



INSTRUCTOR CASE STUDIES

CASE STUDY ONE

Module: Theory and Methodology of Security Studies

Institution: Adam Mickiewicz University, Poznań

Instructor: Joanna Rak, Ph.D., Assistant Professor

Please could you explain a bit more about how you use the book on the course?

Students are asked to read the book, chapter by chapter, at home, after our classes. During my course on the theory and methodology of security studies, they have to design and conduct their own research. I avoid imposing a topic. Instead, I always let them choose one that is of their interest. I want to show them that they can link science with the things that are close to their heart. Thus, my students learn how to explore the social world scientifically. The book helps them find research tools appropriate to solve their original research problems and shows them a new way of thinking of social reality.

I noticed that the most creative students and those who think about PhD studies gravitate towards the book. They claim that: “the difficult things connected with mathematics become easier because everything in the book is clearly introduced.”

In your own words what, if anything, has changed to with regards to your teaching since putting the book on your reading list?

The book perfectly supplements my course. Students can read at home about methods, techniques, and tools presented over our classes, which is a good revision for them. They can also extend their knowledge about the elements of a research process that are of their particular interest.

What has changed with regards to your students' learning or grades since they started using the book?

Now my students get better grades for describing the research process and conducting research with the use of statistical methods.

What would you say to a colleague who was considering using the book on their course?

I would recommend this book to all my colleagues who are looking for an interesting book that would encourage students to read about how to do a good analysis and not to get bored. Students need incentives to start reading, and this colorful volume with many illustrations easily gains their attention. After a few pages, they are involved and begin finding the process of learning enjoyable, beneficial, and helpful in work. That's the point!

CASE STUDY TWO

Module: CMC undergraduate dissertation unit

Institution: Bournemouth University

**Instructor: Dr Joyce Costello, BAPR Programme Leader
and Senior Lecturer Digital Marketing**

Please could you explain a bit more about how you use the book on the course?

This book is part of the reading list for undergraduate dissertation students. Any BAPR Student that elects to do a quantitative study for their research I meet with for 1:1 sessions to discuss their research plan. I have this text and Field's other text on SPSS that I recommend to the students when they are thinking about the type of data they want to collect. Adventures in Statistics is written in a manner that engages students with statistics through story telling. For the modern student that "fears" statistics, the story telling approach seems to gently guide students along. While it sometimes reminds me of the David Bowie movie- Labyrinth- the creative students have found it easier to engage in this format.

I have [also] adopted this book for a data driven insights course and recommended the students read it prior to starting the class in September 2018.

In your own words what, if anything, has changed to with regards to your teaching since putting the book on your reading list?

I believe it is important to look at other ways of treating topics often shunned by students who dislike math.

What has changed with regards to your students' learning or grades since they started using the book?

I have had students that through peer influence have decided to switch their dissertation topic from qualitative to quantitative. I believe this is related to the student who have used Field's book and realise that it isn't an impossible challenge to do a quantitative dissertation if you have the right guiding text.

What would you say to a colleague who was considering using the book on their course?

I would recommend this book as an opportunity for colleagues who are qualitative in nature to be able to give a better understanding of quantitative research. Too often in academia individuals feel pigeonholed into one particular type of research methodology as some have this fear of having to learn the unknown. However, I believe it is critical that those colleagues actively involved in research should insure they expose themselves to other methods as part of professional development. The manner in which this book is written makes it an enjoyable read over the holidays.

