

Research & Creativity at UF

HUM2930

Credit Hours: 1

Fall 2018

Class Meeting Times: Wednesdays Period 7 (1:55pm - 2:45pm)

Location: CAR 0100

Instructors:

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Office Hours: By appointment only

Course Website can be found 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. Students will engage in problem-solving think tanks and workshops during class to practice skills such as literature review, needs assessment, confidentiality and consent, interviewing, oral history, and asset mapping to develop a basic research toolkit. 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.

Assignment Descriptions:

This section provides a brief summary of each assignment only. Full assignment descriptions, requirements and rubrics are available on the course website on canvas.

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)

The Path to Practice Panels are a major component of this course. *Prior to each panel* you will be expected to “research the researcher” in an effort to explore and to think critically about the following things: How does the researchers’ education influence their work? 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 our understanding of a construct. It can be used to help us better understand how things work or find new applications for a product. 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:

Attendance: 25%

Assignments: 75%

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	< 62%	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#calculatinggpa>

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

Points will be reduced from late assignments at a rate of 5% per day for the first seven days, after which late assignments will receive an automatic 50% point reduction. Instructors will not accept assignments that are more than seven days late during the final week of class 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 Date	Lecture Topic	Assignments
Week 1 22-AUG	Course Introduction: <ul style="list-style-type: none">• Syllabus Review• Pre-Evaluation	<ul style="list-style-type: none">• Pre-Evaluation Survey• Due: 08/22 at 11:59 pm
Week 2 29-AUG	<ul style="list-style-type: none">• Types of Research• Navigating the Library & Ethical Conduct	<ul style="list-style-type: none">• Accessing Research Articles and Ethical Conduct• How to Read a Research Article
Week 3 05- SEP	<ul style="list-style-type: none">• Path to Practice Panel 1	<ul style="list-style-type: none">• Research the Researchers
Week 4 12-SEPT	<ul style="list-style-type: none">• Creativity & Brainstorming in Investigation	<ul style="list-style-type: none">• Week 4 Reading Materials

Week 5 19-SEP	<ul style="list-style-type: none"> • Path to Practice Panel 2 	<ul style="list-style-type: none"> • Research the Researchers
Week 6 26-SEP	<ul style="list-style-type: none"> • Quantitative Research, Experimental Design and Experimental Analysis 	<ul style="list-style-type: none"> • Quantitative Research Experience
Week 7 03-OCT	<ul style="list-style-type: none"> • Qualitative Research 	<ul style="list-style-type: none"> • Qualitative Research Experience
Week 8 10-OCT	<ul style="list-style-type: none"> • Path to Practice Panel 3 	<ul style="list-style-type: none"> • Research the Researchers
Week 9 17-OCT	<ul style="list-style-type: none"> • Interdisciplinary Research 	<ul style="list-style-type: none"> • Week 9 Reading Materials
Week 10 24-OCT	<ul style="list-style-type: none"> • Path to Practice Panel 4 	<ul style="list-style-type: none"> • Research the Researches
Week 11 31-Oct.	<ul style="list-style-type: none"> • Finding a Research Mentor 	<ul style="list-style-type: none"> • Identified Research Mentor Candidates List
Week 12 07-NOV	<ul style="list-style-type: none"> • Path to Practice Panel 5 	<ul style="list-style-type: none"> • Research the Researchers
Week 13 14-NOV	<ul style="list-style-type: none"> • International Research 	<ul style="list-style-type: none"> • Week 13 Reading Materials
Week 14 21-NOV	<ul style="list-style-type: none"> • Interdisciplinary Research Workshop 	<ul style="list-style-type: none"> • Week 14 Reading Materials
Week 15 28-NOV	<ul style="list-style-type: none"> • Path to Practice Panel 6 	<ul style="list-style-type: none"> • Research the Researchers

Week 16 05-DEC	<ul style="list-style-type: none">• Class Summary and Post Evaluation	<ul style="list-style-type: none">• Post Evaluation Survey
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