

HSY205.7 Researching Young People

Name of Unit 1 (Unit Code 1)

HSY205.7 Researching Young People

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards (list all awards)	Duration	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit Coordinator (incl. academic title)
Bachelor of Youth Work	One semester	3 rd year	Dr Kirsten Macaitis

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	144 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Prerequisite: Introduction to Sociology

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit equips students with the skills and knowledge needed to research about youth and with young people. This research-oriented module explores the literature surrounding the ways in which young people navigate, shape and are shaped by, their social, cultural, economic & political context in contemporary society. Students will discuss research ethics, and implement approaches and methodologies for researching with young people with a focus on place, space and identity as key dynamics in youth experience.

Learning outcomes for the unit

- 1) Critically discuss the effects of place, space and identity on young people's experiences.
- 2) Reflexively analyse the dynamics of an ethical relationship between participant and researcher.
- 3) Utilising a youth work perspective implement research skills with young people.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p>Research literature portfolio: Students will develop a portfolio of research methods and literature in response to weekly readings examining key aspect space, place and identity for young people.</p> <p>750 words equivalent</p>	1, 2	Weeks 1 – 8	30%
<p>Research project:</p> <p>Part 1: Students will conduct a short interview with two people from the community about their experiences of being a young person. Students will construct interview questions and transcribe data.</p> <p>Part 2: Students will construct a report in which they identify themes from the data and reflect on the experience of interviewing.</p> <p>2000 words</p>	1, 2, 3	Weeks 3 - 13	30%
<p>Research Proposal: Students design a research proposal that explores the experiences of young people in a particular social context. The research proposal will include a literature review, an overview of the approach and methodology as well as an outline of ethical considerations.</p> <p>2250 words</p>	1, 2, 3	Week 14	40%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required Texts (to purchase): None

Recommended Text(s)

- Allred, P., Cullen, F., Edwards, K., & Fusco, D. (Eds.). (2018). *The SAGE Handbook of Youth Work Practice*. London: SAGE.
- Billett, P., Hart, M., & Martin, D. (Eds.). (2019). *Complexities of researching with young people*. Oxon: Routledge.
- Germov, J., & Poole, M. (Eds.) (2019). *Public sociology: an introduction to Australian society* (4th ed.). NSW: Allen & Unwin.
- Cresswell, T. (2004). *Place: a short introduction*. Malden, Oxford, Victoria: Blackwell.
- Foley, P. & Leverett, S. (Eds.). (2011). *Children and young people's spaces*. Basingstoke: Palgrave.
- Hopkins, P. (2010). *Young people, place and identity*. London: Routledge.
- Lohmeyer, Ben Arnold. 2020. *Youth and Violent Performativities: Re-Examining the Connection Between Young People and Violence*. Edited by Johanna Wyn, Helen Cahill and Hernan Cuervo. Vol. 11, *Perspectives on Children and Young People*. Singapore: Springer.
- McLeod, J., & Malone, K. (Eds.). (2000). *Researching youth*. Tasmania: Australian Youth Studies Clearinghouse.
- Robards, B., & Lincoln, S. (2020). *Growing up on Facebook*. Bern, Switzerland: Peter Lang US. Retrieved Jun 25, 2020, from <https://www.peterlang.com/view/title/64408>
- Te Riele, K., & Brooks, R. (Eds.). (2013). *Negotiating ethical challenges in youth research*. Oxon: Routledge.
- Tuan, Y. (1977). *Space and place: The perspective of experience*. Minnesota: University of Minnesota Press.
- Walter, M. (Ed.) (2009). *Social research methods*. Australia: Oxford University Press.
- White, R., Wyn, J., & Robards, B. (2017). *Youth and society*. Melbourne: Oxford University Press
- White, R. (Ed.). (2009). *Youth work and social diversity*. Hobart: Australian Clearinghouse for Youth Studies.
- Wyn, J., & Cahill, H. (Eds.). (2015). *Handbook of Children and Youth Studies*. London: Springer.