

Creative Industries

at The Creative School

Course Number	Course Title	Semester	Year
CRI710	C.I. Research Methodology	Fall	2022
Sections	Day of Week	Time	Classroom
011, 021, 031, 041, 051, 061	Wednesday	8:00 - 10:00 am	DCC208
Professor	Email	Phone	Office & Office Hours
Dr. Lorena Escandon	lorena.escandon@ryerson.ca	Emails preferred	By appointment (use link)
<i>Only university email accounts are to be used for communication between faculty, staff, and students. All news (announcements) posted on class D2L.</i>			

GA/TA	GA/TA Email	Office Hours / Link for appointment
Daniella Kalinda	dkalinda@ryerson.ca	TBA
Melody McMullan	melody.mcmullan@ryerson.ca	TBA

About this course

Course Description

This course asks how information about the Creative Industries can be collected and analyzed. It surveys research methods that are both useful within the Creative Industries and crucial to studying them. We will review information retrieval techniques as well as methods of data collection (audience research; content analysis; critical and textual analysis; surveys; interviews; focus groups etc.). Through practical exercises we will develop the research skills that are required of many careers within the Creative Industries (grant, report and policy brief writing etc.) as well as in advanced graduate degrees.

Teaching Methods

This course is **project-based**, you will be working with your team all semester to develop a collaborative research project.

ACCESSIBILITY NOTICE: There is a mix of content formats to support all types of learning. If you need materials in a particular format, please let me know.

Time Commitment

This table shows a suggested approach to managing your time for CRI710 with the expected time commitment of 6-8 hours per week.

Activity	Modality	Time commitment
Watch pre-recorded material before in-person class	Individual	1 hour
Attend in-person class on Wednesdays	Individual	2 hours
Complete readings listed in the week's schedule	Individual	~1 hour
Complete assignments	Individual / Team	2-3 hours
TOTAL		6-8 hours

Plagiarism Detection

Turnitin.com is a plagiarism prevention and detection service to which Toronto Metropolitan University subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

Required Readings & Resources

Required readings:

Links to readings available on D2L and Library e-Reserve.

- Bloomberg, L. D. & Volpe, M. (2008). Developing and presenting the literature review. In *Completing your qualitative dissertation: A roadmap from beginning to end* (pp. 45-64). 4 Thousand Oaks, CA: SAGE Publications Ltd DOI: 10.4135/9781452226613.n2
- Collins, H. (2018). [The nature of research within the creative industries](#). In *Creative Research: The Theory and Practice of Research for the Creative Industries* (pp. 11-13) Bloomsbury Publishing Plc. doi:10.5040/9781474247115.0008
- Collins, H. (2018). [The importance of research within the creative industries](#). In *Creative Research: The Theory and Practice of Research for the Creative Industries* (pp. 14-16) Bloomsbury Publishing Plc. doi:10.5040/9781474247115.0009




- Collins, R. L. (2011). [Content analysis of gender roles in media: Where are we now and where should we go?](#). *Sex roles*, 64(3-4), 290-298.
- Corner, J. (1980). Codes and cultural analysis. *Media, Culture & Society*, 2(1), 73–86. <https://doi.org/10.1177/016344378000200107>
- Creswell, J. W. (2014). The selection of a research approach. In *Research design qualitative, quantitative, and mixed methods approaches* (pp. 3-23). Los Angeles: Sage.
- Froggatt, K. A. (2001). The analysis of qualitative data: processes and pitfalls. *Palliative medicine*, 15(5), 433-438.
- Hall, S. (2006). Encoding/decoding. In *Culture, media, language working papers in cultural studies, 1972-79* (pp. 166-176). London: Routledge.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.
- Purdue Lab (2020). Annotated Bibliography // Purdue Writing Lab. [online] Purdue Online Writing Lab. Available at: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html
- Purdue Lab (2020). Annotated Bibliography Breakdown // Purdue Writing Lab. [online] Purdue Online Writing Lab. Available at: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_example.html

Required resources:






- Computer (desktop/laptop) with internet connection
- Software
 - Web browser with audio and video player
 - Text editing software (e.g. MS Word, Google Docs, iWork Pages)
 - Spreadsheet manager software (e.g. MS Excel, Google Sheets, iWork Numbers)
 - Presentation program (e.g. MS PowerPoint, Google Slides, iWork Keynote)
- Computer or mobile device with microphone, speakers (earbuds or otherwise), and camera (optional) for check-ins and team meetings
- Internet Access with a minimum download speed of 5Mbps.

Weekly Schedule (Subject to change)




WEEK 1 - September 7, 2022



	TOPICS	<ul style="list-style-type: none"> • Introduction • Research in the creative industries • Defining your research problem
	READINGS	<ul style="list-style-type: none"> • Collins, H. The nature of research within the creative industries. • Collins, H. The importance of research within the creative industries. <p>Estimated reading time: 15 minutes</p> <ul style="list-style-type: none"> • Creswell, J. W. Research Design: Qualitative, Quantitative and Mixed Approaches, Chapter 1. <p>Estimated reading time: 30 minutes</p>
	DISCUSS	<ul style="list-style-type: none"> • Find your team!

WEEK 2 - September 14, 2022





	TOPICS	<ul style="list-style-type: none"> • Reading critically • Making an annotated bibliography • What is a literature review?
	READINGS	<ul style="list-style-type: none"> • Purdue Lab. Annotated Bibliographies • Purdue Lab. Annotated Bibliography Breakdown <p>Estimated reading time: 10 minutes</p> <ul style="list-style-type: none"> • Bloomberg, L. D. & Volpe, M. Developing and presenting the literature review. <p>Estimated reading time: 30 minutes</p>
	WATCH / LISTEN	<ul style="list-style-type: none"> • Reading critically • Making an annotated bibliography • What is a literature review?
	DISCUSS	<ul style="list-style-type: none"> • Meet with your team to discuss topics for research • Check-in 1 (Week 2 OR 3) - Meet with the teaching team to discuss questions about the course / initial ideas for your research project.
	DUE	<ul style="list-style-type: none"> • Ideas for your research project (review during check-in)

WEEK 3 - September 21, 2022






	TOPICS	<ul style="list-style-type: none"> • How to design your research
	READINGS	<ul style="list-style-type: none"> • Hsieh, H.F. & Shannon, S.E. Three Approaches to Qualitative Content Analysis.
	WATCH / LISTEN	<ul style="list-style-type: none"> • How to design your research • Variables & hypothesis

	DISCUSS	<ul style="list-style-type: none"> Meet with your team to discuss/plan your bibliographies Check-in 1 (Week 2 OR 3) - Meet with the teaching team to discuss questions about the course / initial ideas for your research project.
	DUE	<ul style="list-style-type: none"> Ideas for your research project (review during check-in) Team agreement



WEEK 4 - September 28, 2022




	TOPICS	<ul style="list-style-type: none"> Research methods overview
	WATCH / LISTEN	<ul style="list-style-type: none"> Data collection methods <ul style="list-style-type: none"> Quantitative - Surveys, observation, content analysis, secondary data Qualitative - Interviews, focus groups, ethnography, discourse analysis, secondary data Sampling
	DISCUSS	<ul style="list-style-type: none"> Meet with your team to discuss your Lit Review + mind map
	DUE	<ul style="list-style-type: none"> Annotated bibliography (individual)

WEEK 5 - October 5, 2022



	TOPICS	<ul style="list-style-type: none"> Content and discourse analysis Coding Archival research
	READINGS	<ul style="list-style-type: none"> Hall, S. Encoding/decoding. Corner, J. Codes and cultural analysis.
	WATCH / LISTEN	<ul style="list-style-type: none"> Content and discourse analysis Content and discourse analysis tutorials Dr. Cheryl & Emilie Podcast - Episode 1 Archival research
	DISCUSS	<ul style="list-style-type: none"> Check-in 2 - Meet with the teaching team to discuss your annotated bibliographies & research design.
	DUE	<ul style="list-style-type: none"> Mind-map (team)

(Study Week - October 10 to October 14)**WEEK 6 - October 19, 2022**






	TOPICS	<ul style="list-style-type: none"> Ethical and inclusive research
	READINGS	<p>Canada's Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans</p> <ul style="list-style-type: none"> Core principles (Section B) Research Requiring Research Ethics Board Review (Section A) Research risks and benefits (Section B)

		<ul style="list-style-type: none"> • Consent process (Introduction & Section A) • Fairness & Equity in Research (Introduction) • Confidentiality (Introduction & Section A)
	WATCH / LISTEN	<ul style="list-style-type: none"> • Ethical and inclusive research
	DISCUSS	<ul style="list-style-type: none"> • Check-in 3 - Meet with the teaching team to discuss your research design (bring a draft!)
	DUE	<ul style="list-style-type: none"> • Research design (i.e. codebook, themes, sources, etc.) (team)





WEEK 7 - October 26, 2022

	TOPICS	Data collection week - Independent work. Collect data with your team.
	DISCUSS	<ul style="list-style-type: none"> • OPTIONAL Check-in - Meet with the teaching team to discuss your coding




WEEK 8 - November 2, 2022

	TOPICS	<ul style="list-style-type: none"> • Analyzing data
	READINGS	<ul style="list-style-type: none"> • Froggatt, K.A. The analysis of qualitative data: processes and pitfalls.
	WATCH / LISTEN	<ul style="list-style-type: none"> • Analyzing data
	DISCUSS	<ul style="list-style-type: none"> • OPTIONAL Check-in - Meet with the teaching team to discuss your coding
	DUE	<ul style="list-style-type: none"> • Literature review (team)




WEEK 9 - November 9, 2022

	TOPICS	<ul style="list-style-type: none"> • Presenting data
	WATCH / LISTEN	<ul style="list-style-type: none"> • Presenting data • Mona Chalabi - 3 ways to spot a bad statistic • Mark Liddell - How statistics can be misleading • Jer Thorp - Visualizing the world's Twitter data
	DISCUSS	<ul style="list-style-type: none"> • Check-in 4 - Meet with the teaching team to discuss your coding/next steps
	DUE	<ul style="list-style-type: none"> • Collected data (individual/team)



WEEK 10 - November 16, 2022

	TOPICS	<ul style="list-style-type: none"> • Research as a creator
	WATCH / LISTEN	<ul style="list-style-type: none"> • Chasing stories, with Erin MacIndoe Sproule • Research for TV, with James Nadler
	DISCUSS	<ul style="list-style-type: none"> • Meet with your team to continue your final project

WEEK 11 - November 23, 2022

	TOPICS	<ul style="list-style-type: none"> Storytelling in research
	DISCUSS	<ul style="list-style-type: none"> Check-in 5 - Meet with the teaching team to go over your final project
	DUE	<ul style="list-style-type: none"> Collected and coded data

WEEK 12 - November 30, 2022

	TOPICS	<ul style="list-style-type: none"> Final presentations (in Forum)
	DISCUSS	<ul style="list-style-type: none"> Final project post (Instagram or TikTok aesthetic) Forum participation: Comment on <u>three other teams' projects</u> (must be a significant comment, not just "Interesting!"; provide meaningful questions or feedback)

Final project

December 14, 2022

Course Evaluation

Assignment	Category	Type	Due date	Final Grade %
1. Class participation	Participation	Individual	Weekly	10
2. Team agreement	Project	Team	Week 3	5
3. Annotated bibliography	Project	Individual	Week 4	15
4. Mind map	Project	Team	Week 5	5
5. Research design	Project	Team	Week 6 (draft) & Week 7	10
6. Literature review	Project	Team	Week 8	10
7. Data collection/coding	Project	Individual	Weeks 10 (draft) & 11	10
8. Final project post	Project	Individual / Team	Week 12	10
9. Final project	Project	Individual / Team	December 14	15
10. Contribution to the team project	Participation	Individual	Peer evaluations due on December 16	10
			Total	100

Description of Assignments

Please note that additional details/information on assignments may be posted on the Course D2L. Professors reserve the right to (re)assign students to balance numbers and skills.

1. Class participation**2. Team agreement**

- Use the team template to discuss with your team, and submit your agreement on expected behaviours in the course.

3. Annotated bibliography

- Individual assignment
- Each team member must review 5 sources that will be utilized as references for the research report; the reviewed sources must be unique for each team member.
- Template available on D2L assignment folder
- *Estimated completion time: 2 hours*

4. Mind map

- Team assignment
- Make a mind-map of the sources annotated individually to understand the connections, and find the gaps in the literature. The map will be graded based on the following criteria:
 - The map demonstrates understanding of the theories
 - The map demonstrates reflection on the links between sources
 - The map reflects the insights gained from discussing sources
- *Estimated completion time: 2-3 hours*

5. Research design

- Team assignment
- Each team will design their data collection instruments (i.e. a codebook, preliminary themes, etc.) before they begin their data collection and analysis.
- Template available on D2L assignment folder
- *Estimated completion time: 1.5 hours*

6. Literature review

- Integrate the different references analyzed in the annotated bibliographies and write a well-structured literature review. This will form the basis of your research project.
- *Estimated completion time: 5-7 hours*

7. Data collection / coding

- Individual assignment
- Each team member must review the adequate data sources for the research, and collect and code relevant information for their team's topic. Examples: content (videos, clips, texts), open databases, social media, websites, reviews, newspapers, etc.
- The teaching team will work with each team to define the number of sources to be examined, given the differences in the topics.
- *Estimated completion time: 6-8 hours*

8. Final project post

- Team assignment
- Teams must create an information post about their research and results. The post should include 6-10 images and have an Instagram/TikTok aesthetic (make it shareable!).
- *Estimated completion time: 2 hours*

9. Final project

- Individual/team assignment
- Teams must write a report on the research performed. Required report components:
 - Executive summary (one page, including: Background, Research strategy, Results summary, Conclusions/insights)
 - Abstract
 - Background
 - Literature Review
 - Ethics
 - Research strategy
 - Results
 - Analysis
 - Conclusion
 - Next steps
 - Summary of contributions by team members (table)
- *Estimated completion time: 6-8 hours*

10. Contribution to the team project

- Students will be graded individually based on their contributions to the group effort.

Other Relevant Information

- Academic Consideration (e.g., extended assignment deadlines, make-up assessments) may be requested on the basis of Extenuating Circumstances (such as health or compassion), and must be supported by properly completed documentation such as a Student Health Certificate.

Note: Part of the Student Health Certificate must be completed by a Regulated Health Professional (RHP). The instructor and/or the Teaching Department reserve the right to verify the authenticity of any health certificates submitted. Requests for Academic Consideration must be submitted to the teaching department for verification via the online ACR system within 72 hours of the missed deadline. Link: [Academic Consideration - Policy 167 - Senate](#)

- Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate [Policy 167: Academic Consideration](#).
- Religious or cultural observations accommodations must be requested by the end of the second week of the term. Link: [Religious & Cultural Observances - Human Rights Services](#)
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per *Senate Policy #61*.
- Grades are posted on the D2L. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper. Allow for technical glitches. Missed presentations without permission will result in a 0;
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.
- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class

prior to being implemented.

- The unauthorized use of the intellectual property of others, including your professors', for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture notes, presentation materials used in and out of class, lab manuals, course packs, and exams.
- **Students are expected to show respect for their fellow students:** Arrive on time (a few minutes *before* the meeting time). Be ready to start.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online to for specific information with respect to the following policies:

- [Policy #60](#): Academic Integrity
- [Policy #61](#): Student Code of Non-Academic Conduct
- [Policy #135](#): Final Examinations
- [Policy #157](#): Toronto Metropolitan University 's E-mail Accounts for Official Communication
- [Policy #159](#): Academic Accommodation of Students with Disabilities
- [Policy #166](#): Course Management
- [Policy #167: Academic Consideration](#)
- And all other course outline policies: <https://www.ryerson.ca/senate/course-outline-policies/>

Important Resources Available at Toronto Metropolitan University

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).
- [Student Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the Senate website and select the blue radial button on the top right-hand side entitled: Academic Consideration Request (ACR) to submit this request).

Please note that the Interim Provost/ Vice President Academic and Dean's approved a COVID-19 statement related to academic consideration. This statement has been built into the Online Academic Consideration System and is also on the Senate website (www.ryerson.ca/senate):

Policy 167: Academic Consideration for COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.

Also NOTE: Outside of COVID-19 symptoms, the new Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In both of those instances, documentation is required. For more information please see Senate [Policy 167: Academic Consideration](#).

- [Ryerson COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to

students during the pandemic.

- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).
- *At Toronto Metropolitan University, we recognize that things can come up throughout the term that affect a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all community members to access to ensure support is reachable.*
<https://www.ryerson.ca/mental-health-wellbeing>

If support is needed immediately, you can access these outside resources at any time:

Distress Line — 24/7 line for if you are in crisis, feeling suicidal, or in need of emotional support (phone: 416-408-4357)

Good2Talk- 24/7 hour line for post-secondary students (phone: 1-866-925-5454)

For more information on CI Academic Policies & Procedures and links to resources please see:

<https://www.ryerson.ca/creativeindustries/academic-advising/>

Course Objectives

By the end of this course, students will be able to:	And in doing so will fulfill the following program learning outcome (at least in part):	Introduction (I) Reinforcement (R) Proficiency (P)
	1. Contribute productively to the Creative Industries	
Understand the various professional applications of research in the CIs;	1a. critically analyze and synthesize knowledge of the cultural, economic, legal, political, and technological environments in which the Creative Industries function,	R
Apply research skills, both to analysis of creative industries and to the development of creative projects;	1b. recommend how Creative Industries as sectors or as individual enterprises should best manage interactions with cultural, economic, legal, governmental, and technical spheres and work confidently with industry, government, and community organizations in the Canadian and international contexts;	R
Develop research skills, drawing in particular on methods & approaches used by academics and professional researchers;	5. Conduct research relevant to cultural and industry issues	
	5a. formulate appropriate research questions and conceptual frameworks; employing appropriate data collection techniques	P
	5b. apply appropriate quantitative tools and methodologies and/or	P
	5c. apply appropriate qualitative tools and methodologies	P
Improve teamwork, communication, and analysis skills.	4. Communicate	
	4a. verbally communicate within and to creative enterprises, academia and industry effectively and persuasively	P
	4b. in written form, communicate within and to creative enterprises, academia and industry effectively and persuasively	P
	4c. communicate by preparing and conducting presentations using a range of appropriate media, within and to creative enterprises,	P

	academia, and industry effectively and persuasively	
	6. Implement and manage projects	
	6a. problem-solving - implement & manage projects requiring	R
	6b. team building - implement & manage projects requiring	R
	6c. negotiation - implement & manage projects requiring	R
	6d. collaborative work practices - implement & manage projects requiring	R

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- Document Icon made by Smashicons
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- Gear Icon made by Freepik
- Chat Icon made by Freepik
- TV screen Icon made by Zlatko Najdenovski
- Edit tools Icon made by Prosymbols
- Conference Icon made by Freepik
- Clock Icon made by Smashicons