

DISCLAIMER: Naive assessment undertaken by Chris.Browne@anu.edu.au based on information available on P&C. Errors, oversights, misunderstandings are likely my own.

## SOCY2038 Introduction to Quantitative Research Methods

<https://programsandcourses.anu.edu.au/course/socy2038>

Prerequisite structure Open to all students

Prerequisite units Normally completed at least 24 units

**TD Skills: Do students develop transdisciplinary problem-solving skills through this course?**

### **Not Likely**

*No or serendipitous engagement with transdisciplinary problem-solving skills*

*For example*

Note: I'm sure that something is there, it's just not clear in the description/learning outcomes.

Likely TD Skill candidates: Change-oriented: Involves effective decision-making that encompasses a shared vision, research evidence and attends to unknowns. Accommodates the complexity of change processes. Context-based: Takes into account historical, political, cultural, and other big-picture circumstances. Pluralistic: Recognises and works with multiple ways of seeing the world and dealing with problems.

**TD Skills: Do students meaningfully collaborate across disciplinary/area difference through this course?**

### **Somewhat Likely**

*Students from broad disciplinary background participating in collaboration with peers or experts*

*For example*

Assessment: Group project participation Note: details about group project not available on P&C.

This alignment could be strengthened with a learning outcome capturing the collaborative skills developed in the group project.

**TD Context: How is the transdisciplinary problem-solving experience situated with respect to broader contexts?**

### **Somewhat Likely**

*Students explore big-picture problems, ideas and broader contexts in relation to a discipline/area*

*For example*

LO: critically evaluate key quantitative methodologies, using historical, critical and ethical approaches including indigenous perspectives;