



School of Human Kinetics and Recreation
HKR 6001 – Qualitative Research Methods in Physical Education

Intents

This course will introduce students to a number of qualitative research methodologies used in the education field. Some knowledge of the objectives of scientific inquiry is expected although no prior exposure to qualitative methods is assumed. The course is designed to assist students in acquiring fundamental knowledge and skills in qualitative research. Further, the course is aimed to train graduate students in qualitative research methodology, from conceptualization, through design and data collection processes for use in their graduate studies and as an applied research methodology for problem investigation, problem solving and evaluation in educational administration and other related fields.

2021

Course Duration – January 11 – April 8

Winter Semester break – February 22 – 26

Drop Date without Academic Prejudice – March 3

Instructor: Dr. Jeff R. Crane

Office: PE 2005

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Office Hours: T – Th – 1:00pm – 1:50pm (by virtual appointment)

Class location: Classes will be held online through the D2L portal

Class Format: Lectures and Assignments will all be posted to D2L

Land Acknowledgement

We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

Readings

Readings will be assigned throughout the duration of the course and will be used to supplement lectures.

Course Objectives

By the end of this course the student should understand and be able to:

1. identify qualitative research and methods that will support and/or promote physical and health education as a successful tool that encourages lifelong participation in physical activity
2. recognize and apply the appropriate qualitative research techniques including observations, literature reviews, content analysis, in depth interviews and focus groups
3. analyze and interpret findings from qualitative research
4. Objectively critique various research methodologies and understand the strengths and weaknesses of each

Learning management system D2L: This course will use D2L as a method of communication to provide students with course materials (i.e. course syllabus, course schedule & scheduling changes, if needed). The instructor will communicate with students using D2L mail therefore you should check your account regularly. You will need a MUN login ID to access D2L. More information can be found at <https://online.mun.ca/>

Course Assignments and Evaluation

Course Evaluation:	Value:	Date:
1) Article Critique	15%	February 1 st
2) Student Presentations	30%	February 1 st , 8 th , 15 th , 19 th
3) Presentation Cheat Sheet	5%	February 1 st , 8 th , 15 th , 19 th
4) Presentation Evaluations	10%	February 1 st , 8 th , 15 th , 19 th
5) Research Proposal	40%	April 9 th

All details regarding assignments (i.e. explanations and rubrics are posted on D2L)

Policies

All assignments must be handed in on the due dates identified; See the weekly calendar below for this semester's breakdown. Assignment descriptions as well as rubrics and a drop box are all available on D2L. Course work submitted late will receive a 15% penalty per day it is late. This includes circumstances where individual extensions are requested. Individual extensions will only be given with documentation provided from a physician or in the unfortunate circumstance of an emergency. Extensions must be requested before the applicable due date. You must provide written notice within 24 hours of missing the due date to advise your instructor of your situation. Students should make and keep copies of all their assignments and materials used in the event that the instructor does not receive the assignment or there is a question of the ownership of the material. If there is a dispute about an assignment that you have completed but has not been recorded as complete, it will be your responsibility to prove that you have completed the given assignment.

Grading

Students should familiarize themselves with University regulations relating to grading.

Academic Integrity

Students and faculty at Memorial University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education.

Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with Memorial University's regulations on Academic Misconduct (Section 6.12 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offenses. The regulations also describe the procedures for dealing with allegations and the unit level as well as the university level, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to a rescindment of the degree. A lack of familiarity with Memorial's regulations on academic misconduct does not constitute a defense against its application.

If an instructor alleges that academic misconduct has occurred for evaluative instruments worth between 15-39% the course instructor is required to submit the student's work along with a summary of the allegation to the SHKR Committee for Academic Integrity for consideration and a decision. Any allegations of misconduct that occur with evaluative instruments worth 40% or more of the final grade or final examinations are automatically sent to the Senate Committee on Undergraduate Studies for consideration.

Further information on academic integrity is outlined in the University Calendar 6.12:<http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748> Information regarding acceptable writing practices is available through the Writing Centre at <http://www.mun.ca/writingcentre/>

Grade	Percentage	Description
A	80 – 100	Indicates excellent performance with clear evidence of: A comprehensive knowledge of the subject matter and principles treated in the course, a high degree of originality and independence of thought, a superior ability to organize and analyze ideas, and an outstanding ability to communicate.
B	65 – 79	Indicates good performance with evidence of: A substantial knowledge of the subject matter, a moderate degree of originality and independence of thought, a good ability to organize and analyze ideas, and an ability to communicate clearly and fluently.
C	55 – 64	Indicates satisfactory performance with evidence of: An acceptable grasp of the subject matter, some ability to organize and analyze ideas, and an ability to communicate adequately.
D	50 – 54	Indicates minimally acceptable performance with evidence of: Rudimentary knowledge of the subject matter, some evidence that organizational and analytical skills have been developed but with significant weaknesses in some areas, and a significant weakness in the ability to communicate.
F	Below 50	Indicates and failing performance with evidence of: An inadequate knowledge of the subject matter, failure to complete required work, an inability to organize and analyze ideas, and an inability to communicate.

Week	Content and Readings	Details
	Module 1 – Introduction to Qualitative Research in Sport and Physical Activity	
1	Qualitative Research and Its Use in Sport and Physical Activity + Ethical Considerations in Research	
2	Developing the Research Question + The Proposal	
3	The Role of Literature in Qualitative Research + Sampling	
	Module 2 – Choosing the Appropriate Research Approach	
4	Grounded Theory (Student Presentation)	
5	Ethnography (Student Presentation)	
6	Phenomenology (Student Presentation)	
7	Narrative Research (Student Presentation)	
8	Mixed Methods (Student Presentation)	
	Module 3 – Collecting, Analysis, and Reporting Qualitative Research	
9	Data Collection Methodologies	
10	Data Analysis Techniques associated with Qualitative Research	
11	Findings and the “So what?” of it all	
12	Sewing up the loose ends	

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