**BSAD 6311: Advanced Research Methods and Experimental Design**

**FALL 2014**

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**Office Hours:** By appointment, preferably Tuesday and Thursday 2-6

**Course Time & Location:**

BSAD 6311, Section 001 Wednesday 2:00 pm – 4:50 pm 141 COB

**Description of Course Content:**  This course covers the fundamentals of applied social science research in various areas of business. It is designed to help you develop skills that will enable you to effectively evaluate the research of others and to design, conduct, and report on research of your own. In general, the scientific process employs both theory and data in an effort to describe, explain, predict, and/or influence some phenomenon of interest. Thus, we will be focusing on theory development, construct measurement, research methods, and research critiques as part of an integrated sequence. You will be exposed to the logic underlying the research process as well as a broad range of design and assessment methods. Throughout the course there will be an emphasis on both conceptual understanding and the development of practical "how‑to" skills. Topics covered in the sequence are organized in terms of the stages of the research process, beginning with theory building and ending with interpretation and verification.

The theory building section will focus on issues such as philosophy of science, inferences of causality, and ascertainment of the current state of knowledge in a given domain. Hypothesis generation, selection of a research problem, and basic research design will also be covered in this section.

The next section will move from theory building to data collection and construct measurement. This section will deal with construct definition, reliability and validity of measurement, and the link between theory and measurement systems. It will also focus on identifying key independent and dependent variables of interest for a particular research question.

The measurement of constructs is only one part of the data collection process. The other part involves the selection of different research designs to answer different questions posed by research hypotheses. This section will cover the sampling strategies and strengths/disadvantages of alternative research methods.

Each of these sections are part of a continuous cycle of theory building and theory testing. In this cycle, theories lead to hypotheses, which then drive measurement and data collection. The measurement and collection of data, in turn, influence the statistical techniques employed and the conclusions that can reasonably be drawn from the data. These conclusions are then verified and influence future theory development.

In this course we would like to provide you with flexible research skills that will help you to meet the challenges you will face as a scholar. If your goal is to do quality research, then you will benefit greatly from this course. Thus, I intend to give you the tools that will help you to build your knowledge and expertise in a chosen area of work. You will become familiar with methods ranging from classical experimental paradigms, to quasi‑experimental methods, to field/correlational approaches. You'll also be exposed to a wide range of measurement strategies, including questionnaires, interviews, observation, and archival data. After developing the conceptual foundation for conducting research, we will develop a basic understanding of research methods and designs. Over the course of the semester, you will identify a substantive area of interest, conduct a review of the relevant theoretical and empirical literature, and formulate a specific research question you would like to answer. This then, will help you to develop a detailed research plan, culminating in a research proposal.

**Student Learning Outcomes:**

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

1. Write a specific, directional hypothesis statement, including hypotheses that specify mediation and moderation
2. Understand the difference between a latent construct and an operational definition, and choose or develop an operational definition for a latent construct
3. Describe the trade-offs in different research strategies with respect to rigor, relevance, and generalizability
4. Apply the concepts of classical test theory to evaluate the reliability of measurement instruments
5. Design a research study to answer a question in their area of research including experiments, quasi-experiments, and correlational studies
6. Design manipulations to be used in experimental and quasi-experimental research
7. Understand how randomization enhances validity
8. Evaluate a research design by identifying what threats to internal and external validity are present; recommend changes to that research design to eliminate specific threats to validity
9. Determine whether a study provides evidence of construct validity, develop a plan to evaluate construct validity

**Required Texts:**

Cook, T. D., & Campbell, D. T. (1979). *Quasi‑experimentation: Design and analysis issues for field settings*. Boston, MA: Houghton Mifflin. ISBN 0-395-30790-2; (C&C)

Pedhazur, E. J., & Schmelkin, L. P. (1991). *Measurement, design, and analysis: An integrated approach*. Hillsdale, NJ: Lawrence Erlbaum. ISBN 0-8058-1063; (P&S)

**Description of Major Assignments and Exams:**

Assignments and Quizzes:There will be assignments and quizzes throughout the semester based on the readings and material covered in class. The assignments are designed to clarify specific issues based on the material covered in class, to move you forward on your research proposal, which is discussed in the next section, and to prepare you for the comprehensive examination based on the courses that you take in the research field. These assignments are due on the day the class meets or no points will be awarded. The quizzes will be given some weeks in order to test the degree to which you are keeping up with the course material throughout the semester. At the end of each week either an assignment (sometimes both) will be given which is due the following week or there will be a quiz the following week on material covered in that class.

Research Project:A major focus of this class is to assist you with developing a formal research proposal. For many in class, this will be the first try at designing a research project from start (theory) to finish (methods). This project, for some, may evolve into a research study or may provide a step along the way towards a dissertation. In this project, you will go through the same steps that you will use for your dissertation, with the exception of the data analysis and discussion sections.

Your topic should be from your major field, of interest to you, and of sufficient importance to people in your field to justify spending your time doing the research. Models to use are research articles from your major field that are empirical articles that collect and analyze data. The research project does not have to be an experiment. It can be an empirical study where you used archival data and/or collected data by self-report measures. However, all projects must use a **research strategy** consistent with the course material.

The proposal should contain the following sections. The best was to sample material in each section is to read articles in your discipline. You mimic the framework they use in your paper. You are best advised to read articles from the top academic journals in your field. Sections include:

1. **Literature Review** – A comprehensive review of the literature leads up to the specific research questions that you are examining. You need to lead us from what we know to what we need to know. What questions are not answered by past studies that need to be answered? Even when you are charting a new direction, build your theory section based on theoretical models and related research, although the context for theoretical foundations and related research may be related disciplines. For example, in looking at team programming, there is little literature in information systems, but you can look at the team problem-solving literature in the behavioral science to build a case for using teams in programming.
2. **Hypotheses Derivation and Hypotheses Statements** – The theoretical justification for the hypotheses must be clearly presented. In doing this, you must illustrate the model that you are testing and the specific hypotheses that you are examining. Clear directional statements of the hypotheses follow the theoretical justification.
3. **Methods Section** **–** This is a methods course, so this section must include all of the details about how you are going to conduct your research. This covers everything from subjects to dependent measures. The level of detail should allow others to know exactly what you did in order to replicate your research. The methods section includes a number of subsections such as Subjects, Design, Procedures, Measures, and Proposed Analyses. What is described in each section can vary according to the specific type of study that you are conducting.
4. **Appendix** – Please include all materials, such as consent forms, measures (scales), instructions, debriefing sheets, and instructions to the participants. The appendix should contain a completed UTA IRB prospectus. The IRB prospectus should not be submitted but instead be completed as if you were to submit it for approval by the University. The text of the proposal excluding the appendix and references should not exceed 20 pages. The appendix can be any length as appropriate.

Preliminary Research Proposals: At minimum, a three-page, single-spaced description of your proposal is due on Oct 3. This proposal should briefly describe the theoretical framework for your study, the hypotheses, and the methods you intend to use in this research. This will allow me to give you some early feedback on your project, to assist you with your project, and to try to avoid major problems which can be difficult to correct at a later time.

Research Project Presentations: Each student will present his or her completed research proposal to the other members of the class and invited faculty at the end of the semester. Reference style and formatting is available at the journal websites under Instructions to Authors. An executive summary of your research proposal must be copied and distributed to the class on the day of your presentation, along with any slides that you use in your presentation.

Exam: After the material has been completed, but before the final two classes in which we will have presentations, you will have an exam covering the material we learned this semester. The goal of the exam is to assess the breadth and depth of your knowledge of course material and to prepare you for comprehensive exams. At a later date I will provide you more information on the exam so that you will have more information to prepare for it.

**Attendance:** At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this class, I will not take attendance. However, as PhD students, you are expected to be highly committed to you learning, and thus, I expect attendance problems will not be a problem. If a specific problem or another commitment arises that prevents you from attending class, please discuss this with me. You will be responsible for all material covered in class and for knowledge of any announcements or changes to the schedule made in class, even if you are unable to attend class.

**Course Grades:**

Assignments and Quizzes 20%

Research Paper 35%

Research Presentation 10%

Exam 35%

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communications and Meetings Outside Class:** I am available to meet with students outside of class to discuss questions and concerns. If you wish to meet with me please send me an email and we will arrange a mutually convenient time to meet. UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php. Since the UTA spam filter will sometimes filter out email from other sources (i.e., yahoo, gmail), please use your MavMail account to communicate with me via email. You are responsible for all updated information about the class (schedule changes, etc.) that is communicated to you through your UTA email. Therefore, not being aware of a change because you did not read UTA email will not be deemed an acceptable reason for lack of awareness about changes pertinent to the course.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, on the first floor of the COB. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit https://uta.mywconline.com/ to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

**Tentative Schedule of Class (Subject to change)**

**Aug 27 - Scientific Method and Hypothesis Generation**

Purpose of research - System of research - Research Strategies - Falsification and null hypothesis testing - Type I and Type II error - Empirical inquiry and interesting problems - Developing and pursuing a research idea

Book Readings: \* P&S - Ch 7, 9 (pp 147-163; pp 180-210)

\* P&S - Ch 1 (pp 1-14)

**Required Article Readings:**

Hollenbeck, J. 2008. The role of editing in knowledge development: Consensus shifting and consensus creation. In Y. Baruch, A. M. Konrad, H. Aguinis, & W. H. Starbuck (Eds.), [Opening the black box of editorship](http://alpha.lib.uwo.ca/record=b4962678) (pp. 16-26).  New York:  Palgrave MacMillan

**Supplemental Article Readings:**

Schroeder, D. A., Johnson, D. E., & Jensen, T. D. 1985. Reading research reports: A brief introduction. In D. A. Schroeder, D. E. Johnson, & T. D. Jensen (Eds.), *Contemporary Readings in Social Psychology*, 35-42. Nelson-Hall: Chicago.

**Sept 3 - Introduction to Basic Research Design**

Operational definitions - Longitudinal vs. cross‑sectional vs. sequential - Experimental vs. quasi‑experimental vs. field - Single vs. multiple subject designs - Notion of control and inference of causality - Strengths and weaknesses of various designs – Mediation – Interactions and Moderation

Book Readings: \*C&C - Ch 1 (pp 1-36)

\*P&S - Ch 8 (pp. 164-179)

\*P&S - Ch 10, 11 (pp 211-249)

**Supplemental Article Readings:**

Campbell, J. P. 1986. Labs, fields, and straw issues. In E. A. Locke (Ed.), *Generalizing from laboratory to field settings* (pp. 268‑279). Lexington, MA: Lexington Books.

McGuire, W. J. 1997. Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48: 1-30.

Baron, R. M., & Kenny, D. A. 1986. The mediator-moderator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51: 1173-1182.

**Sept 10 - Constructs and Measurement, Reliability**

Variables - Constructs - Reliability - Classical test theory - Test‑retest - Parallel forms - Coefficient alpha - Interrater reliability

Book Readings:

\*P&S - Ch 5 (pp. 81-117)

**Required Article Readings**:

Hinkin, T. R. 1998. A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods, 1*, 104-121.

Edwards, J. R. 2011. The fallacy of formative measurement. *Organizational Research Methods, 14*, 370-388.

Lance, C. E., Butts, M. M., & Michels, L. C. 2006. The sources of four commonly reported cutoff criteria : What did they really say? *Organizational Research Methods, 9*: 202-220. (Read pages 205-207, reliability section)

**Supplemental Article Readings:**

Cortina, J. M. 1993. What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology, 78*: 98‑104.

Hinkin, T. R. 1995. A review of scale development practices in the study of organizations. *Journal of Management, 21*: 967‑988.

Schmidt, F. L., & Hunter, J. E. 1996. Measurement error in psychological research: Lessons from 26 research scenarios. *Psychological Methods, 1*: 199-223.

**Sept 17 - Validity**

Content - Criterion‑related - Construct - Convergent and discriminant - MTMM

Book Readings: \*P&S - Ch 3 (pp. 30-51)

\*P&S - Ch 4 (pp. 52-80)

**Supplemental Article Readings:**

Campbell, D. T., & Fiske, D. W. 1959. Convergent and discriminant validation by the multitrait‑multimethod matrix. *Psychological Bulletin, 56:* 81‑105.

Landy, F. 1986. Stamp collecting versus science: Validation as hypothesis testing. *American Psychologist, 41*: 1183‑1192.

**Sept 24 - Threats to Validity and Research Designs**

Control and artifacts - Causality and inference of causality - Threats to validity - Statistical, Internal, Construct, External validity - Randomization and sampling strategies

Book Readings: \* C&C - Ch 2 (pp. 37‑94)

\*P&S – review again, pp. 224-232

**Oct 1 – Experimental Designs & Experimental Control**

Using research questions to guide selection of design - Designing manipulations or choosing "strong" IVs - Validity: Two or three group, post‑test only; Pre‑test, post‑test; Solomon Four‑Group Design; Two cell experimental designs: Individual differences as error - Randomization - Homogenizing on confounding variables - Blocking/Matching - Build extraneous variable into design as a factor - Sampling

Book Readings: \* P&S - Ch 12 (pp. 250-276)

\*C&C - Ch 8 (pp. 341-386)

\*P&S - Ch 15 (pp. 318-341)

**Required Article Readings:**

Shen, W., Kiger, T. B., Davies, S. E., Rasch, R. L., Simon, K. M. & Ones, D. S. 2011. Samples in applied psychology: Over a decade of research in review. *Journal of Applied Psychology, 96*: 1055-1064.

**Supplemental Article Readings:**

Mook, D. G. 1983. In defense of external invalidity. *American Psychologist, 38*: 1379‑1387.

Ilgen, D. R. 1986. Laboratory research: A question of when, not if. In E. A. Locke (Ed.), *Generalizing from laboratory to field settings: Research findings from industrial-organizational psychology, organizational behavior, and human resource management*, 257-267. Lexington, MA: Lexington Books.

**Oct 8 - Quasi-Experimental Designs**

When manipulation is not possible - Nonrandom assignment - Two group, post-test only - Nonequivalent control group - Cohort designs - Interrupted time series - Validity issues - Cross-lagged panel designs

Book Readings: \* C&C - Ch 3 (pp. 95-137)

\*C&C - Ch 5 (pp. 207-230)

\* P&S - Ch 13 (pp. 277-304)

**Oct 15 – Nonexperimental Designs, Measurement of Variables**

Rating scales - Interviews - Observation - Archival data – Surveys – Internet Survey Research

Book Readings: \*P&S - Ch 6 (pp. 118-146)

\*P&S – Ch 14 (pp. 304 – 317)

**Required Article Readings:**

Stanton, J. & Rogelberg, S. G. 2001. Using Internet/Intranet Web Pages to Collect Organizational Research Data. *Organizational Research Methods, 24*: 200-217.

**Supplemental Article Readings:**

Gosling, S. D., Vazire, S., Srivastava, S., & John, O. P. 2004. Should we trust web-based studies? A comparative analysis of six preconceptions about Internet questionnaires. *American Psychologist*, 59: 93-104.

Kraut, R., Olson, J., Banaji, M., Bruckman, A., Cohen, J., & Couper, M. 2004. [Psychological research online: Report of board of scientific affairs’ advisory group on the conduct of research on the Internet.](http://web.ebscohost.com/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx95uXxjL6nrUm3pbBIrq2eSrimt1Kwr55oy5zyit%2fk8Xnh6ueH7N%2fiVa%2bmtVGwqK9LsqmkhN%2fk5VXj5KR84LPufOac8nnls79mpNfsVd%2fj7kWzr6tKq6euTaTc7Yrr1%2fJV5OvqhNLb9owA&hid=118) *American Psychologist*, 59: 105-117.

**Oct 22 – Levels of Analysis**

Nested effects - Levels of analysis - Aggregation issues - Analytical Approaches

**Required Article Readings:**

Klein, K. J., Dansereau, F., & Hall, R. J. 1994. Levels issues in theory development, data collection, and analysis. *Academy of Management Review, 19*: 195-229.

Lance, C. E., Butts, M. M., & Michels, L. C. (2006). The Sources of Four Commonly Reported Cutoff Criteria : What Did They Really Say? *Organizational Research Methods, 9*: 202-220.

(Read pages 207-210, rwg section)

Rousseau, D. M. 1985. Issues of level in organizational research: Multilevel and cross-level perspectives. In L. L. Cummings & B. Staw (Eds.), *Research in organizational behavior* (Vol. 7, pp1-37). Greenwich, CT: JAI Press.

**Supplemental Article Readings:**

House, R. J., Rousseau, D. M., & Thomas-Hunt, M. 1995. The meso paradigm: A framework for the integration of micro and macro organizational behavior. In B. M. Staw & L. L. Cummings (Eds), *Research in organizational behavior*, Vol 17(pp. 71-114). Greenwich, CT: JAI Press

**Oct 29 - Drawing Inferences from Empirical Research – Article Critique**

Common Method Variance - Other Limitations - Reviewing other manuscripts - Reviewing the literature

**Required Article Readings:**

Brannick, M. T., Chan, D., Conway, J. M., Lance, C. E., & Spector, P. E. 2010. What is method variance and how can we cope with it? A panel discussion. *Organizational Research Methods, 13*: 407-420.

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. 2003. Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88: 879-903.

Jauch, L. R., & Wall, J. L. 1989. What they do when they get your manuscript: A survey of Academy of Management reviewer practices. *Academy of Management Journal, 32*: 157-173.

**Nov 5 - Publishing**

The Publication Process - Interpreting Previous Literature - Preparing your manuscript - Choosing an outlet (only one at a time) - Responding to reviews - Reacting to rejection

**Required Article Readings:**

Agarwal, R. 2006. Reap rewards: Maximizing benefits from reviewer comments. *Academy of Management Journal,* 49: 191–196.

Harrison, D. 2002. Obligations and obfuscations in the review process. *Academy of Management Journal,* 46: 1079–1084.

Ragins, B. R. 2012. Reflections on the art of clear writing. *Academy of Management Review*, 37: 493-501.

**Nov 12 – Applied Research, Guest Lecture from Dr. George Benson**

**Nov 19 - Exam in class**

**Nov 26 -** **Final Presentations**

**Dec 3- Final Presentations**