**ELT-638 / RESEARCH METHODS IN COMPLEX DYNAMIC SYSTEMS (2023-2024 Sring)**

**COURSE REQUIREMENTS AND ASSESSMENT**

**Course Instructor: Prof. Dr. Şehnaz Şahinkarakaş**

sehnazkarakas@cag.edu.tr

**TENTATIVE WEEKLY TOPICS**

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| **Date** | **Content** | **Resource & Preparation**  | **Activities & Assessment**  |
| 8 Mar. | -Confirmatory Factor Analysis-Structural Equation Modelling | -Muijs: Chp. 11-Schumacker & Lomax, Chap. 8, 9, 10, 11 |  |
| 15 Mar. | -Confirmatory Factor Analysis-Structural Equation Modelling |  |  |
| 22 Mar. | Grounded Approach to Qualitative Research -General Info-Coding-Microanalysis-Memos & Diagrams  | -Corbin & Strauss: Chp. 4, 5, 6, 10, 12, 13, 14, 15, 16 | In-class practices:-Coding (Open Coding)-Memos & Diagrams***(Make sure you have Atlas.ti Software programme)*** |
| 29 Mar. | Grounded Approach to Qualitative Research  | Gather some qualitative data (interview transcriptions, journal entries, etc.) and bring into class | In-class practices:-Coding (Axial & Selective/Integration)-Reaching a theory |
| 5 Apr. | Grounded Approach to Qualitative Research  | Qualitative data with codes and memos/diagrams | In-class practices:-Coding (Axial & Selective/Integration)-Reaching a theory |
| 12 Apr. | HOLIDAY |  |  |
| 19 Apr. | Preliminary Analysis Presentation  |  | Presentation 1 |
| 26 Apr. | Narrative Inquiry | -Barkhuizen, Benson, Chik: Chp. 4, 5, 6 |  |
| 3 May | Narrative Inquiry | Data Analysis (by Students) | In-class practices:-Analysis of narrative data |
| 10 May | Qualitative Research Methods for Complex Systems | -Hiver & Al-Hoorie: Part 2-Brough: Chp. 23-Edlund & Lee Nichols: Chp. 20 |  |
| 17 May | Qualitative Research Methods for Complex Systems | Data analysis using qualitative research methods for complex systems | In-class practices:-Selecting one of the qualitative methods and analysing data accordingly |
| 24 May | Quantitative Research Methods for Complexity Theory | Hiver & Al-Hoorie: Part 3 |  |
| 31 May  | Quantitative Research Methods for Complexity Theory | Data analysis using quantitative research methods for complex systems | -Selecting one of the quantitative methods and analysing data accordingly |
| 7 June  | QUAL / QUAN Research Methods for Complexity Theory  | Revision of analysis |  |
| 14 June | Analysis Presentation  |  | Presentation 2 |
| 24 June | Deadline for Research Paper Submission |  |  |
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**COURSE ASSESSMENT POLICY**

1. In line with Çağ University’s attendance policy, you are expected to attend **at least 70%** of the class sessions, but you are advised to attend all the classes to participate in classroom interactions.
2. **PLAGIARISM**: All the sentences in your assignments must be original (must belong to you). They will be carefully checked on Turnitin (**AI-generated content will also be checked**!!); In case of plagiarism or cheating, you may be given an FF for the assignment or the whole course; you may even be subject to disciplinary action. For my course, you are **NOT ALLOWED more than 20%** of similarity in plagiarism check (including citations and references). But even if it is below 20% and if AI is used, I will **still accept it plagiarized** if the matching text is **one continuous block** of the original text.
3. Assessment in this course will be based on two tasks: (1) data analysis tasks, (2) research proposal

**1- Data Analysis Task Presentation (40%)**

There will be 2 data analysis tasks. You will present one or two of them. These tasks will mostly becarried out in class time under my supervision. They will be presented to the class on the dates specified in the Weekly Plan.

a) ***Analysis of qualitative data using grounded theory*** + ***Analysis of narrative data***

b) ***Analysis of data using one of the qualitative OR quantitative research methods for complex systems***

**2) Research Paper (50%)**

Considering the data you analyzed (You can select one or more of them), you will write a short research paper which covers

-INTRODUCTION (a short one with some literature review)

-METHODOLOGY (research methods; participants; data collection instruments; data analysis)

-FINDINGS & DISCUSSION

**\*10 pts will be given from class performance**

**Resources:**

Barkhuizen, G., Benson, P., & Chik, A. (2014). Narrative Inquiry in Language Teaching and Learning Research. Routledge, Taylor & Francis Group.

Brough, P. (Ed.) (2019). Advanced Research Methods for Applied Psychology: Design, Analysis and Reporting. Routledge, Taylor & Francis Group.

Corbin, J., & Strauss, A. (2015). *Basics of Qualitative Research* (4th Edition). SAGE Publications.

Edlund, J. E., & Nichols, A. L. (2019). *Advanced Research Methods for the Social and Behavioral Sciences*. Cambridge University Press

Hiver, P., & Al-Hoorie, A. H. (2019). *Research Methods Theory in Applied Linguistics*. Multilingual Matters

**STUDENT PERFORMANCE SHEET**

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| --- | --- | --- | --- |
|  | **Objectives (Learning Outcomes)** | **Data Analysis Presentation** | **Research Paper** |
| 1. | Critically appraise the method and design of various research in a published article. | X | X |
| 2. | Design integrative mixed method research consistent with CDST. |  | X |
| 3. | Analyze various data in line with CDST | X |  |
| 4. | Analyze qualitative data using grounded approach | X | X |
| 5. | Analyze narrative data | X | X |
| 6. | Summarize and interpret the results of analysis in a manuscript form. |  | X |
|  |  | **40** | **50** |

**10 pts from class performance**

**RUBRIC FOR DATA ANALYSIS & PRESENTATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Data Type & Analysis | **7-5**-Fully appropriate data type-Fully appropriate participants-All analysis is appropriate and necessary-Well-prepared tables/diagrams (if needed) | **4-3**-Appropriate data type-Appropriate participants-Appropriate use analysis with some problems-Some problems in the tables/diagrams (either in info or APA) | **2-1**-Inappropriate data type -Participants not fully appropriate-Inappropriate use of analysis-Tables/Diagrams not clear  |
| Inferencing | **7-5**-In-depth explanation of the data used, including type, label, purpose-Effective interpretation of analysis and synthesis of information, providing evidence and examples. | **4-3**-Brief statement of some of the data used-Effective interpretation of analysis and synthesis of information, but lack of evidence and examples OR Interpretation of some data and information effectively, but lack of evidence and examples. | **2-1**-A few key words about the data type -Ineffective interpretation of analysis and information, lacking both evidence and examples OR Misinterpretation |
| Organization of presentation & Language | **6-5**- Analytical discussion is in a logical structure with no errors in language features (spelling, punctuation, grammar)  | **4-3**- Analytical discussion is in a mostly logical structure that contains some errors in language features (spelling, punctuation, grammar) | **2-1**- Analytical structure is inconsistent or lacking sequence and there are many errors in language features (spelling, punctuation, grammar)  |
| TOTAL | **20** |

**Each task 20 x2= 40 pts**

**RUBRIC FOR RESEARCH PAPER**

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| --- | --- | --- | --- |
|  | 10-8 | 7-5 | 4-1 |
| **Quality of Research****(10pts)** | -Sources reliable and properly cited -All information relevant to topic-Sufficient information provided to support all elements of topic-Research in-depth, revealing new insights gained. | -Sources mostly reliable. Citation errors minor.-Most information relevant to topic-Sufficient information provided -Research of sufficient depth. | -Source reliability questionable. -Some information relevant to thesis-Information provided to support some elements of topic-Surface research |
| **Content****(10pts)** | -Topic interesting, of appropriate breadth for length of paper & an appropriate topic for research.-Support for purpose complex, complete, & in-depth.-Clear and appropriate organization, with effective transitions, introduction, and conclusion. | -Topic somewhat broad or narrow for length of paper and/or a questionable topic for research.-Support for thesis sufficient, but lacking in depth or complexity.-Organization, transitions, introduction, and conclusion slightly lacking clarity and/or appropriateness.  | -Topic too broad or narrow for length of paper and/or a poor topic for research.-Support for thesis barely sufficient--Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness.  |
| **Academic Language****(10pts)** | -Consistent and appropriate voice.-Sophisticated and precise word choice.-No mechanical errors | -Voice mostly consistent and appropriate- Fairly effective word choice-Few mechanical errors | -Voice somewhat consistent and appropriate- Correct word choice-Some mechanical errors |
| **Plagiarism****(10pts)** | -Original-Sources correctly cited / summarized-reliable sources-does not heavily rely on Wikipedia, or other unreliable sources | -Not original-Relies on paraphrasing-Sources are not reliable | -Merely copied from other source(s) |
| **Use of APA (7th Ed.)****(10pts)** | -All sources properly cited in both paper and bibliography.- No errors in format or punctuation. | -All sources properly cited in both paper and bibliography.-Few errors in format or punctuation. | -Not all sources properly cited in both paper and bibliographySome errors in format or punctuation.  |

**10 pts will be given from class performance**