<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level (RPG/TPG)</th>
<th>Pre-requisites</th>
<th>Class Dates</th>
<th>Class Time</th>
<th>Venue</th>
<th>Course Syllabus URL</th>
<th>Contact Information</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHSS6002</td>
<td>Direct Reading on East Asian Culture</td>
<td>RPG</td>
<td>Nil</td>
<td>To be arranged</td>
<td>To be arranged</td>
<td>To be arranged</td>
<td><a href="https://www.hkihss.hku.hk/en/teaching/courses-offering-in-2022-23/">https://www.hkihss.hku.hk/en/teaching/courses-offering-in-2022-23/</a></td>
<td>Ms. Hilson Ng <a href="mailto:hilsonng@hku.hk">hilsonng@hku.hk</a></td>
<td>/</td>
</tr>
<tr>
<td>JMSC6055</td>
<td>Research methods for media studies</td>
<td>RPG, TPG</td>
<td>Nil</td>
<td>Jan 18 - Apr 26, 2023 (Wednesdays)</td>
<td>09:30 - 12:20</td>
<td>EH201</td>
<td>Course outline of last year is attached.</td>
<td>Mr. Jason Hui <a href="mailto:tyhui@hku.hk">tyhui@hku.hk</a></td>
<td>There's a enrolment quota. JMSC students have priority to take this course. Outside students could be admitted if places are available.</td>
</tr>
<tr>
<td>SOCI6008</td>
<td>Modern Theory and Sociological Analysis</td>
<td>RPG</td>
<td>Nil</td>
<td>Jan 16 - Apr 29, 2023 (Thursdays)</td>
<td>16:30 - 18:20</td>
<td>CPD-2.42</td>
<td><a href="https://sociology.hku.hk/courses/">https://sociology.hku.hk/courses/</a></td>
<td>Ms. Connie Ko <a href="mailto:socirpg@hku.hk">socirpg@hku.hk</a></td>
<td>Mainly for RPG of Social Sciences and Humanities.</td>
</tr>
<tr>
<td>SOCI6012</td>
<td>Classical Social Theory</td>
<td>RPG</td>
<td>Nil</td>
<td>Jan 16 - Apr 29, 2023 (Thursdays)</td>
<td>13:30 - 15:20</td>
<td>CPD-LG.18</td>
<td><a href="https://sociology.hku.hk/courses/">https://sociology.hku.hk/courses/</a></td>
<td>Ms. Connie Ko <a href="mailto:socirpg@hku.hk">socirpg@hku.hk</a></td>
<td>Mainly for RPG of Social Sciences and Humanities.</td>
</tr>
<tr>
<td>SOCI7010</td>
<td>Quantitative Research Methods</td>
<td>RPG</td>
<td>Nil</td>
<td>Jan 16 - Apr 29, 2023 (Tuesdays)</td>
<td>16:39 - 18:20</td>
<td>LE2</td>
<td><a href="https://sociology.hku.hk/courses/">https://sociology.hku.hk/courses/</a></td>
<td>Ms. Connie Ko <a href="mailto:socirpg@hku.hk">socirpg@hku.hk</a></td>
<td>/</td>
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</tbody>
</table>
| PSYC6025    | Postgraduate Seminar in Scientific Writing for Psychology | RPG             | Bachelor degree, Psychology major | Jan 17 - Apr 25, 2023 (Tuesdays) | 14:30 - 18:20 | LE8     | [https://psychology.hku.hk/research-degrees-mphil-phd/](https://psychology.hku.hk/research-degrees-mphil-phd/) | Miss Coral Yip rpsyc@hku.hk | (i) All students of PSYC6011 must be available for attending all classes of the course in person as there will be practice exercises for applying R in each class, and face-to-face interactions are most effective for learning in the course.  
(ii) There's an enrolment quota. PSYC students have priority to take this course. Outside students could be admitted if places are available. |
| PSYC7023    | Postgraduate Seminar in Developmental Psychology | RPG             | Bachelor degree, Psychology major | Jan 19 - Apr 27, 2023 (Thursdays) | 16:30 - 17:50 | CPD-LG.07 | [https://psychology.hku.hk/research-degrees-mphil-phd/](https://psychology.hku.hk/research-degrees-mphil-phd/) | Miss Coral Yip rpsyc@hku.hk | There's an enrolment quota. PSYC students have priority to take this course. Outside students could be admitted if places are available. |
| PSYC6011    | Conceptual and Methodological Issues in Psychological Research II | RPG             | Bachelor degree, Psychology major | Jan 20 - Apr 28, 2023 (Thursdays) | 12:30 - 15:20 | CPD-3.41 | [https://psychology.hku.hk/research-degrees-mphil-phd/](https://psychology.hku.hk/research-degrees-mphil-phd/) | Miss Coral Yip rpsyc@hku.hk | / }
Instructors: King-Wa Fu
Office: Eliot Hall Room 206
Tel.: (852) 3917-1643
E-mail: kwfu@hku.hk
Office hours: by email appointment
Teaching Assistant: Ms. Lily Hu (EH116)

Introduction

What should you do if you are asked by your boss to design a phone survey on a hot topic in town? How can you analyze media coverage of an election campaign? Ever wondered how to assess the impact of WeChat use on interpersonal communication? If your answer is yes to any of the above, this course is designed for you.

This course is offered for journalism or non-journalism major students (both undergraduate and postgraduate levels) who are interested in researching media contents, communication processes, or media “prosumer”. The course covers qualitative and quantitative methods in media research, including content analysis, survey, semi-structural interview, secondary data analysis, and experimental methods. This course also covers a series of hand-on training of software package SPSS for quantitative data analysis.

The goal of the course is to develop an introductory level of proficiency that enables students to understand basic approaches to conducting media research, aiming to help students prepare themselves for perusing an advanced research degree as well as careers in media and communication business, consultancy, government and policy research – any field where research skills are required and appreciated.

Intended learning outcomes

By the end of this course, you will be able to:

1. Describe and outline major media research concepts.
2. Apply the media research concepts to guide your thinking and analysis on the media.
3. Identify research questions by referring to media concepts.
4. Define and outline steps of major research methodologies.
5. Formulate research plan with research methodologies.
6. Collect and analyze empirical data to address specific research questions.
7. Interpret research data for specific research inquiries.
8. Organize your research plan and research findings.
Course outline

- Introduction (1 week)
- Process of research (1 week)
- Quantitative content analysis (2 weeks) – procedures, reliability, and validity, concepts and variables
- Survey (3 weeks) – sampling, questionnaire design, validation, and panel design
- Measuring media use (1 week)
- Experimental designs (2 week)
- Qualitative research methods (1 week)
- Student presentations (1 week)
- Assigned reading (2-3 papers every week)
- SPSS training (10 classes): Basic navigation x 2, Evaluating Means, Correlation and Association between categorical variables, Linear Regression x 2, Logistic Regression, and ANOVA/ ANCOVA
- Lesson plan: lecture (first hour), in-class activity (second hour), and SPSS class (third hour)

Assessment:

Your assessment consists of: SPSS weekly worksheets (25%, due date: next session), research proposal (25%, due date: Mar 17), final presentation and paper (50%, due date: April 21 and April 28 respectively). Each intended learning outcomes is used as assessment criteria for your works.

Attendance requirements and academic honesty

Attendance and reading required texts before each class are mandatory. Plagiarism is considered as serious offence and the offender will be dropped from the class with a failing grade. Please check HKU guideline of plagiarism http://www.hku.hk/plagiarism/.

The instructor reserves the right to change the assignments, the week to week schedule of class content, and any other aspects of the course.

All assignments submitted to Moodle will be considered final, and no subsequent changes will be accepted. Each student is solely responsible for ensuring their submissions are complete, correct and relevant to the assignment.

All assignments must be completed and turned in to pass a course, regardless of a student’s overall grade average.

References

Encyclopedia of Communication Research Methods
HKU Library: http://find.lib.hku.hk/record=TN_cdi_credo_entries_24219720
Questions: What are the essential steps to start a research project? How to develop your research questions and define your variables? What is the logic behind?

Quantitative content analysis I


Questions: How to conduct content analysis step-by-step? How to distinguish “good” or “bad” quality of content analysis? What is media framing theory? How was the theory used as conceptual framework to guide the research questions raised by Semetko & Valkenburg (2000)?

Quantitative content analysis II


Questions: What is agenda-setting theory? How was it deployed to be a conceptual framework in McCombs & Shaw’s study (1972)? What was the theoretical framework used in Carlyle et al (2008)? How to address validity and reliability issues in content analysis study?

**Survey Research I**


Full Report: Generation M2: Media in the Lives of 8- to 18-Year-Olds (Please read the summary and methodology parts) [http://www.kff.org/entmedia/8010.cfm](http://www.kff.org/entmedia/8010.cfm)

Pew Internet & American Life Project (Please pick a study and read its summary and methodology) [http://www.pewinternet.org/](http://www.pewinternet.org/)

Questions: How to design a survey study? How to sample subjects? How to develop measurements? What are the major problems when designing survey study?

**Survey Research II**


Questions: What are the good practices of developing survey questions? What are the advantages of using longitudinal research approach?

**Survey Research III**


Questions: What are the three types of reliability and four types of validity as described in Neuman (2011)? What is uses and gratification (U&G) theory? How did Campbell & Kwak (2010) apply U&G theory to address their research questions?

Measuring Media Use


Questions: As stated in Vandewater et al (2009), what are the methodological approaches to measuring people’s media use in the digital age? What are the major challenges of each method?

Experimental designs

Experimental Design - The International Encyclopedia of Communication
http://www.communicationencyclopedia.com/subscriber/uid=260/tocnode?id=g9781405131995_chunk_g978140513199510_ss56-1

Questions: Why we conduct experimental research? What are the steps to design experimental study? Why are different types of experimental methods designed? How did Cappella & Jamieson (1997) develop an experiment to examine media cynicism?

Qualitative audience interviews


Questions: What are the major differences in quantitative and qualitative research inquiries? What are the key steps of conducting qualitative interviews?

SPSS

Resources to help you learn and use SPSS (UCLA Institute for Digital Research and Education)
http://www.ats.ucla.edu/stat/spss/
Electronic Statistics textbook (Elementary concept and basic statistics)

http://www.statsoft.com/textbook/

HKU library: http://find.lib.hku.hk/record=TN_cdi_askewsholts_vlebooks_9780335236930
### Course grade descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and outline major media research concepts.</td>
<td>Broad and sophisticated knowledge on media concepts</td>
<td>Good knowledge on media concepts</td>
<td>General knowledge on media concepts</td>
<td>Little knowledge on media concepts</td>
<td>Virtually no knowledge on media concepts</td>
</tr>
<tr>
<td>2. Apply the media research concepts to guide your thinking and analysis on the media.</td>
<td>Demonstrate strong evidence of application of media concept to guide original idea and analysis</td>
<td>Demonstrate strong evidence of application of media concept to guide critical but not necessarily original idea and analysis</td>
<td>Demonstrate evidence of application of media concept to guide reasonable idea and analysis</td>
<td>Demonstrate evidence of application of media concept to guide general idea and analysis</td>
<td>Demonstrate evidence of inability to apply media concept</td>
</tr>
<tr>
<td>3. Identify research questions by referring to media concepts.</td>
<td>Demonstrate strong evidence to identify original research questions</td>
<td>Demonstrate strong evidence to identify critical but not necessarily original research questions</td>
<td>Demonstrate evidence to identify reasonable research questions</td>
<td>Demonstrate evidence to identify general research questions</td>
<td>Demonstrate evidence of inability to identify research questions</td>
</tr>
<tr>
<td>4. Define and outline steps of major research methodologies.</td>
<td>Broad and sophisticated understanding on major methodologies</td>
<td>Good understanding on major methodologies</td>
<td>General understanding on major methodologies</td>
<td>Little understanding on major methodologies</td>
<td>Virtually no understanding on major methodologies</td>
</tr>
<tr>
<td>5. Formulate research plan with research methodologies.</td>
<td>Demonstrate strong evidence to formulate original research plan</td>
<td>Demonstrate strong evidence to formulate critical but not necessarily original research plan</td>
<td>Demonstrate evidence to formulate reasonable research plan</td>
<td>Demonstrate evidence to formulate general research plan</td>
<td>Demonstrate evidence of inability to formulate research plan</td>
</tr>
<tr>
<td>6. Collect and analyze empirical data to address specific research questions.</td>
<td>Demonstrate advanced skills to collect and analyze empirical data</td>
<td>Demonstrate substantial skills to collect and analyze empirical data</td>
<td>Demonstrate adequate skills to collect and analyze empirical data</td>
<td>Demonstrate superficial or poor skills to collect and analyze empirical data</td>
<td>Demonstrates clear deficiencies in collecting and analyzing empirical data</td>
</tr>
<tr>
<td>7. Interpret research data for specific research inquiries.</td>
<td>Demonstrate strong evidence to give original interpretation</td>
<td>Demonstrate strong evidence to give critical but not necessarily original interpretation</td>
<td>Demonstrate evidence to give reasonable interpretation</td>
<td>Demonstrate evidence to give general interpretation</td>
<td>Demonstrate evidence of inability to give interpretation</td>
</tr>
<tr>
<td>8. Organize your research plan and research findings.</td>
<td>Excellent organization of research plan and presentation of findings</td>
<td>Well organize research plan and present findings</td>
<td>Organize research plan and present findings reasonably</td>
<td>Organize research plan and present findings poorly</td>
<td>Failure to organize research plan and present findings</td>
</tr>
</tbody>
</table>