

Course Tag Reflection Exemplar
Scientific Inquiry & Research Skills

Eunjoo Jung, Ed.D.

HFS 204: Applied Research Methods in Child and Family Studies

Identify the course learning objectives in the syllabus that are clearly aligned to Scientific Inquiry & Research Skills and respective assignment(s).

The following four course learning objectives clearly align to Scientific Inquiry and Research Skills.

1. Recognize basic concepts of research methods (CITI training, Research project)
2. Formulate problems in a manner suitable for child and family research (Research project)
3. Conduct applied research projects (Research project)
4. Analyze data to answer research questions (Research project)

Explain the connection between specific assignment(s) and Scientific Inquiry & Research Skills. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.

1. CITI Training: Students reflect on the ethics of human subject research. (2 %)
2. Research Proposal: Students get practice doing a literature search to discover prior research and how they might apply those concepts of research and practices in formulating their own research proposal. (6 %)
3. Research Project: Students are engaged in scientific inquiry and problem solve in various child and family related contexts. They support their arguments through research, data analysis, and quantitative evidence to generate new knowledge. Students develop research questions, a scientific research design, collect and analyze the data, and present the findings of a research project. (22 %)
4. Research Presentations: Students explore and synthesize ideas and research problems to inform and evaluate arguments, develop new insights, and produce creative research presentation to disseminate their creative work. They reflect and apply divergent modes of inquiry, analysis, and innovation to research and knowledge. (6 %)

36 % of the course grade for HFS 204 relates to this Scientific Inquiry and Research Skills competency.

Describe in detail the instructional strategies faculty use to intentionally teach Scientific Inquiry & Research Skills in the course.

In this course, faculty guide students to develop skills for conducting research and to apply this knowledge and skills to problem solve in practical settings. Faculty hold research sessions, and facilitate discussions about the research process, methods used in child and family research, and meet with research groups and one on one with students. The course stages the research process in appropriate assignment-size pieces and students get feedback throughout the research stages and students revise and resubmit their proposals and research pieces. Students are engaged in a variety of activities and assignments that are designed to help students develop their methodological and scientific and research skills and generate new knowledge. Through these intentionally focused instructional strategies, students develop knowledge and skill to support their development in scientific inquiry and research skills

Describe the feedback tool(s) faculty use to support students' competency development on Scientific Inquiry & Research Skills.

In this course, faculty give direct verbal and written feedback on students' engagement throughout the research process; faculty and peers give verbal and written feedback before and after workshops and presentations; and faculty and TA meet one on one with each individual student outside of class to review feedback on a scoring rubric as part of a revise and resubmit exercise related to literature review, research design, data collection, data analysis, discussion, research proposal and research paper development. Rubrics are used with all assignments and include space for written comments.