



## 2019W Research Methods Courses

### Term 1

#### **CNPS 669A 001 Research Approaches to Counselling Psychology (3)**

*Instructor:* Dr. Beth Haverkamp

*Term:* 1

*Day and Time:* Fri, 9:30 a.m. to 12:30 p.m.

This course examines the assumptions and methods of major research paradigms, critically assesses a selection of current research, and then uses various approaches to construct research projects.

#### **EDCP 505 031 Review of Research in Music Education: Theory and Practice (3)**

*Instructor:* Dr. Peter Gouzouasis

*Term:* 1

*Day and Time:* Wed, 4:30 p.m. to 7:30 p.m.

This course is an overview of traditional and emerging research methods in music education research. It will complement and extend ideas covered in EDUC 500 in music teaching and learning contexts. We will examine qualitative and quantitative approaches to music education research, analyze and critique a select group of studies, and discuss techniques and research strategies for applications in a variety of music making settings.

#### **EDCP 512A 031 Education Action Research (3)**

*Instructor:* Dr. Cynthia Nicol

*Term:* 1

*Day and Time:* Tue, 4:30 p.m. to 7:30 p.m.

This course in educational action research is designed as an introduction to action research and as an advanced research methods course. It will provide opportunities for students to explore the vast literature in action research, to study the practices of action research, and to explore possibilities of/for action research. The course will examine various approaches to educational action research including participatory action research, community-based research, appreciative inquiry, students as co-researchers, Indigenous methodologies, and self-study and teacher research. It will examine ethics and institutional research protocols and community developed protocols for research that strives for change with participants in culturally responsive and respectful ways. The course will be of interest to students considering action research as a framework for their work and to those wanting to investigate the appropriateness of action research for their own research. It will be beneficial to students interested in designing action research projects or to those ready to write-up their work, share action research ideas and work in progress, or analyze data within a supportive setting.



The course will be structured in a seminar/workshop format in which students are expected to engage in critical discussion of ideas arising from readings and educational experiences and to participate in activities designed to support creating action research projects. There is an emphasis on collaborative learning and participation in a community of inquiry.

**EDCP 514 031 Arts Based Educational Research (3)**

*Instructor:* Dr. Rita Irwin

*Term:* 1

*Day and Time:* Tue, 4:30 p.m. to 7:30 p.m.

This course focuses on a/r/tography as a practice based form of inquiry. Drawing from the fields of arts education, aesthetics, the arts, and qualitative and post-qualitative research methodologies, those involved in the course will engage in textual and aesthetic readings, discussions, interpretations, research creations, and presentations as a way to engage in meaningful artistic inquiry as artist/researcher/teachers engaged in living inquiry.

**EDCP 556 031 Theory and Research in the Social Context of School Science (3)**

*Instructor:* Dr. Michelle Tan

*Term:* 1

*Day and Time:* Mon, 4:30 p.m. to 7:30 p.m.

This course is designed for both Science and non-Science majors, and is relevant to participants who are interested in teacher development and/or introducing innovative practices within educational settings. The course provides an introduction to the theories and research that focus on teacher learning and teaching. A variety of teacher collaborative inquiry approaches will be drawn upon, such as action research, lesson study and learning study. The overarching aim of the course is to strengthen participants' theoretical understandings around the use of social contexts to promote teacher professional growth. Participants are supported in developing a critical stance towards the recent emphasis on teacher collaborative inquiry, by considering the impacts of historical and current social, political and economic influences on curriculum and teaching. Participants will also be exposed to pedagogical theories that have been commonly used to improve student learning within these social contexts.

**EDST 501 021 Research Traditions in Educational Administration (3)**

*Instructor:* Dr. Fei Wang

*Term:* 1

*Day and Time:* Sat, 9:00 a.m. to 4:00 p.m.

**This course is offered specifically for M.Ed. EDAL on-campus cohort students ONLY.**

**EDST 501 61A Research Traditions in Educational Administration (3)**

*Instructor:* Dr. Wendy Poole

*Term:* 1

*Day and Time:* Sat, 8:30 a.m. to 4:30 p.m.



**This course is offered specifically for SEAL cohort students ONLY.**

**EDST 515 021 Survey Research Methods (3)**

*Instructor:* Dr. Lesley Andres

*Term:* 1

*Day and Time:* online

**EDUC 500 001 Research Methodology in Education (3)**

*Instructor:* Dr. Kapil Regmi

*Term:* 1

*Day and Time:* Thu, 4:30 p.m. to 7:30 p.m.

**EDUC 500 002 Research Methodology in Education (3)**

*Instructor:* Dr. Lee Gunderson

*Term:* 1

*Day and Time:* Mon, 4:30 p.m. to 7:30 p.m.

**EDUC 500 005 Research Methodology (3)**

*Instructor:* Drs. Doug Adler and Sandra Scott

*Term:* 1

*Day and Time:* Tue, 4:30 p.m. to 7:30 p.m.

Through collaborative inquiry, we will survey research issues and techniques to assist you in selecting methods and strategies for intensive studies as well as for immediate application. This is an introductory course in understanding and conducting educational research. The course objective is for you to craft a research proposal to support your area of study. The course goal is to provide you with the background necessary for making informed decisions regarding methodologies, methods, and strategies relevant and meaningful to your research interests.

**EPSE 482 074 Introduction to Statistics for Research in Education (3)**

*Instructor:* TBD

*Term:* 1

*Day and Time:* Tue, 4:30 p.m. to 7:30 p.m.

Statistics is the science of collecting, organizing, and interpreting data. An important aspect of many professions, training in this science is valuable preparation for a variety of careers. This course provides an overview of descriptive and inferential statistics commonly used in educational and psychological research. Students successfully completing this course should be able to comprehend the assumptions, limitations, and uses of statistical methods; compute and interpret descriptive and selected inferential statistics; comprehend research that reports frequencies, means, t-tests, F-tests, and nonparametric tests; engage in statistical thinking; and develop a positive attitude towards the use of statistical methods. The key concepts include data displays, descriptive statistics, variance, standardized distributions, sampling, probability distributions, sampling error, hypothesis testing, t and F-tests for

comparing independent and dependent means, comparing proportions, correlation, and simple linear regression.

**Prerequisites:** Grade 12 algebra/math. A college level course in mathematics or statistics will be a definite advantage.

### **EPSE 483 074 Reading and Interpreting Research in Education (3)**

*Instructor:* Dr. Jake Stone

*Term:* 1

*Day and Time:* online

This course is an introductory research methods course primarily for MEd students who are being trained as consumers rather than producers of educational research. Therefore, the course focuses on developing skills for locating, understanding, interpreting and critiquing education research. The course provides an overview of research design and process, introduces the concepts and skills involved in understanding and analyzing research in education, and provides an overview of basic, general knowledge of various research methodologies. Objectives of the course include the following:

- develop library search skills and knowledge about resources for locating research articles and reports
- understand the relationship between research questions, designs and methodologies
- understand different research designs and methods such as correlational, experimental, ethnographic
- understand and interpret statistical data and findings
- understand and critique research methodologies and analyses
- develop skills to analyze and critique articles
- understand and apply concepts of validity and validity evidence in understanding and critiquing research reports

**Prerequisites:** No prerequisites. This course may not be used as a prerequisite to EPSE 528 or EPSE 592 or EPSE 596.

### **EPSE 483 075 Reading and Interpreting Research in Education (3)**

*Instructor:* TBD

*Term:* 1

*Day and Time:* Mon, 4:30 p.m. to 7:30 p.m.

This course is an introductory research methods course primarily for MEd students who are being trained as consumers rather than producers of educational research. Therefore, the course focuses on developing skills for locating, understanding, interpreting and critiquing education research. The course provides an overview of research design and process, introduces the concepts and skills involved in understanding and analyzing research in education, and provides an overview of basic, general knowledge of various research methodologies. Objectives of the course include the following:

- develop library search skills and knowledge about resources for locating research articles and reports
- understand the relationship between research questions, designs and methodologies



- understand different research designs and methods such as correlational, experimental, ethnographic
- understand and interpret statistical data and findings
- understand and critique research methodologies and analyses
- develop skills to analyze and critique articles
- understand and apply concepts of validity and validity evidence in understanding and critiquing research reports

**Prerequisites:** No prerequisites. This course may not be used as a prerequisite to EPSE 528 or EPSE 592 or EPSE 596.

### **EPSE 528 075 Basic Principles of Measurement (3)**

*Instructor:* Dr. Anita Hubley

*Term:* 1

*Day and Time:* Wed, 9:30 a.m. to 12:30 p.m.

Many students find themselves in the position of having to choose measures or even develop their own measure as part of their thesis or other research or practice work. This course provides an introduction to educational, psychological, and health measurement. Three areas will be emphasized: (1) theory and principles (e.g., classical test theory, reliability, 5 sources of validity evidence, *Standards for Psychological and Educational Testing*), (2) applications and issues (e.g., history and context), and (3) practical elements (e.g., selection and evaluation of tests, making use of measurement information, developing tests and validating inferences). The goals of this course are for students to: (a) recognize the role of measurement in their lives, (b) understand some of the history and context surrounding measurement and testing, (c) be exposed to examples of measurement and testing, (d) understand current and historical terminology and ideas used in measurement and testing, (e) know what to consider when selecting tests, (f) know where to get information about tests and measures, (g) know how the quality of measurement relates to interpretations of findings and decision-making, and (h) know what to consider when developing a test, selecting items, or validating inferences. EPSE 528 is not a statistics course but it does assume an understanding of undergraduate level statistics. This course is essential for helping student learn how to select good measures in research and practice. EPSE 528 is a required prerequisite for EPSE 529 (Development of Scales & Measures), which is a seminar/practicum course normally offered on a two-year rotation.

**Prerequisites:** EPSE 482 or equivalent undergraduate statistics course

### **EPSE 592 074 Experimental Designs and Analysis in Educational Research (3)**

*Instructor:* TBD

*Term:* 1

*Day and Time:* Wed, 4:30 p.m. to 7:30 p.m.

Experiments and quasi-experiments are widely used research methods for investigating causal effects. EPSE 592 focuses on both designs and data analysis of experimental and quasi-experimental studies. This course explicates the rationales for making causal claims based on different types of experimental designs, and accordingly, different statistical analysis and inferences. The topics include one-way



analysis of variance (ANOVA), two-way ANOVA with interaction, analysis of covariance, repeated measures ANOVA, mixed design ANOVA. By the end of this course, students will be able to choose an experimental design that best suits his/her research and critically review reports of experimental studies.

**Prerequisites:** Successful completion of EPSE 482 or an equivalent course in undergraduate statistics. EPSE 483 is not an acceptable prerequisite course.

### **EPSE 592 090 Experimental Designs and Analysis in Educational Research (3)**

*Instructor:* Dr. Yan Liu

*Term:* 1

*Day and Time:* Fri, 1:00 p.m. to 4:00 p.m.

Experiments and quasi-experiments are widely used research methods for investigating causal effects. EPSE 592 focuses on both designs and data analysis of experimental and quasi-experimental studies. This course explicates the rationales for making causal claims based on different types of experimental designs, and accordingly, different statistical analysis and inferences. The topics include one-way analysis of variance (ANOVA), two-way ANOVA with interaction, analysis of covariance, repeated measures ANOVA, mixed design ANOVA. By the end of this course, students will be able to choose an experimental design that best suits his/her research and critically review reports of experimental studies.

**Prerequisites:** Successful completion of EPSE 482 or an equivalent course in undergraduate statistics. EPSE 483 is not an acceptable prerequisite course.

### **EPSE 593 074 Design and Analysis of Research with Small Samples and Single Subjects (3)**

*Instructor:* Dr. Joseph Lucyshyn

*Term:* 1

*Day and Time:* Wed, 4:30 p.m. to 7:30 p.m.

Single subject research is a scientific methodology that allows researchers to conduct a true experiment with one or a small number of subjects. It has played a central role in the development of evidence-based interventions in the fields of special education, clinical psychology, school psychology, counselling psychology, rehabilitation sciences, and audiology and speech sciences. The course focuses on procedures and issues related to the design, implementation and analysis of single subject research. The course covers general methodological information as well as specific details about single subject research designs and the use of single subject methods in applied settings. Issues and applications of statistical procedures to single subject, time series data will also be introduced. As a function of participating in the course, students will be able to: (a) design and apply single subject research procedures to address research questions and issues in special education, school psychology, counselling psychology, clinical psychology, rehabilitation sciences, or audiology and speech sciences; (b) analyze and interpret data collected with single subject research procedures; (c) discuss contexts in which statistical analysis of time series data is appropriate or necessary and describe methods for conducting such an analysis; and (d) design community-based single subject research that balances the need for scientific rigor with equal need for social relevance.



### **EPSE 595 074 Introduction to Qualitative Research (3)**

*Instructor:* Dr. Sandra Mathison

*Term:* 1

*Day and Time:* Wed, 4:30 p.m. to 7:30 p.m.

The terms *qualitative* and *quantitative* are commonly used to characterize different approaches to research. And this distinction often refers to a simplistic distinction between words and numbers. However, all research is potentially concerned with qualities and quantities and in reality these terms are inexact and do not communicate the most important characteristics of different research paradigms. This course will use the terms *interpretive* and/or *critical* research, which can be distinguished from positivist and neo-positivist research approaches. This course will provide experiences that will help students: 1) understand theoretical and methodological traditions that guide contemporary interpretive and critical research in education; 2) think creatively and collaboratively about interpretive/critical research design and analysis issues; 3) critically examine personal and professional values as an aspect of research; 4) learn how to engage in fieldwork and other data collection activities in an ethical manner; 5) learn about and practice data collection techniques; 6) learn about and practice strategies for analyzing and interpreting qualitative data; 7) develop an awareness of technologies for data analysis and 8) develop an awareness of a range of knowledge representation forms. The readings assigned for this course are meant to stimulate thinking about the research process, and are a stepping off point for the discussions and research practice activities during class time.

### **EPSE 596 074 Correlational Designs and Analysis in Educational Research (3)**

*Instructor:* Dr. Yan Liu

*Term:* 1

*Day and Time:* Thu, 4:30 p.m. to 7:30 p.m.

Students learn to conduct and evaluate correlational research. Correlational studies involve research based on survey or observational methods without interventions by the researchers. The focus is to model the relationships between the outcome variable (dependent variable) by multiple independent variables (explanatory or predictor variables). The major statistical methods covered in this course are ordinary least squares regression for continuous outcomes and binary logistic regression for binary outcomes. Students will learn how to build a regression model to answer the research questions at hand and to check the aptness of the chosen model by evaluating the assumptions and diagnostics. Basic concepts and methods for investigating mediational and moderational relationships may also be introduced in the course.

**Prerequisites:** Successful completion of EPSE 482 or equivalent undergraduate statistics course is required. EPSE 483 is not an acceptable prerequisite course.

### **KIN 572 001 Research Methods in Sports Coaching (3)**

*Instructor:* Dr. Carolyn McEwen

*Term:* 1

*Day and Time:* online

This course examines current issues within coaching science research. The goal of the course is to develop coaching students' research literacy skills to assist them in establishing best coaching and leadership practices. Students should develop a comprehensive understanding of (a) the strengths and limitations of quantitative, qualitative, and mixed methods research designs; (b) interpretation of basic statistics; (c) how to critically evaluate scientific literature; and (d) how to synthesize and communicate research in written and verbal forms.

## Term 2

### **CNPS 632 001 Advanced Assessment (3)**

*Instructor:* TBD

*Term:* 2

*Day and Time:* Tue, 4:30 p.m. to 7:30 p.m.

Counselling psychology research and practice in adult personality assessment, including ethics of testing and use with special populations.

**Prerequisite:** PSYC 303, or EPSE 528 or CNPS 532.

### **EDCP 510 032 Video Ethnography in Education Research: Culture, Technology, and Interpretation (3)**

*Instructor:* Dr. Lisa Loutzenheiser

*Term:* 2

*Day and Time:* Wed, 4:30 p.m. to 7:30 p.m.

This course supports students in exploring and practicing video ethnography for education. "Education" is defined broadly, and includes classrooms, communities, educational activism, museums and galleries, and other public spaces. It will also provide a vehicle for discussing the implications of using new tools and techniques when conducting ethnographic research. The course introduces the theoretical and basic practical background required to gather, analyze and represent video generated data. Paying particular attention to positionalities and subjectivities (including race, gender, sexualities and their intersections among others), we will give consideration to questions about the place of video ethnography and exhibition in a variety of educational settings. We will raise questions about and trouble the social, cultural, and political relations between videomakers and their "subjects" and audiences; the relation between video based research for education, and the social constructions of meaning and knowledge, and the appropriateness of student projects for research questions and intended audiences. Other topics will include visual culture and educational video; notions of space; the politics and power of representation; ethics; and audience/producer address and relations. This is a methodology course that will include both the theory of methodologies and the practices of video ethnographic methods. There is an assumption that you have completed one other methodology course.

### **EDCP 513 032 Case Study Research and Cross Case Analysis in Methodology (3)**

*Instructor:* Dr. Ann Anderson





*Term: 2*

*Day and Time:* Tue, 4:30 p.m. to 7:30 p.m.

In this advanced graduate seminar, we will examine case study research as a methodology and heuristic device that permits the study of complex human activities, as they are embedded and bounded in place and time. In this research seminar, we will discuss aspects of, and issues associated with, case study research. We will explore the ways in which case study research is, or may be, used in educational contexts and the research questions for which it is suited. Our seminar discussions will be informed by readings from various fields, with a focus on education and will explore single case, multi-case and across-case analyses.

The course content is structured around two interwoven strands: the nature of case study research and application of course content to student research interests. Student researchers will learn more about how case study methodology could inform their own work and apply this knowledge to their individual research projects. This course is suitable for students from across departments and disciplinary areas.

### **EDST 508A 021 Review of Research in Educational Studies (3)**

*Instructor:* Dr. Handel Wright

*Term: 2*

*Day and Time:* Tue, 4:30 p.m. to 7:30 p.m.

### **EDST 553A 022 Group Inquiry into Educational Practices (3)**

*Instructor:* Dr. Fei Wang

*Term: 2*

*Day and Time:* Sat, 9:00 a.m. to 4:00 p.m.

**This course is offered specifically for M.Ed. EDAL on-campus cohort students ONLY.**

### **EDST 553A 62A Group Inquiry into Educational Practices (3)**

*Instructor:* Dr. Wendy Poole

*Term: 2*

*Day and Time:* Sat, 8:30 a.m. to 4:30 p.m.

**This course is offered specifically for SEAL cohort students ONLY.**

### **EDST 571 021 Educational Research: Relating Questions, Theory, and Methodology (3)**

*Instructor:* Dr. Pierre Walter

*Term: 2*

*Day and Time:* Mon, 4:30 p.m. to 7:30 p.m.

**This course is offered specifically for EDST MA students ONLY.**

### **EDUC 500 004 Research Methodology (3)**

*Instructor:* Drs. Jillianne Code and Kerry Renwick

*Term: 2*



*Day and Time:* Tue, 4:30 p.m. to 7:30 p.m.

This course acknowledges the importance of excellence in research design but is predicated on the assumption that the researcher's understandings of the world determines how researchable problems are seen and what research design is possible. Given the diversity of researchable problems, this course offers insight into the range of research design. Research is contextualized in educational settings – early childhood, primary, middle, secondary, adult and vocational education and training. The focus therefore is on research for and of education

### **EPSE 481 074 Introduction to Research in Education (3)**

Instructor: TBD

Term: 2

Day and Time: Wed, 4:30 p.m. to 7:30 p.m.

This course is an introduction to the process and practice of research in education. It provides an overview of a variety of educational research methods and introduces both “quantitative” and “qualitative” approaches. In this course, students are assisted to recognize research paradigms as examples of disciplined inquiry, situate various models of inquiry, such as experimental, correlational, and single-subject designs, ethnography, and case studies. Within these models of inquiry, students will be guided to understand, interpret, and critique studies conducted using a variety of methodological approaches, and plan a study with a research design appropriate to a selected research question. The students in this course:

- examine characteristics of different educational research paradigms
- study applications of these research paradigms to different educational problems
- develop skills necessary to conduct a literature review and construct an integrated and critical summary of the literature in a particular area
- develop strategies for understanding, interpreting, and evaluating research articles conducted within a range of research traditions
- identify a research question of interest they would like to investigate
- prepare a research proposal to examine their research question

**Prerequisites:** Successful completion of EPSE 482 or an introductory level statistics course is a pre- or co-requisite to this course.

### **EPSE 482 075 Introduction to Statistics for Research in Education (3)**

Instructor: Dr. Yan Liu

Term: 2

Day and Time: Tue, 4:30 p.m. to 7:30 p.m.

Statistics is the science of collecting, organizing, and interpreting data. An important aspect of many professions, training in this science is valuable preparation for a variety of careers. This course provides an overview of descriptive and inferential statistics commonly used in educational and psychological research. Students successfully completing this course should be able to comprehend the assumptions, limitations, and uses of statistical methods; compute and interpret descriptive and selected inferential statistics; comprehend research that reports frequencies, means, t-tests, F-tests, and nonparametric



tests; engage in statistical thinking; and develop a positive attitude towards the use of statistical methods. The key concepts include data displays, descriptive statistics, variance, standardized distributions, sampling, probability distributions, sampling error, hypothesis testing, t and F-tests for comparing independent and dependent means, comparing proportions, correlation, and simple linear regression.

**Prerequisites:** Grade 12 algebra/math. A college level course in mathematics or statistics will be a definite advantage.

### **EPSE 592 075 Experimental Designs and Analysis in Educational Research (3)**

*Instructor:* TBD

*Term:* 2

*Day and Time:* Thu, 4:30 p.m. to 7:30 p.m.

Experiments and quasi-experiments are widely used research methods for investigating causal effects. EPSE 592 focuses on both designs and data analysis of experimental and quasi-experimental studies. This course explicates the rationales for making causal claims based on different types of experimental designs, and accordingly, different statistical analysis and inferences. The topics include one-way analysis of variance (ANOVA), two-way ANOVA with interaction, analysis of covariance, repeated measures ANOVA, mixed design ANOVA. By the end of this course, students will be able to choose an experimental design that best suits his/her research and critically review reports of experimental studies.

**Prerequisites:** Successful completion of EPSE 482 or an equivalent course in undergraduate statistics. EPSE 483 is not an acceptable prerequisite course.

### **EPSE 595 075 Introduction to Qualitative Research (3)**

*Instructor:* Dr. Sandra Mathison

*Term:* 2

*Day and Time:* Wed, 1:00 p.m. to 4:00 p.m.

The terms *qualitative* and *quantitative* are commonly used to characterize different approaches to research. And this distinction often refers to a simplistic distinction between words and numbers. However, all research is potentially concerned with qualities and quantities and in reality these terms are inexact and do not communicate the most important characteristics of different research paradigms. This course will use the terms *interpretive* and/or *critical* research, which can be distinguished from positivist and neo-positivist research approaches. This course will provide experiences that will help students: 1) understand theoretical and methodological traditions that guide contemporary interpretive and critical research in education; 2) think creatively and collaboratively about interpretive/critical research design and analysis issues; 3) critically examine personal and professional values as an aspect of research; 4) learn how to engage in fieldwork and other data collection activities in an ethical manner; 5) learn about and practice data collection techniques; 6) learn about and practice strategies for analyzing and interpreting qualitative data; 7) develop an awareness of technologies for data analysis and 8) develop an awareness of a range of knowledge representation forms. The readings assigned for



this course are meant to stimulate thinking about the research process, and are a stepping off point for the discussions and research practice activities during class time.

### **EPSE 596 090 Correlational Designs and Analysis in Educational Research (3)**

*Instructor:* Dr. Yan Liu

*Term:* 2

*Day and Time:* Wed, 9:30 a.m. to 12:30 p.m.

Students learn to conduct and evaluate correlational research. Correlational studies involve research based on survey or observational methods without interventions by the researchers. The focus is to model the relationships between the outcome variable (dependent variable) by multiple independent variables (explanatory or predictor variables). The major statistical methods covered in this course are ordinary least squares regression for continuous outcomes and binary logistic regression for binary outcomes. Students will learn how to build a regression model to answer the research questions at hand and to check the aptness of the chosen model by evaluating the assumptions and diagnostics. Basic concepts and methods for investigating mediational and moderational relationships may also be introduced in the course.

**Prerequisites:** Successful completion of EPSE 482 or equivalent undergraduate statistics course is required. EPSE 483 is not an acceptable prerequisite course.

### **EPSE 682 075 Multivariate Statistics (3)**

*Instructor:* TBD

*Term:* 2

*Day and Time:* Tue, 1:00 p.m. to 4:00 p.m.

This course focuses on multivariate research design, statistical methods and data analysis. Emphasis will be placed on providing a fundamental understanding of the multivariate quantitative methodological techniques used in the empirical social, behavioral, and educational sciences. An awareness of the common pitfalls and misconceptions of the various techniques and the fundamental assumptions you need to make to apply these methods will be emphasized. Topics may include mixed or split-plot designs, nested designs, and fixed versus random factors, repeated measures ANOVA, analysis of covariance (ANCOVA), canonical correlation, multivariate analysis of variance and covariance (MANOVA/MANCOVA), step-down analysis, post-hocs to MANOVA, and Discriminant Function analysis.

**Prerequisites:** Successful completion of EPSE 592 and EPSE 596 or equivalent graduate-level courses involving ANOVA and regression and the analysis of experimental data.

### **KIN 570 001 Research Methods in Kinesiology (Quantitative) (3)**

*Instructor:* Dr. Carolyn McEwen

*Term:* 2

*Day and Time:* Wed, 9:30 a.m. to 12:30 p.m.

The focus of this course is on developing graduate students' research skills to allow them to conduct original quantitative research (if they wish). In this course, we will explore the philosophical underpinnings and applications of quantitative research. Students should develop a comprehensive



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understanding of (a) the strengths and limitations of quantitative research designs; (b) the role of measurement within quantitative research; (c) the connection between research design and the selection of statistical techniques; (d) how to critically evaluate scientific literature; (e) ethical considerations in kinesiology research; (f) contemporary issues within kinesiology research; (g) and how to synthesize and communicate quantitative research in written and verbal forms.

### **KIN 571 001 Qualitative Methods in Sport, Leisure, and Health Studies (3)**

*Instructor:* Dr. Brian Wilson

*Term:* 2

*Day and Time:* Fri, 9:30 a.m. to 12:30 p.m.

The goals of this course are: (1) to consider and examine what qualitative research methods are and how and when they are best utilized; (2) to consider and engage key theoretical, methodological, and ethical debates about and approaches to qualitative inquiry; (3) to use practical exercises doing qualitative research as a basis for discussion about the variety of 'field research' techniques and for considering challenges faced by those working 'in the field'; (4) to consider the various strategies and criteria for critically examining qualitative research studies; and (5) to offer relevant support and background for students in their development of a research proposal.