**MIRIAM COLLEGE**

College of Arts and Sciences

Department of Environment

First Semester, School Year 2019-2020

**COURSE OUTLINE and LEARNING PLAN**

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| **Course Name** | **Research Methods I (Qualitative)** |
| **Course Code** | **ENV 102** | **Course Credits** | **3 Units** | **Contact Hours / Week** | **TTh | Hours 10:30 AM – 12NN** |
| Course Description | This course covers an overview of the research and information requirements of plans, programs and projects. It also covers data collection and analytical tools, and presentation of research findings.  |
| Prerequisite(s) | none |
| Faculty | **Phares P. Parayno, Ph.D.** |
| Course Objectives | At the end of this course, students should be able to:1. Identify and obtain CLUP data requirements;
2. Conduct data gathering;
3. Analyze data gathered;
4. Present and visualize data;
5. Identify development issues and concerns and their probable causes and alternative solutions; and
6. Enumerate performance indicators.
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| **Timetable****In weeks** | **Desired Learning Outcomes (DLOs)** | **Course Content/****Subject Matter** | **Methodology / Teaching****and Learning Activities****(TLAs)** | **Student Output** | **Assessment of Learning/****Assessment Tool**  | **Remarks** |
| 1 | Explain the importance of doing qualitative research in the formulation of CLUPExplain the various data requirements for formulating the Comprehensive Land Use Plan | Course overview and requirementsOverview of CLUP data and research requirementsIdentifying data and sources, data collection methods and presenting data and results (population-based sectors) | Lecture and class discussion | Class participation | Rubric of participation in class discussion |  |
| 2 -3 | Analyze census data and other forms of population information to develop, evaluate, and revise local plansUse population information to develop and revise plansIncorporate demographic analysis into the planning process | Demography | Lecture, class discussion, and seat work | Submission of assigned problems | Rubric of specific assignment | Gave a seatwork, simple cases while students work on a dyad. Students report on their responses to the questions given in the case. |
| 4-5 | Analyze socio-economic information in the development of land use planConstruct surveys to collect socio-economic conditions of a locality that drives land use change Integrate socio-economic characteristics of a locality in land-use decisions  | Socio-economic research | Report and discuss different cases of socio-economic considerations for land-use planning | Oral report of assigned case | Rubric of oral presentation |  |
| 6 | Identify relevant data for use in SWOT analysisConduct SWOT analysis for strategic environmental planning | SWOT analysis | Lecture and group discussionUse cases to demonstrate the conduct of SWOT analysis | Submission of assigned problems | Rubric of specific assignment |  |
| 7 | Use problem tree in identifying major problems and their main causal relationships in land use Construct problem tree in defining major problems | Vulnerability analysis and problem tree | Lecture and group discussionSeatwork on specific cases | Presentation of assignment | Rubric of oral presentation |  |
| 8-9 | Apply system analysis in health system performanceUse system analysis in diagnosing problems in and assessing the performance of programs | System analysis Cause-effects analysis | Lecture and group discussionGroup work on specific problems | Class participation | Rubric of participation in class discussion |  |
| 10-11 | Determine relevant data to collect in conducting stakeholder analysisConduct a stakeholder analysis of a project | Stakeholder analysis | Group discussion of a caseGroup assignment | Presentation of group assignment | Rubric of group assignment |  |
| 12 -13 | Analyze the relationships of the different components of a logical frameworkConstruct logical framework to plan relevant projects | Logical framework | Lecture and group discussionGroup seatwork | Class participationPresentation of individual assignment | Rubric of participation in class discussion and individual assignment |  |
| 14 | Discuss and differentiate the different data collection techniques in qualitative research | Qualitative research techniques | Lecture and group discussion | Class participation | Rubric of participation in class discussion |  |
| 15 | Explain, compare, and contrast the different analytical techniques in qualitative research | Qualitative analytical techniques | Lecture and group discussion | Class participation | Rubric of participation in class discussion |  |
| 16 - 18 | Present, explain, and discuss group project | Presenting data and study outputs | Group presentation | Oral presentation of projects | Rubric of projects and oral presentation of projects |  |

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| References: | **Main References:**HLURB. (2014). *CLUP Guide Book, Volume 2: Sectoral Analysis and Tools for Situation Analysis*. Quezon City, Philippines: HLURB.**Secondary References:**1. Ashley, Peter and Boyd, W.E. (2006). Quantitative and qualitative approaches to research in environmental management. *Australian Journal of Environmental Management*, 13(2): 70-78.
2. Berman, Peter and Bitran, Ricardo. (2011). *Health Systems Analysis for Better Health System Strengthening.* Health, Nutrition, and Population Discussion Paper. Washington, DC: World Bank.
3. Harvard Business School. (2006). “SWOT Analysis I, Looking Outside for Threats and Opportunities”, Chapter 1 in *Strategy: Create and Implement the Best Strategy for Your Business.* Boston, MA: Harvard Business School.
4. Harvard Business School (2006). “SWOT Analysis II, Looking Inside for Strengths and Weaknesses”, Chapter 2 in *Strategy: Create and Implement the Best Strategy for Your Business.* Boston, MA: Harvard Business School.
5. Kayalar, Jim. (2009). *MIA, Philippines*. Ontario, Canada: Richard Ivey School of Business.
6. Perez, Rosa and Gotangco, C. K. (2013). *Integrating Climate Change Adaptation and Disaster Risk Reduction and Management. CLUP Resource Book*. Manila, Philippines: Climate Change Commission.
7. Ribera, Jaume. (2018). *Project Definition: Using the Logical Framework*. Pamplona, Spain: IESE, University of Navarra.
8. Roudgarmi, Pezhman. (2011). “Qualitative research for environmental sciences: A review.” *Journal of Food, Agriculture & Environment,* 9(3&4): 871-879.
9. Shantiko B., Fripp E., Taufiqoh, T., Heri, V, Laumonier, Y. (2013). *Socio-economic considerations for land-use planning: The case of Kapuas Hulu, West Kalimantan*, Working Paper 120. Bogor, Indonesia: CIFOR.
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| Instructional Materials | Textbook, handouts, articles, films, slides, Power Point Presentations, invited resource speakers, and other reference books  |
| Course Requirements | Item | Details | Weight/Value |
|  | * Individual assignments
 | Details of each assignment will be specified in the description of the output to be accomplished and sent to students at least a week before submission. | 20 % |
|  | * Group assignments
 | Group assignments involve data collection using focus group discussion, formulation of survey questions, analyzing and visualizing large datasets, and formulating logical framework. | 20 % |
|  | * Oral Presentation
 | Oral presentations test the students’ ability to discuss their understanding of and demonstrate their skills in conducting data collection and analysis techniques.  | 15 % |
|  | * Written exam
 | Scope will be on specific topics of the course. | 15 % |
|  | * Final Output: Short Project
 | The project will involve data collection, analysis, and presentation of a small locality of a certain city or municipality. | 30 % |
|  |  | TOTAL | 100 % |
| Rubric | * To be attached to individual descriptions of the assignments
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| Grading SystemComponents: 70 % Class Standing+ 30 % Final Exam |

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| **Numerical Rating** | **Qualitative Rating** | **Grade** |
| 99-100 | Outstanding | 5.0 |
| 96-98 | Excellent | 4.5 |
| 93-95 | Very Good | 4 |
| 90-92 | Above Average | 3.5 |
| 87-89 | Average | 3 |
| 84-86 | Below Average | 2.5 |
| 81-83 | Fair | 2 |
| 78-80 | Fair | 1.5 |
| 75-77 | Poor | 1 |
| Below 75 | Failed  | F |

 | F- FailedNE – Never EnteredW – Withdrawn from the courseFA – Failure due to AbsencesINC – Incomplete |
| Classroom Policies | 1. All policies of Miriam College on absences, tardiness and overcuts will be observed.
2. Students are expected to read the assigned materials prior to the schedule of discussion/class activity, and should participate actively in class discussions, group activities, out of the classroom activities, and other learning opportunities stated in the course outline.
3. Students should submit the course requirements on time. Specific policies for each requirement will be discussed during class sessions.
4. Late submission of assignments will be penalized with deductions from total score.
5. All policies of Miriam College pertaining to academic integrity will be strictly observed.
6. Details of other class policies will be discussed during class meetings.
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| Consultation Hours  | TTH 3-5 pm |

**Rubric of class participation**

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| **CRITERIA** | **EXCELLENT****96-100** | **GOOD****81-95** | **AVERAGE****70-80** | **NEEDS IMPROVEMENT****60-70** |
| **Relevance (40%)** | * Comments enhance discussion
* Shares insights and elaborates on key points
 | * Contributions are related to topic with general insights
 | * Comments may focus on self or personal experiences but lacks connection to the main points
 | * Comments are tangential or not related to the key points/topic at all
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| **Ability to analyze and synthesize concepts/important points (25%)** | * Offers interpretations and analysis of presented material
 | * Identifies the highlights of discussion/presented material and relate them to overarching themes
 | * Identifies the highlights of discussion/presented material
 | * Can’t identify the highlights or important points
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| **Frequency (25%)** | * Always active but careful not to dominate the discussion
 | * Contributes regularly to discussions
 | * Comments occasionally to discussions
 | * Does not comment or is too shy or unprepared
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| **Attendance in class (10%)** | * Always present in class and always active in discussions
 | * Absent at most twice but frequently involves oneself in discussions
 | * Present, responds when called on
 | * Absent
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**Rubric of group work/presentation**

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| **CRITERIA** | **EXCELLENT****96-100** | **GOOD****81-95** | **AVERAGE****70-80** | **NEEDS IMPROVEMENT****60-70** |
| **Content (50%)** | * Excellent presentation of information
* Demonstrates broad knowledge on the topic
* Employs critical thinking
 | * Adequate understanding of the topic
* Good discussion structure
* Employs critical thinking
 | * Knowledge of the topic is limited
* Lacks critical thinking
 | * Did not understand the topic
* Lacks critical thinking
 |
| **Organization (20%)** | * Presentation is well-organized
* Coherent
* Clear sense of order
* Concisely address research discussion
 | * Presentation is organized
* Discusses content occasionally referring to notes
 | * Always rely on notes
* Presentation is poorly organized
 | * Presentation is very disorganized, incoherent
* Reads from slides or notes
 |
| **Visual Aids (10%)** | * Able to utilize information, data, graphics, and illustrations
* Demonstrates creativity
 | * Applies graphics and bullets
* Slide presentation
 | * Utilizes visuals but difficult to interpret
* Less attractive
 | * Disorganized
* Data, graphics and illustrations deviate from the topic
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| **Presentation (20%)** | * Engages the class with professionalism
* Well-organized
* Excellent use of graphics, bullets, illustrations
* Desirable speaking voice
* Able to respond to queries
 | * Effective use of graphics, bullets
* Organized
 | * Minimally organized
* Graphics, bullets difficult to interpret
* No rapport with audience
 | * Disorganized
* Graphics and data poorly presented
* Voice inaudible
* Lacks rapport with audience
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Prepared by: Phares P. Parayno, Ph.D.

Date: 6 August 2019

Approved by: Donna Paz T. Reyes, Ph.D.

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Noted by: Ma. Margarita Alvina-Acosta, Ph.D.

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_