LEIS2230 - METHODS IN LEISURE RESEARCH
Course Outline

Course Co-ordinator: Associate Professor John Jenkins
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Consultation hours: Wednesday 2-3pm; Thursday 12-1pm
Unit Weighting: 10
Semester: Semester 1 - 2006
Teaching Methods: Lecture, Tutorial

Brief Course Description
This course is available only to students enrolled in the Bachelor of Social Science (Recreation and Tourism).

This course seeks to provide students with an understanding of the research process and with a practical insight into research methods that are relevant to the study and management of leisure and tourism. This course builds on professional practices introduced in Leisure Management Practice I, and on theoretical understandings of the social scientific approaches to leisure developed in the core and elective courses.

Teaching Methods and Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term

Course Outline issued and correct as at Week 1, Semester 1, 2006
CTS Download Date 14 February 2006
This course is structured on the assumption that student learning will involve a combination of reading, participating in lectures, tutorials and study groups, undertaking assigned work and independent study, and engaging in self-assessment. This course is also designed on the assumption that students will spend their 10 hours a week in approximately the following ways:

- Committed Student Hours (class attendance): 3 hours per week
- Directed Study (formal preparation for assignments, tutorial facilitations and exams): 4-5 hours per week
- Private (self-initiated study): 2-3 hours per week

**Course Objectives**

On successful completion of this course, students will be expected to:

1. Demonstrate an understanding of the major paradigms within which leisure research is carried out.
2. Describe the research needs and priorities of several sectors of the leisure, recreation and tourism industries.
3. Demonstrate an appreciation of the different types of research techniques used in leisure research and the ability to decide which technique is best suited to address particular research problems.
4. Demonstrate an understanding of different stages of the research process, including the relationship between research management and project design.
5. Articulate and apply the principles involved in sampling, questionnaire design, interview survey design, and survey administration.
6. Demonstrate an understanding of different types of data, and the principles involved in data management, data analysis, and the presentation and interpretation of research findings.

**Course Content**

Topics include:

- Research concepts and logic.
- Research ethics and values.
- Methodological rigour.
- Observational research.
- Focus groups and in-depth interviews.
- Questionnaire design.
- Experimental research designs.
- Sampling.
- Secondary data.
- Preparing a research report.
- Using the Internet as a research tool.

**Assumed Knowledge**

Leisure Management Practice I (LEIS 1140)
Callaghan Campus Timetable
LEIS2230

METHODS IN LEISURE RESEARCH
Enquiries: School of Humanities and Social Science

Semester 1 - 2006
Lecture Thursday 8:00 - 10:00 [V101]
and Tutorial Thursday 11:00 - 12:00 [GP3-18]
or Thursday 10:00 - 11:00 [V103]

Course Rationale
Research is an essential element of leisure and tourism policy-making, planning, development, management and marketing. Research in leisure and tourism enables us to, among other things: identify, solve or ameliorate planning and management problems; identify trends in recreation participation; understand variations in outdoor recreation participation; forecast leisure and tourism growth and decline; and develop marketing strategies for new and existing leisure and tourism products and services.

This course encourages students to think critically about the research basis for theories and models they learn about in core and elective studies within the Bachelor of Social Science (Recreation and Tourism). In particular, students are encouraged to question the validity of various research findings and the research methodologies that are used to arrive at these findings.

Course Reading Materials
The textbook for this course is:

This text is essential. Students may purchase the textbook from the United Campus Bookshop on the Callaghan Campus.

In addition to the textbook, students are expected to assume responsibility for reading more widely in this course by accessing relevant material from the University libraries. Lists of available and relevant sources are included below. Additional sources will be provided to students during the semester.

Spending time each week (usually two to three hours) reading on the topic area to be dealt with by the lectures and tutorials is absolutely essential. The key to doing well in this course, and others within the Faculty, is to discipline yourself early to get into the habit of reading and thinking about the topics that are discussed each week. If you haven’t read and thought about the topics, you will not be able to participate fully in the tutorials, and your own learning will be significantly hampered.

Reading an academic book (whether it be a general textbook or a more technical work) or journal article is NOT like reading a novel where you can simply read for the sake of enjoyment. When you read the set pieces each week you should make a set of comprehensive notes that will assist you with learning the material. Don’t just summarise the material, but instead engage with it: write out the main points and arguments in your own words; jot down questions that come to mind; link up the ideas put forward with other material.

A lengthy list of resources is included at the back of this course outline.
Assessment

Assessment Items

This course contains three assessment items. In order to pass this course, students must:

1. achieve an overall score of 50 marks or more;
2. complete all three assessment items; and
3. Attend 80 per cent of scheduled tutorials.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Weighting</th>
<th>Item</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>20 marks</td>
<td>1. In class examination</td>
<td>This assessment method is designed to assess both the student's understanding of introductory research issues.</td>
</tr>
<tr>
<td>Week 12</td>
<td>20 marks</td>
<td>2. In class examination</td>
<td>This assessment method is designed to assess the student’s understanding of qualitative research methods.</td>
</tr>
<tr>
<td>Week 13: At lecture</td>
<td>60 marks</td>
<td>4. Major assignment (Survey design project)</td>
<td>This assessment method is designed to assess the student's familiarity with relevant principles and practices associated with the design of questionnaire surveys.</td>
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Explanation of assessment items

1. In class examination: ‘Research Concepts and Logic’

This In class examination will be begin at 8am in the lecture in Week 6. The examination will assess each student’s understanding of course content up to and including Week 5.

2. In class examination: ‘Qualitative Research Methods’

This In class examination will be begin at 8am in the lecture in Week 12. The examination will assess each student’s understanding of qualitative research methods.

3. Major Assignment (Survey Design Project)

The Survey Design Project requires students to develop a research problem of their choice. A 200 word (typed) description of the project to be undertaken must be submitted by email by 5pm Friday in Week 8. The proposal will be assessed with regard to its suitability, aims, objectives and rationale, but no grades are awarded. Feedback will be provided to students at the following Week’s tutorial. Failure to submit a description of the project proposal by the specified time will result in a deduction of 10 marks from the final grade for the Major Assignment.

Students may elect to design a project that would examine such topics as:

- Barriers to access to national parks;
- Visitor satisfaction at a specific recreation site or tourist attraction or mega-event;
- Motivations to participate in long-distance recreation events;
- The leisure activities of people aged 60 or more and living in nursing homes;
- Leadership within leisure and tourism organisations;
- Compliance of ecotourism operators with self-regulation guidelines.
Clearly, there are many topics available to students, and those listed above are merely examples that came quickly to mind when I was writing this Course Outline. Select a topic that YOU want to find out more about. If you like surfing, perhaps you might design a study concerning surfing culture and violence. If you play a sport such as rugby union, soccer or netball you might like to design a project that examines peoples’ motivations for participating in such sports, simultaneously profiling such participants. Maybe there is a tourist related development planned for your local area (or perhaps it’s already been built) and you are interested in designing a study to examine local residents’ perceptions of such development/s. In short, find a topic that is of interest to YOU! Students are encouraged to select a topic as soon as possible.

This project should be of 2,500 to 3,000 words and must incorporate the following:
- table of contents;
- abstract
- introduction and background to the research;
- literature review;
- explanation of the research methods;
- discussion of analytical techniques;
- conclusion;
- bibliography;
- appendices.

The Harvard system of referencing must be used. The abstract, tables of contents, bibliography, appendices and any tables and figures are NOT included in the word count!

Students are to develop their projects to the point of implementing primary data collection. Students are not permitted to collect primary data (i.e. students are NOT permitted to distribute questionnaires/surveys, conduct in-depth interviews and implement other means of collecting primary data).

Develop your research problem according to content criteria outlined below. These criteria will be discussed at length in tutorials and lectures (e.g., see tutorial workshops).

**Project Content: An Overview**

**The Introduction**
- Provide relevant background to the subject of the study.
- Discuss the problem that needs to be addressed.
- State the aims and objectives of the project. If necessary, state hypotheses.
- Give a brief introduction as to the main secondary and primary sources of information.

**The Literature Review**
- Discuss relevant literature.
- Useful sources explaining the conduct and application of literature reviews include the textbook, Smith (1995), Ryan (1995) and Veal (1997).

**The Methodology**
- Critically discuss the methodology to be used to address your leisure or tourism issue.
- Explain how the primary data would be collected. Justify the methods adopted.
- Develop an appropriate survey instrument to collect primary data. The survey instrument should take the form the form of a questionnaire or in-depth interview schedule. Justify the methods underpinning the questionnaire/s and interview/s.
- Discuss relevant qualitative techniques.
Data Analysis
• Explain how you would analyse your data in terms of statistical and other techniques.

The Conclusion
• Restate, or refer back to, the aims and objectives of your research.
• Summarise what you did and why.
• Discuss why your research is important.
• Note the limitations arising from your study, particularly in terms of (a) the methodology adopted; and (b) the potential to generalise about your findings.
• Discuss the potential for related research projects (future research opportunities).

Grading of Assignments

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
</tr>
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<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
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</table>

| Pass (P)        | The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced. |
| 50% to 64%      |                                                                                                                                                |

| Credit (C)      | The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate. |
| 65% to 74%      |                                                                                                                                                |

| Distinction (D) | Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis. |
| 75% to 84%      |                                                                                                                                                |

| High Distinction (HD) | All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis. |
| 85% upwards      |                                                                                                                                                |

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:
  • copying or paraphrasing material from any source without due acknowledgment;
  • using another's ideas without due acknowledgment;
  • working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -
The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


**Online Tutorial Registration:**

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet:** All assignments must be submitted with the University coversheet: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf

Assignments are to be deposited in the relevant discipline assignment box:
- Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
- Ourimbah students: Room H01.43

**Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

**Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
- Assessment Item 1
- Assessment Item 2

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or
a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:


Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:


Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

<table>
<thead>
<tr>
<th>RECOMMENDED TEXTBOOK READING</th>
<th>TUTORIAL DISCUSSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>overview (Ch. 1)</td>
<td>No tutorial</td>
</tr>
<tr>
<td>Ch. proposals and reports (Chs 10, 11)</td>
<td>Clarification of assessment requirements and procedures</td>
</tr>
<tr>
<td>(Ch 2)</td>
<td>Student and staff expectations. Support networks and study groups</td>
</tr>
<tr>
<td>Ch. 4)</td>
<td>Familiarisation with secondary sources – library research; databases; organization of material</td>
</tr>
<tr>
<td>Secondary data (Ch. 3)</td>
<td>Critical review of ethics and values</td>
</tr>
<tr>
<td>Ch. 5)</td>
<td>Major assignment workshop 1</td>
</tr>
<tr>
<td>(Chs 5, 10)</td>
<td>Practical: Developing sound and ethical research methodologies</td>
</tr>
<tr>
<td>Add on weeks 1-5 (1 hour) (begins 8am)</td>
<td>Major assignment workshop 2</td>
</tr>
<tr>
<td>Event and writing your proposal</td>
<td>Practical: Sampling</td>
</tr>
<tr>
<td>Data and questionnaire design (Chs 8, 9)</td>
<td>Practical: Critical analysis of questionnaires</td>
</tr>
<tr>
<td>Managing data (Chs 8, 9)</td>
<td>The ‘meanings’ in data and the importance of raw data</td>
</tr>
<tr>
<td><strong>May 14 April - Friday 28 April</strong></td>
<td>Practical: Critical analysis of observation research</td>
</tr>
<tr>
<td>Chs 6, 7)</td>
<td>Major assignment workshop 3</td>
</tr>
<tr>
<td>(Course notes and readings to be provided in Tutorial in Week 10)</td>
<td>Study group meetings</td>
</tr>
<tr>
<td>Add on weeks 6-11 (1 hour)</td>
<td>Study group meetings</td>
</tr>
<tr>
<td>Beginning of lecture (8am)</td>
<td>Study group meetings</td>
</tr>
<tr>
<td>No tutorials</td>
<td>No tutorial</td>
</tr>
</tbody>
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*Queen's Birthday Public Holiday: Monday 12 June
Examination period: Tuesday 13 June - Friday 30 June*
Recommended Texts
A range of texts contain information on research methods and are relevant to this course. These include:

Riley, J. 1990, Getting the Most from your Data: A Handbook of Practical Ideas on How to Analyse Qualitative Data, Technical and Educational Services, Bristol.

General Publications
Students should consult annual reports and publications of government departments, relevant commissions, associations and industry interests.
**Journals**
Journals such as those listed below provide many examples of the application of research concepts, logic, methods and analytical techniques relevant to this course. Many of these journals are now available online through the library.

Annals of Leisure Research  
Annals of Tourism Research  
Australian Leisure Management (also see previous issues of Australian Leisure and Leisure Options)  
Cornell Hotel and Restaurant Administration Quarterly  
Current Issues in Tourism  
International Journal of Hospitality Management  
Journal of the Academy of Marketing Sciences  
Journal of Applied Recreation Research  
Journal of Ecotourism  
Journal of Leisure Research  
Journal of Marketing  
Journal of the Market Research Society  
Journal of Sustainable Tourism  
Journal of Tourism Studies  
Journal of Tourism and Travel Marketing  
Journal of Travel Research  
Journal of Travel and Tourism Marketing  
Leisure Options  
Leisure Sciences  
Leisure Studies  
Pacific Tourism Review  
Public Opinion Quarterly  
Recreation Research Review  
Service Industries Journal  
Tourism Culture and Communication  
Tourism Management  
Travel and Tourism Analyst  
The Cornell Hotel and Restaurant Administration Quarterly

**Some Recommended Websites**
Research methods:  
[http://www.socialresearchmethods.net/](http://www.socialresearchmethods.net/)  
Texts on research methods:  