Teaching Research Methods: Learning by Doing

N. Alexander Aguado
University of North Alabama

"I hear and I forget. I see and I remember. I do and I understand."
— *Confucius*

ABSTRACT

This paper outlines ways to structure a research-methods class so that students gain a practical knowledge of how research is done. Emphasis is placed on data collection, using statistical software, and writing up results. Included in this article are several assignments and exercises that, when combined, work to produce a scholarly empirical report. Students gain an appreciation of the fruits and frustrations involved in the research process, and learn to be more critical consumers of research projects.

INTRODUCTION

In search of a way to teach research methods, I have turned to a practical, hands-on approach that encourages students to partake in the rewards of conducting their own empirical research. This article outlines goals and objectives, and includes a list of assignments that culminate in a presentable work of original research. In this undergraduate, political science, research-methods class, students learned about the research process that is integral to all social sciences. Further, this teaching method can easily be adapted to meet the needs of students at all levels, including graduate students in public administration and public policy. This paper outlines the steps used to accomplish this task, including the disadvantages and possible corrections for those who wish to adopt the method.

GOALS

Each institution, department, and instructor stresses different goals for training in research methods. Some might emphasize the diversity of social sciences, and the types of questions asked in various sub-disciplines. Others might advocate epistemology and the need to understand the role of scientific knowledge. The goals of this course briefly cover these very important issues in the methodology

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Teaching Research Methods Learning By Doing:

   Teaching Research Methods in Sociology Liam Foster,Will Mason,Kitty Nichols,2025-12-16 Providing both theoretical and practical strategies for developing engaging and innovative approaches to teaching expert instructors share their insights into teaching about important topics in the social research process from developing research ideas to analysing data
   ECRM 2019 18th European Conference on Research Methods in Business and Management Prof. Anthony Stacey,2019-06-20   ECRM 2021 20th European Conference on Research Methods in Business and Management Dr Manuel Au-Yong-Oliveira,Prof Carlos Costa,2021-06-07 Conference Proceedings of 20th European Conference on Research Methods in Business and Management   Design for Tomorrow—Volume 2 Amaresh Chakrabarti,Ravi Poovaiah,Prasad Bokil,Vivek Kant,2021-04-26 This book showcases cutting edge research papers from the 8th International Conference on Research into Design ICoRD 2021 written by eminent researchers from across the world on design processes technologies methods and tools and their impact on innovation for supporting design for a connected world The theme of ICoRD 21 has been Design for Tomorrow The world as we know it in our times is increasingly becoming connected In this interconnected world design has to address new challenges of merging the cyber and the physical the smart and the mundane the technology and the human As a result there is an increasing need for strategizing and thinking about design for a better tomorrow The theme for ICoRD 21 serves as a provocation for the design community to think about rapid changes in the near future to usher in a better tomorrow The papers in this book explore these themes and their key focus is design for tomorrow how are products and their development be addressed for the immediate pressing needs within a connected world The book will be of interest to researchers professionals and entrepreneurs working in the areas on industrial design manufacturing consumer goods and industrial management who are interested in the new and emerging methods and tools for design of new products systems and services   *100 Activities for Teaching Research Methods* Catherine Dawson,2016-08-08 A sourcebook of exercises games scenarios and role plays this practical user friendly guide provides a complete and valuable resource for research methods tutors teachers and lecturers Developed to complement and enhance existing course materials the 100 ready to use activities encourage innovative and engaging classroom practice in seven areas finding and using sources of information planning a research project conducting research using and analyzing data disseminating results acting ethically developing deeper research skills Each of the activities is divided into a section on tutor notes and student handouts Tutor notes contain clear guidance about the purpose level and type of activity along with a range of discussion notes that signpost key issues and research insights Important terms related activities and further reading suggestions are also included Not only does the A4 format make the student handouts easy to photocopy they are also available to download and print directly from the book s companion website for easy distribution in class   *Current Index to Journals in Education* ,2001   School & Society James McKeen Cattell,Will Carson Ryan,Raymond Walters,1926   **School and Society** ,1926

The Quarterly Journal of Music Teaching and Learning ,1995 **Teaching Research Methods in the Social Sciences** Mark Garner,Claire Wagner,Barbara Kawulich,2016-04-01 How can excellence in the teaching of research methods be encouraged and ensured This question has become increasingly important following the adoption of research methodology as a core part of many postgraduate and undergraduate courses There has however been little discussion about the aims and methods of teaching the subject In this volume a number of authors from a variety of countries and disciplines employ their knowledge and experience towards the development of a pedagogical culture in research methods Their aim is to establish the extent of common concerns and challenges and to demonstrate ways in which these are being met Intended to provide both a stimulus and source materials for the development of a more substantial and systematic literature in the field the book will be of great interest to all those teaching research methods courses within social science disciplines **A T A Magazine** Alberta Teachers' Association,1960 The Teaching and Learning of Social Research Methods Melanie Nind,Daniel Kilburn,Rebekah Luff,2018-03-08 The importance of the teaching and learning of social research methods is increasingly recognised by research councils and policy bodies as crucial to the drive to increase capacity amongst the research community The need for greater scholarly engagement with how research methods are taught and learnt is also driven by the realisation that epistemological and methodological developments have not been accompanied by a pedagogical literature or culture Training initiatives need this pedagogic input if they are to realise the educational aspirations for methodologically skilled and competent researchers able to apply adapt and reflect on a range of high level research methods and approaches The contributors to this collection have fully engaged with this need to develop and share pedagogical knowledge in relation to the teaching of research methods Together they span qualitative quantitative and mixed methods a range of disciplinary and national contexts and face to face and blended teaching and learning Through detailed examples the collection addresses how best teaching practices develop in response to distinctive challenges that will resonate with readers in so doing it will inspire and inform their own development This book was originally published as a special issue of the International Journal of Social Research Methodology Pedagogical Seminary and Journal of Genetic Psychology Granville Stanley Hall,Carl Murchison,1922 Vols 5 15 include Bibliography of child study By Louis N Wilson **Collaboration Uncovered** Merle Richards,2001-06-30 Annotation Researchers and teachers must work together to improve education by establishing strong collaborative connections so that theory and practice can inform one another In addition to describing and discussing benefits and positive examples the articles explore examples of negative collaborative relationships and raise a number of issues such as the role of negotiation in collaborative projects that can serve to inform readers subsequent experiences with collaborative initiatives Proceedings of the Annual Convention National Association of State Universities and Land-Grant Colleges,1926 **Proceedings of the ... Annual Convention of the Association of Land-Grant Colleges** Association of Land-Grant Colleges. Convention,1924 The Journal of Educational Research ,1925 **Health Planning Reports**

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