# Doctor of Ministry Course Syllabus

**MIN 8803 Dissertation Research Seminar III: Research Design Strategies**

Course Title: DissertationResearch Seminar III: Research Design Strategies

Program: Doctor of Ministry Program

Faculty: Dr. Jennifer P. Tanabe

Contact: j.tanabe@hji.edu or jptanabe@yahoo.com

Class Schedule: Tuesdays 6:30pm – 7:50pm via Zoom

Course Description:

This is the third part of the 4-part Dissertation Research Seminar. The overall purpose of the Dissertation Research Seminar is to allow students to understand research methodology and how to design a doctoral dissertation project proposal.

This third seminar is conducted as a practicum on empirical research techniques, including the design and administration of data collection tools, analysis of data, and presentation of results.

## Learning Outcomes:

1. Students will be able to choose appropriate research techniques to address different types of questions and populations
2. Students will be able to design and administer several types of research tools
3. Students will be able to analyze data and present the results
4. Students will propose appropriate research methodology and tools to address the chosen topic for their D.Min. Project

**Required Text**

Pettit, F. Annie. *People Aren’t Robots: A Practical Guide to the Psychology and Technique of Questionnaire Design*. CreateSpace, 2016. ISBN 978-1539730644 $6:50.

**Recommended Texts:**

Birks, Melanie, and Jane Mills. *Grounded Theory: A Practical Guide*. SAGE Publications, 2023.

Kathy Urquhart, *Grounded Theory for Qualitative Research: A Practical Guide*. SAGE Publications, 2023.

Davies, Richard E. *Handbook for Doctor of Ministry Projects*. Lanham, MD: University Press of America, 1984. Chapters 6-9.

Myers, William R. *Research in Ministry: A Primer for the Doctor of Ministry Program*. 3rd edition. Chicago: Exploration Press, 2000. Chapters 4, 6-9.

Patton, Michael Quinn. *Qualitative Research & Evaluation Methods: Integrating Theory and Practice.* Sage Publications, 2014.

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses*. Wipf & Stock, 2011.

**Evaluation:**

**Grading is by letter grade (A to F):**

 1. First Assignment 10%

2. Practical Assignments (20% each) 60%

 2. Class Attendance and Participation 20%

 3. Final Assignment 10%

**Requirements:**

**1.** **Computer Proficiency**

Students must be able to use a word-processing program (Microsoft Word, Google Docs, or equivalent) and spreadsheet (Microsoft Excel, Google Sheets, or equivalent), as well as online survey software (Google or Microsoft Forms). These will be used to design research tools and analyze data. Class time is limited, so it is important that students are already familiar with these programs.

**2.** **Class Sessions**

The first sessions introduce data collection and analysis in the context of the D.Min. projects. An explanation of the First Assignment, a short (1-3 page) paper, will be given. Students will also complete a simple online survey.

This course focuses on completing Practical Assignments which, due to the nature of remote learning, will be done individually. The majority of class time will be spent on oral reports and discussion of each completed assignment.

The Practical Assignments are: Simple Survey, Questionnaire using Rating Scales, and Interview. Each assignment involves the following components:

a. Introduce problem

b. Formulate research question

c. Design appropriate research tool

d. Administer to class members/others

e. Collect and graph data

f. Perform simple statistical analysis

g. Present an oral report to the class with supporting written materials, and respond to questions

**3. Final Assignment**

The Final Assignment is for each student to develop their research strategy for their D.Min. project. Students may present their proposals for data collection and analysis to the class for feedback (if time permits).

Each student must submit a written report of their research strategy within 2 weeks of the end of the course.

**Class Schedule**

This is a general outline of the schedule. Each student will be given time to present their report on each assignment and answer questions during the class sessions. Reports on each assignment will be given over 2 or 3 class sessions. Instructions on how to complete each assignment will be given in class the week before the reports start to be given.

Class participation is part of the grade for this course. Students should treat the virtual classroom with the same level of respect that they would treat the physical classroom, i.e. be on time and fully present (camera on, microphone on as much as possible) in order to participate fully in all class sessions, responding to other students’ presentations and not just giving their own report.

Weeks 1-2: Introduction to research methodologies, First Assignment, Survey

Weeks 3-5: Practical Assignment 1 – Simple Survey

Weeks 6-7: Practical Assignment 2 – Questionnaire with Rating Scales

Weeks 8-9: Practical Assignment 3 – Interview

Week 10: Discussion of proposals for research strategies (if time permits)

**Plagiarism and Academic Integrity Policy**

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own.  Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student’s own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.

Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer’s work is the student’s own. In these cases of plagiarism, the instructor may give the student an “F” for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an “F” for the course.  A pattern of such behavior may be reported to the

Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors’ works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

**Netiquette**

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. HJI’s LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing, or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

# Holistic Rubric for Learning Outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcome** | **Beginner** **(1)** | **Approaching****(2)** | **Proficient****(3)** | **Advanced****(4)** |
| 1. Able to choose appropriate research techniques to address different types of questions and populations
 | Is familiar with research terminology | Demonstrates partial understanding of research techniques | Demonstrates adequate understanding of research techniques  | Demonstrates understanding of different research techniques and their application to different questions and populations |
| 1. Capable of designing and administering several types of research tools
 | Has experience designing or administering one research tool | Has experience designing and/or administering more than one research tool | Has experience designing and administering several research tools | Demonstrates ability to design and administer different research tools |
| 1. Able to analyze data and present the results graphically
 | Has experience coding data or simple statistical analysis for one research tool | Has experience coding data and/or simple statistical analysis for more than one research tool | Has experience coding data and simple statistical analysis for several research tools | Demonstrates ability to code and analyze data from different research tools and present results |
| 1. Propose appropriate research methodology and tools to address the chosen topic for their D.Min. Project
 | Proposal is partial and incomplete with regard to research methodology and/or tools | Proposal is adequate with regard to research methodology **or** tools | Proposal is adequate with regard to research methodology **and** tools | Demonstrates appropriate choice of methodology and tools to address questions in their D.Min. Project |