



UNM

SCHOOL of PUBLIC
ADMINISTRATION

**PADM 595: Research Methods I – Data Collection (3 credit hours)
Spring Semester 2019**

Instructor: Stephanie L. Smith, Ph.D.

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Office: Social Sciences Building 3008

Office hours: Wednesdays, 1:00-3:00 PM; other appointment times available by request

Class: Wednesdays, 4-6:30 PM

Course Description

This course presents basic concepts and methods in public administration research. It surveys data collection and analysis techniques consistent with quantitative, qualitative and mixed-methods research traditions.

This class is about more than data collection. It is about foundations for data collection and analysis, with emphasis on early stages of the research process. This course is geared toward developing the ability to understand and produce generalizable research, but recognizes that most MPA students will be interested in methods covered for application to their organizational settings. We will discuss implications of methods for systematic research that is generalizable to larger populations and research with more limited but no less important applications. Students should come to class prepared to apply concepts they have read about at home in the classroom. They are expected to be active as opposed to passive participants in the learning experience.

Course Objectives

This course is designed to develop the abilities of students to:

- a) Propose appropriate public administration and policy research questions
- b) Ground research questions in relevant theory and research, as demonstrated in well developed literature reviews and syntheses
- c) Evaluate research design quality
- d) Design ethical research to meet practical objectives

MPA Student Learning Outcomes

At the conclusion of this course students will be able to:

- a) Locate and evaluate existing public administration research, such as that published in peer-reviewed journals and by other reputable sources
- b) Apply appropriate ethical standards to research
- c) Demonstrate knowledge of the strengths and limitations of different research methods
- d) Demonstrate excellent written and verbal communication ability

Grading

Category	Percent	Relationship of assignment to Course Objectives	Relationship of assignment to Student Learning Outcomes
Attendance & participation	15	All	All
Discussion posts	10	All	All
CITI training certificate	5	D	B
Qualitative analysis	20	A, C, D	C, D
Literature review	20	A, B	A, C, D
Survey	20	A, C, D	B, C, D
Final exam	10	C, D	B, C
Total	100		

Final grade scale: A+ (97-100), A (93-96.99), A- (90-92.99), B+ (87-89.99), B (83-86.99), B- (80-82.99), C+ (77-79.99), C (73-76.99), C- (70-72.99), D+ (67-69.99), D (63-66.99), D- (60-62.99), F (0-59.99)

Assignments will be penalized a third of a grade for each day they are late. For example, one day late reduces from A to A-; two days late from A- to B+; and so on. Penalties will not be applied in cases of medical and family emergencies, but cases of poor planning will not be excused.

Readings

Required textbooks

Remler, Dahlia K., and Van Ryzin, Gregg G. 2015. *Research Methods in Practice: Strategies for Description and Causation*. Second Edition. Los Angeles: SAGE.

- Obtain from the UNM Bookstore or an online retailer.

Dillman, Smyth and Christian. 2014. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method, 4th Edition*.

- See UNM Libraries for the e-book (free access for students). Hard copies are available from online retailers to suit individual preferences.

Other supporting course materials, including readings and handouts, will be posted on the UNM Learn site for the course or accessible through UNM Libraries.

Attendance Policy

Regular and punctual attendance is required. UNM Pathfinder policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

This course relies heavily upon the participation of everyone involved. The instructor will present some material, but learning occurs primarily through active engagement with topics, including discussion of concepts and analysis of materials in cooperation with peers. For this

reason, your attendance and active participation is expected at all class sessions. **Each class meeting will begin promptly at the scheduled time.**

In order to encourage full participation and reward those that make strong contributions to the quality of the learning environment in the course, class participation forms a substantial portion of the grade. A grade of "A" on class participation may be earned by attending all class sessions in their entirety, interacting constructively and politely with classmates, and consistently contributing to class discussions, online discussions and other activities in a way that demonstrates thoughtful consideration of the readings and assignments, particularly by offering interpretation and analysis.

Participation grades will be negatively affected by missing more than one class session, interacting negatively or impolitely with classmates, being disengaged during class, returning late from breaks, lacking participation in class or online discussions, coming to class late or without having read and considered course readings. Please notify the instructor of medical or family emergencies in a timely fashion so that these will not adversely affect the participation and attendance grade. It is your responsibility to communicate with the instructor about these matters.

Accommodation Statement

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

Title IX

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy

regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Academic Integrity

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.

Cell Phones and Technology

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Library and Tutorial Services

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For undergraduate tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services. Graduate students should consult the Graduate Resource Center for support services: <https://unmgrc.unm.edu/index.php>.

Assignments

- Major written assignments must be submitted through SafeAssign in UNM Learn. Safe Assign is an anti-plagiarism tool. See Announcements in UNM Learn for instructions.
- All documents should be named with your first name and last initial, an abbreviated assignment title and course number. For example, StephanieS_qualitative analysis_595.

Discussion posts

- Due by 1 PM on Tuesdays (the day before the relevant class meeting)
- Complete 5 of 6 posts (see weekly Schedule of Activities)

This assignment is designed to provide structure and discipline to your interactions with readings assigned during the course, as well as opportunities to learn from and interact with your colleagues. You will get more out of readings if you formally reflect on the core message(s) of each reading than you will if you do not. **Students must complete 5 of the 6 posts assigned to satisfy course requirements.**

1. See specific topic and content instructions under the Schedule of Activities.

2. Create a thread responding to the relevant forum (corresponding to class meeting themes) in the Discussion Board section of UNM Learn by the due date and time. Draft responses in a word processing program and copy/paste into the discussion. Do not attach documents with your comments.
3. Identify your topic in the subject line and clearly identify the assigned readings you are responding to in the post. If quoting or referencing a specific section, include page numbers.

Discussion posts will earn full credit (for posts that meet all requirements; 2 points), partial credit (for posts that meet some but not all of the requirements, including late posts made before the class meeting begins), or no credit (0 points for posts not submitted prior to the corresponding class meeting). Keep track of these carefully as your participation in the Discussion Board contributes to the final course evaluation. Please note that you are also encouraged to post constructive comments and questions in response to your classmates' discussion posts.

The instructor will use discussion posts to assess knowledge and to identify points for clarification during class meetings. The instructor will not typically offer individual feedback on posts except in the event that a post does not meet requirements for full credit.

CITI human subjects research training

- Due by 4:00 PM on Wednesday, 2/13. Submit your CITI Certificate of Completion, including the list of modules passed, in the Assignments section of UNM Learn

Toward fulfillment of course objectives and achievement of student learning outcomes regarding ethical research training and conduct, follow the instructions for taking the CITI human subjects research training that are posted in the Assignments section of our UNM Learn course site. The CITI training course takes about 4 hours to complete. You will read about past and current ethical violations in the history of human subjects research, as well as learn about key components of and considerations in the ethical conduct of research. You will take a series of short quizzes to test your knowledge. You may like to take notes while you are reviewing the training modules to assist you during the quizzes. If you have completed the CITI training or the National Institutes of Health human subjects research training course in the past three years, you may submit your certification in fulfillment of this requirement. Please consult with the instructor if you have any questions about this assignment.

Qualitative Analysis of City Government Priorities Assignment

- Due by 9 AM on Monday, 2/25, to UNM Learn Assignments

Local newspapers cover many issues that are important to the public and the governments that serve the public. This assignment gives you the opportunity to conduct a thematic analysis of *a single city government's priorities* as indicated by news coverage, which is a widely used source of secondary data. Obtain coverage from a daily local newspaper, such as the *Albuquerque Journal* (available through UNM Libraries), over the four weeks (or more if needed) before this assignment is due. Read all articles featuring coverage of a city government's actions, events,

perspectives, etc., including very brief (1-2 paragraphs), lengthier features and op-eds. Select 12, including at least three substantive articles, to feature in your analysis.

This assignment is divided into four parts, all of which are due at the same time. Label each part clearly in your submission.

Part 1: For each of 12 articles:

1. Provide reference information, including author(s), date published, section and page number, publication title and link to the online article
2. In a basic table, list themes in row headings and counts in a column
 - a. Document the general theme, including but not limited to crime, parks & recreation, economic development, transportation, health, housing
 - b. Count how many articles address each theme

Part 2: Select three substantive articles (several paragraphs in length) to analyze in greater depth. For each of these three articles (any theme and day), document the following in outline form or in a table:

1. The reference information, including author(s), title, date published, section and page number, publication and link to the online article.
2. The general theme (see above)
3. The specific issue (such as funding for the ABQ Biopark or a new police substation)
4. Does the article portray the theme/issue as a government priority or something that is neglected? Indicators of priority levels include things like financial and human resource allocations, provision of technical support, establishment of infrastructure (buildings, positions in the mayor's office, etc.), policy changes, city council votes and public statements by officials (elected, appointed, agency heads, spokespeople, etc.).
5. Upon what evidence from the article is your assessment of priority versus neglect based? Explain your answer. Cite specific evidence.

Part 3: Write two to three fully developed paragraphs on what you glean about the city government's priorities based on your in-depth analysis of three articles and overview of twelve articles. Your assessment should rely only upon these sources and not your general or specialized knowledge of the issues.

Part 4: Write two to three fully developed paragraphs assessing the strengths and limitations of evaluating city government priorities on the basis of your selection of newspaper articles.

The assignment will be evaluated on the extent to which requirements described above are fulfilled for each part of the assignment and clear writing. Papers that are strongly supported with evidence (particularly Parts 2-4) and feature some analytical depth (particularly Parts 3 and 4) will earn higher marks than those that provide little support for points and lack analytical depth. For the purposes of this assignment, a fully developed and coherent paragraph is one that typically contains a topic sentence and 3-5 supporting sentences.

Literature Review Assignment: Working in Pairs Option

- Due by 9 AM on Monday, 3/18, to UNM Learn Assignments

This assignment asks students to delve into the theoretical and research base needed to support the development of scientific studies. High quality studies are grounded in existing bodies of theory and research and speak to “conversations” that are evolving in pertinent literature(s). Students will also use this assignment as the basis for developing a survey to be administered to peers in the MPA program later in the semester.

Select one of the following topics and sets of questions to guide your literature review (instructor approval required):

1. Nonprofit boards: What contributes to the effectiveness of nonprofit boards of directors? What detracts from nonprofit board effectiveness? Write about the major responsibilities of nonprofit boards of directors in the introduction to your literature review, citing sources, and focus on a limited set of responsibilities (or even one, such as fundraising) in your literature review. You may also find it useful to focus on nonprofit boards in a particular arena, such as youth leadership development or hospitals.
2. Workforce diversity: What policies and practices are most effective in promoting diversity among public or nonprofit managers? Which are relatively ineffective? You may use research in the for-profit sector to inform your inquiry, but you need to establish its relevance to the public or nonprofit sector.
3. Whistle-blowers: What factors are important in shaping public sector employee reporting on ethical violations? In other words, what factors affect increased versus decreased rates of reporting? You may address reporting on organizations, superiors and/or peers.

Collect a set of 10-12 relevant research articles published since 2000 and write a 10-12 page (double-spaced) review of this literature that thematically (as in by factor/variable) organizes and evaluates the studies.

Literature review paper components (headings and subheadings in your paper):

1. Introduction. Introduce the research questions and define the key analytical construct (e.g. inter-organizational collaboration, innovation in government organizations, etc.) in one or two paragraphs. Write one or two sentences justifying the inquiry (i.e. why is this an important topic to study?). Briefly introduce the factors you will be reviewing (guideline: 3 paragraphs)
2. Literature review (guideline: 1-2 paragraphs per factor)
 - a. Identify at least four factors/variables (or policies/practices). Use each as a subheading to organize your writing.
 - b. Write one or two paragraphs on each of the four factors/variables selected and its effects. Refer to findings and conclusions of the research articles you are consulting, including the context for studies.
 - c. The discussion of each factor/variable should be supported by at least two sources. Papers featuring a nuanced discussion of factors and supported by more than two articles will earn higher marks than those that identify variables but do

not explain how they are likely to work or the basis for our understanding of them.

3. Summarize main findings and identify gaps or inconsistencies in the research reviewed (guideline: 2-3 paragraphs)
4. Include a full list of references (at least 10-12) formatted in APA style (6th edition) at the end (not included in page count).

The assignment will be evaluated on the extent to which requirements described above are fulfilled and clear writing. Paragraphs should be written in a readily accessible narrative style (see research articles assigned for this class and journals like *Public Administration Review* and *Nonprofit and Voluntary Sector Quarterly* for examples). Avoid jargon, outlining and extensive quoting. Papers that feature a nuanced discussion of factors and are clearly supported by research findings will earn higher marks than those that stay on the surface and provide little support for points. Use APA style (6th edition) and cite all sources at the end of the pertinent sentence (not at the end of paragraphs).

NOTES:

- If you undertake this assignment as part of a pair, send 1-2 paragraphs or a series of bullet points outlining the contributions of each group member (yourself included) to the instructor via UNM Learn messages by the assignment's due date. Address contributions of each group member in terms of research, conducting the analysis and writing the paper. This feedback will be considered in evaluation of the assignment and participation grades for the course.
- Your literature review will form the basis for the survey assignment later in the semester.

Survey Assignment

- Survey Part 1 due by noon on Wednesday, 3/27, to UNM Learn Assignments. Bring a copy to class with you for discussion.
- Survey Part 2 due by noon on Wednesday, 4/3, to UNM Learn Assignments
- Survey Part 3 due by 9 AM on Monday, 4/29, to UNM Learn Assignments

Surveys are often used to provide insights to core public and nonprofit administration issues. This assignment builds on what you learned on the topic of your literature review. In this exercise, you will **administer 5 surveys** to classmates, friends or family members, gain feedback and reflect on your survey's design. This assignment is divided into three parts, all of which are due on different dates (see above). All parts and their sections should be clearly labeled in your submissions.

Part 1. Draft an introduction and survey.

1. Use the topic of your literature review to develop a clear objective for your survey (e.g., to learn how public service motivation is related to employment sector). Use this to write a brief introduction to your survey. The introduction should cover the following points clearly and concisely:
 - a. Define key analytical constructs
 - b. The purpose of the survey

- c. Who should take the survey? Surveys are usually administered to a target population. Identify a population that makes sense for your survey in your introduction and tailor your survey to this group. Examples of target populations include but are not limited to: registered voters between the ages of 18 and 35; police officers who have served more than two years at departments in New Mexico; human resources managers at federal agencies; etc.
 - d. A statement on confidentiality
 - e. Ask for informed consent.
2. Design a brief 6- to 8-item survey that speaks to your research purpose, is tailored to a target population and respects the rights of research participants (i.e., don't ask sensitive or impertinent questions). Surveys should take a respondent no more than 10 minutes to complete. Follow guidance from the main required textbook on "Crafting a Questionnaire" (pp. 224-232) and also from Dillman, Smyth & Christian, pp. 109-113, in drafting and refining your questions.
- a. Include at least two different forms of closed-ended questions.
 - b. Include at least two open-ended questions.
3. Each survey should include two additional items to obtain *meaningful* feedback:
- a. One closed-ended question on survey experience (e.g. Please rate your survey experience on a scale of 1-5 with 5 being most and 1 being least pleasant). DO NOT use the example provided. It will not provide you with meaningful feedback.
 - b. One open-ended question on survey format or content, especially suggestions on how to improve the survey.
4. Submit Survey Part 1 by the due date. Bring a copy to class with you for discussion.
5. Read and offer constructive feedback, such as suggesting a different format for or re-wording questions, on at least two classmates' draft surveys prior to the class meeting at which they will be discussed (see Schedule of Activities).

Part 2. Administer the survey & acquire feedback. Make revisions to your draft survey after the class meeting at which Part 1 is reviewed. Submit the survey you want to administer to UNM Learn Assignments by the due date. All surveys will be reposted in the Home section of UNM Learn before the class meeting so that all students can access them. Main campus students should bring 5 copies of their survey to the class meeting at which surveys will be administered. Plan ahead so that you are not late or unprepared for class. Be prepared to distribute your survey and fill out and offer feedback on your classmates' surveys during this class meeting. Distance and main campus students who are filling out each other's surveys will need to submit completed surveys electronically. Please use Messages in UNM Learn to do so.

Part 3. Address steps in the survey research process, reflect and revise.

Results

1. Summarize the results of your survey of five classmates by question. Include the text of each question as submitted in Part 2 of this assignment.
2. Summarize the feedback you received on your survey from those who took it.
3. Suggestion: use tables to summarize clearly and specifically by question

Steps in the survey research process. Respond to the following questions as if you planned to administer this survey for formal research purposes (as opposed to a class exercise):

1. Should you administer a survey? List and respond to each question below in a few sentences. See the main required textbook, pages 211-213.
 - i. Do you know enough about the topic? Reflect briefly on your yes/no response.
 - ii. Does the information exist already in another source, such as the General Social Survey? Where does it exist?
 - iii. Can people tell you what you want to know? Which people?
 - iv. Will people provide truthful answers? Explain your answer.
 - v. Should you do a survey? Summarize your answer.
2. Who did you identify as your target population in the introduction to your survey? Would you change your target population if you were to actually administer this survey? Explain your answer (one paragraph response, see required textbook, p. 213).
3. What is the ideal mode of data collection for this survey? Explain your answer (one paragraph). See the required textbook, pages 215-223 and Dillman et al., Ch. 4, pp. 98-106.

Reflect. Write three fully developed paragraphs (typically a topic sentence followed by 3-5 supporting sentences) reflecting on your survey design and administration experience. Address the following points:

1. Did you obtain useful data? Explain your answer.
2. What would you do differently if you were to pursue this exercise for real-life formal research purposes?
3. Address one other point of your choosing, such as: background research (connecting your literature review with your survey); ethical considerations; question design; feedback from survey participants; other practical matters.

Revise. Revise at least two of your original survey questions as if you were planning to administer this survey for formal research purposes. Include the original text and revisions. Explain the reasoning behind your revisions to each question (about one paragraph on each question revised).

Submit the items from Part 3 in a double-spaced Word document. Include your name and the topic of the survey (e.g. innovation) at the top of the first page. Clearly label each section and sub-section of the assignment.

This assignment will be evaluated on the extent to which requirements described above are fulfilled for each part of the assignment and clear writing.

Final Exam

See the Schedule of Activities for finals week. Details to be provided later in the semester.

Schedule of Activities

Week 1 (1/16): Introduction to Scientific Inquiry

Readings

- *Research Methods in Practice* (required textbook), Chapter 1
- Bhattacharjee (2012) *Social Science Research*, Chapter 1

In class

- Course introduction, including review of syllabus & academic integrity, course structure, grading and communications
- Interactive discussion about what research is and how it matters, identifying several important topics for public administration research

Week 2 (1/23): Research Questions & Theory

Readings

- Week 1 readings if not done for the first class meeting
- *Research Methods in Practice*, Chapter 2
- Bhattacharjee (2012) *Social Science Research*, Chapters 2-4
- APS (April 2018) National recognition for APS music education (1 page)

Assignment due

Discussion post: Use the readings for this week to write a response to the question, “Do MPA students need to understand research? Why or why not?”

Week 3 (1/30): Situating Research in Theory and the Existing Knowledge Base

Readings

- *Research Methods in Practice*, Chapter 17 (pp. 528-540 first paragraph: addresses searching for literature and how to write a literature review)
- Ritz, Brewer & Neumann (2016) Public service motivation: a systematic literature review and outlook. *Public Administration Review* 76(3): 414-426.
- Read the introduction and literature review sections (up to the methodology sections) of the following two articles:
 - Moynihan & Pandey (2007) The role of organizations in fostering public service motivation. *Public Administration Review* 67(1): 40-53.
 - Smith & Grove (2017) Bittersweet and paradoxical: disaster response volunteering with the American Red Cross. *Nonprofit Management & Leadership* 27(3): 353-369.
- Review requirements for the *Literature Review Assignment*. The assignment will be discussed and first steps initiated during the class meeting as time permits.

Assignment due

Discussion post (continued on next page)

- a. Name at least one potential causal relationship identified in the reviews of previous research and theory (e.g. the literature review sections) presented in the article by Moynihan and Pandey (2007) *OR* Smith and Grove (2017). Choose one article to answer the question.
 - b. What differences in purpose and methodological approach do you observe in the treatment of public service motivation by Moynihan and Pandey (2007) and that by Ritz, Brewer and Neumann (2016)?
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Week 4 (2/6): Introduction to Qualitative Research

Readings

- O’Leary, Z. (2014) Understanding methodologies: Quantitative, Qualitative and Mixed Approaches (Chapter 8 in *The Essential Guide to Doing Your Research Project, 2nd Edition*, pp. 120-155)
- *Research Methods in Practice*, Chapter 3
- Smith & Grove (2017) Bittersweet and paradoxical: disaster response volunteering with the American Red Cross. *Nonprofit Management & Leadership* 27(3): 353-369. (part assigned last week - read all for this week)
- Review requirements for the *Qualitative Analysis of Local Government Priorities Assignment*. The assignment will be discussed and first steps initiated during the class meeting as time permits.

Assignment due

Discussion post: Note your observations on how Smith and Grove (2017) collected, coded and analyzed their data. How can you apply what you learn from this study to the *Qualitative Analysis of Local Government Priorities Assignment*?

Week 5 (2/13): Qualitative Research and Human Subjects

Readings

- *Research Methods in Practice*, pp. 517-525 on research ethics (in Chapter 16)
- FHI (2005) *Qualitative Research Methods: A Data Collectors Field Guide* (pages 1-91). Access through UNM Learn or at <https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector%27s%20Field%20Guide.pdf>

Prepare for class

Use the readings and CITI training to prepare to discuss the ethics of human subjects research and to develop questions for and participate in a focus group or one-on-one interview with your classmates (topic to be provided by the instructor).

Assignment due

CITI human subjects research training. See instructions posted in the relevant UNM Learn Announcement. Due by 4:00 PM on Wednesday, 2/13.

Week 6 (2/20): Measurement & Sampling

Readings

- *Research Methods in Practice*, Chapters 4 and 5

Assignment due

Discussion post: Use the article by Moynihan and Pandey (2007) to respond to a subset of the questions below. If your last name starts with A-H answer Questions 1 & 2, I-P answer Questions 3 & 4, and Q-Z answer Questions 5-7.

Your responses need not be formal – notes, outlines and/or tables may be used. You will work with your colleagues during class to further develop your understanding of the concepts addressed by these questions. Be prepared – don't leave your colleagues in the lurch.

1. Define the core construct (e.g. public service motivation, satisfaction, collaboration)?
2. How is the construct measured? How is the measure operationalized? What (if any) instruments are used to carry out measurement of the construct? How many items or indicators does the measure involve?
3. If a measure is used, does it capture the dimensions and variation of the construct (content validity)? Explain your answer.
4. How else could you measure the construct? What other indicators would you use to observe and measure the construct?
5. Can the study's findings be generalized? If so, to what populations or contexts? What factors make the study more or less generalizable?
6. Describe the sampling approach used in the study. Does the study use probability or nonprobability sampling? Why do you think the researchers used a particular sampling approach?
7. What sampling problems do the authors identify? In other words, what limitations does the study have due to its sample?

Upcoming due dates:

- *Qualitative Analysis Assignment* due by 9 AM on Monday, 2/25, to Assignments in UNM Learn

Week 7 (2/27): Literature Review Assignment Meetings

- Make an appointment with Dr. Smith to discuss your literature review. Bring an outline or draft of your literature review to the appointment so that she can provide you with meaningful direction. Appointments will be available during office hours and regular class meeting time. See UNM Learn Announcements and follow instructions for scheduling your one-on-one meeting. These meetings are required and are being held in lieu of a regular class meeting on 2/27.

Week 8 (3/6): Secondary Data

Readings

- *Research Methods in Practice*, Chapter 6

Assignment due

Discussion post

1. Define “secondary data.” You may use the textbook’s definition (properly cited), but also explain what it is in your own words.
2. Take the topic you are using for the literature review assignment and *identify at least two sources of secondary data* that might be used to inform research on the topic. Consider potential sources of quantitative and qualitative data.
3. What can you learn from each source of secondary data? Be specific.
4. What are the limitations of each source of data for informing your research?
5. Think about (no writing required) this question: How might you use each source in a systematic research project? What research question(s) can you answer with each source?

Week 9 (3/13): UNM Spring Break

- No class meeting
- *Reminder: Literature Review Assignment* due by 9 AM on Monday, 3/18
- You may also want to look ahead to the Survey Assignment Part 1

Week 10 (3/20): Surveys

Readings

- Dillman, Smyth & Christian (2014), Chapter 1. Access e-book through UNM Libraries.
- *Research Methods in Practice*, Chapter 7
- Revisit Moynihan & Pandey (2007) The role of organizations in fostering public service motivation. Pay close attention to the formulation of the hypotheses they investigate and the survey questions they use to measure public service motivation and other key variables (see Appendix 2 on specific measures [last page]).
- Review requirements for the *Survey Assignment*. The assignment will be discussed and first steps initiated during the class meeting as time permits.

Assignment due

Discussion post: Answer with respect to the types of questions (focus on format) Moynihan and Pandey (2007) used.

- a. What do the survey responses tell us about the topic?
- b. Develop an example of another type of question you would want to ask in a survey on the topic.
- c. What are the strengths and limitations of the type of question you developed?

Week 11 (3/27): Crafting Surveys

Readings

- Dillman, Smyth & Christian (2014), Chapters 2, 4 and 5. Access e-book through UNM Libraries.

Assignments due

Part 1 of the Survey Assignment is due by noon on 3/27. Submit in the Assignments section of UNM Learn. Bring a copy to class. We will work with your draft survey questions during the class meeting in preparation for administering the survey during next week's class meeting.

Week 12 (4/3): Administering Surveys

Assignment due

Revise Survey Part 1 from last week using feedback from classmates and the instructor, as well as your deepened understanding of surveys from reading and lecture. Submit Survey Part 2 in the Assignments section of UNM Learn by noon on 4/3 and bring copies as detailed in assignment instructions. You will administer your survey and take your classmates' surveys during this class meeting.

Week 13 (4/10): Description & Causation

Readings

- *Research Methods in Practice*, Chapters 8, 10 (pp. 312-315 only) and 11
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Week 14 (4/17): Observational Studies & Control Variables

Readings

- *Research Methods in Practice*, Chapter 12
-

Week 15: (4/24): Experiments

Readings

- *Research Methods in Practice*, Chapters 14 (all) and 15 (pp. 466-475, 492-494)
- Ludwig et al. 2011. "Neighborhoods, Obesity, and Diabetes-A Randomized Social Experiment." *The New England Journal of Medicine*, 365: 1509-1519.

Assignment due: Survey Part 3 due by 9 AM on Monday, 4/29

Week 16 (5/1): Practical Issues in Research

In class

- Course wrap-up, including lecture on practical aspects of the research process
- Discuss final exam

Week 17 (5/8): Finals Week

The final will be given as an online exam in UNM Learn. It covers key terms and concepts from throughout the course. The instructor will provide further information on the exam as finals week approaches. The final exam will be scheduled during the regular class meeting time on 5/8.

**The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing through UNM Learn Announcements.*