

# University of British Columbia- School of Kinesiology

## ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

## COURSE INFORMATION

Course Title	Course Code	Credit Value	Location	Class Meeting Times
Research Methods in Kinesiology	KIN 205 (001) This course was formally listed as KIN 373	3 credits		

## INSTRUCTOR CONTACT INFORMATION

Students are always welcome to contact the instructor and teaching assistants via email. When contacting the instructor and teaching assistants, students should use professional [email etiquette](#) and should have the course code (KIN 205) in the subject line. Please keep in mind that it may take us (myself and the teaching assistants) up to 48 hours to respond to your email during the week and we do not check our email on weekends. Please keep this in mind around assignment due dates and just before the midterm.

Some questions can be answered through email while others need to be discussed in a meeting. As such, students are strongly encouraged to stop by during in-person and/or virtual office hours.

Course Instructor	Contact Details	Office Hours
<b>Dan Gamu, PhD</b>	Email: <a href="mailto:daniel.gamu@ubc.ca">daniel.gamu@ubc.ca</a>  Typically, I am able to respond to email inquiries within 48 hours during business hours (Monday-Friday, 9-5 PT).	Should you be unable to attend the time above, please contact me for a mutually convenient meeting (in-person or virtual).

## Teaching Assistant Information and Office Hours

Teaching assistants (TAs) are available to meet with students online through [Zoom](#) or in person given their preference. Please send an email to the TA assigned (by your last name) to you with your availability to schedule a time that is convenient for both you and the TA.

Students will be assigned alphabetically by their last name to a teaching assistant. This teaching assistant will be grading their first assignment and will also be a point of contact for students throughout the term if students have questions or concerns.

Teaching Assistant	Contact Details	TA working with students with last names starting with
Kassi Welch	kassi.welch@ubc.ca	A - L
Hana Hicks	hana.hicks@ubc.ca	M - Z

## COURSE DESCRIPTION

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This course is an introduction to research methodology in kinesiology. The goal of this course is to provide students with a comprehensive understanding of the research process to allow them to (a) conduct qualitative, quantitative, and mixed methods research and (b) understand and apply knowledge from the scientific literature to future practice in the field of Kinesiology.

## COURSE RATIONALE

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The focus of this course is to develop students' **information literacy** skills. The ability to critically evaluate research and information is essential for students to foster evidence-based practice in their chosen careers (e.g., physiotherapist, occupational therapist, medical doctor, personal trainer, physical educator etc.). Critical evaluation of research in Kinesiology necessitates an understanding of research design and methods (quantitative, qualitative, and mixed methods designs) that reflect the interdisciplinary nature of the field. Knowledge of research methods and design will allow students to *understand and critically evaluate course content in all Kinesiology courses*.

## COURSE LEARNING AIMS AND OUTCOMES

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The overarching aim of this course is for students to develop information literacy skills to foster evidence-based practice in their chosen careers and the ability to critically evaluate Kinesiology course content. Accordingly, students can expect to develop the following skills throughout KIN 205.

The ability to:

- Provide and integrate feedback
- Summarize and synthesize research
- Identify gaps in knowledge and propose recommendations/solutions
- Communicate research findings to a general audience
- Locate appropriate evidence-based sources
- Read and critically evaluate academic journal articles
- Ask critical questions when reading academic journal articles
- Critically assess information and research evidence to support/refute claims
- Make informed suggestions and conclusions about information presented in the media

### Specific Learning Objectives:

By the end of this course, students will be able to:

- Critically appraise research in the media and search for evidence to support/refute claims
- Discuss the difference between scientific and unscientific questions
- Identify the strengths and limitations of commonly used research methods
- Evaluate the appropriateness of various scientific methods

- Develop a unique research proposal that addresses a relevant scientific question
- Identify ethical issues involved in Kinesiology research
- Understand the diversity of values, resources, and policies governing research

## CLASS FORMAT

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KIN 205 is a 3-credit course that will be delivered over one semester (September – December 2024). The course content is delivered in two formats:

1. **In-person classes.** In person classes will take place during scheduled class time. In person classes will include course content delivery (e.g., lectures), review exercises, and interactive activities. Class time **may** be recorded and posted to Canvas (under the corresponding module). If so, recordings will only capture the front of the classroom and may not capture all the content presented. Students are responsible for all content covered in class time regardless of whether it is captured in the recording or if the technology fails. Attending in-person meetings is essential for success in the course as students benefit from interacting with the instructor (e.g., asking questions) and other students and staying on track with the course. The intent of recording the in-person classes is to provide access to course material for students who may be ill and to encourage them to stay home if ill.
2. The **online asynchronous** self-paced activities include course content, recorded videos, faculty highlight videos, self-assessment questions, reflection exercises, textbook and academic article readings, peer review of assignments, and completion of assignments.

In person and asynchronous learning activities will be communicated to students each week through the Canvas course announcements. It is incredibly important that students complete all synchronous and asynchronous learning activities for the week by the following Monday to stay on pace with the course and to be able to understand the present course concepts being delivered.

Questions during class meeting times are always welcome and student participation in all class formats is essential for success in the course.

### **If you are sick, it is important that you stay home. If you miss class because of illness:**

- Make a connection early in the term to another student or group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, you will be provided with opportunities within class to meet students.
- Consult the class resources on Canvas. Please see the information stated above in 'in-person classes' with regards to class recordings.
- Attend office hours if you have questions after reviewing the content.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If you are feeling ill and cannot attend class for a midterm:** Please email the instructor ([daniel.gamu@ubc.ca](mailto:daniel.gamu@ubc.ca)) right away and submit an [academic concession form](#) through KIN advising. If

you arrive for a midterm and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (**by announcements on Canvas**). Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an announcement in Canvas informing you to join the class via Zoom (**link will be sent out in advance**).
- One of the TAs or former TA who is familiar with the course will substitute.
- I may ask you to do an activity, watch a video, or read something in place of class time.

### **Course Communication**

The instructor (Dan) will use Canvas course announcements as a **primary means to communicate** the 'plan for the week' (including synchronous and asynchronous learning activities), any changes to the course, and friendly reminders. Students are responsible for all information contained within course announcements. Please make sure your email address that is listed for notifications in Canvas is one you frequently check. This [link](#) is useful in helping you set up your Canvas notifications.

## LEARNING MATERIALS

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### **Readings and Resources**

Students are responsible for all readings assigned in the course syllabus and during class meeting times. Readings have been assigned to develop students' understanding of research methods concepts. Not all concepts in the textbook will be covered in class. Concepts from the assigned readings in the textbook will be tested on the midterm. Assigned empirical research and review articles are meant to develop students' understanding and provide examples of concepts discussed in class. Thus, they will not be directly tested on the midterm, but completion of these readings will enhance knowledge of the course material. Both assigned textbook readings and empirical research articles will enhance the ability for students to complete assignments 1, 2, and 3 (see below for details). Additional readings will be made available on the course website (<http://canvas.ubc.ca>).

### **Required Text**

Kowalski, K. C., McHugh, T. F., Sabiston, C. M., & Ferguson, L. J. (2022). *Research methods in kinesiology* (2<sup>nd</sup> Edition). Don Mills, ON: Oxford University Press Canada.

Approximate book store price: New \$85

Approximate EBook book store price: \$41

Approximate [online EBook](#) price: \$40

Students may gain free access to the textbook's [companion website](#). This excellent resource includes eFlashcards and practice quizzes to help you with the course material.

### **Other Required Readings**

Required journal and media articles can be found in the course schedule. Students may gain access to these readings through the 'Library Course Reserve' link on the course webpage (<http://canvas.ubc.ca>).

**Additional Readings**

There are optional course readings listed in the course schedule and are clearly indicated as 'optional'. These readings have been provided to assist students in their understanding of concepts discussed in synchronous and asynchronous components of the course, but will not be tested on the midterm.

**Summary of Technology in the Course**

In this course students will use Canvas (+ extensions and integrated apps), Menti, H5P, Zoom, TurnItIn, and Padlet. All technologies will be integrated into the course webpage in Canvas with the exception of TurnItIn (requires students to go to an external website).

**Class Notes**

Class notes to synchronous online and in person meetings and asynchronous videos will be made available in PDF format through the course website. Please keep in mind that these notes provide an overview of what will be covered and do not contain information related to discussions, in-class activities, or detailed explanations and examples. *Please ensure that you are taking additional notes.* This information can be accessed through the Canvas course website at <http://canvas.ubc.ca>.

**ASSESSMENTS OF LEARNING**

Assignments in KIN 205 build on each other. Instead of writing a traditional 'final exam' students will be required to develop a research proposal (assignment 3). Assignments 1 and 2, peer evaluations, and the completion of the tri-council policy statement 2 are designed to assist students in developing the skills necessary to produce a research proposal (assignment 3) on a topic of interest to them relating to Kinesiology and/or health.

<b>Assessment 1</b>	<b>Peer Evaluation</b>
<i>Format</i>	In-class peer review
<i>Details</i>	Students will be required to submit a draft of their assignments 1, 2, and 3 on Canvas for peer review and feedback. Students will be randomly assigned to provide their peers with feedback on their papers. Students are expected to reflect upon, evaluate, and integrate the feedback (when appropriate) that they received into their final version of their papers.
<i>Due Date</i>	A1 submit rough draft: Wednesday October 16 by 8am PT A1 complete feedback of assigned peers' papers: Thursday October 17 by 11:59pm PT A2 submit rough draft: Thursday November 21 by 8am PT A2 complete feedback of assigned peers' papers: Friday November 22 by 11:59pm PT A3 submit rough draft: Wednesday December 4 by 8am PT A3 complete feedback of assigned peers' papers: Thursday December 5 by 11:59pm PT
<i>Weighting</i>	2% x 3 = 6% Total for providing quality feedback to peers on their assignments

*Learning Outcomes* To evaluate the appropriateness of various scientific methods; To work collaboratively with peers; To provide and integrate feedback

**Assessment 2**                      **Assignment 1: Literature Review Framework**

*Format* Paper

*Details* Students will select a topic in Kinesiology and/or health and write a framework for a literature review using peer-reviewed empirical research articles.

*Due Date* Monday October 21, 2024 11:59pm PT

*Weighting* 15%

*Learning Outcomes* To identify the strengths and limitations of commonly used research methods; To evaluate the appropriateness of various scientific methods; To summarize and synthesize research; To identify gaps in knowledge and propose recommendations/solutions; To communicate research findings to a general audience; To locate appropriate evidence-based sources; To read and critically evaluate academic journal articles

**Assessment 3**                      **Assignment 2: Research Purpose and Plan**

*Format* Paper

*Details* Students will identify concepts and variables relevant to their research proposal

*Due Date* Tuesday November 26, 2024 11:59pm PT

*Weighting* 15%

*Learning Outcomes* To identify the strengths and limitations of commonly used research methods; To evaluate the appropriateness of various scientific methods; To identify gaps in knowledge and propose recommendations/solutions; To locate appropriate evidence-based sources

**Assessment 4**                      **Assignment 3: Final Research Proposal**

*Format* Paper

*Details* Students will create a research proposal that includes an introduction to their research topic, a summary of important literature (literature review), an overview of the study's methods and procedures, and a discussion about the relevance of the proposal.

*Due Date* Wednesday December 11, 2024 11:59pm PT

*Weighting* 35%

*Learning Outcomes* To develop a unique research proposal that addresses a relevant scientific question; To identify the strengths and limitations of commonly used research methods; To evaluate the appropriateness of various scientific methods; To identify gaps in knowledge and propose recommendations/solutions; To locate appropriate evidence-based sources; To identify ethical issues involved in Kinesiology research; To summarize and synthesize research; To communicate research findings to a general audience; To read and critically evaluate academic journal articles

**Assessment 5**

**Midterm Exam**

*Format*

Multiple-choice, fill-in-the-blank, and short-answer questions

*Details*

Students will be required to answer questions based on assigned textbook readings and synchronous and asynchronous course content

*Due Date*

Friday November 15, 2024 between 1-1:50pm PT. Students are required to complete the midterm at the specified time. Students who are unable to complete the midterm during the scheduled time should contact the instructor ([daniel.gamu@ubc.ca](mailto:daniel.gamu@ubc.ca)) as soon as possible.

*Weighting*

25%

*Learning Outcomes*

To demonstrate an understanding of the fundamental principles and concepts in research methods; To identify the strengths and limitations of commonly used research methods; To evaluate the appropriateness of various scientific methods

**Assessment 6**

**Tri-council Policy Statement 2 Tutorial**

*Format*

Online research ethics tutorial

*Details*

Students will be required to complete the online research ethics tutorial

*Due Date*

Wednesday December 4, 2024 11:59pm PT

*Weighting*

4%

*Learning Outcomes*

To identify ethical issues involved in kinesiology research

**Grading**

Assessment	%	Due Date
Peer Feedback	6%	<b>A1 submit rough draft:</b> Wednesday October 16 by 8am PT <b>A1 complete feedback of assigned peers' papers:</b> Thursday October 17 <sup>th</sup> by 11:59pm PT <b>A2 submit rough draft:</b> Thursday November 21 by 8am PT <b>A2 complete feedback of assigned peers' papers:</b> Friday November 22 by 11:59pm PT <b>A3 submit rough draft:</b> Wednesday December 4 by 8am PT <b>A3 complete feedback of assigned peers' papers:</b> Thursday December 5 by 11:59pm PT
Assignment 1: Literature Review Framework	15%	Monday October 21, 2024 11:59pm PT
Midterm Exam	25%	Friday November 15, 2024 1-1:50pm PT
Assignment 2: Research Purpose and Plan	15%	Tuesday November 26, 2024 11:59pm PT
Completion of the Tri-council Policy Statement 2 Tutorial	4%	Wednesday December 4, 2024 11:59pm PT
Assignment 3: Final Research Proposal	35%	Wednesday December 11, 2024 11:59pm PT



Due dates/exams will not be rescheduled for any reason other than a medical issue or family emergency. If you miss a due date or exam for an emergency, you must contact your instructor as soon as possible. If you do not contact your instructor, your assignment will be considered late (see below) or in the case of missing an exam, it will be given a score of zero. If you are not able to write the midterm due to a medical issue or family emergency then the 25% from the midterm will be redistributed to your final assignment (final assignment would be 60% of final grade). All extensions, rescheduling, or other concessions are at the discretion of the instructor.

Assignments are due at 11:59pm PT. Late assignments will be deducted at a rate of 10% per day. Deductions will commence from the date and time the assignment is due, and will accumulate for each subsequent 24-hour period, including weekends. Assignments are not accepted after 6 days (e.g. if an assignment is due on a Monday at 11:59pm, it can be handed in up until the following Sunday at 11:59pm (with a 60% deduction).

For assignments 1, 2, and 3 you are required to submit your assignments electronically through Canvas and Turnitin. Assignments will not be accepted through email. Students are responsible for making sure that their electronic submissions were successful and have sufficient internet speed to upload their assignments.

Occasionally students will have questions or disagree with the grade they received on an assignment. Students should contact the teaching assistant who graded their assignment **no sooner than 48 hours, and no later than one week after the assignment is handed back**. If students still have a question about how their assignment was evaluated then they are welcome to submit a re-grade request to the instructor (Dan) **within one week of meeting with their teaching assistant**. The instructor will download a fresh copy of the assignment and the entire assignment will be re-graded. Please note that when a grade is reviewed, the final re-graded assignment may receive a higher, lower, or the same mark from the originally assigned grade.

### **Policy on Peer Review of Assignments 1, 2, and 3**

Peer review of assignments 1, 2, and 3 will be conducted online. To be eligible to engage in the peer review process you must submit the rough draft of the assignment by the designated time and date. If you do not have your rough draft uploaded by the designated time and date then you will lose the opportunity to review your peers' assignments (participation grade of 2% per assignment) and to have your assignment reviewed. Addressing/incorporating the feedback you receive into your final draft is worth marks on each assignment. Consequently, if you missed the rough draft submission you have missed the opportunity to gain these marks. Students must also provide feedback to their assigned peers' papers by the designated time and date to be eligible for the 2% per assignment participation grade. Please plan accordingly to be in a space that provides sufficient internet for uploading.

## **UNIVERSITY POLICIES**

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for



religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

### **Inclusivity**

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

School of Kinesiology courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in School of Kinesiology classes, course content, discussions and assignments.

*Please feel welcome to e-mail your instructor your name and pronouns and how you would like these to be used.*

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct. Students will also be required to submit a copy of all of their assignments to TurnItIn.com.

### *Artificial Intelligence (AI) Tools Policy*

Students are **permitted** to use generative AI technology in the following circumstances:

1. To assist in the generation and brainstorming of initial topic ideas (e.g., the impact of a rehabilitation modality after ACL surgery) for their assignments prior to engaging with the academic literature on the topic (students must read, analyze, and cite the original academic

sources to formulate their assignments). You should be aware that output generated by AI programs may be biased and perpetuate bias, inaccurate, offensive, or otherwise problematic. Students are responsible for thinking deeply and critically about any topic ideas generated by AI tools. Students **may not** submit any work generated by an AI program as their own (e.g., any part of a literature review, research design, critique etc.).

2. To use generative AI technology such as [Goblin Tools](#) to assist in the creation of to do lists to complete assessments and coursework.

Any other use of Chat GPT and/or generative AI tools for any component of an assessment is **prohibited** in this course, and will be treated as academic misconduct, per the guidelines which are outlined via [UBCs policy on academic misconduct](#). Upon submission of each assignment (1, 2, and 3), students will be required to complete an AI declaration form describing how they used AI in relation to any process of assignment construction and submit screen shots or files that support their declaration.

Please do hesitate to reach out to the instructor (Dan) if you have any questions or require clarification.

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## OTHER COURSE POLICIES

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### STUDENT RESPONSIBILITIES

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You are responsible for all material covered in the course (including course announcements and missed synchronous meetings). You are also responsible for getting your own notes from classes and videos as well as information pertaining to changes in the course outline, readings, assignments, and information pertaining to the exam.

Please note the following dates:

Term Dates: **Tuesday September 3, 2024 – Friday December 6, 2024**

Last date for withdrawal without a W on your transcript: **September 16, 2024**

Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): **October 25, 2024**

Midterm break: **November 11-13, 2024**

Exam dates: **Tuesday December 10 – Saturday December 21, 2024 (not applicable for this course)**

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### ACADEMIC ACCOMODATION FOR STUDENTS WITH DISABILITIES

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#### **Academic Accommodation for Students with Disabilities**

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact and register with the [Centre for accessibility](#) without delay. Please contact the instructor (Dan) early to discuss any accommodations that you require. I (Dan) also welcome feedback and suggestions on how to make this course more widely accessible.

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**POLICY ON TEXT-MATCHING SOFTWARE**

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UBC subscribes to Turnitin, an online system that compares written material with the Web and with other material submitted to its database. Faculty, staff and students can upload submissions and check for duplication of material in other sources and possible plagiarism.

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**LEARNING ANALYTICS**

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Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas (+ extensions and integrated apps), Mentimeter, H5P, Padlet, TurnItIn and Zoom. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Review statistics on course content being accessed to support improvements in the course
- Track your progress in order to provide personalized feedback
- Understand your engagement with the course

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All materials of this course (course handouts, lecture slides, assessments, course readings, instructor recorded videos etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

**Students are not permitted to record or take photographs/screenshots/recordings of any course content unless they are granted prior permission from the instructor.**

*Version: September 3, 2024*

**Tentative Course Schedule**

The topics and assigned readings for each class are listed below, although this may be subject to change. **Author names** that have been bolded indicates that a UBC Kinesiology professor or graduate student was part of the research team.

Week(s)	Dates	Module	READINGS
1	Sept 4	Course introduction	No readings
1	Sept. 6-11	<b>Module 1:</b> Information literacy	<p><b>Content Notice.</b> Please note that this podcast discusses topics of suicide and mental health as a result of chronic traumatic encephalopathy (CTE). Mental health and wellbeing are very important and sensitive topics and while I encourage you to listen to this podcast, which examines how much evidence we need before we act or make policy changes, listening to this podcast is not mandatory. If you or someone you know is experiencing a challenging time there is free help available (<a href="https://students.ubc.ca/health-wellness/counselling-services">https://students.ubc.ca/health-wellness/counselling-services</a>).</p> <p>Gladwell, M. (2018, May 23). <i>Burden of Proof</i> [Audio podcasts]. Retrieved from <a href="http://revisionisthistory.com/episodes/22-burden-of-proof">http://revisionisthistory.com/episodes/22-burden-of-proof</a> . Also, available here: <a href="https://itunes.apple.com/ca/podcast/revisionist-history/id1119389968?mt=2#">https://itunes.apple.com/ca/podcast/revisionist-history/id1119389968?mt=2#</a></p> <p>Resnick, B. (2019, June 11). <a href="https://www.vox.com/science-and-health/2019/6/11/18652225/hype-science-press-releases">Hyped-up science erodes trust</a> . Here's how researchers can fight back. Vox. Retrieved from <a href="https://www.vox.com/science-and-health/2019/6/11/18652225/hype-science-press-releases">https://www.vox.com/science-and-health/2019/6/11/18652225/hype-science-press-releases</a></p>
2	Sept. 13-18	<b>Module 2:</b> Research in Kinesiology	<p>Ch. 1 (Introduction to research in kinesiology) pages 1-10</p> <p>Optional reading (example of a meta-synthesis &amp; meta-analysis): Biswas, A., Oh, P. I., <b>Faulkner, G. E.</b>, Bajaj, R. R., Silver, M. A., Mitchell, M. S., &amp; Alter, D. A. (2015). Sedentary time and its association with risk for disease incidence, mortality, and hospitalization in adults. <i>Annals of Internal Medicine</i>, 162, 123-132.</p>

Week(s)	Dates	Module	READINGS
2 & 3	Sept. 20-25	<b>Module 3:</b> Areas of research & types of data (and associated research questions)	Ch. 4 (section: Data collection tools for quantitative studies) pages 89-92 Ch. 7 (section: Data generation in qualitative research) pages 160-167
3 & 4	Sept. 27 – Oct. 2	<b>Module 4:</b> Finding quality sources, reviewing the literature and developing research questions	Ch. 2 (Identifying a research question and study purpose(s))  Resources for Writing a Literature Review: <a href="http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review">http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review</a> <a href="http://writingcenter.unc.edu/handouts/literature-reviews/">http://writingcenter.unc.edu/handouts/literature-reviews/</a>
4 & 5	Oct. 4- 9	<b>Module 5:</b> Research philosophy/paradigms and methodological coherence (connecting paradigms, research questions, and data)	Ch. 1 (Sections: Components of a research design & Philosophical worldviews as guiding frameworks of research) pages 10-16 Ch. 2 (Section: Use of theory), pages 25-27 Ch. 7 (Section: Role of theory in qualitative research), pages 155-156

Week(s)	Dates	Module	READINGS
5 & 6	Oct. 11-16	Assignment 1 Peer Feedback <b>Module 6:</b> Foundational concepts in quantitative research	Ch. 2 (Section: The study variables and phenomena), pages 36-38 Ch. 4 (Section: Sampling for quantitative studies), pages 92-94 Ch. 5 (Section: Research questions focused on relationships between variables), pages 113-116  Optional readings: <b>Ma, J. K.,</b> McCracken, L. A., Voss, C., Chan, F. H. N., West, C. R., & Martin Ginis, K. A. (2020). Physical activity measurement in people with spinal cord injury: Comparison of accelerometry and self-report (the physical activity recall assessment for people with spinal cord injury). <i>Disability and Rehabilitation, 42</i> , 240-246.  <b>Rebchuk, A. D., Brown, H. J., Koehle, M. S., Blouin, J.S.,</b> & Siegmund, G. P. (2020) Using variance to explore the diagnostic utility of baseline concussion testing. <i>Journal of Neurotrauma, 37</i> , <a href="https://doi.org/10.1089/neu.2019.6829">https://doi.org/10.1089/neu.2019.6829</a>
7	Oct. 18-23	<b>Module 7:</b> Evaluating quantitative research	Chapters 4 (Quantitative study design) and 6 (Evaluating the merits of quantitative research studies in kinesiology)

Week(s)	Dates	Module	READINGS
7 & 8	Oct. 25-30	<b>Module 8:</b> Quantitative research design	<p>Chapters 4 (Quantitative study design) and 6 (Evaluating the merits of quantitative research studies in kinesiology)</p> <p>Optional readings:  <b>Hendry, D. T.</b>, Williams, A. M., Ford, P. R., <b>Hodges, N. J.</b> (2019). Developmental activities and perceptions of challenge for national and varsity women soccer players in Canada. <i>Psychology of Sport and Exercise</i>, 43, 210-218.</p> <p><b>Wu, N., Bredin, S. S. D.</b>, Jamnik, V. K., <b>Koehle, M. S., Guan, Y., Shellington, E. M.</b>, Yongfeng, L., Li, J., and <b>Warburton, D. E. R.</b> (2021). Association between physical activity level and cardiovascular risk factors in adolescents living with type 1 diabetes mellitus: A cross-sectional study. <i>Cardiovascular Diabetology</i>, 20. <a href="https://doi.org/10.1186/s12933-021-01255-0">https://doi.org/10.1186/s12933-021-01255-0</a></p> <p><b>Beauchamp, M. R.</b>, et al. (2015). Group based physical Activity for older adults (GOAL) randomized controlled trial: Study protocol. <i>BMC Public Health</i>, 15, 592-603. doi: 10.1186/s12889-015-1909-9</p>
8 & 9	Nov. 1-6	<b>Module 9:</b> Qualitative research design and evaluation	<p>Chapters 7 (Qualitative study designs) and 9 (Evaluating the merits of qualitative research studies in kinesiology)</p> <p><b>Bundon, A., &amp; Hurd Clarke, L.</b> (2015). Unless you go online you are on your own: Blogging as a bridge in para-sport. <i>Disability and Society</i>, 30, 185-198. doi: 10.1080/09687599.2014.973477</p> <p><b>Yoon, L. &amp; Wilson, B.</b> (2019). Journalism, environmental issues, and sport mega-events: A study of South Korean media coverage of the Mount Gariwang Development for the 2018 PyeongChang Winter Olympic &amp; Paralympic Games. <i>Communication and Sport</i>, 7(6), 699-728.</p>



Week(s)	Dates	Module	READINGS
9	Nov. 8-18	<b>Module 10:</b> Indigenous Research Methods	
10	Nov. 20-25	Assignment 2 peer feedback <b>Module 11:</b> Mixed methods research	Chapter 10 (Mixed methods research)
11-12	Nov. 27-29	<b>Module 12:</b> Ethics in research	Chapter 3 (Ethics)
12-13	Dec. 2-4	<b>Module 13:</b> Knowledge mobilization	Chapter 12 (Knowledge Translation)
13	Dec. 6	Assignment 3 peer feedback	No readings