LSPR Institute of Communication & Business The Leading Graduate School of Communication & Business | ASEAN Global Campus DOCTORAL PROGRAMME	INSTITUTE OF COMMUNICATION AND BUSINESS LSPR GRADUATE FACULTY COMMUNICATION SCIENCE DOCTORAL STUDY PROGRAM	DOCUMENT CODE

SEMESTER LEARNING PLAN

SUBJECT	CODE	MK family	WEIGHT (credits)	SEMESTER	Date of Preparation
Philosophy of Science & Research Methods for Public Relations Leadership Communication	SPRL304/01-DOC-SPRL		3 credits	2	Juli 2024

	RPS Developer Lecturer	Subject Coordinator	Head of Study Program
Authority/Authorization		Prof. Dr. Lely Arrianie, M.Si	Profesor Dr. Rudy Harjanto, M.Sn.

Learning Outcomes	**SLO - PRODI that is charged to MK**	
	SLO 1 - S8	Internalize academic values, norms and ethics.
	SLO 2 - S9	Demonstrate an attitude of responsibility for work in their field of expertise independently.
	SLO 3 - KK3	Able to compile a research map in the field of public relations leadership communication science through interdisciplinary, multidisciplinary, and transdisciplinary approaches.

	SLO 4 - KU2	Leading research in the field of communication science that contributes to solving communication problems in society while paying attention to the ethics of the communication profession.
	SLO 5 - P1	Able to master paradigms, philosophies, and research methodologies in the field of communication science and contribute to the state of the art in the development of communication science.
	Course Learning Outcomes (CPMK)	
	CLO 1	Learners are able to master and design concepts of social research methodology, scientific paradigms and their relation to communication studies.
	CLO 2	Learners are able to master and design research in the context of public relations leadership.
	CLO 3	Learners are able to compile research planning instruments in making dissertation designs.
	End Capability of Each Learning Stage (Sub-CPMK)	
	Sub-CLO 1	Able to explain the history of social research methodology and its relationship to communication studies.
	Sub- CLO 2	Able to master the concept of scientific research methodology.
	Sub- CLO 3	Able to master various scientific paradigms.
	Sub- CLO 4	Able to understand communication in the context of scientific paradigms and groupings of communication theories.
	Sub- CLO 5	Able to master and design quantitative research and literature reviews as well as their code of ethics
	Sub- CLO 6	Able to explain and design qualitative research including its code of ethics.
	Sub- CLO 7	Able to explain and design mixed methods research including its code of ethics.
	Sub- CLO 9	Able to master research methods in the context of public relations.

	Sub- CLO 10	Able to explain and design research in the context of public relations leadership.
	Sub- CLO 11	Able to design quantitative methods and analytical approaches in the context of public relations leadership.
	Sub- CLO 12	Able to design qualitative methods and analytical approaches in the context of public relations leadership.
	Sub- CLO 13	Able to design research on social media and the internet.
	Sub- CLO 14	Able to compile research instruments for data collection.
	Sub- CLO 15	Able to master and design methodology in research proposals.
	Correlation of SLOs to Sub-CLOs	

	Sub-CPMK												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**9**	**10**	**11**	**12**	**13**	**14**
CPL1	√	√	√	√	√	√	√						
CPL2		√	√	√	√	√	√	√	√	√	√	√	√
CPL3				√	√	√	√	√	√	√	√	√	√
CPL4								√	√	√	√	√	√
CPL5								√	√	√	√	√	√

Brief description of the course	This course is designed to provide an in-depth understanding of an examination and application of qualitative and quantitative research methods. This course will require students to analyze, evaluate, and create a research proposal in communication studies in general, and public relations specifically. By developing a research proposal, students will be able to conduct their own dissertation research in the following semester.
Study Material: Learning Materials	This course is designed to deepen understanding of the philosophy and methodology of research in communication studies that can be used in public relations and leadership research proposals with quantitative, qualitative, and mixed methods approaches.
References	**Main**
	1. Gregory, Anne., Willis, Paul. (2023). *Strategic Public Relation Leadership*. Routledge: New York. 2. Gregory, Anne. (2010). *Planning and Managing Public Relations Campaigns: A Strategic Approach.* UK. Kogan Page. 3. Sriramesh, K., & Vercic, D. (2020). *The Global Public Relations Handbook: Theory, Research, and Practice.* New York: Routledge. 4. Schyns, B., Hall, R. J., & Neves, P. (2017). *Handbook of Methods in Leadership Research.* Cheltenham: Edward Elgar Publishing Limited. 5. Burguete, M., & Lam, L. (2014). *All About Science: Philosophy, History, and Communication*. World Scientific Publishing. 6. Williams, M. (2016). *Key Concepts in The Philosophy of Social Research*. Sage Publications. 7. Eriyanto & Nur, Asri. 2021. Metode Netnografi: Pendekatan Kualitatif dalam Memahami Budaya Pengguna Media Sosial. Bandung: Remaja Rosdakarya.
	Supporters
	1. Erica Scharrer and Srividya Ramasubramanian. (2021). *Quantitative Research Methods in Communication: The Power of Numbers for Social Justice*. New York: Routledge 2. Denzin, Norman K. & Lincoln, Yvonna. S. 2009. Handbook of Qualitative Research. Yogyakarta: Pustaka Pelajar. 3. Anthony J. Onwuegbuzie and R. Burke Johnson.(2021).*The Routledge Reviewer's Guide to Mixed Methods Analysis.* New York : Routledge. 4. Christine Daymon and Immy Holloway.(2011). *Qualitative Research Methods in Public Relations and Marketing Communications*. New York: Routledge. 5. Kozinets, R. V. (2010). Netnography : doing ethnographic research online. SAGE.

	6. Bryman, A. (2012). Social Research Methods (4th ed.). Oxford University Press. https://doi.org/10.1192/bjp.112.483.211-a
Instructional Media	Software: Power Point, Google Form. Hardware: Computer, *Infocus, Whiteboard,* Spidol.
Lecturers	1. Prof. Dr. Lely Arrianie, M.Si 2. Prof. Dr. Arum Gregoria 3. Prof. Anne Gregory 4. Dr. dr. Syafiq B. Assegaff, MA.
Course Requirements	

Week	End ability of each learning stage (Sub-CPMK)	Assessment		Form of Learning; Learning Method; Student Assignment [Estimated Time]		Learning Materials [References]	Weight (%)
		Indicator	Criteria & Techniques	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the history of social research methodology and its relationship to communication studies.	Able to explain and understand the history of philosophy of science and social research methodology: ● Ontology ● Epistemology ● Axiology ● Research methodology and principles in methodology ● The relationship between the philosophy of communication research science: qualitative, quantitative, and mixed methods	Direct explanation and Q&A in class to ensure student understanding. Techniques: – Discussion. – Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Creswell, John W. 2008. Educational Research, planning, conducting, and evaluating qualitative and quantitative approaches. London: Sage Publications. ✔ Burguete, M., & Lam, L. (2014). All About Science: Philosophy, History, and Communication. World Scientific Publishing.	5%
2	Able to organize every basic methodological concept such as science, natural	Able to explain and understand the important components in research design: ● Worldview assumptions, das sein and das sollen	Direct explanation and Q&A in class to ensure student understanding. Techniques:	Explanation by presenting the material (120')		✔ Creswell, John W. 2016. Research Design, Pendekatan Metode Kualitatif, Kuantitatif, dan	5%

	science, and its methods.	• Proposition • Argument • Hypothesis and working hypothesis • Research design based on worldview • Research method to apply the approach to writing practice	- Discussion. - Q&A.	Conducting Q&A and discussion sessions (30')		Campuran. Yogyakarta: Pustaka Pelajar. ✔ Williams, M. (2016). Key Concepts in The Philosophy of Social Research. Sage Publications.	
3	Students are able to understand various paradigms of science.	Able to explain dan understand: • Positivism paradigm. • Postpositivism paradigm. • Critical paradigm. • Constructivism paradigm.	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Creswell, John W. 2008. Educational Research, planning, conducting, and evaluating qualitative and quantitative approaches. London: Sage Publications. ✔ Burguete, M., & Lam, L. (2014). All About Science: Philosophy, History, and Communication. World Scientific Publishing.	5%
4	Students are able to understand communication in the context of scientific paradigms.	Able to explain dan understand research approaches in interpretive communication science: • Fenomenology • Case studies: quantitative explanatory and qualitative explanatory	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Creswell, John W. 2008. Educational Research, planning, conducting, and evaluating qualitative and quantitative approaches. London: Sage Publications. ✔ Sugiyono. 2021. Metode	5%

			- Q&A.			Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.	
5	Students are able to design quantitative research and literature reviews.	Able to explain and design quantitative research according to the paradigm: ● Techniques and methods ● Measurement tools ● Hypothesis ● Theory ● Analysis techniques	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Creswell, John W. 2016. Research Design, Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran. Yogyakarta: Pustaka Pelajar. ✔ Erica Scharrer and Srividya Ramasubramanian. (2021). *Quantitative Research Methods in Communication: The Power of Numbers for Social Justice*. New York: Routledge	5%
6	Students are able to design qualitative research and literature reviews.	Able to explain and design qualitative research according to: ● Paradigm ● Theory ● Working hypothesis ● Method & approach ● Data analysis ● Validity check	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Creswell, John W. 2016. Research Design, Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran. Yogyakarta: Pustaka Pelajar. ✔ Denzin, Norman K. & Lincoln, Yvonna. S. 2009. Handbook of Qualitative	5%

						Research. Yogyakarta: Pustaka Pelajar.	
7	Students are able to design mix methods research.	Students are able to explain and design mixed methods research design.	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Creswell, John W. 2016. Research Design, Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran. Yogyakarta: Pustaka Pelajar. ✔ Anthony J. Onwuegbuzie and R. Burke Johnson.(2021).*The Routledge Reviewer's Guide to Mixed Methods Analysis.* New York : Routledge.	5%
8	**Mid-term Exam**						
9	Students are able to conduct research in the context of public relations.	Students are able to explain and design research methods in public relations: ● PR research ● PR research paradigms ● PR research methods & approaches	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Gregory, Anne. (2010). *Planning and Managing Public Relations Campaigns: A Strategic Approach.* UK. Kogan Page. ✔ Christine Daymon and Immy Holloway.(2011). *Qualitative Research Methods in Public Relations and Marketing*	5%

						Communications. New York: Routledge.	
10	Students are able to conduct and design research in the context of public relations leadership.	Students are able to explain and design: ● Implicit measures in public relations leadership research. ● Assess leadership behavior using partisipant observation and sensor-based methods. ● Biosensor approach to studying public relations leadership research.	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Schyns, B., Hall, R. J., & Neves, P. (2017). *Handbook of Methods in Leadership Research.* Cheltenham: Edward Elgar Publishing Limited. ✔ Gregory, Anne., Willis, Paul. (2023). *Strategic Public Relation Leadership*. Routledge: New York.	10%
11	Students are able to design quantitative methods and analytical approaches in the context of public relations leadership.	Students are able to design and analyze: ● People-oriented public relations leadership approaches. ● Social network approaches.	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Schyns, B., Hall, R. J., & Neves, P. (2017). *Handbook of Methods in Leadership Research.* Cheltenham: Edward Elgar Publishing Limited. ✔ Sriramesh, K., & Vercic, D. (2020). *The Global Public Relations Handbook: Theory, Research, and Practice.* New York: Routledge.	10%

12	Students are able to design qualitative methods and analytical approaches in the context of public relations leadership.	Students are able to design and analyze: ● Qualitative content analysis in public relations leadership research. ● Biographical methods in public relations leadership research.	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Journal review. - Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Schyns, B., Hall, R. J., & Neves, P. (2017). *Handbook of Methods in Leadership Research.* Cheltenham: Edward Elgar Publishing Limited. ✔ Gregory, Anne., Willis, Paul. (2023). *Strategic Public Relation Leadership*. Routledge: New York.	10%
13	Students are able to design research on social media.	Able to explain: ● Netnography. ● Qualitative approaches in understanding conversations on social media.	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Journal review. - Q&A.	Explanation by presenting the material (120') Conducting Q&A and discussion sessions (30')		✔ Eriyanto & Nur, Asri. 2021. Metode Netnografi: Pendekatan Kualitatif dalam Memahami Budaya Pengguna Media Sosial. Bandung: Remaja Rosdakarya. ✔ Kozinets, R. V. (2010). Netnography: doing ethnographic research online. SAGE.	10%
14	Students are able to compile research instruments for data collection.	Able to explain and design: ● Data collection ● Determination of research respondents (quantitative) ● Determination of research informants (for qualitative) ● Data analysis techniques	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion.	Explanation by presenting the material (120') Conducting Q&A and		✔ Creswell, John W. 2016. Research Design, Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran. Yogyakarta: Pustaka Pelajar.	10%

		• Data validity checking techniques (qualitative) • Data reliability & validity testing techniques (quantitative)	- Journal review. - Q&A.	discussion sessions (30')		✔ Bryman, A. (2012). Social Research Methods (4th ed.). Oxford University Press. https://doi.org/10.1192/bjp.112.483.211-a	
15	Students are able to assess good research proposals in case studies.	Proposal presentation according to LSPR research template	Direct explanation and Q&A in class to ensure student understanding. Techniques: - Discussion. - Journal review. - Q&A.	Participate in discussion forums (150')			10%
16	**Final Exam**						

Approved by, Date : Head of STUDY PROGRAM	Checked, Date : Coord. Course/Area of Expertise	Created, Date: Lecturer
(.....)	(……)	(.....)
Checked by: Internal Quality Assurance (.....)		

Assessment Rubric

Grade	Scor	Description/Indicator
A	90,00 – 100	It is the achievement of superior students who follow lectures very well, understand the material very well and are even challenged to understand further, have a high level of proactivity and creativity in seeking information related to the material, are able to solve problems with perfect accuracy and are even able to recognize real problems in society/industry and are able to propose solution concepts.
A-	85,00 – 89,99	This is the achievement of students who follow lectures very well, understand the material very well, have a high level of proactivity and creativity in seeking information related to the material, and are able to solve problems/assignments with very good accuracy.
B+	80,00 – 84,99	This is the achievement of students who follow lectures well, are able to understand the material and are able to solve problems/assignments with very good accuracy.
E	≤70,00	This is the achievement of students who do not carry out assignments and do not understand the material at all.