

## University of Florida RESEARCH METHODS

Instructor: Yonghwan Chang, PhD

Course: HLP 6535

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Location: FLG 265

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### 1. Course Description

This course introduces graduate students in Sport Management and related fields to the fundamentals of research methods. Through interactive lectures, practical exercises, and real-world applications, students will acquire essential knowledge in academic and business research. The course covers various topics including problem identification, hypothesis formulation, literature review, questionnaire design, pilot data collection and analysis, research proposal development, and presentation skills. The primary goal of the course is to equip students with the skills necessary to conduct effective research in their field of study. By engaging in this comprehensive learning approach, students will enhance their decision-making abilities when addressing research and business challenges in the sport industry. They will develop essential analytical skills, such as critical thinking, problem-solving, data analysis, and evidence-based decision-making, which are highly valued in the sport management industry. Additionally, the course promotes collaboration and communication through group discussions and peer feedback, fostering teamwork and effective communication skills. This prepares students for the collaborative nature of the sport management field. The course also provides a solid foundation in research methodologies, laying the groundwork for advanced education or research-focused roles in sport management. In summary, this course enhances students' analytical skills, practical relevance, informed decision-making, collaboration and communication abilities, and prepares them for future educational and research endeavors in the dynamic field of sport management.

### 2. Course Objectives

By the end of this course, students will be able to:

- Understand and articulate the research process and the scientific inquiry approach used by researchers.
- Develop skills to critically evaluate and distinguish between "good" and "bad" research reported in academic, business, and trade journals.
- Gain an informed understanding of existing research in the field of sport business.
- Demonstrate the ability to identify problem areas within sport organizations and plan, organize, design, and conduct research to address these problems.
- Acquire the skills to write and present research proposals and reports for managerial decision-making in sport organizations.

### 3. Textbooks

There are no required textbooks for this class. There are two books that you may find useful for the class.

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Schindler, P. S. (2021). *Business research methods* (14th ed.). McGraw Hill.

\* Additional readings will be provided.

### 4. Canvas (E-Learning)

Course news, information, syllabus and class materials can be found online at Canvas (<http://lss.at.ufl.edu>). Each student will need to use his or her own Canvas account to log into the class link. If you are new to Canvas, watch the [Canvas Overview video \(Links to an external site.\)](#) [3:58]. If you have any questions regarding Canvas, refer to the [Canvas Guides](#).

## 5. Technical Issues

If you encounter a technical issue, please contact [UF Computing Help Desk \(Links to an external site.\)](#), or utilize the one of the following self-help resources:

- [Video: Canvas Student Overview \(Links to an external site.\)](#) [7:04]
- [Which Browsers Does Canvas Support? \(Links to an external site.\)](#)
- [How Can I Use Canvas on My Mobile Device? Links to an external site.](#)
- [Canvas Student Guide Links to an external site.](#)
- [Canvas Video Guide \(Links to an external site.\)](#)
- [Zoom Conferences Student Step-by-Step Guides \(Links to an external site.\)](#)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST message your instructor within 48 hours of the technical difficulty if you wish to request a make-up.

## 6. Office Hour and Contact Information

(Virtual) office hours are held, by scheduled appointment only, via [Zoom Conferences or at FLG310](#). Use Canvas mail and/or UF email ([yhchang@hhp.ufl.edu](mailto:yhchang@hhp.ufl.edu)) for personal questions related to the course content or of a personal nature, such as grades, special circumstances, and needed accommodations. Expect a response within 48 hours. All online correspondence must have your full name in the message body, and contain your course and section number in the subject line.

## 7. Course Grades & Grade Determination

Overall Course Points	Letter Grade
630 pts. – 700.0 pts.	A
616 pts. – 629.9 pts.	B+
560 pts. – 615.9 pts.	B
553 pts. – 559.9 pts.	B-
546 pts. – 552.9 pts.	C+
490 pts. – 545.9 pts.	C
483 pts. – 489.9 pts.	C-
476 pts. – 482.9 pts.	D+
420 pts. – 475.9 pts.	D
413 pts. – 419.9 pts.	D-
412.9 pts. or less	E

List of Determinants	Points
Exam	200 pts.
Problem Statement	100 pts.
Journal Article Review	100 pts.
Research Proposal Paper	200 pts.
Research Proposal Presentation	100 pts.
<b>Overall Course Points</b>	<b>700 pts.</b>

More information on the Graduate School grading policies may be found at: <https://catalog.ufl.edu/graduate/regulations/>

## 8. Mid-Course Evaluation Survey

This survey is anonymous and is a way for you to provide honest feedback on the course. This feedback is essential to provide the best quality instruction and give you, the learner, the best learning experience. You are asked to give your honest opinion and to share any advice you have to make the course better. You will be asked questions regarding lectures, assignment quality, etc.

## **9. Course Assignments**

### **9.1. Examination (200 pts.)**

The purpose of giving exams in my courses is to allow the students the opportunity to communicate their level of mastery of the course material. I'm looking for your ability to demonstrate conceptual understanding *and* your fluency with the research methods topics and relevant theories and methodological approaches covered in this course. The examination will thus cover lecture and discussion as well as handouts electronically distributed in class. Exam format will consist of true/false, multiple choice, short answers, and/or essay. A make-up exam will be given in the instance where a student has an excused absence and the instructor is notified of the absence prior to the exam date. In the case of an emergency situation proper documentation must be provided, after which the proper steps will be taken in line with the University Policy.

### **9.2. Problem Statement (100 pts.)**

Each student is required to write a one-page problem statement (including references; single-spaced; Times New Roman; 12 font size) that aligns with their research area and business interests in the field of sport management. The problem statement should concisely outline the specific issue or challenge that will be the focus of their research. To support their problem statement, students are expected to conduct a thorough literature review and find at least five current articles (published no earlier than 2020) from academic journals and business/industry reports in the area of sport management that is related to their identified problem. These articles should contribute to the understanding of the problem and provide a foundation for further research. A reference list of these articles needs to be attached to the problem statement, and electronic copies (PDFs or links) of the articles should be submitted as well. By following these guidelines, students will demonstrate their ability to critically analyze and integrate current literature into their work, enhancing their research skills and preparation for future endeavors.

### **9.3. Journal Article Review (100 pts.)**

Each student will be assigned to a specific article published in highly respected sport management journals. You will review a specific article published in highly respected sport management journals, with a particular focus on the research methods employed. Nonetheless, your two-page review (including references; single-spaced; Times New Roman; 12 font size) must provide a brief summary and critique of the article. Your review must include the following sections: a brief overview, unique aspect, methods, results, discussion, future implications, and your reactions to the article. The evaluation of your review will prioritize the theoretical and methodological justifications of your arguments and the overall logic of your writing. By focusing on the research methods of the assigned article in your review, you will demonstrate a critical understanding of the methodological choices made by the researchers and provide thoughtful insights into the strengths and limitations of their approach.

### **9.4. Research Proposal (300 pts. = Paper 200 pts. + Presentation 100 pts.)**

The research proposal assignment consists of two parts: the proposal paper and the presentation.

First, students are expected to develop a 10-page research proposal paper (including references, tables, and figures; single-spaced; Times New Roman; 12 font size) following the structure of an APA article. The proposal should include sections such as introduction, literature review, and methods. The introduction provides a concise overview of the research problem, research questions or hypotheses, and the significance of the study. The literature review involves a comprehensive examination of relevant literature, highlighting key theories, concepts, and empirical studies. In the methods section, students

outline details regarding participants, measurement instruments, data collection procedures, analysis procedures, and references. Optional sections may include results and discussion. By adhering to these guidelines, students will gain practical experience in designing and conducting research studies, while also acquiring essential knowledge about the components of a research proposal.

Second, as part of the research proposal assignment, each student is required to present their research proposal. They should create 10-page PowerPoint slides summarizing their proposal paper and record their presentations. The recorded presentations should then be uploaded on Canvas to share their research ideas with the class. The course instructor and classmates will provide feedback on the presentations, allowing students to further improve their communication and presentation skills.

Overall, this assignment aims to provide students with hands-on experience in developing research proposals, as well as opportunities to effectively communicate their research ideas to their peers and receive valuable feedback.

\*Graduate Final Exam Requirement: During this course, the successful completion of the review of literature assignment (as part of the Research Proposal Paper assignment) will fulfill a requirement of the Graduate Final Exam, which is a requirement to be completed prior to the completion of the M.S in Sport Management degree at the University of Florida. To successfully complete the review of literature, the student must earn a minimum of 80% on the assignment. A failure to meet the minimum of 80% will require the student to rewrite and resubmit the paper (i.e., the literature review section) to the instructor by the stated deadline, which will be before the end of the semester. However, the rewrite grade will not count towards the course but will count towards the successful completion of that Graduate Final Exam portion. A failure to successfully rewrite and resubmit the review of literature section will result in earning an “Incomplete” (I) grade for the course until the requirement has been met. (Please note: An “Incomplete” (I) grade becomes punitive to your overall GPA approximately one semester following the assigned “Incomplete” grade.) It is the student’s responsibility to arrange with the instructor and agree in writing the timeline for successfully completing the review of literature in fulfillment of the Graduate Final Exam portion. If the student successfully earns a minimum of 80% on the first submission of the paper, then no further action is necessary.

\*\*Detailed instructions for each assignment will be posted on Canvas\*\*

## 10. UF Policies

### 10.1. Attendance

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) will be excused. Other reasons also may be approved. This course will follow [the UF Guideline](#) on absences, religious holidays, and so forth.

**Students will have 100 points deducted off their final grade for each class missed.** Instructor will randomly check the attendance. **Arriving to class after the instructor has started class will be considered an “unexcused” absence.** Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. **Documentation must be provided** in order for an absence to be excused. These absences will be accommodated in a way that does not

arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

For university-related absences, notice of and documentation pertaining to the absence must be provided to the instructor before the date on which a student will be gone. The absence will only be excused when documentation is provided prior to the absence.

Other reasons also may be approved. This course will follow [the UF Guideline](#) on absences, religious holidays, and so forth.

### **10.2. Illness**

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Alternatively, in the case of illness and family emergency other forms of documentation such as a medical appointment notice or funeral notice are acceptable. For UF related excused absences such as athletics, conference attendances emails and letters from team officials and other academic supervisors are acceptable.

### **10.3. Policy on accommodating students with disabilities**

Students with disabilities requesting accommodations should first register with the [Disability Resource Center \(Links to an external site.\)](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The instructor should be notified of any special accommodations required by the student when they begin their course.

### **10.4. UF counseling services**

Resources are available on campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

- [UF Counseling & Wellness Center \(Links to an external site.\)](#), 301 Peabody Hall, 352-392-1575, personal and career counseling
- [UF Student Health Care Center \(Links to an external site.\)](#)
  - Student Mental Health, 352-392-1171, personal counseling
  - Sexual Assault Recovery Services (SARS), 352-392-1161, sexual counseling
- [U Matter We Care \(Links to an external site.\)](#)
- [UF Career Resource Center \(Links to an external site.\)](#), Reitz Union, 352-392-1601, career development assistance and counseling.

### **10.5. University policy on academic misconduct**

UF students are bound by [The Honor Pledge \(Links to an external site.\)](#) which states:

*"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

The [Honor Code \(Links to an external site.\)](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

From [Regulations of the University of Florida, 4.041 Student Honor Code and Student Conduct Code: Scope and Violations \(Links to an external site.\)](#):

**Plagiarism.** A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
- Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
  - From [Regulations of the University of Florida, 6C1-4.047 Student Honor Code and Student Conduct Code: Sanctions \(Links to an external site.\)](#).

For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.

Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an 'E'."

## 10.6. Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

## 10.7. Course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at the [GatorEvals \(Links to an external site.\)](#) website. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [GatorEvals portal \(Links to an external site.\)](#). Summaries of course evaluation results are available to students on the [GatorEvals Public Data \(Links to an external site.\)](#) website.

\*\* The instructor reserves the right to make changes to the syllabus and outline as the class progresses and circumstances arise. Students will be given notice of any changes. \*\*

## COURSE SCHEDULE (*TENTATIVE*)

Week	Topic	Assignment (Due)
W1, Jan. 16	The Nature, Purpose, and Role of Business Research	
W2, Jan. 23	The Business Decision Process	
W3, Jan. 30	Types of Business Research	
W4, Feb. 6	Problem Definition and Purpose Statements I	
W5, Feb. 13	Problem Definition and Purpose Statements II	
W6, Feb. 20	<b>Exam I</b>	
W7, Feb. 27	How to Conduct a Literature Review	<b>Problem Statement</b>
W8, Mar. 6	Sampling and Designing	
W9, Mar. 13	Measurement	<b>Article Review</b>
<b>W10, Mar. 20</b>	<b>Spring Break</b>	
W11, Mar. 27	Communicating with Respondents	
W12, Apr. 3	<b>Exam II</b>	<b>Proposal Paper<sup>Draft</sup></b>
W13, Apr. 10	Research Proposal Presentation I	
W14, Apr. 17	Research Proposal Presentation II	
W15, Apr. 22	Individual Instruction	<b>Proposal Paper<sup>Final</sup></b>
<i>(By incorporating instructor feedback, you may re-submit your proposal paper to upgrade your pts.)</i>		
<b>FINALIZED PROPOSAL DUE: Apr. 25, 11:59pm</b>		

**\*\*This schedule is tentative, and it could be changed based on the pace of the lectures and assignment needs. Changes will be announced in class and the instructor bears no responsibility of announcing.**



## Tuesday Activity: "Research Portfolio Workshop"

**Purpose:** Develop a research proposal step-by-step through peer-supported feedback and guided discussions.

How It Works:

### 1. Weekly Structure:

#### Tuesdays:

- **Task:** Students submit portfolio entries via **Canvas Discussion Board** by 1:55pm.
- **Engagement:** Students read and provide feedback on **at least three peer entries** using the **Peer Review Rubric** provided.

#### Thursdays:

- **Class Sessions:** Instructor-led **lectures or workshops** clarifying methods, guiding proposal development, and reviewing common feedback issues from the week's submissions.

### 2. Peer Feedback Format:

#### a. Submission Expectations:

- **Due Date:** Portfolio entries should be posted by Tuesday's class start time.
- **Entry Length:** 150-300 words depending on the week's task (specifics defined in the course syllabus).
- **Post Format:** APA-style formatting when required (e.g., citations, references).

#### b. Peer Review Process:

- **Review Requirement:**
  - Students must **review and comment on at least two peers' entries** each week.
  - Reviews must be **constructive, detailed, and supportive** (at least 100 words per review).

#### c. Peer Feedback Guidelines:

Students are required to:

- **Acknowledge Strengths:** Highlight well-done sections.
- **Offer Constructive Criticism:** Suggest specific improvements (e.g., "Consider clarifying your sampling method by explaining why you chose X group.").
- **Ask Questions:** Engage critically by asking thoughtful, research-related questions.

### 3. Peer Review Rubric:

Use the following rubric for **peer feedback scoring**:

Criteria	Excellent (3 pts)	Good (2 pts)	Needs Improvement (1 pt)
<b>Insightfulness</b>	Clear, thoughtful, and research-based feedback provided	Some helpful suggestions but lacks depth	Minimal or unclear suggestions
<b>Constructiveness</b>	Respectful, supportive, and action-oriented	Polite but somewhat vague	Lacks politeness or specificity
<b>Engagement</b>	Asks meaningful, research-relevant questions	Asks some questions but not clearly research-focused	No questions posed

**Max Weekly Peer Review Score:** 9 points (3 reviews × 3 points each)

## Weekly Breakdown:

### Week 1: Research Topic & Problem Statement **Jan. 21**

- **Task:** Post a 150-word problem statement related to sport management.
- **Submission Requirement:** Clearly state the problem, why it matters, and its connection to the sports industry.
- **Peer Feedback Prompt:**  
*“Does the problem statement clearly identify a research gap? Suggest ways to make it more focused.”*

### Week 2: Research Questions & Objectives **Jan. 28**

- **Task:** Post a primary research question with 2-3 supporting objectives.
- **Submission Requirement:** Ensure the research question is specific, measurable, and time-bound.
- **Peer Feedback Prompt:**  
*“Are the research questions specific, measurable, and achievable? Offer suggestions for refinement.”*

### Week 3: Preliminary Literature Review **Feb. 4**

- **Task:** Post 3 APA-style citations with 3-5 sentence summaries.
- **Submission Requirement:** Use credible, peer-reviewed sources relevant to your research.
- **Peer Feedback Prompt:**  
*“Do the selected articles align with the research problem? Suggest additional areas to explore.”*

### Week 4: Conceptual Framework/Model **Feb. 11**

- **Task:** Create and explain a simple conceptual model.
- **Submission Requirement:** Diagram or narrative form linking research variables.
- **Peer Feedback Prompt:**  
*“Is the model clearly linked to the research question? Suggest possible adjustments.”*

### Week 5: Research Method Justification **Feb. 25**

- **Task:** Post a 150-word justification of the proposed research method.
- **Submission Requirement:** Clearly state whether the method is qualitative, quantitative, or mixed, and explain why.
- **Peer Feedback Prompt:**  
*“Does the method align with the research objectives? Suggest improvements.”*

### Week 6: Sampling Plan **Mar. 4**

- **Task:** Describe the sampling criteria and selection process.
- **Submission Requirement:** Define the sample size, target population, and selection technique.
- **Peer Feedback Prompt:**  
*“Is the sampling approach feasible and well-justified? Suggest improvements.”*

### Week 7: Survey/Questionnaire Draft **Mar. 11**

- **Task:** Create 5-7 survey questions.
- **Submission Requirement:** Ensure questions are clear, unbiased, and aligned with research objectives.
- **Peer Feedback Prompt:**  
*“Are the questions clear, unbiased, and relevant? Suggest better question wording.”*

#### Week 8: Data Analysis Plan **Mar. 25**

- **Task:** Post a data analysis strategy (quantitative or qualitative).
- **Submission Requirement:** Specify relevant statistical tests, coding techniques, or thematic analysis processes.
- **Peer Feedback Prompt:**  
*“Is the data analysis approach appropriate for the proposed method? Suggest alternatives.”*

#### Week 9: Ethical Considerations **April 8**

- **Task:** Write about potential ethical concerns and how they would be addressed.
- **Submission Requirement:** Discuss issues like confidentiality, consent, and bias mitigation.
- **Peer Feedback Prompt:**  
*“Are relevant ethical concerns addressed? Suggest additional safeguards.”*

#### Assessment Guidelines:

1. **Portfolio Submission (70%):** Weekly submissions assessed based on completeness, clarity, and progress.
2. **Peer Feedback (30%):** Students must give feedback to **at least two peers** each week. Evaluation will consider:
  - **Insightfulness:** Did they suggest meaningful improvements?
  - **Constructiveness:** Were comments polite, professional, and specific?
  - **Completion:** Did they review the required number of submissions on time?

#### Why This Works:

1. **Active Learning:** Weekly activities reinforce learning through doing.
2. **Peer Insight:** Students gain new perspectives from reviewing diverse research projects.
3. **Progressive Development:** The project builds systematically toward a complete proposal.
4. **Research Simulation:** Mirrors real-world academic peer review processes.
5. **Proposal Readiness:** Students finish the semester with a well-developed research proposal ready for final submission.

*Your performance will be evaluated at the end of the semester, and EXTRA POINTS will be awarded based on the quality of your posts and the feedback you provide.*