

**SPM 6036: RESEARCH SEMINAR IN SPORT MANAGEMENT**

Spring 2023 (Class Number 28323; 3 credits)

Professor: Dr. Yong Jae Ko  
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Office Hours: Wednesday (8:30-11:30AM), or by appointment.

Time: Thursday: Period 3-6; 9:45AM-12:45PM  
Classroom: TBA  
Phone: 352-294-1665

**TEXTBOOK(S):**

- Journal articles (Available in Canvas).
- American Psychological Association. (2020). *Publication Manual* (7<sup>th</sup> ed.), Washington, DC: APA

**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.

**COURSE OBJECTIVES:**

*Upon completion of this course students will be able to successfully:*

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

**COURSE POLICIES:**

*Participation/Attendance:*

Your attendance and participation are expected as a natural expression of your commitment to your academic major and, most importantly, your desire to succeed. In addition, active participation provides all students with the opportunity to learn from one other. Attendance policies - including religious holidays, illness, and the 12-day rule, can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

*Assignment Policies:*

Assignments are due in class on the specified day. All assignments and papers must be proofread and spell checked. All referencing and formatting of papers must be in APA form (7th edition).

*Academic Integrity:*

Any individual who becomes aware of an honor code violation is committed to take corrective action. Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://www.dso.ufl.edu/students.php>. Academic integrity is about much more than preventing cheating. It is about ensuring that scholars are given credit for their ideas. As emerging scholars, it is imperative for PhD students to understand how to give appropriate credit for work that has been done by others.

*Accommodating Students with Disabilities:*

Accommodating students with disabilities is very 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 visit with me or send me an email 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 the classroom.

*U Matter, We Care:*

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 911.

*Inclusion, Diversity, Equity, and Accessibility (IDEA) Resources:*

It is my intent that students from all diverse backgrounds and perspectives be equitably served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class are viewed as inclusive as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, for other students, or student groups. For suggestions or concerns related to IDEA, please reach out to Dr. Christine Wegner, SPM IDEA Liaison, [christinewegner@ufl.edu](mailto:christinewegner@ufl.edu).

*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/>.

*Disclaimer:*

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

**EVALUATION/GRADING SYSTEM:**

The final grade of a student is based upon his/her overall performance and contribution in the following areas.

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*Evaluation (point)*

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1. Class discussion	30
2. Reaction papers	20
3. Research outline	10
4. Instrumentation	10
5. Research proposal/presentation	30
Total	100

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*Grading*

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A	= 100-93	C(S)	= 76-73
A-	= 92-90	C-(U)	= 72-70
B+	= 89-87	D+	= 69-67
B	= 86-83	D	= 66-63
B-	= 82-80	D-	= 62-60
C+	= 79-77	E	= 59-0

## **COURSE FORMAT AND REQUIREMENTS**

### *Class Discussion*

Students are responsible for conducting a critical review of assigned articles before class each week. Students should engage in class discussions and offer thoughtful comments in each class. To facilitate class discussions, students will be selected to lead discussion of the weekly articles. Discussion leaders should 1) raise thoughtful questions after sharing a summary of their articles, and 2) prepare a handout for classmates (two pages maximum). More details will be provided in class.

### *Reaction Papers*

Students will prepare a short reaction paper (two pages max) related to that week's readings and/or guest lectures. Although your critique of articles (and guest lectures) may include conceptual aspects, students need to focus on the quality of the methodology (suitability, strengths, and weaknesses) and offer alternative ways to solve targeted research problems. You may also integrate the ideas of several papers (or guest lectures) and discuss how they relate to each other. Reaction papers may source other papers that are not included in the Canvas. All reaction papers should be turned in to Canvas no later than **5:00 PM on the day before** class.

### *Research Outline*

Students will submit a research outline (two pages max not including reference page) for a new research project that you are planning to conduct. Research ideas may range from a development or further exploration of an idea contained in one of the assigned papers to a completely novel idea broadly related to your line of research. Students should not reuse their own previously existing research paper and/or data that they have already collected for a different purpose. This idea will be further developed in future assignments. The outline should include a brief description of the research problem, relevant theories, questions/hypotheses, key concepts/constructs, and methodological approach. List a minimum of 10 key relevant references (empirical studies); five from sport management journals and five from related fields such as marketing, management, psychology, sociology, law, finance, or sociology (or any other category that you think might be relevant to your research). Read and use the first three chapters of the APA manual. (Due by March 23).

### *Instrumentation*

To select or develop a valid and reliable instrument is one of the most important tasks in the research process. Instrumentation not only determines the overall quality of your research, but also increases acceptance rate in top tier journals. Well-designed questionnaires take time to put together, but the payoff is enormous (e.g., minimized non-response error, accurate responses). Specific guideline will be provided for instrumentation assignment. (Due by April 6).

### *Research Proposal*

The final project will be an original research proposal (15-20 pages, APA format) that is due by April 20<sup>th</sup>. The paper should include a brief discussion of a research problem and relevant theories, development of

research questions and hypotheses, and a detailed description of the research method designed to address your research problem and rationale for using that method. Each student will briefly present his or her proposal during the last class (15 minutes max). You can use the comments and suggestions you received from peers in your final draft.

### **WEEKLY COURSE SCHEDULE:**

1. Course introduction (Jan. 12)
  - a. Research trend in SPM
  - b. Methodological approaches: Quantitative vs. qualitative
2. How can I conduct innovative and influential research (Jan. 19)
  - a. Generating innovative research idea and defining research problems
  - b. Understanding impact in research – Beyond impact factors
3. Qualitative research (Jan. 26)
  - a. Concepts, process, and guidelines
4. Case study (Feb. 2)
  - a. Concepts, process, and guidelines
5. Content analysis (Feb. 9)
  - a. Concepts, process, and guidelines
6. Survey research (Feb. 16)
  - a. Concepts, process, and guidelines
7. Experimental study (Feb. 23)
  - a. How to design my experiment?
8. Artificial intelligence in social science (Mar. 2)
  - a. Concept, process, and guideline
9. Mixed methods (Mar. 9)
  - a. Concept, process, and guideline
- 10. Spring Break (Mar. 16)**
11. Measurement (Mar. 23)
  - a. Conceptualization, validity/reliability, and method bias
  - b. Formative vs. reflective measures; single-item vs. multiple-item measures
12. Data collection method (Mar. 30)
  - a. Nonresponse analysis, longitudinal study
  - b. Experimental data; Qualtrics and Prolific
  - c. Big data
13. Publishing your work (Apr. 6)
  - a. Overview of method/result sections
  - b. Reporting standard - Review APA guideline
14. Ethical standard in research (Apr. 13)
  - a. Discussion of ethics in research process and publication
  - b. Citation guideline - Review APA guideline
15. Presentation of your research proposal and 5-year plan (Apr. 20)
  - a. Critique presentation
  - b. Five-year research plan: Bring your 5-year research plan to class (and a copy for everyone in class). You will need to explain and discuss your research plan.