Community Engagement in the Global South
Research Option

COURSE DESIGNATOR MSID 4003
NUMBER OF CREDITS 4 credits
Language of Instruction English
Contact Hours 60 hours

COURSE DESCRIPTION
This course is an introductory practical course based on peer teaching and peer learning. Students are encouraged to discuss and critique each other's work. The course consists of a research methodology module offered in the first seven weeks of the semester and a six week field placement to enable students apply some of the techniques they learnt in the classroom. This course offers students a marvelous opportunity to engage in research that is relevant to the needs of communities and/or civic organizations.

Research projects in this course are ideally projects that fit with the development agency's goals and activities; and therefore the student's research interests are expected to blend with what is realistically happening at the development agency. Students need to have approved proposals before proceeding on to their research sites to allow them collect necessary data and complete data analysis before heading back to Nairobi at the end of the six week field period.

As it is likely that students will participate in field activities, meetings and other forms of engagement not directly related to their research projects, contact hours with the agency will be kept at 25 hours per week.

INSTRUCTOR
Dr. Mohamed Karama and Prof. Mohamud Jama

COURSE GOAL
The goal of this course is introduce the MSID student to: various research concepts and practices; experience decisions involved in research regarding selection of topic and title for their study, developing statements of problems and choice of research questions, appropriate research design; issues related to research ethics and; develop their skills in choosing data collection instruments and analysis of the data they collect for their research. It does this by introducing various topics in the research cycle and providing a forum in which students can share with one another their research experience at each stage of the process.

LEARNING OUTCOMES
At the conclusion of this course, it is expected that students would be able to:
1. identify a research field;
2. formulate research questions that will guide research;
3. formulate focused title for their research project;
4. formulate hypothesis in a null or alternate format;
5. identify an appropriate research design ideal for the research project;
6. formulate specific objectives;
7. develop a research concept;
8. undertake sampling procedures both quantitative and qualitative;
9. develop simple instruments for data collection;
10. test and apply the instruments to collect relevant data;
11. undertake basic data analysis and;
12. compile a research report complete with findings and suggestions for further research.
METHODOLOGY
The research methodology module offered during the classroom phase is experientially based on peer teaching and peer learning with students making presentations, discussing and critiquing each others work under the guidance of MSID instructors. During field placement the student is expected to learn under the guidance of both his/her agency supervisor and MSID faculty. Most of the learning during this phase is experientially based, independent and individualized. The evaluation of student’s performance in this course is based on attendance and participation in the research methodology module classes, class assignments/presentations, attendance and performance of research work at the agency, the supervisor’s evaluation and the final report.

COURSE PREREQUISITES
Nil

REQUIRED READING/MATERIALS
Materials available at the internship agency’s resource center.
MSID Kenya Research Packet.
Uwe Flick (2009) *An Introduction to Qualitative Research* 4th Edition: SAGE publications

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
</tbody>
</table>

Summary of how grades are weighted:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and Participation</td>
<td>10 %</td>
</tr>
<tr>
<td>Class written assignments (Research Methods)</td>
<td>25 %</td>
</tr>
<tr>
<td>Presentation of data collected/Analysis</td>
<td>15 %</td>
</tr>
<tr>
<td>Agency Supervisors Assessment</td>
<td>10 %</td>
</tr>
<tr>
<td>Final Report + Presentation</td>
<td>40 %</td>
</tr>
</tbody>
</table>
## Overall Grade

| Overall Grade | 100% |

## CLASS SCHEDULE

### CLASSROOM PHASE

#### WEEK 1
- Pre-semester survey
- Introduction to scientific research
  - Research characteristics (What research is and what it is not)
  - Research pitfalls

#### WEEK 2
- The research cycle
  - Selecting a topic,
  - choosing a title for your research project,
  - Formulating the research question/problem
  - Selecting an appropriate design for your research

#### WEEK 3
- Background information
- Annotated bibliography
- Literature Review

#### WEEK 4
- Types of research (Qualitative, Quantitative, basic and applied research)
- Concept paper /research proposal

#### WEEK 5
- Data collection instruments
- Analyzing data

#### WEEK 6
- Ethics (Historical background, human rights, justice and integrity)/Comparison between the US and Kenya
- Writing the final report

#### WEEK 7
- Reviewing the research cycle
- Post semester survey
**Field phase milestones**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>• Revise proposal with agency and review and test data collect instruments</td>
</tr>
<tr>
<td>9</td>
<td>• Begin data collection</td>
</tr>
<tr>
<td>10</td>
<td>• Complete data collection and begin data editing and cleaning</td>
</tr>
<tr>
<td>11</td>
<td>• Analyze the data</td>
</tr>
<tr>
<td>12</td>
<td>• Compile first draft of final report</td>
</tr>
<tr>
<td>13</td>
<td>• Revise final report in line with feedback from supervisor/MSID faculty</td>
</tr>
<tr>
<td>14</td>
<td>• Present research findings to peers and MSID faculty</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY**

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

**UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**SCHOLASTIC DISHONESTY:**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**STUDENT CONDUCT**

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be
found on the Learning Abroad Center website.