

**HRD 6350 Disciplined Inquiry in HRD (81992)  
FALL 2020**

**Department of Human Resource Development  
Soules College of Business  
The University of Texas at Tyler**

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Class Time:	Aug 24 (Mon) – Dec 12 (Sat) (Week 14 (Thanksgiving) – no class)
Instructor (Office):	Dr. Yonjoo Cho (ycho@uttyler.edu) (COB 315.21)
In-Person Meeting:	Sept 5, Sept 26, Oct 17, Nov 7, & Dec 5 at 8:00 am to noon CST
Class Location:	COB 211
Office Hours:	Tue & Thu at 3:00 – 4:30 pm CST (Other times by appointment)
Communication:	Canvas, emails, and by telephone (903-566-7260)
Course Access:	<a href="https://uttyler.instructure.com/courses/21783">https://uttyler.instructure.com/courses/21783</a>

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## **COURSE DESCRIPTION**

This is the first inquiry course that doctoral students in HRD are required to take before conducting their own research in advanced inquiry courses. The purpose of this course is to help HRD doctoral students to learn a systematic research process through first-hand experience such as critiquing research done by HRD scholars, writing research critiques, and chapter 1 of their dissertation. In the process, HRD doctoral students will be able to understand the research process, research design (e.g., the statement of research purpose and selection of research methods), three research types (qualitative, quantitative, and mixed-methods), and data collection and analysis methods.

## **COURSE OBJECTIVES**

In this course, HRD doctoral students will be able to:

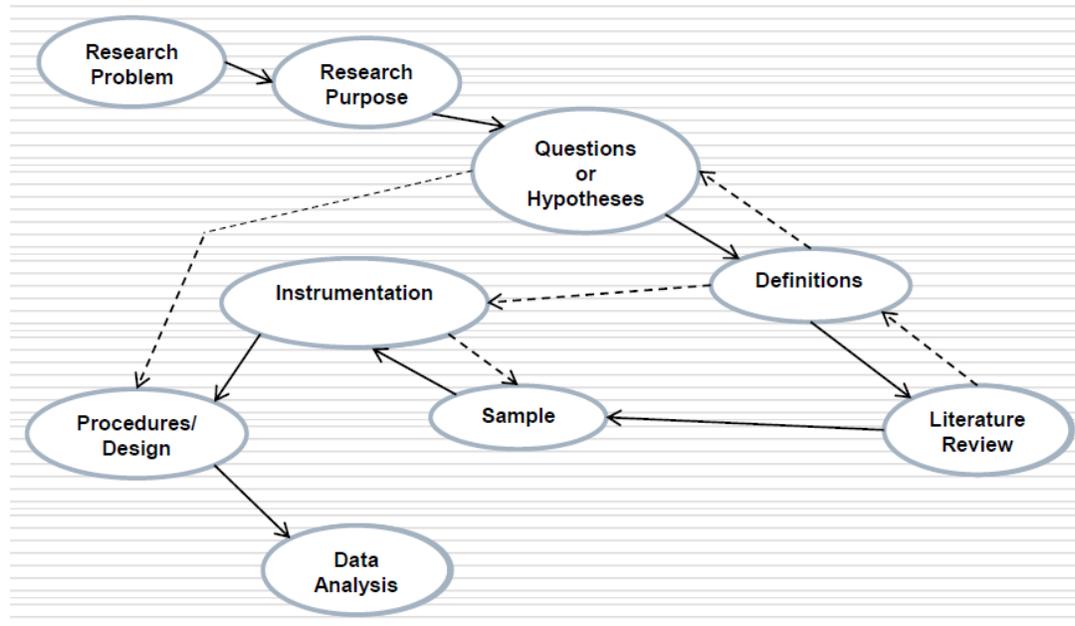
- Demonstrate an understanding of the research process
- Make a distinction between qualitative, quantitative, and mixed-methods research
- Critique three types of research: qualitative, quantitative, and mixed-methods research
- Select research methods aligned with research purposes and questions
- Practice writing chapter 1 of their dissertation
- Reflect on lessons learned from research and writing skills developed throughout the semester

In five face-to-face meetings, students will spend time having conferences on chosen research topics and research activities (e.g., conducting and writing a literature review). At different times, students will critique research articles in HRD and write chapter 1 which shows their understanding of the research process.

## COURSE OUTLINE

Students will learn the research process<sup>1</sup> and related research activities (see Figure 1).

Figure 1  
*Research Process*



In this course, the following topics will be covered:

- Basics of Research
- Ethics in Research
- Literature Review
- Qualitative, Quantitative, and Mixed-Methods Research
- Synthesis: Quality in HRD Research

### CLASS FORMAT: HYBRID LEARNING

This course is designed as a hybrid format combining face-to-face and online learning via Canvas. Students are expected to attend all **scheduled classroom sessions**:

Sept 5, Sept 26, Oct 17, and Nov 7 (Sat) and Dec 5 (Zoom)

Feel free to email me any time if you have learning-related questions and concerns. I will be available within a couple of hours; if not, send me a friendly reminder at [ycho@uttyler.edu](mailto:ycho@uttyler.edu).

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<sup>1</sup> This figure shows Fraenkel, Wallen, and Hyun's (2015, p. 20) step-by-step research process.

## READ ME FIRST (Canvas Modules)

Begin each week by reading a **Read Me First** (Canvas Modules) that will be posted by **Friday at noon CST** to guide you concerning what is covered and what to do in the following week. In the first week, post an introduction to yourself in Discussion to get to know other students.

## MEET THE LEADERS

Although we do not meet the leaders in HRD in person due to the Covid-19 pandemic, I will invite them in Zoom meetings (e.g., Dr. John Hitchcock on mixed-methods research) or post recordings (e.g., Dr. Jon Werner on ethics in research) on Canvas (Modules) as supplementary.

## ASSIGNMENTS AND DUE DATES

Students are required to complete five assignments: weekly discussion postings, three one-page research critiques (one-pagers), chapter 1 of a dissertation, class participation activities, and a reflection paper. Please submit all assignments, except weekly postings (due: Wed and Sat) and peer reviews (due: Wed), by **Monday at 11:59 pm CST in Word** so that I can easily provide feedback; PDF submissions will be notified in advance.

	Topic	Point	Due
1	Weekly Discussion Postings	20	Answers: Wed at 11:59 pm Comments: Sat at 11:59 pm
2	One-Pagers (3x10)	30	One-Pager 1: Quantitative Research Critique
			One-Pager 2: Qualitative Research Critique
			One-Pager 3: Mixed-Methods Research Critique
3	Chapter 1	30	One-Page Research Proposal (10)
			Draft Chapter 1 & Presentation (10)
			Final Chapter 1 (10)
4	Class Participation	10	IRB CITI Test (2)
			Discussion Lead (2)
			Research Topic Selection (1)
			Mid-term class evaluation (1)
			Peer Review of One-Pager (1X3)
			Peer Review of Draft Chapter 1 (1)
5	Reflection Paper	10	12/7
<b>Total:</b>		<b>100</b>	

## Weekly Discussion Postings (20 pts)

I will post weekly discussion questions in Discussions (Canvas), and a discussion leader will lead each week's discussion. Post at least **one compact and pointed answer** to the week's discussion question by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday**.

**Discussion leaders** are expected to read all required and optional readings, provide feedback on other students' interesting answers, and ask follow-up questions to engage them in in-depth discussion. In the process, students will develop critical thinking skills required for doctoral students. I will review the quality and quantity of student postings each week. If students do not meet the posting requirements, I will send them immediate feedback individually (see **Appendix 1** for the postings rubric).

## Research Critiques (One-Pagers) (30 pts)

The purpose of writing one-pagers is to show your understanding of three types of research (qualitative, quantitative, and mixed-methods) from a critical perspective. To write a one-pager on each type of research, which is worth 10 points, work through the three steps including: summarize key ideas of a research type, add your own ideas from a critical perspective, and recap the significance of your critique in a pointed way. In each (single-spaced) one-pager, include:

- Your name and course title in the header
- The title of the one-pager
- A brief summary of key ideas from the perspective of a research type
- A critical review of a research type concerning its strengths and limitations
- Conclusion
- 3-5 References that were cited in the text to support your ideas

**Why should you write this in one page?** You will learn how to organize your idea in a compact and pointed way, which is considered "good writing." One-pagers will be evaluated for inclusion of key elements, relevance to the topic, critical analysis, attention to detail (APA 7<sup>th</sup> ed.), and one page maximum length (see **Appendix 2** for the one-pager rubric and **Appendix 3** for a sample one-pager).

The purpose of the **peer review** of one-pagers is to give students an opportunity to see other critical review samples and to provide their feedback on the content and technical aspects of other one-pagers. Each review is due by **Wednesday** in the week of the submission of one-pagers.

## Chapter 1 Writing (30 pts)

Chapter 1 gives readers an overview of a dissertation study including: introduction, problem statement, study design, significance of the study, and limitations. The purpose of writing chapter 1 in this course is to see if students fully understand the research process that has been covered in class and to plan ahead for a real research project.

To complete this assignment, choose a research topic of interest, write a one-page research proposal in which you will summarize the research process, write a draft chapter 1, and submit a final chapter 1 at the end of the semester. To that end, work through the following steps:

### **One-Page Research Proposal (single-spaced)**

In the one-page proposal, include:

- Your name and course name in the header
- The title of the study
- The statement of the research purpose in one sentence
- Problem statement (context): Add a brief review of the literature and answer the question of why you are conducting this study
- Method: Research questions, research design, and data collection and analysis
- References if cited in the text to support your ideas

The one-page proposal will be evaluated for criteria including: inclusion of key elements, being thorough, one-page, the number of revisions, and writing (APA 7<sup>th</sup> ed.) (see **Appendix 4** for the rubric and **Appendix 5** for a sample proposal).

### **Chapter 1 (double-spaced)**

After building knowledge about the research process and skills in class, write a **double-spaced** chapter 1 with no more than 15 pages including the following:

- Cover page with a title
- Introduction
- Problem statement
- Research purpose and questions
- Method: research design, participants, and data collection and analysis
- Significance of the study
- Limitations of the study
- References if cited in the text to support your ideas

Chapter 1 will be evaluated for the following criteria including: (a) inclusion of key elements (above), (b) consistency (i.e., the right match between research questions and methods); (c) organization and logical flow; (d) clarity, (e) attention to detail (e.g., APA formatting guidelines (7<sup>th</sup> ed.) (see **Appendix 6** for the chapter 1 rubric).

### **Class Participation (10 pts)**

Actively participate in class activities including: (a) the IRB CITI test, (b) discussion lead, (c) research topic selection, (d) peer-reviews of one-pagers and chapter 1, and (e) mid-term class evaluation.

### **IRB CITI Test**

Before conducting an empirical study that requires data collection from participants and publishing the study findings, you should ask for the UT Tyler Human Subjects Office's permission. Find out what Institutional Review Board (IRB) means, take a CITI training and test, and submit a certificate to earn two class participation points. Reserve sufficient time because it takes time to take the test for the first time.

## Reflection Paper (10 pts)

Write a (single-spaced, three-page) reflection paper. This end-of-class reflection should include lessons learned from research activities and writing assignments. To that end, include: (a) a title, purpose, and introduction, (b) key points of lessons learned, and (c) suggestions/conclusions.

## FINAL GRADES

Grade	A	A-	B+	B	B-	C+	C	C-	F
Range	94% +	90% +	87% +	84% +	80% +	77% +	74% +	70% +	61% -

## GRADING GUIDELINES

To complete assignments, see Assignment Guidelines in Canvas. I will provide feedback on each assignment. Ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be awarded unless there is an emergency (e.g., childbirth). In case of a late submission, there will be one point subtracted from your grade per day.

## ATTENDANCE AND MAKE-UP POLICY

Attending all five class sessions is required for successful completion of learning objectives. If absences occur, it is your responsibility to contact the instructor in advance so that adjustments can be made to the instructional activities planned for a specific session. You are also responsible for all work that is missed due to your absence. Since a part of your grade is based upon class participation activities, any missed classes will affect the grade assigned for class participation and the final grade accordingly. One absence is likely to result in a final grade that is one letter grade lower for reasons other than documented illnesses or emergencies. Two or more absences from class will result in a grade of F. Only the excused absences for religious days, university authorized sports activities, or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

## ACADEMIC DISHONESTY STATEMENT

Academic dishonesty, such as plagiarism and cheating, as outlined in the UT Tyler Handbook of Operating Procedures will not be tolerated. The university regulations require the instructor to report all cases of academic dishonesty to the Dean of Students for Disciplinary Action. Also note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor. For more information go to: <http://www.uttyler.edu/judicialaffairs/>

## DISABILITY/ACCESSIBILITY SERVICES

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

## TEXTBOOKS AND RESOURCES

Required and optional readings (journal articles and book chapters) are posted in Canvas Files (titled “readings”).

### Textbook:

Bryman, A., & Bell, E. (2015). *Business research methods* (4<sup>th</sup> ed.). Oxford University Press.

### Highly Recommended:

*APA publication manual* (7<sup>th</sup> ed.)<sup>2</sup>. American Psychological Association.

Cahn, S. M. (2008). *From student to scholar: A candid guide to becoming a professor*. Columbia University.

## REQUIRED READINGS

There are three required readings up until Week 12, except Week 3, at a time when you are required to read a book chapter and a dissertation. Read assigned required readings carefully and actively participate in discussion to develop critical thinking skills and post compact and pointed answers and comments in Discussion.

### Week 1 (8/24-8/30): Introduction

Basken, P. (2016). Is university research missing what matters most? *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/Is-University-Research-Missing/235028>

Li, J., Ghosh, R., & Nachmias, S. (2020). A special issue on the impact of the COVID-19 pandemic on work, worker, and workplace!? Implications for HRD research and practices in time of crisis. *Human Resource Development International*, 23(4), 329-332.

Jacobs, R. (2020). On the meaning of being a scholar of human resource development. *Human Resource Development Quarterly*, 1-10. <https://doi.org/10.1002/hrdq.21393>

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<sup>2</sup> Following the APA formatting guidelines is a must for doctoral students to become a scholar in the HRD field.

### **Week 1 – Optional**

Lim, J., Covrig, D., Freed, S., De Oliveira, B., Ongo, M., & Newman, I. (2019). Strategies to assist distance doctoral students in completing their dissertations. *International Review of Research in Open and Distance Learning*, 20(5), 192-210.

### **Week 2 (8/31-9/6): Basics of Research 1 – Writing a Proposal [Meeting 1]**

Bryman, A., & Bell, E. (2015). Chapter 1: The nature and process of business research.

Bryman, A., & Bell, E. (2015). Chapter 3: Research designs

Bryman, A., & Bell, E. (2015). Chapter 4: Planning research project and formulating research questions.

### **Week 2 – Optional**

Bryman, A., & Bell, E. (2015). Chapter 2: Business research strategies.

### **Week 3 (9/7-9/13): Basics of Research 2 - Writing up Research**

Bryman, A., & Bell, E. (2015). Chapter 29: Writing up business research.

### **Dissertation review (choose one):**

Bohonos, J. (2019). Learning to work in white spaces: An autoethnographic and linguistic analysis of racial and gender discrimination in a Midwestern American organization. (Unpublished doctoral dissertation). The University of Texas at Tyler. University of Illinois at Urbana-Champaign.

Chambers, S. (2019). Examining the United Kingdom's soft law approach for women on boards with regard to gender diversity and the gender pay gap: A regression discontinuity design (Unpublished doctoral dissertation). The University of Texas at Tyler.

Richardson, T. J. (2018). Is the sum greater than the parts? A qualitative case study of cross-functional team creativity (Unpublished doctoral dissertation). University of Louisville.

### **Week 4 (9/14-9/20): Ethics in Research**

Bryman, A., & Bell, E. (2015). Chapter 6: Ethics and politics in business research.

Werner, J. M. (2016). Publication ethics and *HRDQ*: Holding ourselves accountable. *Human Resource Development Quarterly*, 27(3), 317-319.

**Case 1:** Tsui, A. S., & Lewin, A. Y. (2014). Retraction statement for 'Ethics and integrity of the publishing process: Myths, facts, and a roadmap' by Marchall Schiminke and Maureen L. Ambrose. *Management and Organization Review*, 10(1), 157-162.

### **Week 4 – Optional**

Gosenpud, J. J., & Werner, J. M. (2015). Growing up morally: An experiential classroom unit on moral development. *EJBO*, 20(1), 22-29.

Russ-Eft, D. (2018). Second time around: AHRD Standards and Ethics and Integrity. *Human Resource Development Review*, 17(2), 123-127.

### **Week 5 (9/21-9/27): Writing Literature Reviews [Meeting 2]**

Callahan, J. L. (2014). Writing literature reviews: A reprise and update. *Human Resource Development Review*, 13(3), 271-275.

Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. *Human Resource Development Review*, 15(4), 404-428.

**Case 2:** Cho, Y., & Egan, T. M. (2009). Action learning research: A systematic review and conceptual framework. *Human Resource Development Review*, 8(4), 431-462.

### **Week 5 – Optional**

Randolph, J. J. (2009). A guide to writing the dissertation literature review. *Practical Assessment, Research & Evaluation*, 14(13). Available at <http://pareonline.net/pdf/v14n13.pdf>

Wang, J. (2018). Making a difference through quality manuscript review. *Human Resource Development Review*, 17(4), 339-348.

### **Week 6 (9/28-10/4): Quantitative Research – Survey Research**

Bryman, A., & Bell, E. (2015). Chapter 7: The nature of quantitative research.

Bryman, A., & Bell, E. (2015). Chapter 8: Sampling in quantitative research.

**Case 3:** Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: Exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*, 30, 452-465.

### **Week 6 – Optional**

Baruch, Y., & Holtom, B. C. (2008). Survey response rate levels and trends in organizational research. *Human Relations*, 61(8), 1139-1160.

### **Week 7 (10/5-10/11): Quantitative Research - Experimental Research**

Bryman, A., & Bell, E. (2015). Chapter 15: Quantitative data analysis.

Lucas, J. W. (2003). Theory-testing, generalizations, and the problem of external validity. *Sociological Today*, 21(3), 236-253.

**Case 4:** Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159-1168.

### **Week 7 – Optional**

Bryman, A., & Bell, E. (2015). Chapter 16: Using IBM SPSS statistics.

### **Week 8 (10/12-10/18): Qualitative Research – Five Approaches [Meeting 3]**

Bryman, A., & Bell, E. (2015). Chapter 17: The nature of qualitative research.

Creswell, J. W., & Poth, C. N. (2018). Five qualitative approaches to inquiry. In *Qualitative inquiry & research design: Choosing among five approaches* (4<sup>th</sup> ed.) (pp. 65-110).

**Case 5:** De Leao Laguna, L. L., Poell, R., & Meerman, M. (2019). Practitioner research for the professionalization of human resources practice: Empirical data from the Netherlands. *Human Resource Development International*, 22(1), 68-90.

### **Week 8 - Optional**

Peshkin, A. (1988). In search of subjectivity--One's own. *Educational Researcher*, 17(7), 17-21.

### **Week 9 (10/19-10/25): Qualitative Data Analysis**

Bryman, A., & Bell, E. (2015). Chapter 24: Qualitative data analysis.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

Lester, J., Cho, Y., & Lochmiller, C. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94-106.

### **Week 9 – Optional**

Bryman, A., & Bell, E. (2015). Chapter 25: Computer-assisted qualitative data analysis - Using NVivo.  
Cho, Y., & Zachmeier, A. (2015). HRD educators' views on teaching and learning: An international perspective [Special issue]. *Advances in Developing Human Resources*, 17(2), 145-161.

### **Week 10 (10/26-11/1): Mixed-Methods Research 1**

Bryman, A., & Bell, E. (2015). Chapter 26: Breaking down the quantitative/qualitative divide.  
Reio, T. G., & Werner, J. M. (2017). Publishing mixed methods research: Thoughts and recommendations concerning rigor. *Human Resource Development Quarterly*, 28(4), 439-449.  
**Case 6:** Shuck, B., Alagaraja, M., Immekus, J., Cumberland, D., & Honeycutt-Elliott, M. (2019). Does compassion matter in leadership? A two-stage sequential equal status mixed method exploratory study of compassionate leader behavior and connections to performance in human resource development. *Human Resource Development Quarterly*, 30, 537-564.

### **Week 11 (11/2-11/8): Mixed-Methods Research 2 [Meeting 4]**

Bryman, A., & Bell, E. (2015). Chapter 27: Mixed methods research: Combining quantitative and qualitative research.  
Newman, I., & Hitchcock, J. H. (2011). Underlying agreements between quantitative and qualitative research: The short and tall of it all. *Human Resource Development Review*, 10(4), 381-398.  
**Case 7:** Cho, Y., & Egan, T. M. (2013). Organizational support for action learning in South Korean organizations. *Human Resource Development Quarterly*, 24(2), 185-213.

### **Week 11 - Optional**

Ostrom, E., & Nagendra, H. (2006). Insights on linking forests, trees, and people from the air, on the ground, and in the laboratory. *PNAS*, 103(51), 19224-19231.

### **Week 12 (11/9-11/15): Synthesis – Quality in HRD Research**

Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 125-133.  
Gubbins, C., Harner, B., van der Werff, L., & Rousseau, D. M. (2018). Enhancing the trustworthiness and credibility of human resource development: Evidence-based management to the rescue? *Human Resource Development Quarterly*, 29, 193-202.  
Nimon, K. F., & Astakhova, M. (2015). Improving the rigor of quantitative HRD research: Four recommendations in support of the general hierarchy of evidence. *Human Resource Development Quarterly*, 26(3), 1-17.

### **Week 12 – Optional**

Aguinis, H., Ramani, R. S., & Alabduljader, N. (2018). What you see is what you get? Enhancing methodological transparency in management research. *Academy of Management Annals*, 12(1), 83-110.

**HRD 6350 COURSE SCHEDULE** (may change as the semester progresses)

Week	Topic	Readings	Assignments
1 (8/24-8/30)	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Course Overview</li> </ul>	Basken (2016); Li et al. (2020); Lim et al. (2019)	<ul style="list-style-type: none"> <li>▪ Introduce yourself (due: 8/24)</li> <li>▪ Postings (Let's begin!)</li> </ul>
2 (8/31-9/6)	<p><b>[Meeting 1] Basics of Research 1: Writing a Proposal</b></p> <ul style="list-style-type: none"> <li>▪ Research process</li> <li>▪ Writing research proposals</li> <li>▪ APA formatting guidelines</li> <li>▪ <b>Guests:</b> Sara Norrell (Librarian) &amp; Tamela Kimbro (IRB)</li> </ul>	Bryman & Bell's (2015) Chapters 1, 3, & 4	<ul style="list-style-type: none"> <li>▪ Icebreaking exercise</li> <li>▪ Discussion lead 2</li> </ul>
3 (9/7-9/13)	<ul style="list-style-type: none"> <li>▪ Basics of Research 2: Writing up research</li> <li>▪ Dissertation review</li> <li>▪ <b>Meet the Leaders 1:</b> Drs. Jeremy Bohonos, Silvana Chambers, &amp; Tracy Richardson</li> </ul>	Chapter 29; choose a dissertation to review	<ul style="list-style-type: none"> <li>▪ IRB CITI test (9/7)</li> <li>▪ Discussion lead 3</li> </ul>
4 (9/14-9/20)	<ul style="list-style-type: none"> <li>▪ Ethics in Research &amp; Case 1</li> <li>▪ <b>Meet the Leaders 2:</b> Dr. John Werner (University of Wisconsin)</li> </ul>	Chapter 6; Tsui & Lewin (2014); Werner (2016)	Discussion lead 4
5 (9/21-9/27)	<p><b>[Meeting 2] Writing Literature Reviews &amp; Case 2</b></p> <ul style="list-style-type: none"> <li>▪ Writing a literature review</li> <li>▪ Research topic presentation</li> <li>▪ Manuscript Review</li> </ul>	Callahan (2014); Cho & Egan (2009); Torracco (2016)	<ul style="list-style-type: none"> <li>▪ Research topic selection</li> <li>▪ Discussion lead 5</li> </ul>
6 (9/28-10/4)	<ul style="list-style-type: none"> <li>▪ Quantitative Research: Survey Research &amp; Case 3</li> <li>▪ <b>Meet the Leaders 3:</b> Dr. John Kennedy (Indiana University)</li> </ul>	Chapters 7 & 8; Dumford & Miller (2018)	▪ Discussion lead 6
7 (10/5-10/11)	Quantitative Research: Experimental Research & Case 4	Chapters 15; Lucas (2003); Muller & Oppenheimer (2014)	▪ Discussion lead 7
8 (10/12-10/18)	<p><b>[Meeting 3] Qualitative Research - Five Approaches &amp; Case 5</b></p>	Chapter 17; Creswell & Poth (2018); De Leao Laguna et al. (2019)	<ul style="list-style-type: none"> <li>▪ <b>One-pager 1 (quantitative)</b></li> <li>▪ Peer-review of a one-pager 1 (due: 10/14)</li> <li>▪ Discussion lead 8</li> </ul>
9 (10/19-10/25)	<ul style="list-style-type: none"> <li>▪ Qualitative Data Analysis</li> <li>▪ <b>Meet the Leaders 4:</b> Dr. Jessica Lester (Indiana University)</li> </ul>	Chapter 24; Braun & Clarke (2006); Lester et al. (2020)	<ul style="list-style-type: none"> <li>▪ Mid-term class evaluation</li> <li>▪ Discussion lead 9</li> </ul>
10 (10/26-11/1)	Mixed-Methods Research 1 & Case 6	Chapter 26; Shuck et al. (2019); Reio & Werner (2014)	<ul style="list-style-type: none"> <li>▪ <b>One-pager 2 (qualitative)</b></li> <li>▪ Peer-review of a one-pager 2 (10/28)</li> <li>▪ Discussion lead 10</li> </ul>

Week	Topic	Readings	Assignments
11 (11/2-11/8)	<b>[Meeting 4]</b> Mixed-Methods Research 2 & Case 6 ▪ One-page proposal presentation ▪ <b>Meet the Leaders 5:</b> Dr. John Hitchcock (Abt Associates)	Chapter 27; Cho & Egan (2013); Newman & Hitchcock (2011)	▪ <b>One-page research proposal</b> ▪ Discussion lead 11
12 (11/9-11/15)	Synthesis: Quality in HRD Research	Anderson (2017); Gubbins et al. (2018); Nimon & Astakhova (2015)	▪ <b>One-pager 3 (mixed-methods)</b> ▪ Peer-review of a one-pager 3 (11/11) ▪ Discussion lead 12
13 (11/16-11/22)	Independent Work		
14 (11/23-11/29)	Thanksgiving Week (no class)		
15 (11/30-12/6)	<b>[Meeting 5]</b> Draft Chapter 1 Presentation (Zoom)		▪ <b>Draft chapter 1 (11/30)</b> ▪ Peer-review of a draft chapter (12/2)
16 (12/7-12/12)	Final Chapter 1 submission Reflection		▪ <b>Final chapter 1 (12/7)</b> ▪ Reflection paper (12/7) ▪ Course evaluation

**APPENDIX 1**  
**Weekly Discussion Postings Rubric**

Evaluation Criteria	Rating		
	Excellent 1 pt	Needs Work 0.5 pt	Unsatisfactory 0 pt
Meeting two deadlines (Wed & Sat)	An answer and two comments met the deadlines	Either an answer or two comments did not meet the deadline	Both an answer and two comments did not meet the deadlines
Citing three required readings in the week's answer	Required three readings were cited in the week's answer	Only one or two of the required three readings was cited in the answer	Three required readings were not cited, or an answer was not submitted
Writing in a pointed way and following the APA style	Writing was compact and pointed and followed the APA style	Writing was not compact and pointed or not followed the APA style	Writing was not compact and pointed or not followed the APA style, or posts were not submitted

**APPENDIX 2**  
**Research Critique (One-Pager) Rubric**

Evaluation Criteria	Rating		
	Excellent 2 pts	Needs Work 1 pt	Unsatisfactory 0 pt
Key Elements	All key elements are included: your name and course title in the header, the title of the one-pager, a summary of key ideas, a critical review of the research type concerning its strengths and limitations, conclusion, and references if cited in text to support your ideas	One or two of the key elements is/are missing: your name and course title in the header, the title of the one-pager, a brief summary of key ideas, a critical review of the research type concerning its strengths and limitations, conclusion, and references if cited in text to support your ideas	Two or more of the key elements are missing or one-pager is not submitted: your name and course title in the header, the title of the one-pager, a brief summary of key ideas, a critical review of the research type concerning its strengths and limitations, conclusion, and references if cited in text to support your ideas
Summary of Ideas & Relevance to the Topic	Ideas are clearly summarized in a pointed way and are relevant to the topic	Ideas are summarized for the most part but not in a pointed way and are mostly relevant to the topic. The one-pager includes few irrelevant ideas	Ideas are not clearly summarized in a pointed way and are not relevant to the topic. The one-pager largely includes irrelevant ideas or is not submitted
Critical Review	Each type of research was reviewed from a critical perspective. The one-pager is grounded in substantive ideas.	Each type of research was not reviewed from a critical perspective. Only a few elements in the critical review are grounded in substantive ideas.	Each type of research was not reviewed from a critical perspective. The one-pager is not grounded in substantive ideas or is not submitted
Writing & Attention to Detail	Writing is pointed and clear and free of typos and grammatical errors. The APA style is used correctly.	Writing is mostly pointed and clear and includes a few typos and/or grammatical errors. The APA style is used correctly for the most part.	Writing is not pointed and clear and includes several typos and/or grammar errors. The APA style is not used correctly, or the one-pager is not submitted.
One-Page	The assignment is written in one page as required.	The assignment is a bit longer than one page, violating the requirement.	The assignment is more than one page, violating the requirement or is not submitted.

## APPENDIX 3: One-Pager Sample

### Quantitative Research Critique

**Summary.** The philosophical foundation of quantitative research is a belief that there is a common characteristic that certain groups of individuals or even populations agree upon. Unlike qualitative research which seeks uniqueness in individual, quantitative research tends to investigate similar attributes that can reflect how people behave and think on specific phenomena. Commonly, methods in quantitative research are experimental, correlational, survey, and causal comparative (Fraenkel et al., 2015). These methods interpret social phenomena by using numerical terms that are formulated through one or more statistical data analysis.

**Critical Review.** The supremacy of quantitative research in education has been long utilized to investigate phenomena among the social system. However, some limitations have occurred during this preeminence that question the credibility of quantitative research in explaining the complexity of human interaction. The following table describes the strengths and limitations of the approach.

Strengths	Limitations
<ul style="list-style-type: none"><li>Quantitative research offers practicality in examining several variables in just one study with robust measurement; the method also produces the result in a more efficient way by using statistical techniques (Fraenkel et al., 2015).</li><li>Quantitative research offers wide range of purposes, such as exploration and theory testing in experimental study, explanation in correlational study, or generalization in survey study (Fraenkel et al., 2015).</li><li>As the ancestor of the research method in education, quantitative approaches offer findings and conclusions that are comparatively objective, widely understood, and high confirmability (Newman et al., 1998).</li></ul>	<ul style="list-style-type: none"><li>As Piaget discussed in Tsou (2006), the genesis of knowledge is constructive involving active human processes rather than the passive state of reality. The simplicity of quantitative research (positivism) is unable to capture this central feature of knowledge; the approach only generates the evidence-based on numbers, not meaning-making processes.</li><li>Particular issues in education might be more proper if they are investigated within anthropological (qualitative) strategies rather than sociological approaches (quantitative), such as policy in education (Newman et al., 1998).</li><li>The nature of sampling techniques in quantitative studies in social science is commonly non-probability sampling (i.e. convenience sampling) (Lucas, 2003). In my opinion, non-probability sampling potentially lacks representation of the population.</li></ul>

**Conclusion.** Quantitative research offers practicality on its' strict procedures for measuring variables and testing theories. In terms of practicality, the method allows the researcher to manipulate, explore, explain, and generate knowledge in orderly-fashioned studies. Following that, by using statistics and numerical terms, the findings in a quantitative study produce a similar understanding for the readers. However, the modern days of knowledge are both subjective and objective, inductive and deductive (Newman et al., 1998). Therefore, there are certain situations that quantitative research is not applicable to be used.

### References

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (9<sup>th</sup> ed.). McGraw-Hill Education.
- Lucas, J. W. (2003). Theory-testing, generalization, and the problem of external validity. *Sociological Theory*, 21(3), 236-253. <https://doi.org/10.1111/1467-9558.00187>
- Newman, I., Benz, C. R., & Ridenour, C. S. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. SIU Press.
- Tsou, J. Y. (2006). Genetic epistemology and Piaget's philosophy of science: Piaget vs. Kuhn on scientific progress. *Theory & Psychology*, 16(2), 203-224. <https://doi.org/10.1177/0959354306062536>

**APPENDIX 4**  
**One-Page Research Proposal Rubric**

Evaluation Criteria	Rating		
	Excellent 2 pts	Needs Work 1 pt	Unsatisfactory 0 pt
Key Elements	All key elements are included: title, research purpose (one sentence), problem statement, method (research questions, research design, data collection & analysis), and references if cited in text to support your ideas	One or two of the key elements is/are missing: title, research purpose (one sentence), problem statement, method (research questions, research design, data collection & analysis), and references if cited in text to support your ideas	Two or more of the key elements are missing: title, research purpose (one sentence), problem statement, method (research questions, research design, data collection & analysis), and references if cited in text to support your ideas
Being Thorough	Proposal is thorough and gives an excellent idea about the research project and how it will be conducted	Proposal is mostly thorough and gives a good idea about the research project and how it will be conducted. Needs more detail to be thorough	Proposal is not thorough and does not give an idea about the research project and how it will be conducted. Needs much more detail to be thorough
One-Page	The proposal is written in one page as required.	The proposal is longer than one page, violating the requirement.	The proposal is longer than one page, violating the requirement.
Revision	No revision is required after the initial submission of the proposal	One revision is required after the initial submission of the proposal	More than one revision is required after the initial submission of the proposal
Writing	Writing is pointed, clear, and free of typos and follows the APA style	Writing is mostly pointed, clear, and includes a few mistakes in the APA style	Writing is not pointed or clear, and includes several mistakes in the APA style

## APPENDIX 5 One-Page Research Proposal Sample

### Authentic Learning in Online Competency-Based Courses: The Faculty's Perspective

**Research Purpose:** The purpose of this study is to investigate the faculty's perspective in designing authentic learning experiences, with a special focus on the faculty perception of authenticity and design challenges. Since faculty are on the front line of the learning process, this particular study focuses on the faculty perspective.

**Problem Statement:** Authenticity of learning is important to situate knowledge and skills in the context of future use (e.g., Brown, Collins, & Duguid, 1989). Various empirical studies reported the positive impact of authentic learning on students' learning gains (e.g., Brodsky, Wilks, Goodner & Christopher, 2018). However, after conducting a literature review, I identified a knowledge gap in: (1) faculty's perception of authentic learning and (2) faculty's challenges in designing authentic learning experiences for online courses. These gaps are problematic because the lack of knowledge on faculty perceptions of authentic learning and their design challenges can affect: (1) Our scholarly state of knowledge about how faculty approach authentic learning in online courses, and (2) Approaches to prepare future instructional design practitioners to work with faculty members on designing and integrating authentic learning in online courses. Competency-based courses are the focus of this study, since they are to meet standards that were put forth by the public health educational organizations, such as the Council on Education for Public Health (CEPH).

**Research Questions:** (a) What are the faculty's perceptions of authentic learning in online courses? (b) What examples of authentic learning have they used in online courses? (c) What are the challenges the faculty report in designing authentic learning for online courses?

**Data Collection and Analysis:** The literature review will focus on studies on online instructional design from the faculty's perspective. Since they are not so many faculty members who have been teaching competency-based graduate courses, the survey will be sent out to 15 faculty only. The survey aims to capture faculty's initial perception of authentic learning. Follow-up semi-structured interviews will be conducted with 5-10 faculty members to gain in-depth insights as to how they approach designing authentic learning and what challenges they face, if any. Descriptive statistics will be used to analyze the survey data. Thematic analysis will be used to analyze the interview data.

**Reliability and Validity:** Validity of the study will be ensured through piloting data collection instruments and member checking. Reliability will be ensured through consulting a community of experts (Dr. Cho, Dr. Ozogul, Dr. Leftwich, and Professor Boling).

**Expected Research Outcomes:** Since the above standards are informed by competencies that public health professionals need to exhibit in the workplace, competency-based courses should provide students with opportunities to gain hands-on experience in public health and solidify professional public health skills.

#### References:

- Britt, M., Goon, D., & Timmerman, M. (2015). How to better engage online students with online strategies. *College Student Journal*, 49(3), 399-404.
- Houke, C. (2017). Designing and Using Projects with Real World Application in a MBA Managerial Accounting Class: The Case of The Balanced Scorecard. *Journal of Learning in Higher Education*, 13(2), 33-38.

**APPENDIX 6**  
**Chapter 1 Rubric**

Criteria	Rating			
	Excellent (2 pts)	Good 1.5 (pts)	Needs Improvement (1 pt)	Unsatisfactory/No Submission (0 pt)
Required Elements: <i>Did you include all key elements?</i>	The paper includes all key elements: title, introduction, problem statement, research purpose and questions, method (research design, participants, and data collection and analysis), significance of the study, the study limitations, and references	The paper includes all but one or two of the key elements: title, introduction, problem statement, research purpose and questions, method (research design, participants, and data collection and analysis), significance of the study, the study limitations, and references	The paper includes all but two or more of the key elements: title, introduction, problem statement, research purpose and questions, method (research design, participants, and data collection and analysis), significance of the study, the study limitations, and references	The paper was not submitted or does not include many of the key elements: title, introduction, problem statement, research purpose and questions, method (research design, participants, and data collection and analysis), significance of the study, the study limitations, and references
Consistency: <i>Is there a right match between research questions and methods?</i>	Research methods selected are appropriate to answer the research questions and are well grounded in the literature	Research methods selected are mostly appropriate to answer the research questions and are grounded in the literature for the most part	Research methods selected are not appropriate to answer the research questions and are not grounded in the literature	The paper was not submitted, or research methods selected are not appropriate to answer the research questions and are not grounded in the literature
Organization and Logical Flow: <i>Is the paper well-organized to have a logical flow?</i>	The paper is well-organized, and ideas flow logically. Writing demonstrates an understanding of the research process.	The paper is adequately organized, and ideas reasonably flow. Writing demonstrates an understanding of the research process.	The paper is somewhat organized, although occasionally ideas do not flow well. Writing does not demonstrate an understanding of the research process.	The paper lacks logical organization and impedes readers' comprehension of ideas. Writing does not demonstrate an understanding of the research process, or the paper was not submitted
Clarity: <i>Is the paper clearly written?</i>	The paper is well written. Ideas are clearly stated for HRD scholars and practitioners to easily understand	The paper shows above-average quality in writing. There are minor errors. Ideas are clearly stated for the most part	The paper shows an average quality of writing. There are some errors. Most ideas are not clearly stated for the most part.	The paper shows a below-average/poor quality writing. There are frequent errors. Ideas are not clearly stated, or the paper is not submitted.
Attention to Detail: <i>The APA (7<sup>th</sup> ed.) formatting guidelines was rightly used?</i>	The paper demonstrates the author's ability to pay attention to detail. The APA formatting guidelines are correctly used.	The paper demonstrates the author's ability to pay attention to detail, but there are minor issues noted in the APA formatting guidelines in the paper	The paper does not demonstrate the author's ability to pay attention to detail. Some errors are noted in the APA formatting guidelines.	The paper does not demonstrate the author's ability to pay attention to detail or is not submitted. Several errors are noted in the APA formatting guidelines