

COURSE REPORT

Course code: INTH 301 Course title: Research tools and theory	Semester: fall	Department: Centre for International Health IGS
Course coordinator: Tehmina Mustafa and Karen Marie Moland Date: Nov 10 – Dec 5	Approved in:	

INTRODUCTION

- Follow-up from previous evaluations:
Based on previous evaluations even more emphasis was put on practical exercises.

- Course description

ECTS credits: 6

Contact hours: 100

Group work: 30

Individual assignments: 50

Total SIT: 180 hours

Knowledge and understanding

- Demonstrate knowledge of basic principles of research theory and philosophy, and the similarities and differences of the theories underlying qualitative and quantitative research
- Recognize the basic ethical principles and understand how these translate into concrete responsibilities of researchers
- Define the basic principles of qualitative research and how they differ from epidemiological principles
- Describe principles underlying proper design of questionnaires and interview guides
- Discuss common challenges in study implementation and potential solutions
- Explain principles of scientific writing; Discuss how to avoid plagiarism and publication bias
- Outline principles of proper citation

Skills

- Describe how to plan and write a complete research protocol
- Design and write an informed consent form
- Demonstrate how to search and find relevant literature and carry out a semi-systematic literature review
- Make use of endnote
- Design and write interview guide for in-depth interviews and focus group discussions
- Design and write a structured questionnaire
- Prepare a presentation for a scientific meeting
- Apply correct citation practise

Content

The course has 5 content areas

- (1) *Scientific theory* underlying qualitative and quantitative research; Introduction to *research ethics*
- (2) Introduction to *qualitative research methods*; Design of qualitative and quantitative *research tools*: questionnaires and interview guides

- (3) Practical study *implementation challenges* regarding study funding, questionnaire administration, training and study preparations, and issues of accrual, retention and adherence
- (4) Finding and handling *literature*, reference systems (Endnote); doing a literature review
- (5) *Scientific writing*, including planning the research protocol from A to Z, planning and writing scientific papers for publication and a session on fraud and plagiarism

Format:

- A mixture of lectures, individual and group exercises and individual study

Reading list:

Book:

Jan Van den Broeck and Jonathan R. Brestoff (eds) *Epidemiology: Principles and Practical Guidelines* 2013, Chapters 4,5,8,10,11,15,16,17,18,25,28

Journal articles:

Swift JA and Tischlert V (2010): Qualitative research in nutrition and dietetics: getting started. *Journal of Human Nutrition and Dietetics*, 23:pp 559-566

Draper A and Swift JA (2010): Qualitative research in nutrition and dietetics: data collection issues. *Journal of Human Nutrition and Dietetics*, 24:pp 3-12

Fade SA and Swift JA: (2010): Qualitative research in nutrition and dietetics: data analysis issues. *Journal of Human Nutrition and Dietetics*, 24:pp 106-114

Pilnick A and Swift JA: (2010): Qualitative research in nutrition and dietetics: assessing quality. *Journal of Human Nutrition and Dietetics*, 24: pp 209-214

Rekdal, O. B. (2014). "Academic citation practice: A sinking sheep?" *portal. Libraries and the Academy* Volume 14, Number 4, October 2014

Assessment:

Written home exam to be delivered in the first week of January

Pre-proposal 1.5 to 2.5 pages

Writing an abstract based on a research paper using quantitative or qualitative research methods.

STATISTICS:

Number of students:		Number of students completing the course:				
Grade distribution -	A: 3	B: 8	C: 4	D:	E:	F:
>:	Pass:			Fail:		
Or ->:						

SUMMARY OF THE STUDENT EVALUATION (*main points*):

- **Practical implementation:**

- Assignment & Group work: Wanted to have more practical assignments & tasks.
- Literature: Want recommendation for optional supplementary reading.
- Examples of previous students mater thesis to demonstrate a structured research process
- Quiz recap of previous day, puts pressure on students to read from previous days lectures and could be incorporated in more courses

- **Students' evaluations and feedback**

Lectures: Good because of participatory nature.

Organization: Satisfied

Communication: satisfied

My space: satisfied

Literature: Generally satisfied.

Practical sessions were good like; Library sessions, forming research question, survey, consent group work with actual examples, poster exercise

Ole Bjørn Rekdal's approach to plagiarism, referencing and citation practice was excellent and engaging.

- **Comments from teachers**

Due to the illness of the Jan Van den Broeck who was doing most of the teaching in previous years, we had to use different lecturers to cover the various topics. This made the course less coherent.

COURSE COORDINATORS EVALUATION:

- Teaching and assessment methods: In the teaching even more practical exercises is recommended. The current assessment methods are satisfactory.
- Curriculum: Satisfactory
- Information and documentation: MySpace is user friendly
- Grade distribution:
- Localities/equipment: Fine
- Field trip (if relevant): not relevant
- Changes done during the course: No major changes done

GOALS AND OBJECTIVES FOR NEXT EVALUATION PERIOD – IMPROVEMENTS TO BE MADE: