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**The Federal state autonomous educational institution of higher  
education «Peoples' Friendship University of Russia»**

**Faculty of Philology**

(наименование основного учебного подразделения (ОУП)-разработчика ОП ВО)

## **PROGRAM OF DISCIPLINE**

### **Methodology and methods of media research**

(Name of the Discipline / Module)

### **Recommended for the direction of training / specialty:**

42.04.02 Journalism

(Code and Name of the field of study, direction of training / specialty)

**The discipline is carried out within the framework of the main professional  
educational program of higher education (EP HE):**

Global and Digital Media

(Name of the educational program)

**2022 г.**

## 1. OBJECTIVE OF THE DISCIPLINE

The main goal of this course is formation of students' system knowledge about the tasks, tools, procedures and technologies for preparing and conducting research in the media sphere and criteria for its effectiveness, as well as theoretical and practical mastery of the modern methodology of media research.

The main objectives are:

- formation of students' holistic understanding of what media measurement and media research are as a branch of scientific knowledge and practical activity, familiarity with various tools used to study the media, their audience, the media market; understand the goals and objectives of media research;
- to learn how to prepare a media research program independently, theoretical and practical mastery of modern methodology of mass media research;
- in-depth and comprehensive study of the methodology of scientific research in the field of humanities, its connection with modern branches of interdisciplinary research, revealing general and particular patterns of functioning of mass communication and mass media;
- understanding the specifics of the scientific approach to the study of various fields of activity of mass communication and mass media, the choice of methods of research functions, subject, methods of formation of the content of mass media information flows;
- consolidation of ideas about the legitimacy and correctness of the use of information resources in scientific and creative activities.

## 2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

*Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)*

<b>Code</b>	<b>Competence</b>	<b>Indicators of competence achievement (within the discipline)</b>
UC-1	The ability to carry out a critical analysis of problem situations based on a systematic approach, to develop a strategy of action	UC-1.1. Knowledge of types, methods and concepts of critical analysis
		UC-1.3. Knowledge of the basic principles that define the purpose and strategy of solving complex situations
UC-2	Ability to manage a project at all stages of its life cycle	UC-2.1. Knowledge of organizational and technological methods, principles and tools used in project work; methods, criteria and parameters for presenting, describing and evaluating the results/products of project activities
		UC-2.3. Knowledge of the skills of effective organization and coordination of the stages of the project in order to achieve the best result while balancing the amount of work and resources

<b>Code</b>	<b>Competence</b>	<b>Indicators of competence achievement (within the discipline)</b>
PC-3	Be prepared to create journalistic author's materials based on an in-depth understanding of their specifics, functions, content, optimal models, knowledge of the technology of their creation and existing professional standards.	PC-3.1. Development of all components of the concept and builds priorities for solving creative tasks
		PC-3.2. Drawing up an action plan for the implementation of the project

### 3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “Methodology and methods of media research” belongs to the Variative Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline in accordance with the matrix of competencies.

*Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline*

<b>Code</b>	<b>Name of competence</b>	<b>Previous discipline</b>	<b>Subsequent disciplines</b>
UC-1	The ability to carry out a critical analysis of problem situations based on a systematic approach, to develop a strategy of action	Modern mass communication theories / Современные теории массовой коммуникации Professional workshop / Профессиональная мастерская PR and media relations / PR и медиарилейшенз	Professional workshop / Профессиональная мастерская Modern media systems / Современные медиасистемы
UC-2	Ability to manage a project at all stages of its life cycle	Media economics / Медиаэкономика	Mass media sociology / Социология СМИ Media production / Производство СМИ
PC-3	Be prepared to create journalistic author's materials based on an in-depth understanding of their specifics, functions, content, optimal models, knowledge of the technology of their creation and existing professional standards.		Professional-creative practice / Профессионально-творческая практика Academic and research work / Научно-исследовательская работа

### 4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **3** credits.

*Table 4.1. Types of educational work by periods of study of the EP HE for the full-time mode of study*

Type of activity	TOTAL, ac. hours	Semester (s)			
		1	2	3	4
<i>Classroom activities, ac. hours</i>	108		108		
Including:					
Lectures	17		17		
Laboratory activities					
<i>Practical lessons/Seminars</i>	17		17		
<i>Independent work, ac. hours</i>	65		65		
<i>Control, ac. hours</i>	9		9		
<b>Overall workload</b>	ac. hours	108		108	
	credits	3		3	

## 5. CONTENT OF THE DISCIPLINE

*Table 5.1 Content of the discipline (module) by type of activity*

Name of the Unit	Content of the Units (topics)	Type of activity
<b>Unit 1 Introduction to media research.</b>	Introduction to media research. Identify the prominent media research methods. Content analysis, archival research, surveys, social role analysis, depth interview, rhetorical analysis, focus groups, experiments, participant observation. Quantitative methods, qualitative methods, census method, survey method.	Lectures, seminars, practical and theoretical classes, homework, knowledge control.
<b>Unit 2 Methods of media research</b>	Questionnaire survey: · Selecting and framing questions, · Formatting, · Determining validity and reliability of questions, · Sampling subjects (respondents), · Administering the questionnaire, and · Analyzing and interpreting results. Observation method: · Participatory Observation, · Outside observation, · Selecting the group and the place or setting, · Getting familiar with the place and the group, · Building rapport, · Sampling within the group for selecting the types of behaviours to study, · Asking questions if required · Keeping records of observations, and finally · Interpretation of the data. Case study method. Interview method (selecting questions, types of question strategies).	Lectures, seminars, practical and theoretical classes, homework, knowledge control.
<b>Unit 3 Research methodology</b>	Overview of media research methodologies: audiences.	Lectures, seminars,

Name of the Unit	Content of the Units (topics)	Type of activity
	Research methodology. Mixed media research. Research design. Types of sampling design approaches used in research methodology. Methods of data collection used in research methodology. The techniques for collecting data.	practical and theoretical classes, homework, knowledge control.
<b>Unit 4</b> <b>How to write research methodology</b>	How to write research methodology: overview, tips, and techniques. <ul style="list-style-type: none"> <li>✓ What is a research methodology?</li> <li>✓ Methodological approach or methods used in research</li> <li>✓ Writing your research paper methodology</li> <li>✓ Ethical considerations</li> <li>✓ Choosing a research methodology</li> </ul>	Lectures, seminars, practical and theoretical classes, homework, knowledge control.

## 6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

*Table 6.1. Material and technical support of the discipline*

Type of classroom	Classroom equipment	<b>Specialized educational/laboratory equipment, software and materials for the mastering of the discipline</b> (if necessary)
Computer classroom	1. PC computers – 12 pieces.	Computer class, which is a teacher's workplace and at least 15 students' workplaces, including a computer desk, a chair, a personal computer, licensed software. Each computer has broadband Internet access. All computers are connected to RUDN University corporate computer network and are located in a single domain.
Multimedia classroom	A typical configuration multimedia classroom consists of: a multimedia projector, an automated projection screen, a speaker system, as well as an interactive teacher's podium, including a touch-screen monitor with a screen diagonal of at least 22 inches, a personal computer (with technical specifications not lower than 22"), a laptop (with a touch-screen and an LCD), and a touch-screen monitor. (with technical specifications	A multimedia classroom with a capacity of more than 30 people. The multimedia auditorium consists of integrated engineering systems with a single control system, equipped with modern means of playback and visualization of any video and audio information, receiving and transmission of electronic documents. A typical configuration multimedia classroom consists of: a multimedia projector, an automated projection screen, a speaker system, as well as an interactive teacher's podium, including a touch-screen monitor with a screen diagonal of at least 22 inches, a personal computer (with technical specifications not lower than

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering of the discipline (if necessary)
	not lower than Intel Core i3-2100, DDR3 4096Mb, 500Gb), conference microphone, wireless microphone, equipment control unit, interfaces connections: USB, audio, HDMI.	22"), a laptop (with a touch-screen and an LCD), and a touch-screen monitor. (with technical specifications not lower than Intel Core i3-2100, DDR3 4096Mb, 500Gb), conference microphone, wireless microphone, equipment control unit, interfaces connections: USB, audio, HDMI. Interactive teacher's podium is a key element of control that unites all the devices in a single system and serves as a full-fledged working place of a teacher. A full-fledged teacher's workplace. A teacher has an opportunity to easily teacher has to control the whole system without moving away from the podium, which allows you to give lectures, practical lectures, presentations, webinars, conferences and other types of lecture load the lecturer is able to easily control the entire system from the comfort of his seat. Interactive learning tools, including the use of all corporate resources. The multimedia classroom is also equipped with broadband Internet access. The computer hardware has the appropriate licensed software.

\* The classroom for students' independent work **MUST be indicated!**

## 7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

### *Main readings*

1. Berger, Arthur Asa. Media Research Techniques (Thousand Oaks, CA: Sage, 1998).
2. Gunter, Barrie. Media Research Methods: Measuring Audiences, Reactions and Impact (Thousand Oaks, CA: Sage, 2000).
3. Priest, Susanna Hornig Doing Media Research: An Introduction (Thousand Oaks, CA: Sage, 2010).

### *Other recommended readings*

1. Brannen, J., & Moss, G. (2012). Critical issues in designing mixed methods policy research. *American Behavioral Scientist*, 56 (6), 789-801.  
<https://doi.org/10.1177/0002764211433796>
2. Buchanan, D., & Bryman, A. (2007, July). Contextualizing methods choice in organizational research. *Organizational Research Methods*, 10 (3), 483-501.  
<https://doi.org/10.1177/1094428106295046>

3. Choy, L. T. (2014). The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR Journal of Humanities and Social Science*, 19 (4), 99-104. <https://doi.org/10.9790/0837-194399104>
4. Ioannidis JP, Greenland S, Hlatky MA, Khoury MJ, Macleod MR, Moher D, Schulz KF, Tibshirani R. Increasing value and reducing waste in research design, conduct, and analysis. *Lancet*. 2014; 383(9912):166.
5. Holden, M. T., & Lynch, P. (2004). Choosing the appropriate methodology: Understanding research philosophy. *The Marketing Review*, 4 (4), 2-18. <https://doi.org/10.1362/1469347042772428>
6. Zyphur, M. J., & Pierides, D. C. (2017). Is quantitative research ethical? Tools for ethically practicing, evaluating, and using quantitative research. *Journal of Business Ethics*, 143 (1), 1-16. <https://doi.org/10.1007/s10551-017-3549-8>
7. Walker, D. H. (2006). Choosing an appropriate research methodology. *Construction Management and Economics*, 15 (2), 149-159. <https://doi.org/10.1080/01446199700000003>

*Web-sites and online resources*

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:  
[УНИБЦ \(НБ\) РУДН \(rudn.ru\)](http://rudn.ru)
2. Databases and search systems:
  - <https://www.researchgate.net/>
  - [Publons](http://publons.com)
  - [Directory of Open Access Journals – DOAJ](http://doaj.org)
  - [JURN : search millions of free academic articles, chapters and theses](http://jurn.org)
  - [Digital Library Of The Commons \(indiana.edu\)](http://indiana.edu)

*Teaching materials for students' independent work while mastering the discipline/module\*:*

1. A course of lectures on the discipline.
  2. Practical assignments and their brief contents;
  3. Questions for self-check, test assignments.
- \* - all educational and methodical materials for students' independent work are published in accordance with the current order on the page of the discipline in TUIS!

## **8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE**

The grading materials and grading-rating system\* for assessing the level of competence (part of competences) for the discipline are presented in the Appendix to this Working program of the discipline.

\* - are formed on the basis of the requirements of the corresponding local normative act of RUDN University.

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