

THE UNIVERSITY OF BRITISH COLUMBIA
SCHOOL OF HUMAN KINETICS

Course Handbook: *HKIN 373*

Course Title: *Research Methods in Human Kinetics*



Course Instructors: Dr. Mark Beauchamp & Dr. Tatiana Ryba

Student Name:
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Course Professors and Teaching Assistants

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Course Aims and Objectives

The overall purpose of this course is to provide students with the necessary knowledge and understanding in order to implement the various qualitative, quantitative, and mixed methods used in Human Kinetics research. An understanding of the concepts and techniques relevant to research writing, design and analysis is an essential component of students' abilities to evaluate, propose and carry out research in each of the disciplines that constitute Human Kinetics research. By the end of this course students should be able to:

- Understand different knowledge claims and philosophical assumptions that underpin research approaches.
- Critically evaluate the appropriateness of quantitative, qualitative and mixed methods to answer different types of research question.
- Understand and apply the processes that underpin scientific enquiry.
- Understand ethical issues involved in human kinetics research.
- Determine the role of theory in supporting research.
- Critically read and evaluate human kinetics research.
- Prepare and present a research proposal for a feasible independent research project.
- Employ critical thinking skills related to research methods in human kinetics.

Course Timetable

Lectures:	Mondays and Wednesdays 12-1pm in Geography Room 147.
Seminars:	The Friday 'slot' will be used for a combination of seminars, self-directed study components, and presentations. See timetable on page 3. See WebCT for your group allocation.
Dates:	Teaching period: 8 th January to 12 th April 2007. Exam period 16 th to 30 th April.

Week-By Week Timetable

Week No	MONDAY (Lecture)	WEDNESDAY (Lecture)	FRIDAY (Seminar session and self-directed study sessions)
1 Week starting: 8.01.2007	Course outline and introduction to research methods in human kinetics.	A framework for research design.	Poster assignment #1.
2 Week starting: 15.01.2007	The scientific method and types of quantitative research in human kinetics.	The art of research writing: A quantitative design perspective.	Library Lab (Ellen George): APA referencing and database searches.
3 Week starting: 22.01.2007	Relationship and difference testing.	Validity and reliability	Work on assignment #1.
4 Week starting: 29.01.2007	Ethical issues in human kinetics research.	Research, planning, sampling, and measurement.	Ethics: On-line tutorial. .
5 Week starting: 05.02.2006	Questionnaire development, implementation, and use.	Introduction to experimental and quasi-experimental designs.	Poster Presentation A.
6 Week starting: 12.02.2006	Review of quantitative methods	MID-TERM EXAM	Poster Presentation B.
7 Week starting: 19.02.2006	MID-TERM BREAK		
8 Week starting: 26.02.2007	A brief history of qualitative research in social sciences.	A framework for research design: Paradigmatic assumptions.	Seminar: Paradigm talk.
9 Week starting: 05.03.2007	Characteristics and strategies of qualitative inquiry.	The use of theory in qualitative research.	Self-directed study: Mixed methods. <i>Assignment #3: reflection.</i>
10 Week starting: 12.03.2007	Traditions and genres of qualitative research: An overview.	Developing understanding through participant observation. <i>Assignment #3: response.</i>	Film 'Born into Brothels'.
11 Week starting: 19.03.2007	Developing understanding through interviewing.	Data analysis. <i>Assignment #3: paper is due.</i>	Theoretical workshop.
12 Week starting: 26.03.2007	Narrative research.	Phenomenology.	Individual work on assignment #4.
13 Week starting: 02.04.2007	Politics of representation and evaluation.	Guest lecture: Action research.	University Closed.
14 Week starting: 09.04.2007	University Closed.	Review of qualitative inquiry. <i>Assignment #4 is due.</i>	

Course Format

This course will involve a variety of teaching methods that will involve lectures, seminars, self-directed study, and group work. Active involvement in *all* aspects is an important part of the course. Powerpoint slides and resources for each lecture will be made available on WebCT at least one week before each lecture. Any additional information concerning this course will be posted on the WebCT and through use of email.

Contacting Instructors

If you have a problem with specific academic material, such as lecture content, then you should first try to solve it for yourself, perhaps in consultation with your friends and by looking at the course readings and resources. If you cannot sort it out, speak to one of the TAs or Drs. Beauchamp or Ryba at the end of the next lecture or during one of their “office hours” (See Page 2 for details). Students may also make an appointment with the appropriate TA/Professor outside of office hours.

Assessment and Feedback

Assessment for this course will involve **coursework (50%)**, a **mid-term exam (20%)**, and end of course **final exam (30%)**. The coursework will involve a variety of assessment procedures, and specifically will consist of:

- (A) **Assignment 1: Group Poster Presentation (20%)**. In Week 1 (Lecture 1) students will be assigned to one of three seminar groups for the following Friday ‘slot’ (12th January 2007). Each of the seminar sessions will be held in the Angus Building: Group A – Room 213; Group B – Room 223 2; Group C – Room 225. In this session you will be asked to form groups of 3-4, and you will be required to produce a **group research proposal** for a feasible final year quantitative research project (e.g., HKIN 499). This research proposal will take the form of a group poster presentation that will be presented on the Friday seminar slot of weeks 5 or 6 (allocation will be determined in week 1). Poster presentations represent an important method of communicating research at conferences, and one format (the one used in this course) involves giving a short (5 minute) verbal summary followed by questions. There will be both an **individual component (10% of Marks)** as well as a **group component (10% of Marks)** to this assignment. In the group component, students will receive marks for both the creation of the poster as well as for the verbal summary, and for the individual component students will be required to produce a 2-page summary of the theory/research used to underpin the research proposal. Specific details regarding format, structure, and content of this coursework will be presented in the first seminar.
- (B) **Assignment 2: On-line Ethics Tutorial (5%)**. The three major research funding agencies in Canada (SSHRC, NSERC, CIHR) have published a policy statement to ensure that ethical principles are followed with research involving humans. In week 4, students will be able to access the Tri-council on-line ethics tutorial (Details will be available on Web CT from 1pm 29th January), and at the end will receive a certificate of completion from the *Interagency Advisory Panel on Research Ethics*. Students **must print and submit a paper copy** of this certificate to Dr. Beauchamp (Auditorium Annex A) before 11am, 8th February.
- (C) **Assignment 3: Self-Directed Study of Mixed Methods Procedures and Writing Exercise (5%)**. In week nine students will be required to independently study Cresswell’s (2003) chapter 11: Mixed Methods Procedures. To assess students understanding of the material, they will be required to

participate in the chapter discussion on WebCT and complete writing exercise #3 (Creswell, 2003, p. 226). The writing exercise must be 2 double-spaced pages, formatted in APA style (5th edition) and submitted in hard copy to TAs, in their respective office, by 5 pm on Wednesday 21st March.

- (D) **Assignment 4: Analysis and Critique of Qualitative Research Paper (20%).** In week eight students will be able to access both the research article and specific guidelines for this assignment on WebCT. Assignment 4 is designed to test students' grasp of qualitative inquiry in general and various nuances of a specific tradition of qualitative research in particular. The assignment consists of three major parts: (1) analysis of the study's design; (2) evaluation of the project; and (3) critique of the research article. It is **strongly** recommended that students work **continuously** on this assignment throughout weeks 8-14. The final paper must be 5 double-spaced pages (excluding the title page and references) in APA style (5th edition) and submitted in hard copy to TAs, in their respective office, by 5 pm on Wednesday 11th April.

Feedback

For each assignment students will be provided with explicit criteria that will be used to assess their coursework. In order to be able to turn work around and provide marks plus feedback to students in an expedient manner it is essential that all assignments are submitted on time. Extensions will only be granted in cases of a medical or serious family emergency, and only with the appropriate medical certificates. Extensions will **NOT** be provided for academic workload or for any other reason. Late assignments will be downgraded by 10% per weekday, and will not be accepted after two weekdays following the due date and time. The **poster assignment must be presented when indicated**, and failure to do so at the specified time will result in 0/10 marks being awarded for the group-component of assignment #1 (the individual component of assignment #1 will be treated in the same way as for all other late assignments). **Special Needs Arrangements:** Please let me know within the first week of class if you have any special needs that interfere with your ability to participate in assignments or write exams.

Grade Scheme

Grades will be assigned based on the following grading scheme. In all cases marks will be rounded to the nearest percent.

<u>Percentage</u>	<u>Letter Grade</u>
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

Written Examinations

Midterm Exam: Mid-term examinations will be held on **Wednesday 14th February** (Week 6) and will constitute a 50-minute exam that will cover all the material covered in weeks 1-6. The structure of the exam will be as follows: 20 multiple choice questions (each worth ½ a mark) and 2 short answer questions (each worth 5 marks).

Final Exam: The final exam will be held during the official examination period (**16th-30th April**) and will be 2 hours long, consisting of two sections. The first section will be a multiple choice question section (50%). The second section will contain one essay question (20%) and one short answer question in which you must answer 4 out of 6 options (30%). The multiple choice and short answer questions will involve material covered in weeks 8-13, and the essay question will relate to material covered in the entire course. Three potential essay exam questions will be distributed on the last day of classes, and one of these essay questions will be on the final exam. Alternative exam dates will only be provided for students experiencing medical or serious family emergencies (and only where medical documentation is provided). Do not book flights or make travel arrangements for the holiday period until you know your exam schedule!

All students must attend the exams on the dates allotted. These dates are not negotiable and failure to show up at these times will result in a zero.

Required and Recommended Reading

Readings for each lecture will be outlined in the slide notes for each lecture. The Creswell text outlined below provides an excellent overview of the processes involved in designing and developing quantitative, qualitative, and mixed methods research projects. Within each lecture we will also highlight 'key' journal articles that should also be read, as well as details about how to access them.

Required Text

* Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd Ed.). Thousand Oaks, CA: Sage.

Recommended Texts

- Hyllegard, R., Mood, D. P., Morrow, J. R. (1996). *Interpreting research in sport and exercise science*. St. Louis, Missouri: Mosby.
- Kroll, W. (1993). Ethical issues in human research. *Quest*, 45, 32-44.
- Locke, L. F. (1989). Qualitative research as a form of scientific inquiry in sport and physical education. *Research Quarterly for Exercise and Sport*, 60, 1-20.
- Matt, K. S. (1993). Ethical issues in animal research. *Quest*, 45, 46-51.
- Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational measurement* (3rd Ed.) (pp. 13-103). New York: Macmillan.
- Neutens, J. J., & Rubinson, L. (1997). *Research techniques for the health sciences* (2nd Ed.). Neeham Heights, MA: Allyn and Bacon.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd Ed.). Thousand Oaks, CA: Sage.
- Publication manual of the American Psychological Association* (2001, 5th Ed.). Washington, DC: APA.
- * Thomas, J. R., Nelson, J. K., & Silverman, S.J. (2005). *Research methods in physical activity* (5th Ed.). Champaign, IL: Human Kinetics.

Copies of these two key texts are held by the university bookstore, however, these can also be purchased directly from the publishers (Sage: www.sagepub.com; Human Kinetics: www.humankinetics.com) or through on-line distribution organizations such as www.amazon.com.

Academic Dishonesty and Plagiarism

Plagiarism, cheating or any other form of academic dishonesty will not be tolerated. **This especially means that individual assignments must be completed individually.** Violations will be taken seriously and will be dealt with according to the University policy regarding academic dishonesty (See Academic Calendar, <http://www.students.ubc.ca/calendar/>). Any transgression could result in failure of the course.

For group projects, all contributors have joint ownership of the work, and therefore intellectual property rights. Along with joint ownership comes joint responsibility. If group work contains material which has been plagiarised all members of the group will be deemed responsible and will be liable for the same penalty.

Course Review

We are continually trying to improve our teaching, and student opinion is an important factor which influences this. At the end of the course every student should fill in a questionnaire. This involves a set of predetermined questions to grade all aspects of the course, as well as the opportunity to add any written comments. Make sure you do this if you want your opinion to be considered.