

Course Title	Applied Research
Course Prefix & Number	15:233:570
Course Discipline	Adult Education
Instructor's Name	<p>Tom Heaney, Ph.D. Principal, Adult Learning Unleashed • ALU Consulting</p> <p>Emeritus Professor • National Louis University, Chicago</p> 
Semester and Year	Summer 2018
Virtual Office Hours	Synchronous: chat, email, Skype—by appointment. Asynchronous: submit questions to virtual office.
Instructors Phone	773-472-0181
Instructor's E-mail	theaney@nl.edu
Course Catalogue Description	This course is designed as one half of a capstone learning experience in which students will acquire skills of research habitually applied to the design and implementation of educational programming. Students will engage with each other discovering the importance of data-driven decision-making in the facilitation of learning. Key elements will include the identification of goals and outcomes, the assessment of learning needs and of learning itself, and the final evaluation of program quality.
Course Goal	The goal of this course is to integrate a continuous cycle of research into the design, implementation, and evaluation of adult education programming.
Prerequisite(s):	Admission to the Teacher Education Program
Texts	<p>Cervero, Ronald, and Wilson, Arthur (2005). <i>Working the Planning Table: Negotiating Democratically for Adult, Continuing, and Workplace Education</i>. San Francisco: Jossey Bass.</p> <p>McNiff, Jean (2013). <i>Action Research: Principles and Practice</i>. 3rd Edition. New York: Routledge.</p> <p>For those simultaneously enrolled in the other capstone course, we will use the following required text from that course:</p> <p>McArdle, G. E. (2015). <i>Training Design and Delivery</i> (3rd ed.). Alexandria: ATD Press.</p> <p>Additional readings are available online.</p>

Course Objectives & Outcomes	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> Effectively generate the knowledge required to set programmatic goals and inform the design of educational strategies for attaining them. Incorporate a cycle of action research into program planning and teaching. Apply qualitative research techniques to assess learning needs. Conduct research to assess learning and mastery of educational content. Evaluate the overall impact of a program in relation to previously determined goals.
Academic Integrity Policy	<p>Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.</p>
Critical Student Performances	<p>Participation in multiple activities each week and several assignments scattered throughout the course will be evaluated. Full information can be found in the assignments section within Canvas.</p>
Instructional Methods and Activities	<p>The course will include but is not limited to the following instructional methods and activities: Online presentations, videos, teach-ins, interviews, Padlets, papers, and online discussions.</p>
Special Instructional Materials	<p>Access to the Internet and Canvas. Adobe Acrobat Reader. (http://www.adobe.com/products/acrobat/readstep2.html)</p>
Course Requirements	<p>You are expected to complete all reading assignments, fully and professionally participate in the online discussions according to the specifications detailed in the Assignments section of the course, and submit written assignments on or before the due date. In this course, the emphasis is on self-directed participation. You will respond to specific questions or comments about the readings and these responses will serve as a way for you to reflect on the readings and course material. Evaluation will not be based on the number of postings you submit, but on the reflectiveness and depth of your responses and quality of interaction with your group/class mates. Please note that responses are due on specific dates</p>
Course Assignments	<p>1. Participation (25 points/week): Effective online courses depend on your participation. You will be repeatedly asked to interact with content, classmates, and me. Twenty-five participation points are awarded each week (module). These are given for discussion forum posts and responses, presentation posts and responses, Padlet posts, poll responses, and more. I have constructed each week to have several requests for your participation, generally three to four. You are expected to complete them all. Participation and discussion opportunities come in three ways:</p> <p><i>Knowledge Probes:</i> You will usually see 2-3 Canvas pages each week, some of these detailing important points from our readings. Each page contains a knowledge probe that asks you to do something to demonstrate your application or synthesis of knowledge. Some weeks I will ask you to share your perspective via Padlet. Other weeks I will ask you to complete a web poll. Other weeks I will ask you to type, videotape, or photograph a response in a Canvas discussion page. There may even be weeks when I ask you to demonstrate your</p>

understanding in ways not listed here. You must respond to a knowledge probe by Sunday at midnight of that module for credit.

Reading Reflection and Discussion: Each week you will demonstrate your understanding of the readings in a Canvas discussion forum. You can either (a) write one paragraph (> 250 words) or (b) record one video (< 2 min) about what you feel is most useful and important in our readings. Your reaction may address salient points, testable ideas, gaps in the knowledge, assumptions, and general thoughts about the readings. You must also compose one question from the readings that you would like to discuss online. This question should be typed at the bottom of your paragraph or video post. Your comments and questions must be posted in Canvas by midnight on Thursday each week. You must also respond to at least two of your classmates' comments or questions in Canvas before midnight on Sunday.

Resource Report Questions & Responses: You must post at least one question for each of your classmates' resource presentations (Assignment 2). Your questions should be appropriate to the subject matter and demonstrate critical thinking. You should post these in the appropriate discussion boards linked to each week's resource reports page. Questions must be posted in Canvas by midnight on Thursday each week. When the moderator responds to your question, it is up to you to determine if it warrants a further response. If it does, I expect that you will continue the conversation as you would in a face-to-face setting. Submit written via the LMS portal. Papers should be double spaced, Times New Roman 12 font, and in proper [APA format](#).

2. Resource Report (100 points):

Find one article in a popular, academic, or trade publication that focuses on how applied knowledge/research shapes education for adults. Check the databases in the library, using "needs assessment," "learning assessment," or "program evaluation" as identifiers. Then, using this resource, identify any issues related to applied research that you believe impact your work as an educator. Finally, make recommendations about how adult educators could prepare, through research, for their educational tasks. For each recommendation, provide your rationale and justifications.

Using VoiceThread, construct and deliver a five-minute oral presentation of this analysis. You will need to create a PowerPoint for this assignment and upload it into VoiceThread. See instructions in Canvas for how to do this. I suggest creating a VoiceThread account now.

You can locate resources through any readily accessible avenue. If you are unsure if your resource is appropriate, contact me before your presentation.

I will assign you a week to present based on your stated preferences. If you are assigned week 5, for example, you must email me the embed code for your presentation by the last night of week 4 (Sunday at midnight). I will upload your presentation into Canvas and you will moderate a discussion board throughout the week. Your classmates must view your presentation and post at least one question/comment during the week. You are required to respond to these

	<p>questions/comments within 24 hours. If you are presenting, your presentation will be awarded up to 100 points. Your participation in the discussion surrounding a presentation will be part of Assignment 1.</p> <p>3. Cumulative Research Journal (180 Points): You are creating a design for a project that will promote adult learning—this project might be something you are already engaged in or aspire to be engaged in, or, if you are taking the capstone course on Design, it will be the project you are working on in that course. In this course you are learning to do research in relation to your project, applied research that will ground your design decisions on data. In this assignment you will create a “research journal.” This is a holding place for your “to do” lists, ideas that occur to you related to your research/project, people you want to talk with as part of your research, assumptions you might be beginning to question, and questions you want to ask others.</p> <p>Some of the pages for this journal will be assigned to you in various weeks throughout the semester. For example you might be asked to prepare an inventory of the context—people, organization, societal—that will affect you project (Module 4) or a list of categories/baskets in which you will organize your data (Module 6). These things should become clearer to you as we go along, but in each instance you will be asked to submit a piece of your journal, usually one or two pages, each of which is a contribution to Assignment 3 and is awarded up to 10 points.</p> <p>By the end of the 14th Module (midnight on Sunday) you will submit the entire journal, which includes the pages you previously submitted, and additional material you have added. Suggestions about what can go into your journal can be found in a paper by Janesick linked in Module 4. Your entire journal, which should be about ten pages in length, is a collection of snippets of thought, bullet points, timeline, graphics, and questions you are pursuing. The organizing principle of this material is that it is all related to your applied research and is clearly (to the reader) a guide to your work as a researcher/designer. Obviously, you should begin work on this journal early in the semester and let it grow incrementally as you move through the course. The journal will be awarded up to 100 points, in addition to the points received for the earlier submission of pages from the journal.</p>								
<p>Grading/ Evaluation</p>	<p style="text-align: center;">Grading Scale</p> <p style="text-align: center;">A = 611–655 B = 610–566 C = 609–565 D = 564–520 F = < 520</p> <p>Grading Procedures – The course grade will be calculated as follows:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Participation</td> <td style="text-align: right;">375</td> </tr> <tr> <td>2. Resource Report and Presentation</td> <td style="text-align: right;">100</td> </tr> <tr> <td>3. Cumulative Research Journal</td> <td style="text-align: right;">180</td> </tr> <tr> <td style="text-align: right;">Total:</td> <td style="text-align: right;">655 points</td> </tr> </table>	1. Participation	375	2. Resource Report and Presentation	100	3. Cumulative Research Journal	180	Total:	655 points
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Course Schedule Week 1 May 29-Jun 3	Course Overview: Who, How, Why?	Introduction to each other and to the tools of the course. Assignment: Participation (Assignment 1) and video introduction.
Week 2 Jun 4-Jun 10	Applied Qualitative Research	Readings: Cervero/Wilson (5-26). Videos and lecture. Assignment: Participation (Assignment 1).
Week 3 Jun 11-Jun 17	Understanding Context	Readings: Cervero/Wilson (27-76) & McNiff (54-86). Assignment: Interview & Participation (Assignment 1), submit page from Research Journal on Context (Assignment 3).
Week 4 Jun 18-Jun 24	Action Research	Readings: Cervero/Wilson (77-106) & McNiff (87-103). Lecture. Assignment: Participation (Assignment 1), submit page from Research Journal on Goals (Assignment 3), Resource Presentation (Assignment 2).
Week 5 Jun 25-Jul 1	Analysis and Interpretation of Data	Readings: Cervero/Wilson (107-136) & McNiff (104-130). Assignment: Participation (Assignment 1), submit page from Research Journal on Coding (Assignment 3), Resource Presentation (Assignment 2).
Week 6 Jul 2-Jul 8	Research: Needs Analysis	Readings: Cervero/Wilson (137-160) & McNiff (131-144). Assignments: Participation (Assignment 1), submit page from Research Journal on Needs Analysis (Assignment 3), Resource Presentation (Assignment 2).
Week 7 Jul 9-Jul 15	Research: Goals and Objectives	Readings: Cervero/Wilson (161-186), & McArdle (69-96)*. Assignments: Participation (Assignment 1), submit page from Research Journal on Goals and Objectives (Assignment 3), Resource Presentation (Assignment 2).
Week 8 Jul 16- Jul 22	Implementation and Power	Readings: Cervero/Wilson (161-186) & McArdle (87-120)*. Assignments: Participation (Assignment 1), submit page from Research Journal (Assignment 3), Resource Presentation (Assignment 2).

<p>Week 9 Jul 23-Jul 29</p>	<p>Research and Assessment of Learning</p>	<p>Readings: Cervero/Wilson (187-212). Lecture. Assignments: Participation (Assignment 1), Resource Presentation (Assignment 2).</p>
<p>Week 10 Jul 30-Aug 5</p>	<p>Research: Evaluation</p>	<p>Readings: Cervero/Wilson (213-240) & McNiff (217-234). Assignments: Participation (Assignment 1), submit page from Research Journal on Evaluation (Assignment 3), Resource Presentation (Assignment 2).</p>
<p>Week 11 Aug 6-Aug 12</p>	<p>Working the Planning Table</p>	<p>Readings: Cervero/Wilson (241-268). Assignments: Participation (Assignment 1), Resource Presentation (Assignment 2), submit final version of Research Journal (Assignment 3).</p>

* McArdle only for participants in the Design course.