Research Methods at UF: *How do we know?*
HUM2930x4C22/IDS2935x4D40

Credit Hours: 1
Summer B 2017

Class Meet: M & W – 6th period (3:30 PM – 4:45 PM)
Location: CSE A101

Contact Info and Locations:
Instructors: Heather Spooner, MA, ATR-BC & Anne Donnelly, PhD
E-mail: hspooner@arts.ufl.edu
E-mail: adonn@ufl.edu
Phone: 352.375.1611 x5371
(Please note that this number is for the Creative Arts Therapies program at the VA. However, Professor Spooner is the only person who checks this line during the summer and is at the VA almost every day except for Wednesdays)

Teaching Assistant (TA): Sarah Sloan
E-mail: ssloan@ufl.edu

Office Hours: By appointment
Course Website is on Canvas

Please refer to the *Communication* section to see how best to communicate with the instructor(s) for course questions.

Course Description

How do artists, engineers, biologists, educators, physicians, writers, historians and other scientists and scholars know what they know? How do people become researchers? How do research practitioners approach a question or shape new knowledge within their discipline?

This introductory seminar explores the questions inherent to the practice of research within, and across, the arts and sciences. The course provides a dynamic, interdisciplinary, and interactive overview of diverse research methodologies.

Learning methods include two primary activities: 1) *Path to Practice* lectures and panel discussions by guest faculty from a variety of disciplines and 2) *Research Toolkit* skill development and practice. This research seminar is appropriate for undergraduate students of all disciplines who are interested in research.

Course Objectives

1. Students will understand what the process of research looks like in a minimum of 3 fields or disciplines.
2. Students will identify types of research professionals.
3. Students will identify methods of data collection, analysis and dissemination.

4. Students will engage in a minimum 3 basic research skills.
5. Students will describe strengths and challenges of global collaborations in research.
6. Students will describe strengths and challenges of interdisciplinary research.

Required Readings and Other Materials

Required readings and resources will be posted on the course website of eLearning under **Course Materials** and within the **corresponding Week #**. It is essential to the course that you understand how to navigate the eLearning system to access these important tools.

Assignments:

This section provides a brief description of each assignment only. Full assignment descriptions, requirements and rubrics are available in e-learning.

Pre and Post Evaluations (5 pts each, 2 total)

In this course you will complete a pre-evaluation at the start of the first class and a post-evaluation in the final class. These evaluations will specifically ask you about your research knowledge and are separate from the course evaluations that are distributed for each of your classes at the university. The evaluations are anonymous. You will complete these evaluations online and then upload proof that the evaluation was completed in order to receive credit.

Accessing Research Articles and Ethical Conduct (5pts)

This assignment prepares students to begin the literature review and research process by familiarizing themselves with the UF IRB and UF library. Students will learn the definition of human subjects research, how to differentiate scholarly articles from popular articles and how to find research articles using the library databases.

Forming Research Questions (5 pts)

This assignment will give students an overview of how researchers formulate their research questions. Students will learn what makes a strong research question and use observational research methods to identify potential research questions.

How to Read a Research Article (5 pts)

Prior to beginning a research project it is critical to understand what research has already been conducted on a topic. For this assignment you will view tutorials on how to read an academic or scholarly research article and then complete an exercise that will require you to critically evaluate each of the sections of a research article. You will bring this article with you to class for an interactive discussion.

Identified Research Mentor Candidates List (5 pts)

There are many opportunities for students to become involved with faculty research on campus. For this assignment you will begin to identify potential research mentors whose research projects align with your areas of interest.

Research the Researchers (5 pts each, 4 total)

Starting in Week 2 you will meet a panel of 3 researchers each week. *Prior to the class period where they come to speak* you will be expected to "research the researcher" in an effort to explore and to

think critically about the following things: How do the researcher's educations influence their work? How did the time period in which they were students likely influence their research? What can you learn from their biography or CV? What makes them informed researchers? What might be the similarities or differences among the researchers on the panel that week?

You should come prepared to class with two well-developed questions to ask one or several of the researcher about how they came to their research (the path) and/or their process of research. You should also cite in correct APA reference list format one article you were able to access and read, of interest to you, by one of the panel scholars.

Qualitative Research Experience (5pts)

Qualitative research is often used to build theories or to deepen quantitative research and expand its applications. In this class you will be asked to explore the roles of both types of research and how they can work together. This assignment will explore qualitative research methodology.

Quantitative Research Experience (5 pts)

Quantitative research is used to test theories (including those developed through qualitative research), generalize theories to a larger population or to measure the occurrence of specific factors in a larger sample. In this class you will be asked to explore the roles of both types of research and how they can work together. This assignment will explore quantitative research methodology.

Evaluations and Grades

Course Policies

The course requires *full* participation in attendance and class discussion/interaction. You will have a few readings and short assignments to complete outside of class time. Our intention in the structure of this course is to keep you engaged with stimulating conversation and hands-on learning during class time. Your grade will reflect your ability to effectively participate with your instructor, guest lecturers, and peers. The required course components are weighted as follows:

Participation: 25% (Including Participation Reflections)
Assignments: 75% (12 assignments at 5 pts each)

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	95-100%	4.0
A-	92-94%	3.67
B+	89-91%	3.33
B	85-88%	3.00
B-	82-84%	2.67
C+	79-81%	2.33
C	75-78%	2.00
C- *	72-74%	1.67
D+	69-71%	1.33
D	65-68%	1.00
D-	62-64%	.67
E, I, NG, S-U, WF		0.00

***Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major.** UF grading policy website: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatingg pa

Attendance and Tardiness Policies

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Class Participation/Demeanor Policies

Participation in all aspects of this course is essential to your success. Every lecture, class discussion, reading, assignment, and interaction within the course is integral to your learning, and full participation is required. Students will be provided with an opportunity to reflect on their learning in each class through a short participant reflection. These reflections will be uploaded in Canvas and weighed heavily in students' participation grades.

Submitting Late Assignments and Making up Work

Major assignments will be accepted no later than seven days after the due date. Points will be reduced from late assignments at a rate of 5% per day. Instructors will not accept work submitted later than seven days following the deadline except in extenuating circumstances and with prior approval by the instructor.

UF Policies

Academic Honesty

All students sign the following statement upon registration at the University of Florida: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." As instructor for this course, I fully support the intent of the above statement and will not tolerate academic dishonesty. The university's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following link: https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx.

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

University Policy on Netiquette and Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

University Policy on Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policies for Getting Help

For issues with technical difficulties for ELearning*, please contact the UF Help Desk at:

- Learning--support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

*Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Course Outline:

Class	Lecture Topic	Speaker(s)	Readings and Assignments (due by the start of class unless otherwise specified)
1a 06/26	**Course Introduction** ○ Syllabus Review ○ Pre-Evaluation ○ Creativity & Brainstorming in Investigation	○ Professor Heather Spooner ○ Dr. Anne Donnelly	**Pre-Evaluation Survey (Due 06/26 by 11:59pm)**
1b 06/28	**Navigating the Library and Ethical Conduct**	○ Michelle Leonard-University Librarian	**Accessing Research Articles**
2a 07/03	**Forming Research Questions (No In-Class Meeting)**		**Forming Research Questions (Due 07/05 by 3:30pm)**
2b 07/05	**Path to Practice Panel**	○ Dr. Ryan Morini, Oral History ○ Dr. Andrea Lucky, Entomology ○ Dr. Yousong Ding,	**Research the Researchers**

		Pharmacy	
3a 07/10	**How to Read a Research Paper**	○ Sarah Sloan	**How to Read a Research Article**
3b 07/12	**Path to Practice Panel:**	○ Dr. John Banko, Business ○ Dr. Leslie Murray, Chemistry ○	**Research the Researchers**
4a 07/17	**Finding a Research Mentor**	○ Dr. Anne Donnelly	**Identified Research Mentor Candidates List**
4b 07/19	**Path to Practice Panel:**	○ Dr. Sergio Romero, Occupational Therapy ○ Dr. Edith Kaan, Linguistics ○ Dr. Dietmar W. Siemann, Radiation Oncology	**Research the Researchers**
5a 07/24	**Qualitative Research**	○ Dr. Tony Andenoro, Agricultural Education and Communication	**Qualitative Research Experience**
5b 07/26	**Path to Practice Panel:**	○ Dr. Dennis Kramer, Education ○ Dr. Heather Ray, Physics ○ Dr. Sally Williams, Animal Science	**Research the Researchers**
6a 07/31	**Experimental Design and Quantitative Analysis**	○ Dr. David Julian, Biology	**Quantitative Research Experience**
6b 08/2	**Class Summary and Post Evaluation**	○ Professor Heather Spooner	**Complete Post-Evaluation**