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University of Montana
Baucus Institute Department of Public Administration & Policy
Alexander Blewett III School of Law
PUAD 506: MPA Applied Research Methods
Fall 2021: August 30 – December 17
Thursdays 4:30-6:50pm
Three (3) Credit Hours

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Instructor: Dr. Christina Barsky
Pronouns: She/her/hers
Classroom: LAW 156
Office: LAW 149 or remote
E-Mail: Christina.Barsky@mso.umt.edu
> *E-mail is the most reliable way to reach me*. In general, I reply to messages within 48 hours (or **two business days**) of receipt. Please include **PUAD 506** in the subject line of your message (this increases my reply efficiency).

Office Telephone: 406-243-2871
> *You must leave a voice message for me to know that I have missed your call*.

Office Hours/Meeting Virtually: Wednesdays 1:00-2:00pm & 4:30-5:30pm and Thursdays 12:00-1:00pm (in-person, via telephone, or virtually) or by appointment.
> *Please visit www.calendly.com/doctorbarsky to schedule a meeting*.
> *To meet outside the available hours, please e-mail me. Include a few days/times you are available and what you would like to discuss*

Privilege

I would like to begin our time together by acknowledging that we, at the University of Montana, are in the traditional lands of Indigenous peoples, including the Sėliš, Ksanka, and Q̓ispė. Many others, including Blackfeet, Nez Perce, Shoshone, Bannock, and Coeur D'Alene, had and continue to have a crucial presence in the area. We acknowledge the role that the governance and legal system has played in the removal of Indigenous peoples from these lands, and, through our commitment to education, service, and scholarship, strive to improve the quality of justice and equitable policy for future generations. Doing so demands respect for tribal sovereignty and Indigenous cultures as well as accountability to the needs and perspectives of Indigenous peoples, who, from time immemorial to the present and until the end of time, protect and remain connected with this land on which we gather, live, learn, and work. I situate myself as a guest actively working against colonialism and injustice. I thank the people of Turtle Island, the First People, for the privilege of learning in this space.

Inclusion

Public administration distinguishes itself as a field interdisciplinary in nature, requiring the application of knowledge from a diversity of disciplines in an integrated manner. Less apparent are the ways public administration researchers have the power to perpetuate or challenge the status quo as they undertake studies pertinent to the public and nonprofit sectors. In this course, we acknowledge the legacy of white supremacy, heteronormativity, exclusion, and "othering" as we approach our task of building our public sector research toolbox. By approaching our subject with cultural humility, we understand that central to knowledge creation is the respect for and appreciation of a diversity of ways of knowing.

Identity

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will indicate the name you should be called and the pronouns with which you should be addressed. I will do my best to address and refer to all students accordingly and support students in doing so as well. Throughout the semester I will push you to think about inclusivity and how we, as students of public administration, can prepare ourselves to best serve the public.

COVID-Safe Policies

In accordance with federal, county, CDC, and UM guidance, it is ***required*** for vaccinated and unvaccinated students, staff, and faculty to wear a facemask during the entirety of class and/or office hours. The Department asks students to stay home if they are sick as doing so will not negatively impact assessment of student performance in this course. If a student, a member of their family, or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with the DPAP associate dean and course professor to successfully complete your work. If a federal, state, local, university or CDC policy changes during the semester impacts in-person course delivery, this class will shift to fully online or remote (Zoom). A backup plan will be shared by the professor during the first week of the semester to ensure preparedness. The quality of student education will not be impacted: our Department is nationally recognized for its ability to teach across modalities (online, in-person, robot). Vaccinations are free and available to students through Curry Health Center. Please take the time to **review our Department's COVID-Safe FAQ guide**.

Learning During a Pandemic

I propose the following principles to foster a successful, supportive learning environment:
1. Your health and safety – physical, mental, and emotional – are *the most important*. We will prioritize supporting one another
2. Together, we will encourage intellectual nourishment, social connection, support, understanding, and personal accommodation
3. We will remain flexible and adaptable in these dynamic times

Course Description

For many of us, research can be intimidating, yet exhilarating. Now more than ever, public administration must be able to use data to inform decisions. In general, public administrators are concerned with how to effectively pursue policy goals within the bureaucracy of government and non-governmental entities. In public administration's infancy, Luther Gluick called for a *science* of public administration (1937). This call sparked a debate centered on how the field approached research methodology: through a positivist lens or some other view. More than eighty years later, this contestation continues. The important question, however, is not concerned with what the best method for public administration research is, but rather the quality, usefulness, and applicability of that research. This course provides an overview of how research is approached in the public sector. In addition, this class is designed to elevate your skills as a social science researcher through the design and implementation of applied research projects.

Expectations for Student Learning for this Course & the University of Montana's MPA Program
1. Explore how to incorporate research methods and inquiry into policy and practice
2. Formulate clear research questions, identify the research question(s) in reports and articles
3. Utilize qualitative and quantitative techniques in decision-making and problem-solving
4. Critically evaluate the role of power, representation, empathy, prejudgments, diversity, equity, and inclusion in the public (and nonprofit) sectors, advancing our understanding of cultural awareness through self-reflection, readings, discussions, and assignments
5. Demonstrate professional and graduate-level writing, critical thinking, research, analytical, and public speaking skills

In exploring these learning objectives, this course will introduce and begin to develop core national (NASPAA) MPA competencies to **analyze, synthesize, think critically, solve problems, and make decisions.**

Required Course Materials
Books and Readings:
- Pajo, Bora (2018). *Introduction to research methods: A hands-on approach*. Thousand Oaks, CA: Sage.
- Moodle required readings (noted with an asterisk in the course schedule, let me know if you experience challenges with the quality of scanned materials)

Additional Materials:
- Watch weekly lectures in advance of our course meeting
- Watch, listen, and read additional materials as posted (e.g., podcasts, research news)

MPA Portfolio
If you are using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer's "snipping tool" or screenshot to capture graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on our website (e.g., you cannot use outlines or case write-ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects independently. If you have MPA portfolio questions, please contact the MPA Director.

<u>Course Expectations</u>

Using Moodle
Although this is an in-person course, you are required to visit our Moodle site regularly (at least once per day). Participate in Moodle 101 for students if you are unfamiliar with the platform. Visit http://umonline.umt.edu to access the class.

Weekly E-mails & Lectures
Each week I will post a video lecture covering key themes. To get the most out of our class meetings, watch the lectures **before our class meeting** on Thursday evenings. *If video lectures are not already posted, they will be published by 10:00pm Monday (or Tuesday, if Monday is a holiday) each week.*

Attendance and Tardiness
You are allotted <u>one absence for any reason</u> for the semester. **However**, the COVID-19 pandemic is impacting all of our lives. If it affects you, or someone close to you, let's discuss how you can complete this course successfully. We are in this together – and I am here to support your learning.

Laptop/Tablet, Zoom, Robot, Mobile Phone, and other Technology Policy
Your mobile phone should be silenced and not accessed during class (unless you are specifically asked to utilize it for a class activity). Tablets and laptops should not serve as a distraction. If our learning environment becomes diverted as a result of these technologies, I will not allow their use in our classroom. If you are a robot student and technology fails, re-boot without interrupting class. You may not record (audio, video, or still photography) this class except in accordance with ADA accommodations. Any recording made in connection with a disability accommodation are for the student's personal academic use and may not be distributed in any manner to any other individual, group, entity, or platform. If you have questions or requests, please contact me.

UM E-Mail

I expect you to use your umontana *student* e-mail address for all communications and that you will check this account regularly (i.e., at least once per day). This link provides an overview of UM e-mail.

Professionalism and Communication

E-mail is far and away the best way to reach me, **remembering to include "PUAD 506" in the subject line.** You are welcome to call my office if you have a time-sensitive need, remembering to leave a message if you do not reach me. I am eager to answer your questions; however, ask that you first consult the syllabus, then look at my weekly e-mails and lectures, and then come to me with your requests. Central to our learning environment is professionalism and respect in communications.

Help with Technology

Call UMOnline by phone, 406-243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights or weekends. I cannot provide IT support, so please contact the appropriate University staff if an issue arises.

Navigation Information

Links for all course sign-ups, the most recent syllabus, general feedback videos, and other material and resources are housed under the "Resources" tab on our class Moodle page.

Course Feedback, Drafts, & Examples
- Please allow for up to ten (10) full **business days** after the due date to receive assignment feedback
  - I invite you to schedule a meeting with me if you would like additional feedback on an assignment
- I am happy to talk with you about your assignment and/or your assignment outline; however, I will not review draft assignments in this class.
- Students should work with the UM Public Speaking and Writing Center to review drafts of written work.
- Sample assignments are not provided for graduate-level courses

Guidelines for Written Work
- You are expected to practice professional, graduate-level writing and will be evaluated on content, organization, writing/grammar, and following assignment instructions
- Work must be typed, double-spaced (unless otherwise noted), utilize 12-point font, and have one-inch margins
- You are required to utilize proper and appropriate citations. This means parenthetical (in-text) citations and a reference page (APA is preferred. However, since public administration is multi-disciplinary, any academic style is acceptable). *Notify me as to of what citation style you are using, if not APA*.
- Assignments are due on the date/time listed in the course schedule
- All assignments must be turned in electronically (on Moodle) as a .doc or .docx file (Microsoft Word). If I cannot open the document, you will not receive a grade. E-mail submission of assignments will not be accepted unless specific arrangements have been made
- Student collusion for individual assignments is not allowed and will be treated as an act of plagiarism. Self-plagiarism (e.g., turning in the same assignment in different classes) will be treated as plagiarism. If you have questions, please contact me.

Assessment (Course Grading)

Rather than assign point scores for assignments throughout the term, your assignments will be assessed using the scale below. I will provide written and/or verbal feedback on assignments within 10 business days. My feedback will include identifying strong elements of your work, drawing your attention to areas for improvement or expansion, questions for consideration, and suggestions to improve your knowledge of course competencies. All assignments for this course must be completed and meet expectations to pass the class.

Approaching learning through an expectations-based assessment process is designed to enhance your experience and foster an open conversation, between you and me, about work product, understanding of content, critical thinking, and assessment. Part of this process includes a mid-semester assessment, optional 1:1 mid-semester conference, and an end-of-term self-assessment. This approach demonstrates our department's commitment to cultural awareness and attention to the feedback we receive from practitioners in the field (including the use of performance evaluation and centering initiative, curiosity, and critical thinking with the worker/student).

I use the following scale:

AE = Above Expectations. Above expected product. You contribute thoughtful and productive ideas, producing very high-quality work. You demonstrate synthesis of and critical engagement with material and pay close attention to detail, going above what is expected. Work demonstrates evaluation and creation. You do everything necessary to Meet Expectations, and: 1) receive feedback and critique in a professional manner; 2) demonstrate a commitment to expanding your knowledge; 3) utilize campus resources (research librarians, Public Speaking and Writing Center) to complete high-quality written work; and, 4) create thoughtful, creative, original assignments showcasing how you "connect the dots" and truly do above what is expected.

ME = Meets Expectations. Product produced meets what is expected. You deliver quality work that meets assignment and course criteria. You do what is necessary and adequately engage with the material. You pay attention to detail and adequately complete all elements of an assignment. Work demonstrates application and analysis. To Meet Expectations, you must meet all the stated criteria for assignments (including due dates), actively, consistently, and meaningfully participate in class activities, follow the writing guidelines for all assignments (including careful editing and attention to consistency), complete the mid- and end-of-semester learning assessments, check your UM e-mail and class Moodle site regularly, watch weekly lectures in full (I know if you don't), practice empiricism by using evidence in all work, and demonstrate your knowledge and understanding of course material and its application in the world around us.

NE = Near Expectations. Product approaches or nearly meets expectations. Your work comes close to meeting the expected/necessary criteria. Engagement with course material is lacking or insufficient. Greater attention to detail would improve the product. Work demonstrates understanding. Work that approaches expectations or is near expectations may suffer from grammatical and formatting issues, lack professional polish, be turned-in late, lack substantial evidence, but demonstrates your thoughtful and honest attempt at meeting expectations (above).

DMN = Does Not Meet Expectations. Product does not meet expectations. Work that does not meet expectations reflects minimal effort and poor-quality contributions. These products do not meet minimally-required standards for the course and assignment and fail to demonstrate engagement with the subject or material. Some actions that will fail to meet expectations include: 1) not following assignment guidelines or expectations; 2) rushed, unprofessional, or presentation of sub-graduate-level writing; 3) requiring reminders to sign-up for projects, check the syllabus for information, and participate in class activities; and, 4) lack of engagement.

You should keep track of their feedback along the way – if you receive a plurality of ME, you will receive a B for the course. *I encourage you to meet with me at least once during the semester to discuss your progress (there are weeks set aside around the mid-term mark to help facilitate this process). Meetings are not required but are encouraged as they provide us an opportunity to talk about what's working, what could improve, and how I can further your learning experience.*

Earning an A in this course means that you have produced exceptional work and your performance in all aspects of the course has been outstanding.

Assessment of Subject Mastery (Assignments):
This semester you will be assessed on 1) participation and in-class practice; 2) Science2Society; and, 2) Applied Research Methods Practice Portfolio (ARMPP)

Please see the appendix for details about the assignments and expectations.

Course Schedule

You must stay up with the course readings and assignments in order to maximize your learning experience. Although this is a general outline of readings, the schedule is subject to change as the semester proceeds. You will be notified of any changes or modifications to the course schedule.

The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.

SECTION I: FOUNDATIONAL THEORIES AND CONCEPTS

Date	Topic	Readings & Assignments
Week 1 *Thursday, September 2*	**Welcome & Overview** **Introductions** **The Purpose of Research**	**Read:** • Pajo, Chapter 1 • Mertens, p. 1-42 • Wilson*
		Due: • Review the course syllabus and visit the Moodle site
Week 2 *Thursday, September 9* *Labor Day Sept. 6* *(University Holiday)*	**Research Ethics** **Problems & Formulating Research Questions**	**Read:** • Pajo, Chapter 2 • Mertens, p. 43-69* • Gravetter & Forzano* (optional) • Burnette, Sanders, Butcher, Rand* (optional) **Listen:** • Professor Harris' *Advice from the Field* pod
		Due: • ARMPP Assignment 1 due by 9/9 at 4:00pm

Week 3 *Thursday, September 16*	**Equity** **The Research Process** **Literature Reviews**	**Read:** • Pajo, Chapter 3 • Wareing Evans • Dooley* • Riccucci* • Norman-Major* (optional) **Listen:** • Professor Harris' *Advice from the Field* pod

		Due:
		• Science2Society Acadia Group
		  o Outlines due 9/16 by 4:00pm
		  o Presentations in-class

Week 4 *Thursday, September 23*	**Conceptualizing Quantitative & Qualitative Research Designs**	**Read:** • Pajo, Chapters 4 & 11 • Baimyrzaeva* (optional) **Listen:** • Professor Harris' *Advice from the Field* pod
		Due: • Request IBM SPSS <u>and</u> NVivo software by submitting a ticket via UM's Solutions Center o Download and install the programs by 9/23 at 4:00pm • Work on ARMPP Assignment 2
Week 5 *Thursday, September 30*	**Reliability, Validity, & Sampling**	**Read:** • Pajo, Chapters 5 & 6

		Due:
		• Science2 Society Hot Springs Group
		  o Outlines due by 9/30 at 4:00pm
		  o Presentations in-class

SECTION II: PRACTICAL SKILLS FOR DATA COLLECTION

Week 6 *Thursday, October 7*	**Data Collection: Surveys**	**Read:** • Pajo, Chapter 7 • Robinson & Leonard* • Guide to operationalization **Watch:** • DPAP Cultural Awareness Video
		Due: • ARMPP Assignment 2 due by 10/7 at 4:00pm

		• Complete mid-semester learning evaluations (sent from Moodle) by 10/9 at 10:00pm
Week 7 *Thursday, October 14* *Indigenous Peoples Day* *Oct. 11*	**Data Collection: Secondary Data**	<u>**Read:**</u> • Pajo, Chapter 8

		<u>**Due:**</u>
		• Science2Society Lassen Group
		    o Outlines due by 10/14 at 4:00pm
		    o Presentations in-class

Week 8 *Thursday, October 21*	**Data Collection: Interviews**	<u>**Read:**</u> • Rugg & Petre* • Whiting* • Gill et al.* • Jacob & Furgerson* • Mack, Woodsong, MacQueen, Guest, & Namey* (optional)
		<u>**Due**</u> • ARMPP Assignment 3 due by 10/21 at 4:00pm
Week 9 *Thursday, October 28*	**Data Collection: Observation & Focus Groups**	<u>**Read:**</u> • Cyr* • Center for Civic Partnerships* • Saunders, et al.* (optional)

		<u>**Due:**</u>
		• Science2Society Saguaro Group
		    o Outlines due by 10/28 at 4:00pm
		    o Presentations in-class

SECTION III: CONDUCTING & COMMUNICATING QUALITY ANALYSIS

Week 10 *Thursday, November 4* *Election Day Nov. 2 VOTE*	**Quantitative Analysis**	<u>**Read:**</u> • Pajo, Chapter 9 & 10

		<u>**Due:**</u>
		• Science2Society Isle Royal Group
		    o Outlines due by 11/4 at 4:00pm
		    o Presentations in-class

Week 11 *Thursday, November 11* *NO CLASS* *Veterans Day Nov. 11* *(University Holiday)*	**Quantitative Analysis Cont.** **No class Nov. 11** (University Holiday)	<u>**Read:**</u> • Pajo, Chapter 10
		<u>**Due:**</u> • Work on ARMPP Assignment 4

Week 12 *Thursday, November 18*	**Qualitative Analysis**	**Read:** • Pajo, Chapter 12 **Due:** • ARMPP Assignment 4 due by 11/18 at 4:00pm
Week 13 *Nov. 22 – Nov. 28* *Thanksgiving Nov. 25* *(University Holiday)*	**Thanksgiving Break** No Class	
Week 14 *Thursday, December 2*	**Communicating Research**	**Read:** • Pajo, Chapter 13 & 14 **Due:** • ARMPP Assignment 5 due by 12/2 at 4:00pm
Week 15 *Thursday, December 9*	**Research Presentations** **Remembering Research Ethics**	**Read:** • Lewis-Kraus* • Singal* • Michelson* • Johnson* **Due:** • ARMPP Assignment 6 due by 12/13 at 4:00pm ← **this is a Monday** • Complete end-of-semester learning evaluation (sent from Moodle)

Extra Credit: I do not offer extra credit for this course.

Make-up Exams: There is no exam in this course.

Classroom Etiquette: Our classroom will be a civil and supportive space. Should anyone fail to act in an appropriate manner, I reserve the right to remove them from course discussions. Recording of any kind is not allowed unless you receive written and/or verbal permission from me.

E-Mail Etiquette: E-mail is an effective tool and a good way for you to reach out to me with questions, but it does not replace speaking "face-to-face." If you have involved questions about course material, your performance, or simply want to check-in, please set up a time to meet with me via Zoom. Please include **PUAD 506** in the subject line of your e-mails and keep professionalism in mind.

Incompletes or Withdrawals ("W") from the Course: Please see the University's add/drop policies.

Late Assignments: I expect you to turn in assignments on time. With this being said, I understand that the lives of the individuals in our DPAP community are dynamic and require flexibility. It is my preference that you reach out to me sooner, rather than later (e.g., **72 hours before an assignment is due**) about adjustments to the course schedule. I respect you – it is OK if you need extra time to complete work. Part of respect is believing you and your autonomy – I do not need you to prove, explain, or answer why – I simply ask that you let me know of your need for extra time, so that I can plan accordingly. All assignments must be completed to receive a grade for the course.

University Attendance Policy: Please review the course participation and attendance policy (above). Students who are registered for this course but do attend the first two class meetings may be required by the professor to drop the course. This rule allows for early identification of class vacancies to permit students on the course waitlist to add classes. Students not allowed to remain in the course must complete a drop form or drop the course via CyberBear to avoid receiving a failing grade. Students who know they will be absent should contact the professor in advance.

Wikipedia: The "Truth by Consensus" is not reliable (and sometimes not valid). Wikipedia should not be cited in any assignment. Rather, you should become comfortable citing scholarly research and peer-reviewed sources as a graduate student at the University of Montana. Visit the Mansfield Library website and Google Scholar for resources. Reach out to me for further help, if necessary.

Academic Dishonesty (Plagiarism): Students must follow the University's policies for academic dishonesty. More information can be found in the Student Code of Conduct. All work submitted for this class must be your own. Duplicated work (e.g., work completed for another class) will be considered an act of self-plagiarism. Acts of academic dishonesty will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will be reported to the Academic Court. To avoid plagiarizing, cite each reference or source (direct quotes, paraphrases, *and* ideas and charts/graphs) you use and give proper credit for the ideas, opinions, and findings of others. When using the direct quotes, use quotation marks and appropriate citation (e.g., APA) that include the page number and work's title. If you're not sure if it's plagiarism, err on the side of citation.

Moodle: This course is supported by Moodle. Please refer to the site regularly for additional readings, supplemental material, announcements, grades, assignment submissions, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word .doc or .docx files.

Sensitive Course Materials: Advanced degree programs seek to expand and challenge student assumptions, worldviews, and conceptions. Therefore, we engage with a wide range of material that do not necessarily affirm personal or broadly accepted understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

Disability Assistance: The University of Montana assures equal access to instruction through collaboration between students with disabilities and instructors. For more information, visit Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact DSS in Lommasson Center 154 or call 406/243.2243. As your professor, I will work with DSS to provide an appropriate modification.

Cultural Leave Policy: The University of Montana Cultural and Ceremonial Leave Policy states: Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Food and Housing Assistance: Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources: UM Food Pantry (or via @pantryUm on Twitter, @UMPantry on Facebook, um_pantry on Instagram). The ASUM Renter Center has compiled a list of resources for UM students experiencing or at risk of housing instability and food insecurity.

Participation & Practice
During our first class meeting we will decide what a productive and engaged class looks like. In addition to class participation, you will complete a number of in-class practice exercises. These exercises are designed so you practice applied research skills in a supportive environment and have the opportunity to reflect on your learning. All class exercises must be completed to meet the minimum expectations for this class.

Science2Soceity (outlines due by 4:00pm on Moodle the day of your presentation, see schedule)
Throughout the semester, each of you will develop your critical research consumption and communication skills. Communicating (social) science to society increasingly involves data visualization. For this assignment, you will work individually to explore the role of data visualization and its effectiveness for communicating research findings to the public. This assignment includes: 1) a full-sentence outline and 2) a 5-minute, in-class presentation.

To complete this assignment, you will find a report of research findings that utilizes data visualization in a popular, reputable media source. For an example, see "Extensive data shows punishing reach of racism for Black boys" (*New York Times*).

Visit the "Science2Society" tab on our Moodle page for required reading and listening on data visualization. Once you've found your visualization, produce:

Outline	No more than 2-page (double spaced) full-sentence outline - Showcase your understanding of the research question(s) - Identify the variables under study - Discuss the strengths and weaknesses of the data visualization empirically (hint: use the articles in the "Science2Society" folder and other scholarly or trusted sources) - Demonstrates your synthesis of course materials, lectures, and discussion Your outline is due at 4:00pm on the day you present to the class (via Moodle)
In-Class	You will provide a 5-minute (timed) presentation to the class on your article and the visualization. You will use the screens in the classroom to display the visualization

NOTE: more than one student will present each session we have Science2Society in-class. It is your responsibility to ensure you present different articles. You will sign-up for presentation days in class and I will add the calendar to our "Resources" page on Moodle.

Applied Research Methods Practice Portfolio (ARMPP) (6 assignments)
Throughout the class you will complete a series of assignments that will enhance your comfort, knowledge, and demonstration of key course competencies. You will complete each of these tasks independently.

Assignment 1: IRB Training (Due September 9 at 4:00pm Mountain)
Researchers of all kinds are required to maintain IRB certification and receive IRB approval for their research design. The University of Montana requires all research involving human subjects conducted by faculty, staff, or students to be reviewed and approved by UM IRB prior to initiation. This is part of ethical research.

> For this part of the ARMPP, you must successfully complete *section 1, section 2,* and *section 6* of the [University of Montana's Online Research Ethics Course](#).
> Save (PDF and/or print) your certificates showing that you have completed the sections. You will upload your certificates to Moodle.

Please not that this certificate is <u>only</u> recognized at the University of Montana and affiliated campuses.

NOTE: If you have previously completed IRB certification <u>and</u> that certification remains valid, please upload your existing IRB certificates and contact me for an alternative assignment.

Assignment 2: Developing your Research Question (Due October 7 at 4:00pm Mountain)
For this assignment, you will complete the "Developing your Research Question" worksheet. This exercise is designed to help you develop thoughtful research question(s) and refine your research process skills. To complete Assignment 2:

Step 1	Download the "Developing your Research Question" worksheet. Complete Steps 1-4 on the worksheet - Include at least five articles (appropriately cited) or scholarly sources that will be useful for your research - Develop a comprehensive mind map
Step 2	Then, [create a "MyData" account](#) to access the Inter-university Consortium for Political and Social Research (ICPSR) database at the University of Michigan
Step 3	Using the ["Find Data" tool](#), search for an existing, published dataset that explores the topic you identified in Step 1. *Make sure the data collection tool (i.e., survey instrument) is published along with the data*. You will use these data to complete Assignment 3 and Assignment 4.
Step 4	Review all the information pertaining to the dataset you select under the "at a glance" tab. Download the data collection tool and review
Step 5	Complete Step 5 and 6 on the "Developing your Research Question" worksheet - Draft at least three versions of your research question

Assignment 3: Variable Identification and Hypotheses (Due October 21 by 4:00pm Mountain)
Now that you have identified a dataset and research question of interest, for this assignment you will write a 3-5-page (double spaced) paper that:

First	Includes a brief introduction to and background (i.e., literature) of the dataset/study you are using
Then	Articulate your research question (you should revise your question based on feedback from Assignment 2)
Next	Identify at least **two independent** and **two dependent** (discrete or continuous) variables that you will investigate in Assignment 4 - Include the variable name, variable description (e.g., what question(s) are asked, what the answer options are), and a justification for including the variable in your study
Finally	Draft at least two hypotheses (i.e., what you think you will find when you analyze the data, and why)

Assignment 4: Quantitative Analysis Report (Due November 18 by 4:00pm Mountain)

For this assignment, you will use a statistical software package (SPSS) to provide descriptive statistics and exploratory data analysis on several variables of interest (from your dataset identified in Assignment 2) in an analysis report. For this assignment:

Import Data	Download the secondary data file from ICPSR and import into SPSS
Conduct Analysis	Using the variables you identified in Assignment 3, provide: - Frequencies for each of the variables under study. Produce <u>original</u> (i.e., *not a copy from SPSS*) tables and charts that show these data. Frequencies should be reported in percents, total N should be reported, as well as the appropriate measure of central tendency - Cross-tabulations for each independent-dependent variable interaction under study
Write it up	Develop a 5-7-page (double spaced, not including charts/tables) analysis report that includes: - An introduction and top-line findings - Concise identification of your research question(s) and hypotheses - A methods section that explains how, when, and by whom the data were collected - Analysis of data where you explain what you find in "conduct analysis" (above) and how these findings support (or don't) your hypotheses and answer (or not) your research question(s) - Implications, limitations, and recommendations for future researchers - A conclusion
Helpful hints	- For each calculation (frequency, cross-tab, etc.), your goal is to *interpret* what the data mean. This means narrative is essential - Remember to use whole percents (round to the nearest whole number) when reporting - Use the table function in your word processing program to present the information effectively - Build your own (original) charts in a program you are comfortable with (e.g., Excel, Numbers). <u>Title and label all charts</u>. Do not copy and paste from SPSS

Assignment 5: Qualitative Analysis Report (Due December 2 by 4:00pm Mountain)

For this assignment, you will use qualitative research software (NVivo) to analyze a presidential <u>State of the Union</u> (SOTU) and gain a greater understanding of how qualitative data are sorted and categorized. For this assignment:

Step 1	Select a presidential SOTU (also called an "annual message to congress"). Visit the Miller Center or UCSB for text.
Step 2	Read the SOTU address a few times. Following the process covered in class, develop a codebook for the speech
Step 3	Import/copy and paste the speech into NVivo. Code the speech using the codebook you developed
Step 4	Create a word cloud and word count table
Step 5	Write a 3-5-page (double spaced) analysis that: - Identifies the speech, speaker, and subject. Articulate the point of SOTU addresses, their audience(s), and the type of information they convey. - Outline any pertinent context (i.e., what was happening in the U.S. at the time of the SOTU) - Details your codebook. Why did you create these codes? How were the codes created?

	- Provides an analysis of what you found. What themes emerged? What do your findings mean? Include your word cloud in-text with interpretation - Reflects on your experience. What did you think you would find? Did you? Why/why not? Was this exercise hard? How so? In an appendix, include your coded speech and the word count table for your word cloud

Assignment 6: Synopsis and Compiling the ARMPP (Due December 13 by 4:00pm Mountain) ← Note Monday due date

For this assignment, you will put Assignment 2-6 together into a final portfolio. Your portfolio should include a cover page and a table of contents. At the start of your portfolio, include a 3-5-page (double spaced) synopsis reflection that includes:

- Key concepts and take aways from the course - An explanation of qualitative and quantitative research. How, why, and when you would use qualitative tools <u>and</u> quantitative tools in public administration research. Identify <u>what</u> data collection tools you would use. - A discussion of key considerations public and nonprofit sector researchers should observe to undertake ethical and actionable research - Identification of how you can use what you've learned in class in the future - Suggestions for how public administration researchers can effectively communicate their findings to both policymakers and the public in the future