CO699 Research Methods and Design
Friday 8am – 11am
Instructor: Karen Mason, Ph.D.
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Office hours posted on office door

RULES OF RESEARCH
If at first you don't succeed, destroy all evidence that you have tried.

Basic research is like shooting an arrow into the air and, where it lands, painting a target.
Homer Burton Adkins (1892-1949, American organic chemist)

I have yet to see any problem, however complicated, which, when you looked at it the right way, did not become still more complicated.
Paul Alderson (1926-...) in "New Scientist", 25 September 1969, 638

Results! Why, man, I have gotten a lot of results. I know several thousand things that won't work.
Thomas Edison (1847-1931)

Genius is one per cent inspiration, ninety-nine per cent perspiration.
Thomas Edison (1847-1931) (said c. 1903, written in Harper's Monthly Magazine, September 1932)

Course Description:
This course is designed to provide an introduction to research methodologies, designing research, analyzing data, and presenting results. Quantitative, qualitative and mixed research methods will be presented. Students will develop hands-on experience with quantitative and qualitative methodologies. Students will learn the process of evaluating research.

Course Objectives:
As a result of this course students will be able to:
- Write a literature review
- Design and implement quantitative research
- Design and implement qualitative research
- Understand the use of mixed methods
- Analyze data using descriptive and inferential statistics
- Present results
- Evaluate research designs

Required Texts:


In Library Reference Section
APA Style Manual or at
http://owl.english.purdue.edu/workshops/hypertext/apa/print/wholeworkshop.pdf
Survey Monkey can be found at http://www.surveymonkey.com/

Possible Texts for reading requirement
LIST 1
You may find this list of resources helpful.

LIST 2
In addition to required readings for each day, read 2 books or 400 pages from this list.
Briski, Z. & Kauffman, R. (2004). Born into Brothels: Photographs by the Children of Calcutta (must also watch documentary) India/USA: ThinkFilm.


**Requirements**

Students are expected to attend all classes and to participate actively. Students will discuss all absences with the instructor. Students will complete all reading and other assignments ON TIME. Discuss all late assignments with the instructor. One point will be deducted from all late assignments per day late (including the weekend) and will not be accepted more than 1 week late.
Assignments

- Devotional
  - Present a brief devotional on research and evaluation found in the Bible such as the spies in Canaan, Nehemiah and the wall, the Parable of the Talents, or God providing formative evaluation of Israel. 2 pts

- Find 3 articles in library database 3 pts
  - Instructions will be given in class.

- Read an article on qualitative tradition 5 pts
  - To get any points, you MUST read the article BEFORE CLASS. See below.

- Read an article on a research study 5 pts
  - To get any points, you MUST read the article BEFORE CLASS. See below.

- Book Report 10 pts
  - Include (1) the research question(s), (2) the importance of the research, (3) the context for the research (who/what did the author study?), (4) description of qualitative methodology and how data were collected and analyzed (including any use of validity checks), (5) research conclusions.

- Reading Log 5 pts
  - See below.

Quantitative Research Project 35 pts
  - PLEASE CHECK THE SCORING RUBRIC ON CAMS.
  - You will be developing and administering a survey on-line. You will be analyzing the data from that survey and displaying the summary on a 2’ X 3’ poster.
    - Include the following headings:
      - Introduction including Statement of the problem (Why is this study important?), Research Question and null and alternate hypotheses in a narrative format.
      - Literature Review
        - Note: this “mini” literature review will be of 5 articles, will be between 1 and 2 pages, in APA style, and will include a reference section at the end.
        - The literature review will support your statement about why this study is important
      - Methodology
        - Note: briefly describe the research design, the target population and number of participants, operationalization of your variable of interest, pilot test, the survey with response options, the level of significance and the possibility of Type I error
        - If you reverse coded any of your items, briefly describe.
      - Data Analysis and Results
        - Note: include reverse coding if relevant, mean, standard deviation, type of statistics including descriptive and
inferential, t-test, p-value, correct conclusion regarding rejecting the null, and a graph

Discussion
  o Note: include conclusions and implications for future research as well as limitations of your study (including external validity issues)

Qualitative Research Project..........................................................35 pts
  o PLEASE CHECK THE SCORING RUBRIC ON CAMS.
  o The components of this project are:
    ▪ Interview
      o You will be conducting a 30 to 45 minute interview with a person who is studying counseling at a seminary. Your interview will be focused around the question “Why did you choose to study counseling at a seminary?”
      o Interview will be audio recorded.
      o Must have a consent form.
    ▪ Transcription
      o You will be transcribing 15 minutes of the interview.
      o Do not use real names in the transcription (use pseudonyms)
    ▪ Field Notes
      o You will write notes about the interview
        o These notes are your thoughts, possible conclusions you might draw, what was the experience like for you, what went wrong, what went right, and any other reflections.
        o These notes are similar to a journal or diary entry.
    ▪ Literature Review
      o This “mini” literature review will be of 2 articles.
      o Should be in APA format (including double spacing).
      o Should be 1 to 2 pages
    ▪ Data Analysis
      o You will identify themes, categories and trends from the transcription and provide a conclusion

Course Outline with Assignments
Assignments are due on day listed by 4pm.

January 31 Review syllabus. Daniel 1 as a research question. Generate research questions. Difference between research and program evaluation. Evaluation as either formative or summative. Devotional example: Genesis 1 as summative evaluation
Assignments:
  ● Read Creswell chapter 1
February 7 Ethical considerations. Literature review.
Assignment:
- Read Creswell chapter 2
- Read Creswell chapter 3

March 14 Quantitative design (experimental and quasi-experimental designs), sampling and external validity. Operationalizing variables, writing items.
Assignment:
- Read Creswell chapter 4
- Turn in 3 abstracts
- Complete Attitudes toward Statistics survey on Survey Monkey

February 17-21 Reading Week
- Generate 10 survey items

February 28 Survey development, pilot testing, how to add up the scores. Descriptive statistics.
Assignment:
- Read Creswell chapter 5
- Turn in mini literature review of 5 articles for quantitative research proposal.
- Finalize your 10-item survey and put it up on Survey Monkey. Send the link to the class. Enter results into Excel.
- Read Swanson chapters 1-5 (You don’t need to complete the exercises.)

March 7 Inferential statistics; guest speaker: Monica Geist
Assignments:
- Read Swanson chapter 6-7
- Read Creswell chapter 6

Reading Week March 17-21
- Work on quantitative project

March 14 T-tests
Assignments:
- Read Creswell chapter 7

March 17-21 Reading Week
- Complete quantitative project

March 28 Qualitative Research Design: Observations. Qualitative Research Design: Interviews and Documents
Assignments:
- Read Creswell chapter 9

April 4 Qualitative Research Design: five methodologies; validating the accuracy of the findings. Data analysis.
Assignment:
- 6 p.m. light supper and 7 p.m.: Watch Kitchen Stories at Masons (11 Lanes End, Ipswich) or view it on your own: Kitchen stories (2003) DVD Salmer fra kjøkkenet
- To get any points, you must read the article BEFORE CLASS and be present in class. Read the article on CAMS that corresponds to the first letter of your last name.

A-D Narrative – On the bus with Vonnie Lee: Explorations in life history and metaphor, by Micahel V. Angrosino
E-H Phenomenological – Cognitive representation of AIDS, by Elizabeth H. Anderson and Margaret Hull Spencer
I-L Grounded Theory – Constructions of survival and coping by women who have survived childhood sexual abuse, by Susan Morrow and Mary Lee Smith
M-P Ethnography – Rethinking subcultural resistance: Core values of the straight edge movement, by Ross Haenfler
Q-Z Case Study – Campus response to a student gunman, by Kelly J. Asmussen & John W. Creswell

April 11 Quantitative vs. qualitative research debates. Mixed methods.
- Turn in Qualitative Research Project
- Read Creswell chapter 10

April 18 Good Friday No class

April 23 Evaluating research studies. Book presentations
Assignment:
- To get any points, you must read the article in PsychARTICLES that corresponds to the first letter of your last name BEFORE CLASS and be present in class.

A-F

G-L

M-R

S-Z

May 2 Book presentations and Poster presentations (quantitative project)

May 6 4pm
Last day to submit written assignments or apply to Registrar (not to instructor) for extension if needed. Let the instructor know if you are applying for an extension.
Reading Statement

NAME: _____________________________
Box #: _____________

I have read all the required reading.
Cresswell
Swanson (7 chapters)
Article on Viennese Social Competence Training
An article on qualitative tradition
An article on a research study
At least 7 articles for 2 literature reviews
2 books from List 2 or 400 pages from List 2
Kitchen Stories

______________   ______________
Signature         Date

OR

Of the required reading, I have read _____ % of the reading.

______________   ______________
Signature         Date