



**McGill**

Faculty of  
Education

Department of  
Kinesiology and Physical Education

**Kinesiology & Physical Education (EDKP 443) Research Methods (3 credits)**

**Fall 2021**

**Land Acknowledgement**

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

**Instructor**

Lindsay Duncan, Ph.D.

E-mail: [lindsay.duncan@mcgill.ca](mailto:lindsay.duncan@mcgill.ca)

Office hours: By appointment

Communication plan: I will arrive early for lecture and be prepared to stay for a few minutes after lecture to address simple questions about course content. I will be available to respond to emails or meet with students in person or via Zoom during regular business hours. Please note that I receive a large volume of emails; therefore, I have a strong preference for answering questions before or after class time. I do my best to respond to student emails in good time.

**Teaching Assistants**

Jason Dellatolla

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Daniela Solomon

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Communication plan: The teaching assistants will be available via email during regular business hours. They may also be available to meet with students in person or via Zoom during regular business hours. Please email the teaching assistants with your questions or requests to schedule a meeting. The teaching assistants' interactions with you will primarily center around the course assignments. For questions about lecture content, contact me (Dr. Duncan).

**Prerequisite**

This is a mandatory upper-level undergraduate course for second year kinesiology and physical and health education students.

## **Course Description**

This course provides an introduction to research methods and designs used in kinesiology and physical education research. This course will provide an overview of the research process, ethical principles, statistical and measurement concepts, various types of research (including both quantitative and qualitative), and various ways that research is presented.

## **Course Objectives**

1. To help students read, evaluate, and discuss research in kinesiology and physical education. Students will learn to summarize and synthesize research findings and critically evaluate scientific articles and media reports of research studies.
2. To help students develop and practice independent learning and critical-thinking skills, particularly as they relate to research in the field of kinesiology and physical/health education.
3. To provide students with the basic skills needed to design and interpret analytical, descriptive, epidemiologic, experimental, qualitative, and mixed-methods research.

## **Learner Outcomes**

Upon completion of this course, students will:

1. Be able to identify the role and the value of research in the area of kinesiology and physical education.
2. Be able to identify the basic principles and processes underlying the research in kinesiology and physical education.
3. Be able to analyze a variety of research problems in the fields of kinesiology and physical education and identify appropriate research methods.
4. Be able to appraise quantitative and qualitative research systematically.
5. Demonstrate the ability to think creatively, critically, and analytically.

## **Instructional Method**

The course will be delivered primarily in person. Occasionally, course content may be delivered virtually via asynchronous methods (e.g., pre-recorded videos). Students will be advised about any virtual content via announcements in class, MyCourses announcements, and emails. If, at any point during the semester, public health guidelines related to the COVID-19 preclude in-person instruction some course content may be delivered virtually via synchronous (e.g., live on Zoom) methods. Students are highly encouraged to attend all in person sessions. Students are expected to regularly check MyCourses for updates and information pertaining to all aspects of the course.

## **Times and Locations**

- Lectures: Mondays and Wednesdays, 2:35 PM – 3:55 PM
- Location: Currie Gym, Room 305/6
  
- First day of lecture: Wednesday, September 1<sup>st</sup>
- Last day of lecture: Monday, December 6<sup>th</sup>

- There are no lectures scheduled for Monday, September 6<sup>th</sup> (Labour Day), Monday, October 11<sup>th</sup> (Thanksgiving), or Wednesday, October 13<sup>th</sup> (Fall Break)
- Thursday, October 14<sup>th</sup> will follow a Monday schedule; therefore, an EDKP 443 lecture is scheduled for 2:35 PM – 3:55 PM on that day.

### The Learning Environment

As the instructor of this course, I endeavour to provide an inclusive learning environment. I encourage active class participation and I insist that all students are courteous towards their classmates. If you experience barriers to learning in this course, do not hesitate to discuss them with me and the *Office for Students with Disabilities*, 514-398-6009.

### Required and Recommended Course Readings

Required readings and supplemental materials will be posted on MyCourses. Students are expected to regularly check MyCourses for course updates and information.

For formatting of assignments, students should refer to the *Publication Manual of the American Psychological Association* (7th ed.) (2020). Washington, D.C.: American Psychological Association.

### Evaluation

Method	Description	Due Dates (not in sequence)	Grade
Assignment 1	Ethics online workshop	Monday, September 27 <sup>th</sup>	5%
Research Project	Part 1: Introduction and outline of methods	Monday, October 4 <sup>th</sup>	10%
	Part 2: Initial submission (mandatory)	Wednesday, November 3 <sup>rd</sup>	N/A
	Part 3: Final submission	<b>Wednesday, November 17<sup>th</sup></b>	35%
Assignment 2	Peer review	<b>Wednesday, November 10<sup>th</sup></b>	10%
Assignment 3	Knowledge translation: Infographic	Wednesday, December 1 <sup>st</sup>	10%
Final Exam	Final 48-hour take-home exam	TBD, during exam period	25%
Participation			5%

**Note.** Specific instructions related to the purpose, expectations, and grading of each assignment will be posted on MyCourses. Students are expected to regularly check MyCourses for course updates and information. Common questions and tips for each assignment will be communicated via announcements in class, MyCourses announcements, and emails, as needed.

**Participation.** You can earn participation marks with in-class assignments during live class sessions, contributions to discussion boards on MyCourses, and your general preparedness and willingness to participate in class activities. You will have 6 opportunities to earn participation marks through in-class assignments or discussion boards. You will not be able to earn participation marks entirely through virtual means – some participation activities will require

your presence in class. Each assignment or discussion post will be worth 1%. Therefore, you need to complete 5 of 6 assignments or discussion activities to receive the full 5%.

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g., the timing of evaluation due dates and weighting of final examinations.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

### **Course Feedback**

I make great efforts to design and deliver a course that is interesting, engaging, and appropriately challenging for students. The value of fairness across students is a primary concern for me. I make revisions to the course every year based on my own assessment of how successfully I have achieved my teaching objectives and based on student feedback. I have often found that the most valuable feedback comes from conversations I have with students throughout the semester. If you have feedback about the course or suggestions for how I can improve it for future iterations, please discuss them with me. I have taken student feedback from previous years into consideration in designing the content of the course and assignments for this semester.

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students

### **Language of Submission**

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

### **Academic Integrity**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [McGill's guide to academic honesty](#) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).