

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Faculty of Letters
1.3 Department	Theoretical and Applied Linguistics
1.4 Field of study ¹⁾	Master
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Language Studies for Intercultural Communication (in English)

2. Data about the course

2.1 Name of course	Quantitative Research Methods							
2.2 Course convenor	Prof. Gabriela Chefneux							
2.3 Seminar/ laboratory/ project convenor	Prof. Gabriela Chefneux							
2.4 Study year	1 st	2.5 Semester	1 st	2.6 Evaluation type		2.7 Course status	Content ³⁾	PC
		1st		Exam			Attendance type ⁴⁾	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	3	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					40
Additional documentation in libraries, specialized electronic platforms, and field research					50
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					37
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity	133				
3.8 Total number per semester	175				
3.9 Number of credits ⁵⁾	7				

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> BA project defended
4.2 competences-related	<ul style="list-style-type: none"> Study skills in English; reading specialised texts; formulating research questions/hypotheses/answers, oral presentation of a topic, problem solving

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Room with video projector and Internet access
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Video projector, Internet access

6. Specific competences and learning outcomes

Professional competences	<p>PC1. Professional competencies</p> <p>L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.</p> <p>L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.</p> <p>L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.</p> <p>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</p> <p>L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.</p> <p>L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.</p> <p>L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.</p>
Transversal competences	<p>CT1. Research-related and metacognitive competencies</p> <p>L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.</p> <p>L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.</p> <p>L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.</p> <p>CT2. Career management and development</p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.</p>

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> To explain the fundamental concepts in quantitative research methods in humanities
7.2 Specific objectives	<ul style="list-style-type: none"> To present and illustrate quantitative research methods and instruments to collect, process, interpret and present the data collected; to write a research project

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to research: definition, features, stages	Lecture, group discussion	4	
Research methods: surveys, experiments field research	Lecture, group discussion	4	
Research instruments : questionnaires, interviews, observation	Lecture, group discussion	6	
Sampling	Lecture, group discussion	2	
Processing, analysing, interpreting and presenting the data collected	Lecture, group discussion, tasks	4	
Other research methods : action research, content analysis, evaluation, historical research	Lecture, presentations delivered by the students	4	
Ethical issues in research	Lecture, presentations delivered by the students	4	
Bibliography Obligatory bibliography Baker, T. (1998) <i>Doing Social Research</i> , New York: McGraw-Hill (Chapters 1-5) Cohen L., Manion, L. and Morrison, K. (2018) <i>Research Methods in Education</i> . London and New York: Routledge (Units 1-4) Brown, J.D. (2014). <i>Mixed Methods Research for TESOL</i> . Edinburgh: Edinburgh University Press (Sections 1-2) Optional bibliography McNamee, M and D. Bridges (eds). 2002. <i>The Ethics of Educational Research</i> . Hoboken: Wiley and Sons McKenzie, G, Powell, J, Usher (eds.) (2007) <i>Understanding Social Research</i> . New York: Palmer Press Newman, L. (2006) <i>Social Research Methods – Qualitative and Quantitative Approaches</i> . Boston: Pearson			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to research: definition, types, stages	Exercises	2	
Research methods, research instruments, measurement	Exercises, text analysis	2	
Questionnaires: design , piloting, administration	Exercises, analysis	2	
Experiments – types, sampling, validity	Exercises, analysis	2	
Data – collection, processing, analysis , interpretation	Exercsises, analysis	2	
Content analysis – topic, units of analysis, categories	Exercsises, analysis	2	
Ethical issues	Exercsises, analysis	2	
Bibliography Obligatory bibliography Brown, J.D. (2014). <i>Mixed Methods Research for TESOL</i> . Edinburgh: Edinburgh University Press (section 3) Bell, J. (1990) <i>Doing Your Research Project</i> . London: Open University Press Cohen L., Manion, L. and Morrison, K. (2018) <i>Research Methods in Education</i> . London and New York: Routledge (Units 10, 14, 17,18, 24-26) Optional bibliography Chefneux, G. <i>Metode de cercetare în stiintele umaniste [Research Methods in Humanities]</i> , Curs ID Oppenheim, A.N. (2000) <i>Questionnaire Design, Interviewing and Attitude Measurement</i> . London, New York:			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The graduate can write a research proposal and complete a research project observing the research stages and the ethical principles

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Conceptual accuracy	Project	65%
	Accurate metalanguage		
10.5 Seminar/ laboratory/ project	Accurate use of research concepts and metalanguage	On-going evaluation	35%
10.6 Minimal performance standard			
<ul style="list-style-type: none">• Writing a research project observing the research stages and ethical principles			

This course outline was certified in the Department Board meeting on 23/09/2024 and approved in the Faculty Board meeting on 23/09/2024.

Associate Professor Adrian Lacatus. Dean	Prof. Răzvan Săftoiu, Head of Department
Prof. Gabriela Chefneux Course holder	Prof. Gabriela Chefneux Holder of seminar/ laboratory/ project

Note:

- 1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
- 2) Study level – choose from among: Bachelor / Master / Doctorat;
- 3) Course status (content) – for the Bachelor level, select one of the following options: **FC** (fundamental course) / **DC** (course in the study domain)/ **SC** (speciality course)/ **CC** (complementary course); for the Master level, select one of the following options: **PC** (proficiency course)/ **SC** (synthesis course)/ **AC** (advanced course);
- 4) Course status (attendance type) – select one of the following options: **CPC** (compulsory course)/ **EC** (elective course)/ **NCPC** (non-compulsory course);
- 5) One credit is the equivalent of 25 study hours (teaching activities and individual study).