Undergraduate Urban Research Colloquium

Class meets:
Tuesday and Thursday, 10:30 am – 12:00 noon

(Classes will be online.)

Instructors:
Kimberly M. Noronha (knoronha@upenn.edu)
Yeonhwa Lee (yeonhwa@upenn.edu)

Office Hours:
By appointment online, schedule by email. Please feel free to reach out for individual meetings as and when you need them.

COURSE DESCRIPTION:

Sponsored by the University of Pennsylvania’s Institute for Urban Research (Penn IUR) and the Urban Studies Department, the Undergraduate Urban Research Colloquium (UURC) offers an opportunity for advanced students interested in urban issues and research to work intensively on an urban research topic with a research mentor who is an expert in their field and research method(s). The course also presents the opportunity to learn about urban related research in an interdisciplinary setting. Student-mentor teams come from diverse backgrounds and disciplines. Through seminar discussions, guest lectures, and research exercises, students will be exposed to different research methodologies that could be used to deepen or triangulate their own research.

The course will be held as a small, interactive seminar – students are expected to actively participate in each class meeting. The seminar will feature guest lecturers working on urban research, guests who will complement the research interests of the student participants. Students will be expected to interact with lecturers and discuss presented content. Students will present their research over three class sessions: an introductory conversation in the first class meeting, a midterm progress report, and in a final presentation. Research mentors are requested to attend their respective student presentations.

By the end of this course, it is expected that students will have:

- An overview of the research process;
- An understanding of, and sensitivity to, conducting research in and about cities;
- The skills to envisage and propose research, and make critical research decisions about methodology and data collection and use;
- A respect for their positionality as researchers, and the ethical considerations of research, especially with respect to their human participants;
- An understanding of how best to present their research most effectively to a variety of audiences (research, academia, or policy).
## COURSE REQUIREMENTS:

1. **Attendance:**
   - Student attendance is mandatory for all (online) sessions; their grades will reflect their attendance record.
   - Research mentors are requested to attend their respective student presentations; the last presentation is mandatory for all mentors. The course instructor will work with the student-mentor teams to schedule presentations as detailed in the schedule.

2. **Participation:**
   - This course is a seminar. Students are expected to engage with course readings and assignments through active participation. Students should be prepared to discuss weekly materials and bring questions and insights from their ongoing research project. In addition, students should be prepared to share and discuss their data and research tools.

3. **One-on-one meetings**
   - Students are expected to schedule three meetings with the course instructors by email (dates are given in the course schedule). These meetings are essential to check in with the research the student is undertaking and to provide feedback. It is the students’ responsibility to schedule these. If the student likes, s/he/they can also organize this as a joint meeting with their mentor.

4. **Guest(s) / lecturers**
   - This course exposes students to guest lecturers who are experts in their subjects. Additionally, there may be days when their (classmates’) mentors are present for certain sessions. Students are expected to be cordial and professional at all times.

5. **Respectful peer space**
   - This cohort of the UURC is expected to provide students with a peer group to learn from and support each other. There is a lot of group work in this course and is geared towards supporting each other in this process. Criticism is welcome but must be presented in a way that your peers can learn from. As such, the seminars will be spaces of mutual respect. While we invite feedback, this must always be delivered in a professional and respectful manner.

6. **Mentor engagement and assignments**
   - Depending on the demands of the research project, mentors may require students to complete assignments. These will be agreed with your mentor as you progress. Students are responsible for engagement with their mentors. For an effective student-mentor relationship, it is suggested that students meet with their mentors at least once every two weeks throughout the semester, more often if the research task demands.

7. **Course Assignments**
   - This course has short assignments designed to work with students as they progress in their research journey. Students **MUST** complete these on time so that there is no delay to their own research time-table. These assignments will be graded assignments. **All assignments must be submitted on Canvas, unless the course instructors specify otherwise.**

8. **Course readings & resources**
   - All course readings, lecture slides, and related resources will be available on the course Canvas site.
GRADING

Percentages – of your total grade in the class:

60% Mentor grades the student based on performance throughout the semester in the research project and the final research output;

40% Course instructor grades the student based on performance throughout the semester on course assignments, class attendance, and participation.

Letters – Numbers – Significance:

As per Department of City and Regional Planning guidelines, the significance of letter grades is:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% range</th>
<th>Significance</th>
<th>Letter Grade</th>
<th>% Range</th>
<th>Significance</th>
<th>Letter Grade</th>
<th>% Range</th>
<th>Significance</th>
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<tbody>
<tr>
<td>A+</td>
<td>98.0 – 100</td>
<td>Exceptional</td>
<td>A</td>
<td>94.0 – 97.9</td>
<td>Outstanding</td>
<td>A-</td>
<td>90.0 – 93.9</td>
<td>Excellent</td>
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<tr>
<td>B+</td>
<td>87.0 – 89.9</td>
<td>Very Good</td>
<td>B</td>
<td>84.0 – 86.9</td>
<td>Good</td>
<td>B-</td>
<td>80.0 – 83.9</td>
<td>Competent</td>
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<td>C+</td>
<td>77.0 – 79.9</td>
<td>Fair</td>
<td>C</td>
<td>70.0 – 76.9</td>
<td>Acceptable</td>
<td>C-</td>
<td>65.0 – 69.9</td>
<td>Marginal</td>
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<tr>
<td>F</td>
<td>Below 65.0</td>
<td>Failing</td>
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Should the University offer the option, please inform the instructors if you would like a pass-fail grade.

GENERAL POLICIES

Academic Integrity:

All students are responsible for following the policies (in particular, regarding academic integrity, plagiarism, and original work) contained in the PennDesign Student Handbook and the University of Pennsylvania’s Code of Academic Integrity. You must properly cite original sources whenever directly quoting, summarizing or paraphrasing someone else’s words, ideas, or work. If you need assistance with citations, consult the Weingarten Learning Resources Center or the Academic Writing Coach Services for International Students. Plagiarism and other violations of academic integrity policies will be grounds for failure of the assignment.

Here are some resources you can use:

1. The Penn Library guide to Citation Management Tool;
2. The Princeton University library guide to citing print and electronic sources;
3. Harvard University’s Writing Resources;
4. Three commonly used citation styles:
   o The Chicago Manual of Style, 17th Edition;
   o The APA Simplified Style Guide (Links to an external site);
   o Purdue University’s Online Writing Lab - Style Guide for MLA (Links to an external site);

The students from this course are drawn from different disciplines, so the style of referencing is different for different disciplines. Remember that you are free to use whichever system of referencing you like best. However, you must cite your sources. Here are links to Penn’s policies on research integrity (Links to an external site) and the Handbook for Students on Ethics and Original Research (Links to an external site).
# SUMMARY SCHEDULE*

## Part I: Introducing research in cities

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1.</td>
<td>Thursday, 21st January 2021</td>
<td>Introduction: Why research cities &amp; Research process</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Tuesday, 26th January 2021</td>
<td>Using the library to conduct research</td>
<td></td>
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<tr>
<td>3.</td>
<td>Thursday, 28th January 2021</td>
<td>Literature review, problems, questions</td>
<td><strong>DUE</strong>: Research timetable (mentor approved)</td>
</tr>
<tr>
<td></td>
<td>25th–29th January 2021</td>
<td>Meeting and student catch-up (Schedule by email)</td>
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<td>4.</td>
<td>Tuesday, 2nd February 2021</td>
<td>Literature Review (Workshop)</td>
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<td>5.</td>
<td>Thursday, 4th February 2021</td>
<td>Presentation 1: Student project introductions</td>
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<td>6.</td>
<td>Tuesday, 9th February 2021</td>
<td>Ethics in research: Human Subjects Research (HSR)</td>
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<tr>
<td>7.</td>
<td>Thursday, 11th February 2021</td>
<td>Ethics in research: Citations &amp; Bibliography</td>
<td><strong>DUE</strong>: HSR memo</td>
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## Part II: Research design decisions

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>8.</td>
<td>Tuesday, 16th February 2021</td>
<td>Quant? Qual? Or both? – Quantitative Research</td>
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<tr>
<td>9.</td>
<td>Thursday, 18th February 2021</td>
<td>Quant? Qual? Or both? – Qualitative Research and Mixed Methods</td>
<td><strong>Final literature review must be submitted by today</strong></td>
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<tr>
<td></td>
<td>Friday, 19th February 2021</td>
<td><strong>DUE</strong>: Draft research methods memo for panel discussion on Tuesday</td>
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<td>10.</td>
<td>Tuesday, 23rd February 2021</td>
<td>Research Methods (Workshop)</td>
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<tr>
<td>11.</td>
<td>Thursday, 25th February 2021</td>
<td>Interview and questionnaire design</td>
<td><strong>DUE</strong>: Research methods memo</td>
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<tr>
<td></td>
<td>22nd–26th February 2021</td>
<td>Meeting and student catch-up (Schedule by email)</td>
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<td>12.</td>
<td>Tuesday, 2nd March 2021</td>
<td>Questionnaire and interview protocol (Workshop)</td>
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<td>13.</td>
<td>Thursday, 4th March 2021</td>
<td>Using archival material for research</td>
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<tr>
<td>14.</td>
<td>Tuesday, 9th March 2021</td>
<td>Using audio and visual material as data for your research</td>
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</table>

* Important dates are in red
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>10th-11th March 2021</td>
<td>Spring Break – no class</td>
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<tr>
<td>15. Tuesday, 16th March 2021</td>
<td>GIS Applications in urban research</td>
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<tr>
<td>16. Thursday, 18th March 2021</td>
<td>Presentation 2: Mid-term Presentations</td>
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<tr>
<td>17. Tuesday, 23rd March 2021</td>
<td>Presentation 2: Mid-term Presentations</td>
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<tr>
<td>18. Thursday, 25th March 2021</td>
<td>Researcher positionality, research quality, and research ethics</td>
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<tr>
<td></td>
<td><strong>DUE</strong>: Curated audio-visual story</td>
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<tr>
<td>22nd – 26th March 2021</td>
<td>Meeting &amp; Student Catch-up (Schedule by email)</td>
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<tr>
<td>23. Tuesday, 30th March 2021</td>
<td>Engagement Day (no class)</td>
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<td></td>
<td><strong>Part III: Data analysis and presentation</strong></td>
</tr>
<tr>
<td>19. Thursday, 1st April 2021</td>
<td>Data analysis: Approaches, processes, frames, and considerations</td>
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<tr>
<td></td>
<td><strong>DUE</strong>: Researcher positionality and validity memos</td>
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<tr>
<td>20. Tuesday, 6th April 2021</td>
<td>Data analysis (Workshop)</td>
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<tr>
<td>21. Thursday, 8th April 2021</td>
<td>Data visualization</td>
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<td></td>
<td><strong>DUE</strong>: Data management memo</td>
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<tr>
<td>22. Tuesday, 13th April 2021</td>
<td>Representation and writing research</td>
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<tr>
<td>23. Thursday, 15th April 2021</td>
<td>Presenting your research to different audiences – academia, policy makers, the general public</td>
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<td><strong>DUE</strong>: Research write-up memo (mentor approved)</td>
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<tr>
<td>24. Tuesday, 20th April 2021</td>
<td>Public Policy Analysis (Workshop)</td>
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<td><strong>DUE</strong>: 5-slide presentation</td>
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<tr>
<td>25. Thursday, 22nd April 2021</td>
<td>Poster presentations (Workshop)</td>
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<td>26. Tuesday, 27th April 2021</td>
<td>Presentation rehearsal (Workshop)</td>
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<tr>
<td>27. Thursday, 29th April 2021</td>
<td>Presentation 3: Final Presentations</td>
</tr>
<tr>
<td>28. Tuesday, 4th May 2021</td>
<td><strong>DUE</strong>: Final poster submission</td>
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**DETAILED SCHEDULE**

**PART I: INTRODUCING RESEARCH IN CITIES**

**Thurs, 21st January 2021**

**Introduction: Why research cities?**

This lecture will introduce students to why cities are both, an important ‘site’ and ‘topic’ of research. At the end of this lecture, students will understand why cities are central to a lot of contemporary research and why they need to be sensitive to the spatial form of the city in research. In this lecture, students will also be introduced to the various research resources and how to move from research resources to research questions. Finally, students will introduce their own research topic for the semester and develop a detailed plan for this semester’s research activities.

**Readings (optional):**


**Class assignment:** A timetable for the semester research listing out the different activities for research. This timetable must be approved by your mentors and uploaded to Canvas by 28th January 2021.

**Tues, 26th January 2021**

**Using the library to conduct research**

**Guest lecturer:** Patricia Guardiola, Director, Fisher Fine Arts Library

Shannon Robinson, Asst. Director, Fisher Fine Arts Library

This lecture will introduce students to their first stop in their research journey – the library. In particular, what resources are available to researchers through the UPenn library system, at the different libraries? Whom should you contact with specific inquiries? What kind of research-specific tools are available to researchers? What can you do when your library can’t provide you with resources?

**Readings:**

Special guide prepared for this class: https://guides.library.upenn.edu/uurc

**Thurs, 28th January 2021**

**Literature review, problems, questions**

Why is reviewing the literature so important? In this lecture, students will be introduced to strategies to find literature, narrow it down to their research areas, and find a niche within which to place their research. Students will also work on how to effectively develop research questions that are focused and manageable.

**Readings:**


Class assignment: Bring your reading list for the literature review. These must be key sources you have cited in your research proposal as well as an extended list of studies that you would like to include in your literature review. Also, bring your research proposals to class. At the end of this assignment, you will have begun your literature review. Your final literature review is due by 5 pm on 18th February 2021.

**DUE: Your Research Timetable is due today. It must be approved by your mentor.**

<table>
<thead>
<tr>
<th>25th – 29th January 2021</th>
<th>Meeting and student catch-up</th>
<th>Schedule this by email with the course instructors</th>
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**Tues, 2nd February 2021**  
**Literature review (Workshop)**

We will continue the work from the previous class. By this class you should have a detailed outline of your literature review, and the questions you will answer. To do this, you should have read at least 15 articles from your reading list. In this class, we will pair up with each other and ‘present’ the literature review to our peers and with the instructors. You will receive feedback on your draft structure and argument, which you will use in your final literature review writeup.

**Thurs, 4th February 2021**  
**Presentation 1 – Student project introductions**

At this session, each student will be given 10 minutes each to present their research proposals for the research they will conduct this semester. Each presentation must cover at least the following:

1. Title of your project and research team (introduce the team and tell us who you are);
2. Literature review: This will be the most detailed part of your presentation. Tell us what sources you’ve used, how you justify your research, and where your research will be placed;
3. Research problem and questions: Based on the literature review, tell us what problem(s) you seek to solve and what question(s) you will answer in your research;
4. Research method: Present a very concise version of what research methods you’re going to use (remember this is what you will work on);
5. Timeline: What will you do and when? Show us a timeline for completing your work during the semester;
6. Conclusion: Do you have questions? Are you stuck somewhere? Are there things you need to work on?
We encourage your mentors to be present for this session.

Class assignment: A 10-minute presentation on your research this semester (guidelines above);

**Thurs, 9th February 2021  Ethics in research: Human Subjects Research**

**Guest Lecturer:** Institutional Review Board (IRB), University of Pennsylvania (tbc)

In this session, students will be introduced to one part of ethics in research – how to ethically conduct research on human subjects. Penn’s IRB is a federally regulated entity with the mandate to review biomedical and social behavioural research to ensure that the rights and welfare of human subjects under research are protected throughout the process of research. In this lecture, Penn’s IRB will introduce students to why and how the rights and welfare of human subjects should be protected, what protective measures they can build into their research designs, and what procedures are to be followed for approval of IRB for your research.

**Readings:**
Access the IRB website here: [https://irb.upenn.edu](https://irb.upenn.edu)

Class assignment: Write up a one or two-page memo on the HSR issues you are likely to face in your research and how you plan to address these. Upload this memo to canvas no later than 5 pm on Thursday, 11th February 2021.

**Thurs, 11th February 2021  Ethics in research: Citations and bibliography**

**Guest lecturer:** Patricia Guardiola, Director, Fisher Fine Arts Library
Shannon Robinson, Asst. Director, Fisher Fine Arts Library

Students will be introduced to why and how other researchers’ work can be ethically used in their own work, how to properly cite research, and, more importantly, how to avoid plagiarism. Students will also be introduced to citation management software they could possibly use in the course of their research. This lecture will be based on the Chicago Manual of Style, 16th edition. However, students are free to use citation systems pertinent to their disciplines.

**Readings:** Three commonly used citation styles:
2. The APA Simplified Style Guide ([Links to an external site)](https://APA Simplified Style Guide) (needs Penn Login);
3. Purdue University's Online Writing Lab - *Style Guide for MLA* ([Links to an external site)](https://Purdue University's Online Writing Lab - Style Guide for MLA) ;

Class assignment: Bring your literature reviews to class (or another paper you may have written). How would you change your citations to the system you have chosen?
DUE: Your HSR memo is due today.

PART II: RESEARCH DESIGN DECISIONS

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecturer(s)</th>
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<tbody>
<tr>
<td>Tues, 16th February 2021</td>
<td>Quant, qual, or both? – Quantitative research</td>
<td>Joshua Davidson and Yeonhwa Lee, Doctoral Candidates, City &amp; Regional Planning, University of Pennsylvania</td>
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This lecture will offer a glimpse into deciphering our cities using quantitative methods. Students will be introduced to quantitative analysis, how to decide whether to use quantitative methods, what resources or tools are available, and why quantitative analysis may be more accessible a research method than is commonly thought. Additionally, students will be asked to consider the perils of planning for numbers, not for people.

Readings:

| Thurs, 18th February 2021 | Quant, qual, or both? - Qualitative research and mixed methods |                                                                                           |

In this lecture, students will be introduced to qualitative research methods such as field observations and notes, interviews, and case studies. In this lecture, students will also be asked to consider when and whether a choice must be made of qualitative over quantitative research, and if both are relevant, how they can balance the two. Students will be asked to reflect on their decision-making processes in their own research – what method(s) of investigation best suits the research questions they want to ask, and why?

Readings:
Class assignment: Write up a four- or five-page memo on the data sources and research methods you have chosen to use. Justify why you believe this is the best way for you to conduct your research; include practical considerations for your choice. Upload this memo to canvas no later than Friday, 19th February 2021.

**Tues, 23rd February 2021**  
**Research methods (Workshop)**

**Guest Panel:** (tbc)

In this panel, students submitted research memos will be reviewed for critical feedback and debate.

**Thurs, 25th February 2021**  
**Interview and questionnaire design**

**Guest Lecturer:** (tbc)

In this session, students will be introduced to the ways in which interviews and questionnaires can be structured and administered. Students will have already viewed the recorded lecture. Today’s panel will respond to student’s questions about interviews and questionnaires.

**Readings:** (tbc)

**DUE:** Your research methods memo is due today.

22nd – 26th February 2021  
**Meeting and student catch-up**

Schedule this by email with the course instructor

**Tues, 2nd March 2021**  
**Questionnaire and interview protocol (Workshop)**

For this session, students must bring their research instrument – a questionnaire or interview protocol. Students will work in groups, using the skills they have been exposed to thus far, to determine whether the research instruments are robust and answer the research questions they are looking to address.

Class assignment: Bring your research instrument to class – a questionnaire or interview protocol that you will use in the course of your research.

**Thurs, 4th March 2021**  
**Using archival material for research**

**Guest Lecturer:** Joshua Blay, Registrar and Collections Manager, City of Philadelphia, Department of Records, City Archives

Why is looking at the past important? In this lecture, students will understand the importance of looking back, and working with material that may not lend itself to modern forms of analysis. In particular, students will be exposed to archival material available in the study of cities, and
how to search for and work with them. By the end of this lecture, students will be expected to reflect on the many ways history and archival material is relevant to their own research.

**Class assignment:** to be confirmed

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**Tues, 9th March 2021**

**Using audio and visual material as data for your research**

In this lecture, students will be introduced to visual and auditory forms of ethnographic observation i.e. photographs, video, and sounds as possible data sources for researching cities. In particular, students will be asked to consider whether these are valid sources at all: When and where in the research process are they useful? Should they be considered primary data? If so, how should they then be used in the research process? What ethical considerations should students focus on when using this data?

**Readings:**


See also (to accompany the Steven Feld Reading)
1. Jazz Cosmopolitanism in Accra Series – TRAILER: https://youtu.be/9NR_75f7iqo (to accompany the Steven Feld book)

**Class assignment:** You will undertake an assignment (details on canvas) where you take photographs or video that you will upload in a curated story on Canvas by Thursday, 25th March 2021.

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**Thurs, 11th March 2021**

**Spring Break (no class)**

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**Tues, 16th March 2021**

**GIS applications in urban research**

**Guest Lecturers:**
Dana Tomlin, Professor of Landscape Architecture, University of Pennsylvania
Corey Martz, Doctoral Candidate, Geography, University of Denver

This lecture will introduce what Geographic Information System (GIS) is and how GIS can help to understand and analyze data in urban research. Students will be exposed to basic GIS skills
and their applications in research, and the differences in using GIS to analyse quantitative and qualitative data.

Readings:

Class assignment: (to be confirmed)

**Thurs, 18th March 2021 & Tues, 23rd March 2021**

Presentation 2 – Mid-term progress (Workshop)

At this session, each student will be given 15 minutes each to present their research proposals. Each presentation must cover at least the following:
1. Title of your project and research team (introduce the team and tell us who you are);
2. Literature review: This time, present a summary of your literature review;
3. Research problem and questions: Based on the literature review, tell us what problem(s) you seek to solve and what question(s) you will answer in your research;
4. Research method: Focus in detail on your research methods – use your memo: What are the methods you have chosen, and what were your considerations?
5. Timeline: Use the timeline from your first presentation – where are you in the process? Are you on track?
6. Conclusion: Do you have questions? Are you stuck somewhere? Are there things you need to work on?

We encourage your mentors to be present for this session.

Class assignment: A 20-minute presentation on your research this semester (guidelines above). The schedule of presentations shall be given to you separately.

**Thurs, 25th March 2021**

Researcher positionality, research quality, and ethics

Do you know how your personal bias is affecting the research design, data collection, or analysis? In this session, students will be introduced to concepts of research validity and trustworthiness and how to ensure research rigour through the process of research. In particular, this session will explore specific methods for achieving validity and reflecting constantly in the research process.

Readings:
**Class assignment:** Write two memos as follows:

1. Write a researcher positionality memo (2 pages max.): Who are you in this research process? What biases (cultural, social, and economic, among others) do you bring to your research? How have they affected your research – if adversely, how do you plan to counter that?

2. Write a validity memo (1 page max.): How will you ensure data quality and the validity of your data collection in your process? What member checks will you undertake? How will you use this to strengthen your research?

Both memos are due on **Thursday, 1st April 2021** (uploaded on Canvas).

**DUE:** Your curated audio-visual research story is due today as a blog entry on the UURC Students blog.

**22nd – 26th March 2021**  
**Meeting and student catch-up**  
**Schedule this by email with the course instructor**

**Tues, 30th March 2021**  
**Engagement Day (no class)**

**PART III: DATA ANALYSIS AND PRESENTATION**

**Thurs, 1st April 2021**  
**Data analysis: Approaches, processes, frames, and considerations**

Once data collection is done, how do you analyse it? How do you relate all that data back to the research questions you identified? In this session, students will be introduced to data management techniques, triangulation with theories and research questions identified at the design stage, content analysis, and coding.

**Readings:**


**Class assignment:** A one- or two-page data management memo for your research projects that will cover types of data collected, how they relate to the research questions, data access and storage issues, and your plan for data analysis. This memo should be uploaded on Canvas by 8th April 2021.

**DUE:** Your researcher positionality and validity memos (2) are due today.
Tues, 6\textsuperscript{th} April 2021  
**Data analysis (Workshop)**

For this session, students must bring responses to their research instrument – responses to the administered questionnaire or interview protocol, copies of photographs and videos from the previous assignments, or archival material collected. Students will work in groups, using the skills they have been exposed to thus far, to preliminarily analyse the data they have collected so far and prepare a data management memo.

Thurs, 8\textsuperscript{th} April 2021  
**Data visualization**

*Guest lecturer: (tbc)*

How can you graphically represent your research findings in a way that communicates the significance of your findings to your intended audience? In this session, students will learn how to generate and use statistical graphs, plots, and other forms of data visualization for their research.

**DUE:** Your data management memo is due today.

Tues, 13\textsuperscript{th} April 2021  
**Representation and writing research**

Now that your coding and data analysis is done, how do you discern themes and findings? How do you relate your findings back to the theory? Are your findings still as unique (or as niche) as you initially believed them to be? In this session, students will be introduced to techniques by which they can move from raw data analysis to findings, and possibly to a conceptual framework. Students will also be asked to consider their “subjects” in this research, particularly, human participants, and reflect on their use of language and themes when representing these participants in their findings.

**Readings:**


**Class assignment:** Students will write a memo planning the paper write up. This will include the list of chapters / sections, a time-plan for writing up the paper, where they plan to submit this, and how they will organise the document to suit that submission. **This memo, duly**
approved by your respective mentors, must be submitted to the course instructor by 15th April 2021 on Canvas.

<table>
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<th>Thurs, 15th April 2021</th>
<th>Presenting your research to different audiences – academia, policy makers, the general public</th>
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Having done the data analysis, students will be introduced to different audiences that could potentially consume their research. They will learn how to present their findings to different kinds of audiences, in particular, academia, policymakers, and the general public. They will learn to consider the ethical ramifications of which findings they choose to present or not present to different audiences (and how) and, as always, to keep in mind the participants of their research.

Readings:

Class assignment: Students will prepare a 5-slide presentation on the policy implications of their research. A first draft will be presented at the Public Policy Analysis workshop on Tuesday, 20th April 2021. A final draft will be submitted online at the end of the day (20th April 2021).

**DUE:** Your research write-up memo is due today.

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<th>Tues, 20th April 2021</th>
<th>Public policy analysis (Workshop)</th>
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In this session, students will present their 5-slide presentation on the policy implications of their research. This presentation should summarise the key findings of their research, and identify the policy relevance of their findings. This will be a review class, where your peers (and the instructors) give you feedback to improve both your presentation, and your policy recommendations.

**DUE:** 5-slide policy presentation is due today (This will be uploaded on the PennIUR website).
Thurs, 22<sup>nd</sup> April 2021  
**Poster presentations (Workshop)**

As part of the formal final presentations, students will be expected to prepare a poster of their research work. This will be submitted to Penn IUR to be uploaded on their website. This workshop session will introduce students to the skill of poster presentations. Students will learn to choose a coherent research story to tell and an effective way to present it using visual material from their research. If you have your draft poster ready, bring it to the workshop for feedback.

**Class assignment**: Students will design a poster for their research. These must be made available to Penn IUR in PDF form no later than 4<sup>th</sup> May 2021. Instructions for how to submit the poster to Penn IUR and what the PDF specifications will be communicated separately to students.

Tues, 27<sup>th</sup> April 2021  
**Presentation rehearsal (Workshop)**

Each student will do a mock final presentation to the class. No external reviewers will be present. This class is an opportunity for an internal peer review and feedback of the presentations. As with all other sessions, attendance is mandatory.

Thurs, 29<sup>th</sup> April 2021  
**Presentation 3 – Final presentations**

At this session, each student-mentor team will be given 20 minutes each to present the research they conducted this semester. Each presentation must cover at least the following:

1. Title of your project and research team (introduce the team and tell us who you are);
2. Literature review, research problem, and questions – in summary;
3. Research methods;
4. Key findings – this should be the focus of your presentation;
5. Timeline; and
6. Conclusion -- where do you see the future of your research?

The format above is a suggestion. The presentations may be restructured to suit the particular research project. However the researcher-mentor teams choose to organise this presentation, remember that you must discuss your research process, your key findings, and your key takeaways.

**Mentors must be present for this session.** Ideally, the presentations must be jointly made by both, the researcher and the mentor. It is up to the research team to divide this in a way that best suits them.

**No printed posters will be expected. However, have PDFs of your posters ready for everyone to see. Your final poster PDFs should be submitted by Penn IUR on 4<sup>th</sup> May 2021.**

Course ends!