York University

School of Public Policy and Administration

**Regional Economic Development**

AP/PPAS4110/ECON4110 A BLENDED

**Term:** Summer 2019

**Course Instructor:** Frank Miele, BES, MAES, CMMIII

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 Office hours: 1 hour prior & after the lecture in my SPPA office, by email or cell

**Time:** Wednesdays 2:30-5:30 (May 1 and 22; June 5 and 19; July 24) **Location:** McLaughlin 212

**COURSE OBJECTIVES:**

The newly developed hybrid course provides students with an understanding of the theory and practice of Local Economic Development (LED). The course takes a pedagogical approach that blends theory and coursework with practical, concrete experience. Within the context of the learning outcomes of the course, this approach allows students to acquire real life experience and reflect upon this experience such that they deepen their understanding of theory.

The students will gain knowledge of the working relationship between economic development practitioners and other professionals, the marketing tools used to retain and attract businesses, promoting tourism and conventions and networking function vis-à-vis the private sector, the utilities sector, and working relationships with other levels of government and agencies. LED is a multifunctional discipline that engages a multitude of NGOs, including but not limited to, municipal government and the municipal act, other government legislation relating to growth, environment, smart communities and IT innovation, marketing/public relations/communications, urban planning, local politics, economics, and many others.

**COURSE DESCRIPTION:**

LED is the process of creating wealth through the mobilization of human, financial, capital, physical and natural resources to generate marketable goods and services. The role of the economic developer is to influence the process for the benefit of the community through expansion of job opportunities and the tax base. The overall objectives are to attract new investments, retain or create jobs, generate tax revenues, secure the community's tax base and promote the community's financial wealth. The course will focus on the theory and practice of economic development at the Regional and Local Community.

The study of LED is based on detailed understanding of the origins, current best practices and future approaches within this evolving discipline. The course is of interest to students who wish to consider a career in regional and LED or for those who wish to supplement their major with public policy course focused on local economic development fundamentals. Since the 1990s, the importance of the study of LED has grown as communities and regions search for innovative ways to diversify their economic activities.

There will be an Experiential Education (EE) component to this course that will allow students to learn through the experience of being involved with private and public organizations that work directly or indirectly with Economic Development Professionals. Students will be exposed to a range of local development issues, including entrepreneurship, information technologies, marketing, labour market process, service sector expansion, globalization, strategic economic planning, environmental impact assessments and sustainability, tourism, rural economic development, strategic alliances and foreign direct investments, key performance measurements, economic impact analysis, and the relationship of the media and politicians within the context of LED.

Several research topics will be assigned to students who will be challenged to provide some critical reflection on what is possible and what is not possible in LED. Students will be required to structure their assignments by considering what currently works well, what could be improved, and what the ongoing barriers to change are. Individual and group presentations are required as will full class participation.

**COURE PEDAGOGY:**

We will cover a lot of ground in very little time and it’s important that you keep up with the reading and lectures. Lectures will assume that you have done the readings in the textbook for the corresponding chapters. The PowerPoint deck contain the basics and should not be used as your reading guide.

The few lectures we have are an integral part of this course, while listening is one of the least effective ways of learning, they only function to start off our discussion. The seminar-style, student-centred classroom will hopefully foster the acquisition of transferrable skills and encourages active citizenship. The first part of the lecture will start with a summary of the issues and a case study or two, and the balance will require your analysis and/or questions for discussion purposes.

Students will be expected to devote time outside of scheduled classroom hours on assigned readings and the preparation of their various projects. The blended/hybrid learning approach will allow students to read the chapters and engage in discussion/activities with the Professor and classmates during the in-class lectures. The Professor will select the various groups and will post the names for each research report. The on-line quizzes will be based on the lectures and materials in the textbook.

**COURSE REQUIREMENTS:**

Participation and attendance at the in-class lecture is mandatory. In addition, each topic readings from the textbook prior to the lecture are mandatory and relevant for discussion.

**EXPECTED LEARNING OUTCOMES:**

By the end of the course, students will be able to:

* Describe the fundamentals of LED and the difficulties and shortcomings of the profession and the viable solutions that have been offered to try to address these concerns.
* Present a detailed presentation, from either a multidisciplinary and/or interdisciplinary perspective, on the elements of LED that deal with a critical issue or problem confronting local and regional levels of government.
* Contribute to individual and group learning on the subject matter of the course by providing constructive observations, commentary and reflections on their colleagues’ contribution and work in the course.
* Through a weekly dialogue and exchange demonstrate progressively enhanced skills in listening and engaging in constructive and mutually respectful discussion, debate and cogent discussions.
* Formulate a clear research question and conduct relevant research on the question and present a thorough analysis, with a coherent set of concise findings, and write a research paper or report on a specific issue and/or problem confronting LED today and how it might be resolved with policy formulation(s).
* Learn through the “personal experience” of being engaged/involved and/or placed with an organization that works directly or indirectly with organizations directly involved in LED.
* Gain relevant research and “work” experience on “real life” LED issues within the broader community and/or in the field.
* Understand, appreciate and to reflect on praxis, the relevance and application of conceptual and theoretical knowledge and information found in the literature, and expounded in the classroom, to what happens in practice in the broader community and within organizations who work with regional and local levels of government.
* Reinforce and promote a “deeper” learning and understanding of the subject matter and discipline.
* Discover how government and private sector organizations in this field operate in practice, including, such things as, the structural, organizational and jurisdictional relationships among various levels of the profession.
* Make valuable connections in the field that may lead possibly to future employment opportunities.
* Through sustained reflection and thoughtful consideration, try to come to a personal understanding and appreciation of how the experiential education experience has impacted on their learning and comprehension of the various topics and themes covered in the course.

**In-Class TOPICS Summary**

**Lecture 1: Introduction to Economic Development**

 **Economic Development Strategic Planning Process (Group Activity)**

**Lecture 2: Performance Management Systems & Economic Impact Analysis: Assessing a Project’s Value in the Community.**

 **Economic Development Marketing (Group Activity)**

 **Foreign Direct Investment and Strategic Alliances**

**Lecture 3: Business Retention & Expansion Strategies**

 **Tourism Development; Downtown Revitalization/Urban Renewal; Opportunity Sites (Group Activity)**

**Lecture 4: Governance, Ethics, and Public Relations (group work)**

**Lecture 5: Group Presentations**

**Required Readings:**

**Course Textbook**: Miele, F. (2018). *Local Economic Development: An Introspective on Theory and Practice.* Toronto, ON: The Economic Development Journal of Canada Publishers.

Textbook Available at SPPA office located at McLaughlin College ($100 via e-transfer to mielef7@gmail.com))

Additional required readings will be assigned and provided electronically and posted on the course website**.**

**EVALUATION: DUE DATE**

1. **Online quizzes on textbook chapters and lecture (9am-11:59pm) 40%**
* **QUIZ 1 on Lecture 1 Chapters 1 & 2 May 6th**
* **QUIZ 2 on Lecture 2 Chapters 3,4,9 & 10 May 27th**
* **QUIZ 3 on Lecture 3 Chapters 4 &7 June 10th**
* **QUIZ 4 on Lecture 4 Chapter 12 &13 June 24th**
1. **Group Research Project & ppt Presentation (in class) 45% July 24**
2. **Participation/Attendance and Group Activities presentations 15%**

**Your group research project will be graded according to:**

* **How insightful your analysis is**
* **The extent to which you have referred to relevant readings**
* **The time and effort in a well-prepared presentation and style/approach, and**
* **The extent to which your paper is clearly written**

**Length: no more than 10 pages, double-spaced max.**

**Course Policies**

**GROUP RESEARCH REPORT and PRESENTATION GUIDELINES**

**Group Presentations**

**Group presentations will be at the final lecture.** Presentations will be 20 min long. The Report and presentation material must be submitted during the presentation.

**You will be graded on three factors**: a) the quality of your analysis, b) the extent to which your analysis shows that you have read and understood the course readings for your group presentation and other relevant readings from previous classes, and c) the clarity of your presentation, which means that your presentation must be grammatically correct and well structured.

**Online Quizzes**

The quizzes are based on each chapter and lectures. Approx. 10-20 multiple choice, true and false, and fill in the blank questions in a 30 min time-frame will be administered online.

**Attendance/Participation and Presentations**

The Course Director will make notes during each class about individual student contributions. The contributions could be questions asked in class, or comments made in response to the Course Director’s general questions to the class. The Course Director will make every effort to give all students a chance to participate. Students will be graded on attendance and participation (5 marks). Group activities on identified lectures will be graded (3 activities worth 5 marks each).

**Topics and Readings**

Please go through the REQUIRED readings for the lecture prior to the class. After the class, go through the readings again more carefully. The quantity of the required readings is quite reasonable; you should have no difficulty keeping up. (The suggested readings are there primarily to help you with additional research for your final paper for the topic you have chosen. It is not expected that you will have time very often to do the suggested readings prior to class. The Course Director will often cover the highlights of the suggested readings in class.)

**Lecture 1: Introduction to Economic Development (May 1)**

**Readings:**

**Required:**

Frank Miele, Ch 1 “Introduction to Local Economic Development”

**Suggested:**

IEDC, [“Future Ready: Preparing for Tomorrow’s Economy”](https://moodle.yorku.ca/moodle/pluginfile.php/3887660/mod_resource/content/1/Future%20Ready%20LED%202018.pdf)

IEDC “New Realities for Economic Development Organizations”

Michael Luger, [“The Role of Local Government in Contemporary Economic Development”](https://moodle.yorku.ca/moodle/pluginfile.php/3887657/mod_resource/content/1/Regional%20Economic%20Dev%20Role%20in%20Mun.%20Gov.pdf)

**Videos:**

1. [Economic Development Matters Video - EDAC](https://www.youtube.com/watch?v=hLruLp4wqT8&t=12s)

# [Conventional Economic Development is Dead Wrong | Greg Tehven | TEDxStPeterPort](https://www.youtube.com/watch?v=rfCV-XBIu_8)

**Lecture 1: Economic Development Strategic Planning Process (Group Activity) (May 1)**

**Readings:**

**Required:**

Frank Miele, Ch 2 “The Economic Development Strategic Planning Process”

**Suggested:**

Free Management Library, [“All About Strategic Planning”](https://moodle.yorku.ca/moodle/pluginfile.php/3887663/mod_resource/content/1/All%20About%20Strategic%20Planning.pdf)

**Videos:**

1. [Strategic Planning Process at York Region Video](https://www.youtube.com/watch?v=ZsVCVL7-zRc)
2. [Strategic Planning Toolkit for LED Video](https://www.youtube.com/watch?v=jhJIBpR1D3A)

**Lecture 2: Economic Impact Analysis & Performance Management (May 22)**

**Readings:**

**Required:**

Frank Miele, Ch 9 & 10 “Economic Impact Analysis” & “Performance Management”

**Suggested:**

Trevor Tombe, [“CBC Radio Program 2016”](https://moodle.yorku.ca/moodle/mod/resource/view.php?id=1924604)

Louise Watson, [“Could these Bad Habits be Causing your Performance Measurement Struggles?”](https://moodle.yorku.ca/moodle/pluginfile.php/4037187/mod_resource/content/1/Performance%20Measurement%20Bad%20Habits.pdf)

**Videos:**

1. [Oshawa GM Assembly Plant Closes Nov. 25, 2018](https://toronto.ctvnews.ca/video?clipId=1548935)
2. [Performance measurement toolkit in LED video](https://www.youtube.com/watch?v=Vt2OMx4R8vU)
3. [What is the point of an EIA video](https://www.youtube.com/watch?v=MPnl2vXzdaU)

**Lecture 2: Economic Development Marketing (Group Activity) (May 22)**

**Readings:**

**Required:**

Frank Miele, Ch 3 “Economic Development Marketing”

**Suggested:**

Stephanie Potter, [“The Growth of Municipal Marketing”](https://moodle.yorku.ca/moodle/pluginfile.php/3887695/mod_resource/content/1/Grown%20of%20Municipal%20Marketing.pdf)

FCM, [“Community Branding and Marketing”](https://moodle.yorku.ca/moodle/pluginfile.php/3887701/mod_resource/content/1/Community%20Brandig.pdf)

**Videos:**

1. [The City of Alpharetta video](https://www.youtube.com/watch?time_continue=1&v=DEMaJhyUvBs)
2. [10 Key Trends in Economic Development Websites Webinar](https://vimeo.com/233567338)

**Lecture 2: Foreign Direct Investment and Strategic Alliances (May 22)**

**Readings:**

**Required:**

Frank Miele, Ch 4 “Foreign Direct Investment and Strategic Alliances”

**Suggested:**

Development Counsellors International, [“U.S. Executive’s Perceptions of Canada’s Business Climate”](https://s3.us-east-1.amazonaws.com/learn-us-east-1-prod-fleet01-xythos/5c082fb7a0cdb/4210167?response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27Canada-Business-Climate-Report.pdf&response-content-type=application%2Fpdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20190218T173245Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=AKIAIBGJ7RCS23L3LEJQ%2F20190218%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=298153d601e38648bc9c2dc9545279c1b0f574ffa4c678d1766f4871b9958cb5)

Novae Res Urbis, [“More Than Just Tax Breaks”](https://moodle.yorku.ca/moodle/pluginfile.php/3887722/mod_resource/content/1/Top%205%20reasons%20business%20locate%20in%20a%20community.pdf)

Daily Harald, [Wisconsin Offers Foxconn $3B](https://www.dailyherald.com/business/20181119/wisconsin-offered-foxconn-more-than-virginia-new-york-did-for-amazon)

Joseph A. Montgomery, [“Strategic Alliances: A Concept for Global and National Marketing”](https://moodle.yorku.ca/moodle/pluginfile.php/3887705/mod_resource/content/1/Strategic%20Alliances%20-%20JAM%202000.pdf)

 **Videos:**

1. [What is FDI video](https://www.youtube.com/watch?time_continue=4&v=PevMY_FaaFQ)
2. [Amazon HQ2 pursued by Canadian cities video](https://www.youtube.com/watch?time_continue=4&v=PevMY_FaaFQ)

**Lecture 3: Business Retention & Expansion Strategies (June 5)**

**Readings:**

**Required:**

Frank Miele, Ch 5 “Business Retention & Expansion Strategies”

**Suggested:**

EDABC, [“Investment Readiness: A Community Handbook”](https://moodle.yorku.ca/moodle/pluginfile.php/3887735/mod_resource/content/1/investreadinessmanual_jan09.pdf)

Marco Marino & Lina Dechellis, [“Welcome to our Cities. Please Build”](https://moodle.yorku.ca/moodle/pluginfile.php/4037204/mod_resource/content/1/Cities%20Expediting%20the%20Development%20Process%202019%20Article%20in%20Build.pdf)

**Videos:**

1. [Business Retention and Expansion - Minnesota](https://www.youtube.com/watch?time_continue=14&v=gN_W0qAoxWs)
2. [Facing the Demographic Shift in Rural Business](https://www.youtube.com/watch?v=GQ8wLZSFHDs)

**Lecture 3: Tourism Development; Downtown Revitalization/Urban Renewal; Opportunity Sites (Group Activity) (June 5)**

**Readings:**

**Required:**

Frank Miele, Ch 6 & 7 “Tourism Development & Downtown Revitalization/Urban Renewal”

**Suggested:**

Audrey Jamal, [“Are Downtowns Back?”](https://moodle.yorku.ca/moodle/pluginfile.php/3887741/mod_resource/content/1/Scan.pdf)

[Kingston Downtown Action Plan](https://www.cityofkingston.ca/city-hall/strategies-studies-plans/urban-design-guidelines/downtown-action-plan/document-library)

[Ontario’s Brownfields Redevelopment Cleanup Plan](https://www.ontario.ca/page/brownfields-redevelopment)

**Videos:**

1. [Ontario Tourism video](https://lbbonline.com/news/where-am-i-ontario-tourism-campaign-launches-with-a-riddle/)

# [Transforming Communities: Brownfield redevelopment in Lancaster, Pennsylvania](https://www.youtube.com/watch?v=TBx3W2l_H24)

1. [Downtown Brantford: Partnership Driven Revitalization](https://www.youtube.com/watch?v=8zd09Q3KsHI&t=121s)

**Lecture 4: Governance, Ethics, and Public Relations and group work (June 19)**

**Readings:**

**Required:**

Frank Miele, Ch 12 & 13 “Communications and Public Relations & Role of Local Politician in Economic Development”

**Suggested:**

National League of Cities, [“The Role of Local Elected Officials in Economic Development”](https://moodle.yorku.ca/moodle/pluginfile.php/3887820/mod_resource/content/1/The%20Role%20of%20Elected%20Officials%20in%20Economic%20Development.pdf)

Ed Burghard, [“Advertising Ethics in Local Economic Development”](http://www.ecdevjournal.com/en/News/index.aspx?newsId=524c7c6b-c1a3-42c6-8dad-bb868377084c)

Windsor Star, Craig Pearson, [“Councillor wants more Accountable Economic Development Corporation”](https://windsorstar.com/category/business)

Adam Dooley, [“Top 5 PR and Communications Trends”](https://moodle.yorku.ca/moodle/pluginfile.php/4037211/mod_resource/content/1/Top%205%20PR%20and%20communications%20trends.pdf)

**Videos:**

1. [What is Public Relations?](https://www.youtube.com/watch?v=7ptiYPcIeM8)

**Lecture 5: Group Presentations (20 min ppt presentation) (July 24)**

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in in class (both printed version and digitally via email).

**Lateness Penalty:** Assignments received later than the due date will be penalized 5% per day, 7 days a week. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

**Academic Integrity (Plagiarism)**

Cheating and plagiarism are extremely serious academic offenses that will result in severe sanctions. Review these links for further information:

http://www.yorku.ca/academicintegrity and specifically

<http://www.yorku.ca/academicintegrity/students/index.htm>.

All students are urged to visit York University’s Academic Integrity Web Site and to read the “Beware! Says Who? Avoiding Plagiarism” pamphlet, and to do the online Tutorial on Academic Integrity if you have not already done so.

 <http://www.yorku.ca/acadinte/files/beware-sayswho.pdf>

 **Ethics Review Process**

York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. See http://www.yorku.ca/secretariat/policies/document.php?document=94. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a non-profit organization, staff at a government board, agency or commission, having students complete a questionnaire, conducting a focus group, etc.) are required to submit an “Application for Ethical Approval of Research Involving Human Participants” at least one month before they plan to begin their research. See the following Faculty of LA&PS http://www.yorku.ca/laps/research/ethics\_undergrad.html.

If you are in doubt as to whether this requirement applies to you, please contact the Course Director as soon as possible.

**Religious Observance Accommodation**

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class presentation or the due date for an assignment pose such a conflict for you, please let the Course Director know within the first three weeks of class.

For your information, please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods, students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at http://www.registrar.yorku.ca/pdf/exam\_accommodation.pdf.

**Students with Disabilities**

The York University Senate has adopted a Policy Regarding Academic Accommodation for Students with Disabilities which provides that the University “shall make reasonable and appropriate accommodations and adaptations to promote the ability of students with disabilities to fulfil the academic requirements of their programs.” There are many different resources available to assist students with disabilities at York University. For further information you may wish to contact the Counselling & Disabilities Services at http://www.yorku.ca/cds/, Learning Disability Services, http://www.yorku.ca/cds/lds/index.html, and/or Physical, Sensory & Medical Disability Service (PSMDS) at http://www.yorku.ca/cds/psmds/index.html. Students who feel that there are extenuating circumstances which may interfere with the successful completion of any course requirements are encouraged to discuss the matter with the Course Director as soon as possible to make appropriate arrangements.

Students with physical, learning, or psychiatric disabilities who require accommodation in teaching style or evaluation methods should discuss this with the Course Director early in the year so that appropriate arrangements can be made.

**Student Conduct**

Students are expected to maintain the highest standards of moral and ethical conduct and proper decorum always while enrolled at York University. Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York University website at: http://www.yorku.ca/secretariat/policies/document.php?document=82.

Students should also be mindful of the York University “Student Code of Conduct” that is also available on the York University website at: <http://www.yorku.ca/oscr/pdfs/CodeofRightsandResponsibilities.pdf>.

**2019 SU Group Research Topics**

## **Content Format**

The Professor will select the group members and assign a topic.

* **Length of paper**: 2,500 words (excluding title page, table of contents, list of appendices and illustrations, appendix, work cited
* **Date Due**: as per syllabus (submitted in **print and digitally**, including the group ppt presentation).
* **Presentation**: approx. 20 min ppt presentation of your research summary findings.
* **Format**: title page, table of contents, summary of the research topic, body of the report with subheadings, conclusions, appendices; bibliography; MLA format; all graphics must be in jpeg format; Calibri 12-point font; double spaced.
1. **Sharing Economy and Collaborative Consumption** are two terms used to explain a new business structure which enable social technologies to facilitate new shared services B2C, C2C for start-ups and established businesses. In the context of LED, define these terms and provide a list of type of sharing economies and provide examples of start-ups and established businesses that utilize this new approach. Analyse the driving forces and benefits behind the rise of sharing economy organizations and businesses. Recently, UBER has made headlines in Toronto with numerous criticism and controversies, but in a recession economy where jobs are difficult to come by, the expansion of the sharing economy where people could easily employ themselves through the services that these companies provide, it may be the development of new employment. However, this concept is only hiding the fact that such employment is only a new face for contractual work and temporary employment that doesn’t provide the necessary safeguards for modern living. Provide a through literature review and your assessment of sustainability for this type of economy.
2. **Business Succession Planning** is the key LED issue that the Ontario Ministry of Economic Development has been researching and developing a policy statement on for the past year. Undertake a literature review and analysis of the topic and challenges. Interview the Ministry staff on the original Request for Proposal to understand the scope of the study; interview the consultants to determine the findings of the study. If available, acquire the study to critically analyse its contents as it pertains to matching SMEs with the appropriate workforce.
3. **Innovation-led economy and Technology-led economic development** means different things to different people. It’s also understood that “quality leadership is the most important element in the implementation of any Innovation/Technology – led economic development strategy”. Building regional knowledge ecosystems (RKE) is a new way to model innovation/technology-led economic development in a global environment that changes rapidly. Establish a basis of the terms by undertaking a literature review (SEDA papers on class websites) and create a summary paper of the sector with appropriate background and analysis.
4. **Public Relations in LED** is an important part of the job for EDPs. It is said that it is perhaps the most complex part of the EDPs job because of the unique role the EDP must play within the community, and among his work colleagues. Undertake a literature review of periodicals, magazine, and other material which supports this argument, and provide a detailed understanding about Public Relation strategies implemented by local EDPs. Provide 2 examples of how EDPs implement public relations campaigns to achieve their LED objectives. Explain how communications is an integral part of PR, and why the two should not be separated while implementing the campaign. Videos, podcasts, illustrations that can be sourced to support your argument are welcomed.
5. **Ethics in the LED field** has often been considered a vague and illusive issue. However, with the advent of several levels of government having been scrutinized with weak ethical standards, the EDP role in this issue has not bee well reviewed. Undertake a literature review and analyze the components of ethical standards in the profession. If possible, identify and report the findings of ethical behaviour in the profession. There are general ethical standards for professional behaviour (see edac.ca, iedc.org, etc.), as there are about advertising in the economic development professional. Find examples and illustrate how these standards were and are abused in the profession.

**For further clarification or guidance, contact Professor Miele at 416-845-3874 or email.**

On Writing a Research Report

**Writing a research report (Kate L. Turabian)**



* **An Excellent Reference for Research Report Writing is “A Manual for Writers”**
* A thorough introduction to the steps in the research and writing process, including formulating questions, reading critically, building arguments, and revising drafts
* Complete coverage of citation practices, with detailed information on two main scholarly citation styles (notes-bibliography and author-date), an array of source types with contemporary examples, and detailed guidance on citing online and digital resources
* Comprehensive guidance on all matters of editorial style, with recommendations on punctuation, capitalization, spelling, abbreviations, table formatting, and the use of quotations

A research report can be based on practical work, research by reading or a study of a LED community issue.

**1. Preparing**

Identify the **purpose**/the aims of the research/research question.

Identify the **audience**. – Professor. The amount of background included will vary depending on the knowledge of the “audience”.

**2. Collecting and organising information**

There are two main sources of information depending on the research task:

1. Reading — theory and other research

2. Research — experiments, data collection ‐ questionnaires, surveys, observation, interviews.

Organise and collate the information in a logical order. Make sure you record the bibliographic information of your reading as you go along.

**3. Planning**

Before writing the report, prepare a detailed plan in outline form.

Consider the following:

**Logical organisation**

Information in a report must be organized logically. Communicate the main ideas followed by supporting details and examples. Start with the more important or significant information and move on to the least important information.

**Headings and subheadings**

Use headings and suitable sub headings to clearly show the different sections.

**4. Writing the report**

1. Draft the report from your detailed plan.

2. Do not worry too much about the final form and language, but rather on presenting the ideas coherently and logically.

3. Redraft and edit. Check that sections contain the required information and use suitable headings, check ideas flow in a logical order and remove any unnecessary information.

4. Write in an academic style and tone.

• Use a formal objective style.

• Generally, avoid personal pronouns; however, some reports based on your own field experience or work placement can be reflective the first person can be used. For example, “I observed..”. If in doubt about this, check with the professor.

**Sections of a research report**

The table below summarises the general headings often used in research or laboratory reports. Check with your lecturer on the headings required for your assignments. NB Further headings and sub–headings are content based and are to the individual report.

|  |  |
| --- | --- |
| **Section** | **Purpose** |
| **Title Page** | Title of report; Student name & number Course/subject and Professor; Date due; Numbered  |
| **Table of Contents** | Shows the sections of the report and pagination |
| **Executive Summary or Abstract** | Gives a summary of the whole report Outlines -purpose, research method, findings, main conclusions, and recommendations Mainly past tense; Written last |
| **Introduction**  | Outlines context, background and purposeDefines terms and sets limits of the research The reader/audience can easily identify what, how, why (Mainly uses past tense and can be written later although presented first) |
| **Methodology**  | Explains how research was done and outlines how the data was collected |
| **Results/Findings may be combined** | Presents findings of the research Facts only - no interpretation Uses graphic form (eg. tables & graphs) |
| **Discussion** | Presents an interpretation/evaluation of the resultsAnalyses results - draws together different aspects of the findings, findings of other studies and refers to literature.  |
| **Conclusion****May be combined with Recommendations** | Brief statement of what was foundSuggest suitable changes/solutions |
| **Appendix** | Attachments of additional information (eg. surveys, questionnaires, glossary etc.) |
| **References** | All references used and cited in MLA format |
| **Font/Style/Pages** | Calibri 12 font; double space; graphics in body of report; 10 pages (excluding title, tables, appendices, and bibliography) |
| **Most Successful Research Reports have 6 Parts – Asking the fundamental question** | **Parts of a Research Report - Summary** |
| 1. What are you trying to find out?
 | Part 1: Introduction of a problem statementPose a question – What is the relationship between BR+E and Corporate Calling Programs and how do communities use them to retain jobs? |
| 1. Why is it important to find it out?
 | Part 2: That status of researchReview the present level of understanding of the problem you have set out to solve:1. A summary; approaches; problems of the theory of BR+E
2. What is known about BR+E of the community under study
3. The contribution of this study to the solution of those problems
 |
| 1. How did you find out?
 | Part 3: Research procedureAnswer the question – what are your facts based on? E.g. Stats Canada, Market QuestionnaireHow the data were analyzed (description of the measurement procedure) |
| 1. What did you find out?
 | Part 4: FindingsThe facts produced by the application of your research procedure |
| 1. What is the relationship between your findings and the original question?
 | Part 5: ConclusionsPresents “statements about the original problem based on the findings in part 4. |
| 1. What work remains to be done to understand the original question more fully?
 | Part 6: Implications for further researchLists projects on the original problem that still need to be done. |

Summarized by: Professor Frank Miele