interview regarding overall satisfaction of the course

3. Improvement of teaching methods

Using the result of course effectivity evaluation and teaching evaluation to plan and improve teaching methods, search for new knowledge to teach

4. Evaluation of students' learning outcome

Students are free to check their grade before grade submission

5. Review and plan to improve the effectiveness of the course.

Results from student's feedback, assignment scores and presentations will be used to improve the next semester course.