

# Advanced research methods (Ph.D.)

SPM 6036

Class 24207

3 Credits | Spring 2025

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## Course Information

### INSTRUCTOR

**Gidon Jakar, Ph.D.**

Office Phone: 352-294-1685

Preferred Method of Contact: [gkalar@ufl.edu](mailto:gkalar@ufl.edu)

*Expect a response within 24 hours M – F, 48 hours after 4pm Fri, and 48 hours on Sat or Sun*

### OFFICE HOURS

(in-person or via zoom): Tuesdays 1:00 pm – 3:00 pm and by appointment.

### MEETING

M | Period 7-9 (1:55 PM – 4:55 PM)

### TIME/LOCATION

[WEIL 238](#) (or Zoom if specified)

## COURSE DESCRIPTION

- This seminar introduces first- and second-year Ph.D. students to relevant methodological approaches, concepts, and processes surrounding key research areas in the sport management field. This course will help students generate novel research ideas, explore and compare different methodological approaches for selected research problems, and identify and develop research designs for their research idea.

## REQUIRED TEXTBOOK

Required reading:

- There is no required textbook
- Reading material will be available on Canvas

## MATERIALS AND SUPPLY FEES

There are no supply or material fees for this course.

## COURSE FORMAT

- **Instructional Methods:** This course consists of an in-person class that will be formatted as a discussion/conversation. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers can meet the following general requirements. A student's computer configuration should include:
  - Broadband connection to the Internet and related equipment (Cable/DSL modem)
  - Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Lectures & Assignments:** Students will attend lectures and complete assignments and discussions based on assigned due dates.

## COURSE LEARNING OBJECTIVES

The primary objectives of this class are to introduce students to different research methods used in sport management research. By the end of the course students will be able to:

1. Conduct critical reviews of literature to address relevant lines of inquiry in SPM.
2. Discuss relevant theories and develop an innovative research idea.
3. Define key concepts to propose research questions, propositions, and hypotheses.
4. Compare different methodological approaches and develop appropriate research design for their research problems.
5. Follow ethical standards in their research.
6. Apply APA writing styles.

## EVALUATION REQUIREMENTS AND GUIDELINES

Grading for this course includes participation in class, individual weekly assignments, individual midterm project, and a final group project. The overall distribution is as follows and final grading follows the university's grading translation into letter grading (below):

<b>Assignment</b>	<b>Assignment grade</b>	<b>Final grade</b>
Class discussion	50	24%
Reaction papers	5/10 = 50 pts	24%
Research outline	20	10%
Instrumentation	2/10 = 20pts	10%
Abstract	2/10 = 20 pts	10%
Research proposal/presentation	50	24%
<b>Total grade</b>	<b>210</b>	<b>100%</b>

### Assignments:

- **General guidelines:**
  - Times new roman 12, 1.5-2 space
  - APA style citation and references
  - Include headings and any tables or figures need to be cited in the text and include captions
- **Class discussion:** Every week we will discuss that week's related papers, and each student is requested to provide another example of an academic study not included in the

list of required/expected readings. When reading papers take note of the research questions, methods, and consider your opinions and how you would conduct that research. You are not required to submit anything as part of the discussion, but attendance and active participation is expected.

- **Reaction papers:** Following the discussion and weekly readings, each student will submit a brief response (1-2 pages max), discussing the methodologies employed in one of the studies and offer alternative methods to answer the question or how they would employ similar methods to examine their own research question. Alternatively, compare the methodologies in one of the studies from the weekly readings with a study not included in the list, addressing how the different approaches answered similar questions and how they complement/contradict one another.
- **Research outline:** Towards the middle of the semester, students will submit a two-page document with a research outline including a list of ten potential references.
  - The document should note relevant theories they will be examining or guiding their research
  - The document should include a research question and proposed hypotheses
  - The research should not be one already conducted by the student for another class or thesis related research, but can be related to their topic
  - This will be the basis for the final project
  - Students should be ready to discuss their research outline in class
- **Instrumentation:** In the last third of the semester students will be asked to prepare a survey related to a topic and research question proposed in class. More guidance will be provided when relevant. Part of the grading will be based on student estimates of other students' surveys.
- **Abstract:** Towards the middle of the semester students will be asked to write a 200 word abstract for a project they are currently working on that they did not write an abstract for yet. The evaluation will be based on guidelines provided and student evaluation of another student's abstract.
- **Research proposal:** The final project (15-20 pages max) is a research proposal related to the research outline that includes the "first" section of an academic research project including an introduction relaying the problem and research questions, section outlining theories and relevant studies, building hypotheses based on the reviewed literature and theoretical frameworks, brief review of the topic, and a section describing the research design/methods and how they will attempt to answer the research questions also based on previous studies. Students will briefly present their proposal in the final week.

## GRADING SCALE

The final letter grades will be based on UF grading policies as shown in the table below following the aggregation of the grades in each of the assignments and the final project:

- More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Letter Grade	Percent of Total Points Associated with Each Letter Grade
A	93-100
A-	90-92
B+	87—89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Students will be graded in accordance with UF policies for assigning grade points as articulated in the link that follows. <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Course & University Policies

### ATTENDANCE POLICY

Attendance guidelines follow the University's guidelines outlined below. While attendance will not be recorded during class, there will be weekly deliverables, and it is expected that students will attend all classes unless circumstances prevent them from attending and an email was sent prior to class.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.

### HONOR CODE POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor 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 specifies behaviors in violation of this code and sanctions. Click here to read the Honor Code <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. 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.

### MAKE-UP POLICY

- Late assignments will not be accepted unless in accordance with UF's Attendance
- Policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. For all planned absences (late submission), a student in a situation that allows an excused absence (late submission) from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.

### TECHNOLOGY PROBLEMS

- Technology is not an acceptable excuse for late work including assignments and quizzes.
- If technology becomes an issue in submitting assignments or other work to eLearning, please contact the UF Help Desk 352-392-HELP (4357).
- After contacting the Help Desk, ensure you receive a ticket number with the time, date, and explanation of the problem for your records.
- You must email the instructor within 24 hours of the technical difficulty.

## ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is especially important to me. If you are aware of your
- disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at 352-392-8565, online <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please contact me via email or in person during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in this course.

## ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

## COURSE EVALUATIONS

- 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 <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## SOFTWARE USE

- All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## CIVILITY, ACCESSIBILITY, AND COMMUNITY RESOURCES

I'm committed to creating an environment of inclusion that respects and affirms the fundamental dignity, value, and distinctiveness of all individuals and their perspectives. My teaching will reflect the understanding of the complexity of identity and the mutuality of our global community. It is my responsibility to help promote and maintain a community of compassion, embracing the rich depths of diversity, while facilitating opportunities for equity and inclusion.



## Getting Help

### STUDENT SUPPORT

- **U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies)  
<http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

### ACADEMIC SUPPORT

- **E-learning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling.  
<https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help with brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

## Weekly Tentative Course Schedule

This course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- Martin Luther King, Jr's Birthday – Monday, January 20th
- Spring break: March 17-21
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text>

## Class overview and readings

**Week 1 (Jan.13 – Jan.19):** Introduction (expectations and structure), “I don’t know”, correlation and causality, “theory shmeory”, research trends (intro to week 2), your own research

- Reaction assignment (1) due following Tuesday morning (1/21) by 9am.

**Week 2 (Jan.20 – Jan.26):** Research trends since the early 2000s and what’s next (where do you fit into this? What are some of challenges you may face as upcoming researchers?)

- No class that week but reaction assignment (2) for the reading that week is due the following Monday morning (1/27) by 9am.

**Week 3 (Jan.27 – Feb.2):** Conducting innovative and influential research, why you are not likely to win the Noble prize and how that impacts you?

- Reaction assignment (3) due following Monday morning (2/3) by 9am.

**Week 4 (Feb.3 – Feb.9):** A tale of two debates: the use of qualitative versus quantitative research (research methods) and the use of social media data (ethics)

- Reaction assignment (4) due following Monday morning (2/10) by 9am.

**Week 5 (Feb.10 – Feb.16):** Methodological approaches and experimental design, how to approach your research and coming up with your own experiments

- Reaction assignment (5) due following Monday morning (by 2/17) 9am.

**Week 6 (Feb.17 – Feb.23):** Qualitative research, doing it right, making it meaningful, and why it is important to acknowledge the individual (but should we always trust them and what happens if we don’t?)

- Reaction assignment (6) due following Monday morning (2/24) by 9am.

**Week 7 (Feb.24 – Mar.2):** Working on your midterm assignments – research notes and abstracts

- Research outline & Abstract due Monday morning (3/3) by 9am

**Week 8 (Mar.3 – Mar.9):** Discussing each other’s work – reviewing and providing positive but also critical feedback (you will be a reviewer one day)

- Abstract review due by following Monday morning (3/10) 9am.

**Week 9 (Mar.10 – Mar.16):** Quantitative research is great and all, but it is not flawless, nor can people decide on the best approach (to log or not to log and generalizing much?)

- Reaction assignment (7) due following Monday morning (3/17) by 9am.

**Week 10 (Mar.17 – Mar.23):** Spring break!!!!



**Week 11 (Mar.24 – Mar.30):** Case study and content analysis is helpful, and scholars should not be so dismissive, though they do make some good points

- Reaction assignment (8) due following Monday morning (3/31) by 9am.

**Week 12 (Mar.31 – Apr.6):** Survey based research is tough but provides insights

- Reaction assignment (9) due following Monday morning (4/7) by 9am.
- Instrumentation assignment (part 1) due Monday morning (4/7)

**Week 13 (Apr.7 – Apr.13):** AI, Machine learning, Big Data, and perhaps we can just ask ChatGPT to do our research?

- Reaction assignment (10) due following Monday morning (3/14) by 9am.
- Instrumentation assignment (part 2) due Monday morning (3/14) by 9am.

**Week 14 (Apr.14 – Apr.20):** Work on your final projects and get ready for your presentations

**Week 15 (Apr.21 – Apr.23):** Presentations and conclusions

- Final project due April 28th

Week	Topic	Readings	Assignments
1	<b>Introduction</b>	Freakonomics: The three hardest words in the English language	Reaction
2	<b>Research trends</b>	<ol style="list-style-type: none"> <li>1. Chalip, L. (2006). Toward a distinctive sport management discipline. <i>Journal of Sport Management</i>, 20, 1-21</li> <li>2. Doherty, A. (2012). "It takes a village:" Interdisciplinary research for sport management. <i>Journal of Sport Management</i>, 26, 1-10</li> <li>3. Doherty, A. (2013). Investing in sport management: The value of good theory. <i>Sport Management Review</i>, 16, 5-11</li> <li>4. McCullough, B. P., Orr, M., &amp; Kellison, T. (2020). Sport ecology: Conceptualizing an emerging subdiscipline within sport management. <i>Journal of Sport Management</i>, 34(6), 509-520.</li> </ol>	Reaction
3	<b>Conducting innovative and influential research</b>	<ol style="list-style-type: none"> <li>1. Alvessen, M., &amp; Sandberg, J. (2011). Generating research questions through problematization. <i>Academy of Management Review</i>, 36, 247-271</li> <li>2. Alvessen, M., &amp; Sandberg, J. (2013). Has management studies lost its way? Ideas for more imaginative and innovative research. <i>Journal of Management Studies</i>, 50, 128-152</li> <li>3. Colquitt, J. A., &amp; Zapata-Phelan, C. P., (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. <i>Academy of Management Journal</i>, 50, 1281-1303</li> <li>4. Funk, D. C. (2019). Spreading research uncomfortably slow: Insight for emerging sport management scholars. <i>Journal of Sport Management</i>, 33(1), 1-11</li> </ol>	Reaction
4	<b>Debates - Qual V Quant (methods) &amp; using social media data (ethics)</b>	<ol style="list-style-type: none"> <li>1. Pick at least two studies not included in the list of papers discussed in class to make your case - the studies will be used for the reaction assignment</li> </ol>	Reaction
5	<b>Methodological approaches and experimental design</b>	<ol style="list-style-type: none"> <li>1. Alise, M. A., &amp; Teddlie, C. (2010). A continuation of the paradigm wars? Prevalence rates of methodological approaches across the social/behavioral science. <i>Journal of Mixed Methods Research</i>, 4, 103-126</li> <li>2. Bryman, A. (2011). Mission accomplished?" Research methods in the first five years of leadership. <i>Leadership</i>, 7, 73-83</li> <li>3. Morgan, D. L. (2018). Living within blurry boundaries: The value of distinguishing between qualitative and quantitative research. <i>Journal of Mixed Methods Research</i>, 12(3), 268-279</li> </ol>	Reaction

		<ol style="list-style-type: none"> <li>4. Queirós, A., Faria, D., &amp; Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. <i>European Journal of Education Studies</i>, 3, 369-387</li> <li>5. Handley, M. A., Lyles, C. R., McCulloch, C., &amp; Cattamanchi, A. (2018). Selecting and improving quasi-experimental designs in effectiveness and implementation research. <i>Annual Review of Public Health</i>, 39, 5-25</li> <li>6. Jackson, M., &amp; Cox, D. R. (2013). The principles of experimental design and their application in sociology. <i>Annual Review of Sociology</i>, 39, 27-49</li> <li>7. Ko, Y. J., Kwak, D., Jang, W., Lee, J., Asada, A., Chang, Y., Kim, D., Pradhan, S., &amp; Yilmaz, S. (in review). Using experiments in sport consumer behavior research. <i>Journal of Global Sport Management</i></li> </ol>	
6	<b>Qualitative Research</b>	<ol style="list-style-type: none"> <li>1. Arsel, Z (2017). Asking questions with reflexive focus: A tutorial on designing and conducting interviews. <i>Journal of Consumer Research</i>, 44, 939 – 948</li> <li>2. Kane, M. J., &amp; Maxwell, H. D. (2011). Expanding the boundaries of sport media research: Using critical theory to explore consumer responses to representations of women’s sports. <i>Journal of Sport Management</i>, 25(3), 202-216</li> <li>3. Malterud, K. (2001) Qualitative research: Standards, challenges, and guidelines. <i>The Lancet</i>, 358, 483-488</li> <li>4. Shaw, S., &amp; Hoerber, L. (2016). Unclipping our wings: Ways forward in qualitative research in sport management. <i>Sport Management Review</i>, 19(3), 255–265</li> <li>5. Singer, J. N., Shaw, S., Hoerber, L., Walker, N., Agyemang, K. J., &amp; Rich, K. (2019). Critical conversations about qualitative research in sport management. <i>Journal of Sport Management</i>, 33, 50-63</li> </ol>	Reaction
7			Research outline & Abstract
8	<b>Discussing proposals</b>		Abstract review
9	<b>Quantitative research</b>	<ol style="list-style-type: none"> <li>1. Jakar, G. S., &amp; Binesh, F. (2024). College sport, events tourism and the demand for short-term rentals. <i>Sport Management Review</i>, 27(2), 234-253.</li> </ol>	Reaction

		<ol style="list-style-type: none"> <li>2. Agha, N. (2013). The economic impact of stadiums and teams: The case of minor league baseball. <i>Journal of Sports Economics</i>, 14(3), 227-252.</li> <li>3. Propheter, G. (2020). Do urban sports facilities have unique social costs? An analysis of event-related congestion on police response time. <i>International Journal of Urban Sciences</i>, 24(2), 271-281.</li> <li>4. Leadley, J. C., &amp; Zygmunt, Z. X. (2005). When is the honeymoon over? National Basketball Association attendance 1971-2000. <i>Journal of Sports Economics</i>, 6(2), 203-221.</li> </ol>	
10	<b>Spring break</b>		
11	<b>Case Study and content analysis</b>	<ol style="list-style-type: none"> <li>1. Flyvbjerg, B. (2006). Five misunderstandings about case-study research. <i>Qualitative inquiry</i>, 12(2), 219-245.</li> <li>2. Clark, R., &amp; Misener, L. (2015). Understanding urban development through a sport events portfolio: A case study of London, Ontario. <i>Journal of Sport Management</i>, 29(1), 11-26</li> <li>3. Kelley, K., Harrolle, M. G., &amp; Casper, J. M. (2014). Estimating consumer spending on tickets, merchandise, and food and beverage: A case study of a NHL team. <i>Journal of Sport Management</i>, 28(3), 253-265</li> <li>4. Mallen, C., Stevens, J., &amp; Adams, L. J. (2011). A content analysis of environmental sustainability research in a sport-related journal sample. <i>Journal of Sport Management</i>, 25(3), 240-256</li> <li>5. Elo, S., &amp; Kyngäs, H. (2008). The qualitative content analysis process. <i>Journal of Advanced Nursing</i>, 62(1), 107-115</li> <li>6. Baskarada, S. (2014). Qualitative case study guidelines. <i>Başkarada, S.(2014). Qualitative case studies guidelines. The Qualitative Report</i>, 19(40), 1-25</li> </ol>	Reaction
12	<b>Survey based research</b>	<ol style="list-style-type: none"> <li>1. Wicker, P. (2019). The carbon footprint of active sport participants. <i>Sport management review</i>, 22(4), 513-526.</li> <li>2. Evans, J. R., &amp; Mathur, A. (2018). The value of online surveys: A look back and a look ahead. <i>Internet Research</i>, 28, 854-887</li> <li>3. Rindfleisch, A., Malter, A. J., Ganesan, S., &amp; Moorman, C. (2008). Cross-sectional versus longitudinal survey research: Concepts, findings, and guidelines. <i>Journal of Marketing Research</i>, 45(3), 261-279</li> <li>4. Jones, D. F., Brooks, D. D., &amp; Mak, J. Y. (2008). Examining sport management programs in the United States. <i>Sport Management Review</i>, 11(1), 77-91.</li> </ol>	Reaction & Instrumentation

13	<b>AI, Machine learning &amp; Big Data</b>	<ol style="list-style-type: none"> <li>1. Chang, Y. (2019). Spectators' emotional responses in tweets during the Super Bowl 50 game. <i>Sport Management Review</i>, 22(3), 348-362</li> <li>2. Ghani, N. A., Hamid, S., Hashem, I. A. T., &amp; Ahmed, E. (2019). Social media big data analytics: A survey. <i>Computers in Human Behavior</i>, 101, 417-428</li> <li>3. Watanabe, N. M., Shapiro, S., &amp; Drayer, J. (2021). Big data and analytics in sport management. <i>Journal of Sport Management</i>, 35(3), 197-202.</li> <li>4. Miller, T. (2019). Explanation in artificial intelligence: Insights from the social sciences. <i>Artificial Intelligence</i>, 267, 1-38</li> <li>5. Wanless, L., Seifried, C., Bouchet, A., Valeant, A., &amp; Naraine, M. L. (2022). The diffusion of natural language processing in professional sport. <i>Sport Management Review</i>, 25(3), 522-545.</li> <li>6. Omuya, E. O., Okeyo, G., &amp; Kimwele, M. (2023). Sentiment analysis on social media tweets using dimensionality reduction and natural language processing. <i>Engineering Reports</i>, 5(3), e12579.</li> </ol>	Reaction
14	<b>Work on final projects and presentations</b>		
15	<b>Presentations</b>		Research project

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