

George Mason University
College of Education and Human Development
School of Sport, Recreation, and Tourism Management

SRST 623 002– Research Design and Statistical Reasoning
3 Credits, Fall 2022

Meeting times/place: Online W 4:30 pm -7:10 pm synchronous
 Face-2-Face W 4:30 pm – 7:10 pm, Innovation Hall 330

Faculty

Name: Dr. Chris Green
Office Hours: by appointment
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Prerequisites/Corequisites

Graduate standing

University Catalog Course Description

Introduces basic principles of scientific and scholarly inquiry in Sport and Recreation Studies. Explores the logic and practice of methods and techniques employed in research related to sport and recreation.

Course Overview

This course prepares students with the knowledge and skills needed to conduct basic or applied research within academia and in their current or future professions.

Course Delivery Method

This course will be delivered using a hybrid format. This course will be delivered approximately 50% face-to-face and 50% online using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on Wednesday with our in-person class meeting.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. You can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Demonstrate appropriate use of research terminology and application of basic concepts and principles associated with scientific research;
2. Critically evaluate published research in scientific journals and the popular press;
3. Demonstrate the use of research methodologies and designs employed in SRST research;
4. Apply critical thinking and research findings in SRST practice;
5. Use descriptive and inferential statistics in analyzing research data; and
6. Prepare a sound and feasible research proposal.

Professional Standards Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.”)

The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved August 18, 2014 from <http://cosmaweb.org/accredmanuals>

Required Texts

Andrew, D.P.S, Pedersen, P.M., & McEvoy, C.D. (2020). *Research methods and design in sport management* (2nd Ed.). Champaign, IL: Human Kinetics. Rental available via Vitalsource.com

Pallant, J. (2016). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (6th ed.). Columbus, OH: McGraw-Hill Education. Also available online.

Additional readings, web exercises, and videos will be required throughout the semester and will be available on Blackboard (mymason.gmu.edu.).

Recommended Resources

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Scribbr (n.d.). Home [YouTube Channel]. Retrieved from <https://www.youtube.com/c/Scribbr-us/featured>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Via).

Assignments will be due at the time and date specified. No late work is accepted in this course.

You have three days after a graded assignment or exam has been returned to contact the professor to contest the grade. After three days, only the content of the graded assignment or exam can be discussed.

Assignments and/or Examinations

Human Subjects Online Ethics Training: Students will be asked to complete Mandatory Training for Persons Conducting Research Using Human Subjects. Information is available online: <http://research.gmu.edu/ORSP/HumanTraining.html>

The training takes between two and five hours and can be accessed from: <http://www.citiprogram.org>. Copy and paste your completion certificate into a word document or save as a PDF, then upload a copy of the certificate file to Blackboard.

Critique of One Empirical Research Article: Students will write a critique of one study obtained from a peer- reviewed journal. The critique should include the following parts: purpose, methods, results, and critical comments as well as your reflections about the article (see Blackboard site for specific instructions).

Quizzes: Students will complete a short quiz for each of the assigned chapters from the texts. The quizzes will be available via Blackboard, and can be attempted up to three times with the top grade used for overall grade calculation.

Research Proposal: Students will write a proposal in APA style for a research project focusing on a topic of interest. Students should utilize a methodological approach that most appropriately addresses their research question(s). See APA manual for an example of an APA style paper. The proposal should include:

1. Abstract.
2. Background and statement of the problem.
3. Theoretical Framework and Literature review to orient the reader to your topic and conceptual model.
4. Statement of purpose, rationale, and justification for the study, research questions, and hypotheses where appropriate.
5. Method
 - Research design
 - Participants and Sampling procedure
 - Data sources (including constructs and variables)
 - Instrumentation (where relevant)
 - Procedures (proposed data collection process)
 - Proposed preliminary data analyses
6. Initial Results
7. Preliminary Implications
8. References
9. Appendices

Research Power Point Session: Students' research proposals will be presented in a virtual poster session. Place a copy of the slide on Blackboard for comment.

In-class Assignments, Participation, and Attendance Policy: Students will be asked to work individually or in groups of 2-3 students for in-class and online assignments throughout the semester (see assignments on Blackboard). Because of the importance of lecture, discussion, and engagement with course material to your total learning experience, I encourage you to both attend and participate in face-to-face and online class sessions regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. With reference to the grading scale described later in this syllabus, you will note that this percentage is equivalent to a full letter grade. Students who must miss a class must notify the instructor in advance to earn full points.

Schedule

MODULE	DATE	TOPICS	PLACE	READ FOR NEXT CLASS	SUBMIT
Intro	Wk1: 8.24	Intro to research and the class	Innovation 330	Ch. 1	
Module 1	Wk2: 8.31	What do you want to know? Background & Problem, RQ, Justification	Zoom	Ch. 3	Quiz Ch.1
	Wk3: 9.7	Informing your research How to find literature to understand what we already know. Using theory to frame your research	Innovation 330	Bb	Quiz Ch. 3
Module 2 Informing your research	Wk4: 9.14	How to read & critique literature Summarizing research Citing research using APA	Zoom	Ch. 2	Article critique
	Wk5: 9.21	Mapping literature Relationships and gaps Writing lit review	Innovation 330	Ch. 4	Quiz Ch. 2
Module 3 Data collection	Wk6: 9.28	Research Design	Zoom	Ch. 5	Quiz Ch. 4 Human Subjects Ethics training due 9.30
	Wk7: 10.5	Data Collection Survey design	Innovation 330	Ch. 7	Quiz Ch. 5
	Wk8: 10.12	Quantitative Data Collection	Zoom	Ch. 8	Quiz Ch. 7
	Wk9: 10.19	Qualitative Data Collection	Innovation 330	Ch. 9-12 as assigned	Quiz Ch. 8
Module 4 Data analysis	Wk10: 10.26	Preparing your quantitative data for analysis	Zoom	Ch. 13 & 14	Quiz Ch. 9,10,11, or 12
	Wk11: 11.2	Quant: Relationships & Association	Innovation 330	Ch. 15	Quiz Ch. 13
	Wk12: 11.9	Quant: Examining Differences	Innovation 330	Bb	Quiz Ch. 14
	Wk13: 11.16	Coding Methods for Qualitative Data	Zoom	Bb	Quiz Ch. 15

		Analysis and Interpretation of Qualitative Data	Thanksgiving	Ch. 6	Quiz Ch. 6
Module 5	Wk14: 11.30	Discussion and Conclusions Telling your story	Innovation 330		Research Poster
	Exam Period				Final Proposal

Course Evaluation

Other Requirements

- Regular attendance is expected. It enhances your academic success to be in every scheduled session.
- Class participation is extremely important, but obviously, it is quality, not quantity that counts. We can all learn from each other. It is expected that when you have some special knowledge or relevant experience you will contribute it to the learning of the other members of the class. Useful contributions, as you know, come in many forms. Sometimes a question or a brief comment can be as or more useful to the learning of the class as a long presentation. Even your mistakes and misunderstandings can lead to learning opportunities for us all. Please speak up in all class sessions.

Grading

This course will be graded on a percentage basis with assignments weighted to reflect their percentage value to the overall grade.

A+	= 97-100	B+	= 87-89	C	= 70-79
A	= 94-96	B	= 84-86	F	= 0 – 69
A-	= 90-93	B-	= 80-83		

- Human Subjects/Ethics training 5%
- Article Critique 10%
- Quizzes 20%
- Proposal Parts 30%
- Final Research Proposal 20%
- Research Poster presentation and comments 5%
- In Class Assignments and Class preparation 10%

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times.

Always come to class with a positive attitude and try to have fun as you learn about yourself, others, and the topic at hand! Much of the value of the course will be generated from in-class activities and discussion. As such, you are asked to prepare for discussion by reading assigned items (prior to class) and actively participate in the conversation.

I expect you to uphold the highest ethical standards and academic integrity. This includes refraining from cheating, fabrication, and plagiarism.

Virtual classrooms can make it difficult to connect with others. Please do your best to be visible to your classmates by turning on your video. One day, we will actually see one another in person. It will be nice to be familiar with one another beforehand.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must also be fully familiar with the document, “Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses,” which is posted as an addendum under the “Syllabus” tab of the course Blackboard site.
- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of

Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .