

## RESEARCH METHODS

**APK 4050: 10776 AND 26100; 3 CREDITS; SPRING 2021**

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**VIRTUAL OFFICE HOURS:** Tuesday 4:30 – 6:00 PM or by appointment

**MEETING TIME:** Monday, Wednesday, & Friday 9<sup>th</sup> period (4:05 – 4:55 PM)

**LIVE ZOOM LECTURES WILL BE GIVEN MONDAY AND WEDNESDAY AT THE REGULAR CLASS TIME**

**SCIENCE JOURNALS ARE CONDUCTED ON FRIDAYS: NO LECTURES (A SEPARATE FILE)**

**COURSE DESCRIPTION:** The course provides an understanding of basic research methods and statistical analysis techniques used in applied physiology and kinesiology. Students will demonstrate their knowledge of the course materials by analyzing, interpreting and summarizing research concepts, writing, and studies.

**PREREQUISITE KNOWLEDGE AND SKILLS:** APK major with 3, 4, 6 or 7 classification

**REQUIRED TEXT BOOKS: TWO E-BOOKS**

1. Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Macmillan (eBook).
2. Cauraugh, J. H. (2020). *Research Methods: Functional Skills – Third Edition*. ISBN: 978-1-939337-34-4 (eBook).

**COURSE FORMAT:** Live Zoom lectures will encourage interactions and active learning. This process involves students answering questions, solving problems, and discussing science topics. Prepared students read the required *Research Methods eBook* and integrate the information into their interests in APK. Even in our Hyflex class expect to be asked at least one question a day.

**COURSE LEARNING OBJECTIVES:** By the end of this course, you should be able to:

1. Identify and apply the steps involved in the scientific method
2. Critique research articles and determine the quality of publications
3. Evaluate experimental designs and choose appropriate statistics to analyze data
4. Visually and verbally present experimental designs, data, and findings
5. Formulate a research question, generate a research hypothesis, and design a study to address the question
6. Identify issues related to methodology and discuss guidelines to improve scientific rigor and reproducibility
7. Discuss issues related to research ethics and responsible conduct of human and animal research
8. Outline the processes related to manuscript reviews, writing, authorship, and journal impact factors
9. Conduct a literature search and manage references

## COURSE AND UNIVERSITY POLICIES:

**ATTENDANCE POLICY:** Class attendance to the **Live and Zoom Lectures** is expected. Even though only one point is earned for participating in lectures, students who are able to answer questions on specific concepts discussed in lectures do exceptionally well in this course.

**PERSONAL CONDUCT 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 UF, 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Students in Research Methods will exhibit behaviors that reflect highly upon themselves and our University. Further, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult Dr. Cauraugh.

**EXAM MAKE-UP POLICY:** You will take three examinations on the scheduled dates with Honor Lock active. If an emergency arises on an exam date, then a make-up exam should be scheduled as soon as possible. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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 Dr. Cauraugh with a recommendation. Keep in mind that you should not provide any documentation to Dr. Cauraugh regarding an illness or family emergency. This is your personal, private, and protected information. The DSO is qualified to receive and verify the documents you provide.

**ACCOMMODATING STUDENTS WITH DISABILITIES:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The DSO will provide documentation to the student who must then provide this documentation to the professor when requesting accommodation. You must submit this documentation before taking the first exam. Accommodations are not retroactive; therefore, students should contact the office early in the semester. Arrangements will be made for taking exams in consultation with the professor.

**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 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/>.

#### **COVID-RELATED REQUIREMENTS FOR PHYSICAL PRESENCE LECTURES:**

In response to COVID-19, we will adhere to the following policies and requirements to maintain our learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings over your mouth and nose at all times during class and in the Florida Gym.
- You accept the responsibility in creating and maintaining a safe environment. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Lecture room 230 FLG has enough capacity to maintain physical distancing (at least 6 feet between individuals) requirements. Use only the designated seats and maintain appropriate spacing at all times.
- Sanitizing supplies are available in the classroom if you wish to wipe/clean your desks prior to sitting down and at the end of class.
- Practice physical distancing and spacing when entering and exiting 230 FLG. Patience is a virtue.
- Asking you to display your cleared status on your cell phone will be common practice this semester.
- Only cleared status students will be allowed to attend class in room 230 FLG.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)

- If you become infected with the virus, then pay strict attention to your doctor’s suggestions for recovery. You will be given a reasonable amount of time to catch-up on reading the eBook. [Find more information in the university attendance policies.](#)

**REMOTE CLASSROOM AND PRIVACY:** Our classes are Live Zoom sessions that will not be audio visually recorded. Students are expected to participate and any messages posted in chat will not be recorded or shared. As in all courses, unauthorized recordings are prohibited.

## GETTING HELP:

### *Health and Wellness*

- 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
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

### *Academic Resources*

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to 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 the 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 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/>

## INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

For suggestions or concerns related to IDEA, please reach out to any of the following:

- Dr. Leo Ferreira, APK IDEA Liaison, [ferreira@hnp.ufl.edu](mailto:ferreira@hnp.ufl.edu)
- Dr. Rachael Seidler, APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)

## LIVE ZOOM LECTURES: SYNCHRONOUS WITH OUR CLASS PERIODS

## GRADING:

	<u>Points</u>
<i>Participation in Live Lectures</i>	<i>1</i>
<i>Science Journals</i>	<i>3</i>
<i>Exam 1: February 17, Wednesday</i>	<i>32</i>
<i>Exam 2: March 24, Wednesday</i>	<i>32</i>
<i>Exam 3: April 27, Tuesday</i>	<i><u>32</u></i>
<i>[Cumulative Exam, Finals Week]</i>	
<i>Total</i>	<i>100</i>

OUR EXAM FORMAT IS A COMBINATION OF MULTIPLE CHOICE, SHORT ESSAY, AND LONG ESSAY

## GRADING SCALE:

Letter Grade	Total Points Required to Earn Each Letter Grade
A	≥ 91
A-	89
B+	88
B	81
B-	79
C+	78
C	71
C-	69
D+	68
D	61
D-	59
E	≤58

Previous students who answered questions during lectures, completed science journal entries, and scored well on the three exams accumulated enough points to excel.

UF's catalog provides detailed information regarding current UF grading policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. Requests for exceptions to these grading policies may be interpreted as an honor code violation and will be addressed.

## WEEKLY COURSE SCHEDULE: READING SCHEDULE AND CONTENT

Exam questions are based on the eBook: *Research Methods: Functional Skills* (2020; third edition). Given that the eBook has many slides embedded in the text, full sets of slides for lectures are not posted. Read the text and ask questions during lectures for clarity.

Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Macmillan (eBook). Read the whole book for writing questions on the first two exams.

*Note: the content for any exam may change depending on class interactions and apparent course progress. If any changes are necessary, then we will discuss as a class before the exam.*

<b>Week</b>	<b>Research Methods: Functional Skills (3<sup>rd</sup> edition)</b> <b>Chapter &amp; Heading</b>	<b>Content</b>
1	Preface	Course Overview
	Chapter I: 1.1 – 1.5	Approach to Science; Importance of RM & Science; Causal Relationships
	1.6 – 1.11	Science, Exp. Design, Variability & Statistics; Types of Research; Two Supreme Problem Solvers; Controlling Motor Actions; Proteins, Cell Signals & Microarrays
2 & 3	Chapter II: 2.1 – 2.5	IVs: Main Effects, & Interactions Voluntary Motor Actions: ME & Interactions Interaction: Alcohol, Tylenol, & Liver Functions
	2.6 – 2.9	Examining Main Effects & Interaction: Matrix Visually Displaying Two-way Interactions Six Two-way Interactions & Main Effects Confirm ME & Interactions: Matrix & Figures Two Frequently Used Statistics: <i>t</i> & <i>F</i> tests
4	Chapter III: 3.1 – 3.4	Designs Vary by Three Criteria Different Designs: One-way & Two-way
	3.5 – 3.8	Design Examples: Mixed & Three-way Comprehension Confirmation Review
Feb. 17	<b>Exam 1: 32 points</b>	<b>eBook Chapters: Preface, I, II, &amp; III Strunk &amp; White</b>
5 & 6	Chapter IV: 4.1 – 4.7	Statistical Significance & Reminders One-tailed & Two-tailed Tests Multiple Comparison Procedures

		Null & Alternative Hypotheses F Table Critical Values Truth Table & Power
7 – 9	<b>Chapter V: 5.1 – 5.7</b>	Internal and External Validity Eight Internal and Four External Threats Three Internally Valid True Experiments Three Pre-experimental Designs
	<b>Chapter VI: 6.1 – 6.10</b>	Parametric & Nonparametric Statistics ANOVA Assumptions & Summary Table Chi-Square, Correlations, <i>t</i> & <i>F</i> Tests Random Numbers, Ergogenic Aids Hick-Hyman Law
<b>Mar. 24</b>	<b>Exam 2: 32 points</b>	<b>eBook Chapters IV, V &amp; VI Strunk &amp; White</b>
10 & 11		
	<b>Chapter VII: 7.1 – 7.9</b>	Research Integrity & Oath for Scientists Ethics in Life & Science & Authorship Institutional Review Board Protecting Rights of Individuals Happiness & Success New Perspective: Science Statistics, Experimental Design & Variability
	<b>Chapter VIII: 8.1 – 8.12</b>	Writing: Clear, Concise, & Correct Four Evaluation Criteria & Questions to Ask Rocking Chairs & Dementia Increase the Quality of Our English Language Feel Good Education
	<b>Chapter IX: 9.1 – 9.7</b>	Analysis of Covariance, Meta-Analysis, & Regression Analyses Multivariate Statistics & Saving Trees
12 & 13	<b>Chapter X: 10.1 – 10.10</b>	Four Research Axioms Principled & Persuasive Arguments Advancing Science & Reviewing Articles Writing a Thoughtful Critique

		External Funding & Publishing Your Study Three Clinical Research Steps in a Vaccination Doing the Right Thing
April 27	<b>Exam 3: 32 points</b> <b>Cumulative Final</b>	<b>eBook Chapters VII, VIII, IX, &amp; X</b> <b>Review Previous Chapters</b>

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2. Cauraugh, J. H. (2020). *Research Methods: Functional Skills – Third Edition*. (eBook).

*eBooks are at three electronic sources. Cut and paste a source into your browser.*

1. **Smashwords:** <http://www.smashwords.com/books/search?query=cauraugh>
  - a. [Download a free Kindle app to your laptop computer, iPad, or iPhone.](#)
  - b. [Download a version to read on your Kindle app.](#)
  - c. [Marking and searching the text will be easy on the Kindle app.](#)

2. **Apple iBooks;** For Apple iPad/iPhone/iPod Touch, download the free Apple iBooks app and buy the eBooks on your iTunes account.

<https://books.apple.com/us/book/research-methods-functional-skills-3rd-edition/id1278898939>

3. **Amazon** – Kindle or Kindle Fire app reading:  
<http://www.amazon.com/dp/B00AUZPSSY>

## SUCCESS, MOTIVATIONAL PERSPECTIVE, & OATH FOR SCIENTISTS:

Your Research Methods experiences will be meaningful given that you actively use the information in the *eBook (Research Methods: Functional Skills, 2020; Third Edition)* as well as the information presented and discussed in lectures. Enjoy this exposure to the scientific arena. The teaching style of this course is primarily reciprocal interaction with frequent, relevant questions used to practice retrieval of concepts. You must be able to use this knowledge in different situations. Our frequent research interactions will be more enjoyable if you relax and expect that I will ask you at least one question every class. In this flipped classroom, you should read the *eBook* chapters before class and be prepared to speak about scientific concepts while supporting your statements with logical thinking and empirical evidence. Student answers and questions are encouraged at any time during our interactions. Importantly, the information for this course is readily learned when students give sincere efforts and embrace the topics. **Be a student who attains her or his intellectual potential!**

### REMINDER:

**HYFLEX LIVE ZOOM LECTURES: SYNCHRONOUS WITH OUR CLASS PERIOD (MONDAY & WEDNESDAY)**



## Research Methods: APK 4050, Sections 10776 & 26100 Science Journal: Watching, Reading, Thinking, and Writing

### Spring 2021 Semester Schedule for Fridays: TED Talks, YouTube, Searching, and Reading Articles

- Lectures are given on Monday and Wednesday
- Fridays are individual learning days
- **Twelve activities are scheduled for Fridays this semester**
- Use your new RM knowledge while **Watching, Reading, Thinking, and Writing**
- Writing and thinking about science and RM outside of the class room is productive
- After watching a video of elegant movements, a student asked a set of questions before summarizing the video:

How do we initiate, control, and terminate movements? Various movements such as walking, riding a bike, driving a car, writing, and exercising seem automatic with no apparent thought going into the exact sequence of movements before or during execution. When driving my grandfather's car, I automatically push the clutch down, release the brake, turn on the ignition, and release the clutch. Seldom do I stall at traffic lights or fail to push the clutch in at the right time. Yes, today's cars are easier to drive than the stick shift I first drove on a back road. The required movements and car's response appear natural now. How did I reach an automatic phase of learning with the clutch and gas? How do motor control and neuroscience researchers investigate these types of learning and control questions?

Create one science journal file and save each entry. In March, you will send your file with your first six journal entries to a classmate for reading and a cursory review. At the same time, you will read a set of six journal entries written by a classmate. The evaluation criteria are writing style and organization. **To earn the full three points, you must complete three phases: (a) do journals 1 – 6, save in one file, and send them to a classmate for review, while you review her/his entries, (b) do journal entries 7 – 12, and (c) upload your science journal file with 12 entries at Assignments in Canvas by Friday, April 16, 2021.**

#### Week

1. Summarize a TED Talk (Ideas Worth Spreading)
  - a. Steven Johnson: **Where good ideas come from**  
[http://www.ted.com/talks/steven\\_johnson\\_where\\_good\\_ideas\\_come\\_from](http://www.ted.com/talks/steven_johnson_where_good_ideas_come_from)
2. Summarize a TED Talk
  - a. Margaret Heffernan: **Dare to disagree**  
[http://www.ted.com/talks/margaret\\_heffernan\\_dare\\_to\\_disagree](http://www.ted.com/talks/margaret_heffernan_dare_to_disagree)
3. Summarize a youth form speech and an introduction of Bill Gates
  - a. Sarah Abushaar **Addresses World Youth Forum 2018** | | سارة أبو شعر تخاطب منتدى شباب العالم  
٢٠١٨. November 7, 2018  
<https://www.youtube.com/watch?v=EzZoV2veJkE>
  - b. Sarah Abushaar : **Bill Gates & the Power of Human Capital**; February 5, 2020  
<https://www.youtube.com/watch?v=fMuAcFFVPMo&t=3s>

4. Summarize a TED Talk
  - a. Shawn Achor: ***The happy secret to better work***  
[http://www.ted.com/playlists/171/the\\_most\\_popular\\_talks\\_of\\_all](http://www.ted.com/playlists/171/the_most_popular_talks_of_all)  
(Number 17 on list of 20 most popular talks of all time)
5. Summarize a YouTube Talk
  - a. Bob Sallis, former ACSM President: ***Exercise as Medicine***  
[https://www.youtube.com/watch?v=luPzvjY55\\_8](https://www.youtube.com/watch?v=luPzvjY55_8)
6. Summarize face mask usage effects on COVID-19 cases in Kansas counties
  - a. ***Do Masks Matter in Kansas?***
  - b. *PDF is attached*
7. Summarize the *Not Impossible Labs*
  - a. Mick Ebeling, Founder
  - b. ***Hunger: Not Impossible***
  - c. *PDF is attached*
8. Summarize a TED Talk
  - a. Hans Rosling: ***The best stats you've ever seen***  
[http://www.ted.com/playlists/171/the\\_most\\_popular\\_talks\\_of\\_all](http://www.ted.com/playlists/171/the_most_popular_talks_of_all)  
(Number 15 on list of 20 most popular talks of all time)
9. Summarize William Wan's *Washington Post* article, June 13, 2017
  - a. ***America's New Tobacco Crisis: The Rich Stopped Smoking, the Poor Didn't***
  - b. *PDF is attached*
10. Summarize Jan Hoffman's *New York Times* article, November 16, 2018
  - a. ***The Price of Cool: Juul Vaping***
  - b. *PDF is attached*
11. Summarize Sternberg's writing suggestions
  - a. ***How to win acceptances by psychology journals: 21 tips for better writing***
  - b. *PDF is attached*
12. Search PubMed (US National Library of Medicine) and plan a study
  - a. Select a topic that interests you
  - b. What is the purpose of your study?
  - c. How is your purpose different from the literature?
  - d. Generate a research hypothesis

**April 16:** Upload your science journal file with 12 entries Canvas, Assignments