

RESEARCH DESIGN

SMEA 583, Winter 2018

3 Credits

MW, 9:00 – 10:20 am, MAR168

Instructor: Nives Dolšak, Professor

Office Hours: MW, 10:30-11:30 am and by appointment

SMEA 223

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Course Description

Original research requires collection of data that enable the researcher to answer a specific research question. What type of evidence is required to accurately describe a phenomenon, to test a hypothesis, or evaluate a program? Research design and, therefore this course, specifies the type of data that need to be collected to answer a particular question.

We will use a workshop approach. You will first read about specific steps required for designing a research study and subsequently apply them in your own research prospectus. You are expected to complete the readings prior to the class for which they are assigned. As we proceed through the quarter, you will draft specific sections of your research prospectus. The objective is to have a strong draft of a research prospectus completed by the end of the quarter, so that you can finalize it with your thesis adviser over the Spring quarter.

Learning Objectives

With the ultimate objective of writing a strong draft of a research prospectus, the course is designed to guide students to:

- (1) Formulate research questions and frame them within the existing literature;
- (2) Understand difference between descriptive, explanatory, and action research;
- (3) Master main types of research designs including experimental, longitudinal, cross-sectional, case study, action and participatory research, and their sub-types;
- (4) Understand their analytical strengths, weaknesses, and ability to empower the participants;
- (5) Develop a research design for your research project;
- (6) Anticipate and address ethical issues of your research;
- (7) Define core elements of your research prospectus.

Required Readings

Textbooks:

1. Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Los Angeles: Sage.
2. de Vaus, David. 2001. *Research Design in Social Research*. Thousand Oaks: Sage Publications.
3. Hacker, Karen. 2013. *Community-Based Participatory Research*. Los Angeles: Sage.

On-line resource

University of Washington. Human Subjects Division. *Human Subjects Review*.

<http://www.washington.edu/research/hsd/>

Additional Readings

- Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: Sage.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Dillman, Don A, Jolene D. Smyth, and Leah Melani Christian. 2014. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. 4th Edition. John Wiley and Sons, Inc. Hoboken, New Jersey.
- Galvan, J. 2006. *Writing literature reviews: a guide for students of the behavioral sciences (3rd ed.)*. Glendale, CA: Pyczak Publishing.
- Mongan-Rallis, Helen. 2006. Guidelines for writing a literature review.
<http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html>
- Ragin C. (2008) *Redesigning Social Inquiry. Fuzzy Sets and Beyond*, Chicago, Chicago University Press.
- Schneider C.Q., Wagemann C. (2012) *Set-theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis*, Cambridge, Cambridge University Press.
- Yin, Robert K. 2017. *Case Study Research and Applications*. Sixth Edition. Sage Press.

Evaluation and grading

The following assignments will be graded:

- (1) Literature concept map presentation (maximum 10 points; January 8)
- (2) Literature review (maximum 20 points; January 17);
- (3) "Lightning talk" practice presentation (maximum 10 points; January 24);
- (4) Presentation of a journal article employing a specific research design (10 points; students sign up for ONE design presentation; present as per the sign-up).
- (5) Research prospectus draft (20 points; March 12). The draft will include the following elements of the SMEA thesis research prospectus:
 - Description of problem or opportunity addressed;
 - Brief summary of how the existing literature informs the proposed study;
 - Listing and explanation of the major questions to be posed;
 - Identification of relevant data or information needs;
 - A plan for information collection;
 - Methodology or analytical approaches to be used.
- (6) Class participation:
 - a. Feedback of literature map presentations (maximum 5 points)
 - b. Feedback of "lightning talk" practice presentation (maximum 5 points)

Academic Integrity

At the University level, passing anyone else's scholarly work (which can include written material, exam answers, graphics or other images, and even ideas) as your own, without proper attribution, is considered academic misconduct. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). I expect that you will know and follow university policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to university regulations. For more information, see the College of the Environment's [Academic Misconduct Policy](#) and the [Community Standards and Student Conduct website](#).

Late Submission Policy

You will write sections of the prospectus draft as we proceed through the quarter. Not all of these sections will need to be submitted for a grade. However, I believe you will be the most productive if you write sections as scheduled. Graded assignments need to be submitted by the due date. If you are not able to meet the deadline for medical reasons, please provide documentation from your physician. I will expect your late assignment within 3 days of returning to school. I will not be able to accept late assignments past that date.

Students with Disabilities

If you anticipate or experience barriers to your learning or full participation in this course based on a physical, learning, or mental health disability, please immediately contact Disability Resources for Students (DRS) at: [206-543-8924](tel:206-543-8924) V / [206-543-8925](tel:206-543-8925) TDD / uwdss@uw.edu / <http://www.uw.edu/students/drs>. A more complete description of the disability policy of the College of the Environment can be found [here](#). Please also let me know so that we can discuss possible accommodation(s).

Electronic Exchange of Documents at UW Canvas site

You will be submitting your assignments through the UW Canvas. You can access instructions and tutorials on how to use Canvas at <http://www.uwb.edu/learningtech/elearning/canvas>.

Grade Appeal Process

The College of the Environment follows the UW policy for grade appeals. Students who wish to appeal the grade can read more about the process at: <https://environment.uw.edu/intranet/academics/academic-policies/grade-appeal-process/>

Schedule

	Topic	Readings	Activities and Assignments Graded activities are in bold.
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Jan. 3	Research design and approaches	de Vaus; Ch. 1 Creswell; Ch. 1	
Jan. 8	Literature review; Mapping the existing literature to justify the study; in class presentation and feedback.	Creswell; Ch. 2, 5	Identify and read 6 journal articles on your research topic; complete Exercise 1, Creswell, page 49, post on Canvas and be ready to present and in class.
Jan. 10	Research concepts and tools, the role of theory	De Vaus; Ch. 2, 3 Creswell; Ch. 3	Augment your literature review in light of the readings on tools and theory (add 4 journal articles).
Jan. 15	Class does not meet; UW holiday		Sign up for the research design presentation.
Jan. 17	Elements of a research proposal	Creswell; Ch. 4 (p. 77-92), Ch. 6 and 7	Literature review incorporating all 10 articles, due January 17, 9:00 am.
Jan. 22	Class does not meet;		Prepare "lightning talks" slides
Jan. 24	"Lightning talks" presentations and feedback.		"Lightning talk" slides due in class. Oral peer feedback in class.
Jan. 29	Experimental designs		
Jan. 31	Analyzing experimental data	de Vaus; Ch. 6	Student presentations of the design application. Write a draft of the methodology section if you plan to use this design.
Feb. 5	Longitudinal designs		
Feb. 7	Analyzing longitudinal data	de Vaus; Ch. 9	Student presentations of the design application. Write a draft of the methodology section if you plan to use this design.
Feb. 12	Cross-sectional designs		
Feb. 14	Analyzing cross-sectional data	de Vaus; Ch. 12	Student presentations of the design application. Write a draft of the methodology section if you plan to use this design.
Feb. 19	Class does not meet; UW holiday		
Feb. 21	Ethical Considerations	Creswell (p. 92-103); Hacker, Ch. 6 UW HSD web site	Determine which category is your research and what type of HSD review your project may require.
Feb. 26	Case study designs		
Feb. 28	Case study analysis	de Vaus; Ch. 13,14	Student presentations of the design application. Write a draft of the methodology section if you plan to use this design.
March 5	Participatory and action research designs	Hacker, Ch. 2,3,4	Student presentations of the design application. Write a draft of the methodology section if you plan to use this design.
March 7	Qualitative and mixed methods		
	Finals week; class does not meet		Research prospectus draft, due March 12, 9:00 am.

NOTE: While several research design presentations are on the schedule, each student will sign up for only **ONE** presentation.