**Research Applications in ALCE**

ALCE 5104

Fall 2017

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| *Faculty* | *Office* | *Phone Number* | *E-mail* |
| Dr. Tiffany Drape | 276 Litton-Reaves Hall | 540.231.5560 | tdrape@vt.edu |

**Class Schedule and Office Hours:**

Class: ONLINE

Office Hours: By appointment only.

**Course Description**

Introduction to applications of research related to locating, designing, accessing, interpreting,

evaluating, applying, and communicating the results of research in agricultural and extension education

settings. Emphasis on professional and scientific designs for agricultural, applied life sciences,

agricultural education, and cooperative extension outlets.

**Course website:**

**Syllabus Change**

The syllabus is subject to change by the instructor in the event of extenuating circumstances. All changes will be announced in class and provided to students in writing.

**Instructional Goals:**

Upon successful completion of this course students should be able to:

* Discuss the relationship among science, research and evaluation.
* Describe the types of research design and the appropriate situation to employ each.
* Discuss the research process.
* Analyze quantitative and qualitative raw data.
* Construct the components of a research proposal.
* Evaluate a research proposal.

**Class Expectations:**

Please honor the following class expectations to help maintain a positive class environment:

1. Please be prepared. You are expected to have all assignments and required readings completed by the due date. Assignments that are submitted late will lose points. Assignments are due according to the syllabus, and assignments turned in after the due date will result in a 10-point grade penalty for each day missed (including weekends and holidays).
2. Maintain a positive attitude. Your attitude is your choice. I value your input, but please refrain from put-downs, gossiping, or chronic complaining.
3. Always give your best effort in this course, on assignments, and during the program. Try your hardest, and if you have questions, please ask.
4. A working device with a functional microphone and speakers and connection to the Internet for downloading and uploading assignment work along with viewing and recording. It is recommended that you test your device(s) you will use for sound quality for your oral assignments. You will be expected to be able to access PDF, MP4, MP3, YouTube, Microsoft documents, and other media.

**Structure and Requirements of Course:**

The course will involve:

1. readings from posted materials and links will provide background and context for the other materials provided and assignments expected with the learning objectives.
2. viewing of on-line presentations by faculty, specialists and other experts will serve as expert examples from the field and provide information to help students evaluate and analyze the topics each week.
3. “oral reflections” essay on topics covered that week will help synthesize and form thoughts the learner has on the topics in order to succinctly summarize the material.
4. small group “chat” responding to a specific question and a written summary of that discussion (which can be submitted by a single group member) will help learners get to know others in the course and compare and contrast viewpoints on topics in agriculture extension and education.
5. a final paper to review literature of a current issue or trend that is relevant to you/your profession agricultural and/or extension education as well as additional subject matter will be based on the learner’s preference. The final paper will summarize, evaluate, and analyze a topic and provide time, space, and permission for the learner to investigate an agriculturally related topic of interest that may be used for the final OMALS research project at the end of the degree program (you will be given more information about the specifics of the paper).

**Required Readings:**

**Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition**By: John Creswell

**All written work will be in APA format. For all students:**

The Purdue OWL: https://owl.english.purdue.edu/owl/resource/560/01/

American Psychological Association. (2001). *Publication manual of the American Psychological Association.* (6th ed.). Washington, D.C.

**Descriptions of Assignments**

All assignments can be uploaded in Canvas. You may upload your work to the assignments page associated with each assignment in Canvas. Please save/upload work as **{Last name, date} ie: Drape, 091515.** Expect one week to receive feedback, with comments, uploaded to Canvas and rubrics/grades released.

***Introduction to Research-***Please share some information about yourself with the group on the Canvas Discussion Board. Tell us about your educational and professional experience and one thing that you are passionate about. You may also choose to share information about your hometown, your family, your hobbies, etc. – whatever you are comfortable with. Please share what you would like to glean from this course for your own research.

***Oral Reflections- (50 pts each)*** Oral reflections expressing your personal experiences and thoughts regarding a topic of interest we have addressed during the week referencing and synthesizing the videos and readings included in the course. You may also use additional references if you choose. NOTE: You are encouraged to include your personal experiences and thoughts in these explanations and relate materials to your interests and professional goals. Rubric in Canvas.

***Peer Review & Peer Evals (50 pts each)*** – You will be assigned to a heterogeneous group of three or four students. You will be assigned a topic on a bi-weekly basis (see syllabi) and be expected to post your drafts in the discussion (in the body or as attachment) and evaluate (review) one person’s work in your group. Being able to evaluate someone else’s’ work is paramount to becoming a more proficient researcher. You are welcome to ask them questions back, make comments, and offer CONSTRUCTIVE feedback. Your peer review will take place via any format your group wishes to use (e.g. “chat” through the Canvas site or the Wiki, Skype, Facetime, Google Hangout, etc.) and any comments or feedback should be summarized and put into a “reply thread” in Canvas. You will complete peer evaluations of your group members throughout the course. Rubric in Canvas.

***Research Proposal (200 pts) -*** The proposal will be a summative draft of your work over the semester and should be about 6,000 words long in APA style (not including references, tables, or figures) and include at least 5-10 citations of scholarly work. The proposal will serve as a draft proposal you might send your advisor and contain a section from each module in the course. This work could serve as a draft to begin your own research proposal and should be on the topic that you might craft your project/thesis/dissertation in the future.

**Grading**

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| --- | --- | --- | --- |
| **Item** | | **Points** | **Total Grade Points** |
| **Assignments:** | |  |  |
|  | Oral Reflections (7) | 50 | 350 |
|  | Draft sections of proposal assignments (6) | 50 | 300 |
|  | Peer Review & Peer Evals (5) | 50 | 250 |
|  | Research Proposal (1) | 200 | 200 |
| **Total** | | | 1100 |

**Grading Scale**

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| --- | --- |
| A 1000-1100 | C+ 600-699 |
| A- 900-999 | C 500-599 |
| B+ 800-899 | D+ 400-499 |
| B 700-799 | D 300-399 |

**Technical Support:** The professor in this course cannot provide technical support. For technical support requests related to Canvas, please contact 4-Help via the help request form [https://vt4help.service-now.com/ess/ (Links to an external site.)](https://vt4help.service-now.com/ess/) or by calling 540.231.4357 (HELP).

**Accommodations for students with special needs:** Any student who has been confirmed by the university, as having special needs for learning must notify me during the first week of the course. For more information go to: [www.ssd.vt.edu](http://www.ssd.vt.edu/)

**Academic support services:** Any student requiring academic support services should investigate the Universities policies.

**OMALS questions:** Answers to questions about enrollment, registration, and status in the OMALS program can be found<http://www.cals.vt.edu/online/faq/prospective/index.html> or by contacting Jennifer Jones at [jejone18@vt.edu](mailto:jejone18@vt.edu) or 540.231.1104

**Disability Accommodations:**

If you have special needs as addressed by the American Disabilities Act (ADA) and need assistance, please notify the Services for Students with Disabilities (SSD) located in 310 Lavery Hall, or online at http://www.ssd.vt.edu. Or, contact the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

**Honor Code**The Honor Code will be strictly enforced in this course. All assignments submitted shall be considered graded work, unless otherwise noted. All aspects of your coursework are covered by the Honor System. Any suspected violations of the Honor Code will be promptly reported to the Honor System. According to the Constitution of the Virginia Tech Honor System, "The fundamental beliefs underlying and reflected in the [Graduate Honor Code](http://www.gradhonor.grads.vt.edu/) are that (1) to trust in a person is a positive force in making a person worthy of trust, (2) to study, perform research, and teach in an environment that is free from the inconveniences and injustices caused by any form of intellectual dishonesty is a right of every graduate student, and (3) to live by an Honor System, which places a positive emphasis on honesty as a means of protecting this right, is consistent with, and a contribution to, the University's quest for truth." (see http://www.cs.vt.edu/gpc/gradhc.html)

The Honor Code, verbatim, from the VT Honor System Constitution (see https://honorsystem.vt.edu/):

The Honor Code is the University policy that expressly forbids the following academic violations:

1. *Cheating* -- Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work, or attempts thereof.

2. *Plagiarism* -- Plagiarism includes the copying of the language, structure, ideas and/or thoughts of another and passing off same as one's own, original work, or attempts thereof.

3. *Falsification* -- Falsification includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof. Such acts include, but are not limited to, the forgery of official signatures, tampering with official records, fraudulently adding or deleting information on academic documents such as add/drop requests, or fraudulently changing an examination or other academic work after the testing period or due date of the assignment.

**Principles of Community**Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

* We affirm the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
* We affirm the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
* We affirm the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
* We reject all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.

We pledge our collective commitment to these principles in the spirit of the Virginia Tech motto of *Ut Prosim.*

**Course Schedule**

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| **Week** | **Date** | **Topic/Module** | **Assignments** | | | |
| **Readings** | **Audio or Video** | **Due this week** | **Due Date** |
| Week 1 | 8/28  to  9/3 | Introduction to Research  Research process & ethics  Resources: library | Read Course Syllabus  Readings Week 1  Creswell Ch. 4  Module 1 |  | Introduction Forum | 9/3 – 11:59 PM |
| Week 2 | 9/4  to  9/10 | Oral Reflection 1  IRB certification/approval  Advisor check in | 9/10 |
| Week 3 | 9/11  to  9/17 | **Research basics: topic selection, question, advising, reviewing the literature** | Module 2  Creswell Ch. 7  Creswell Ch. 2 | Library resources podcast | Research Questions(RQ) for *peer review*  Oral Reflection 2 | 9/17 |
| Week 4 | 9/18  to  9/24 | RQ edit & submit | 9/24 |
| Week 5 | 9/25  to  10/1 | Quant  Surveys  Descriptives | Module 3  Creswell Ch. 1  Creswell Ch. 8 |  | Lit review outline  for *peer review*  Oral Reflection 3 | 10/1 |
| Week 6 | 10/2  to  10/8 | Lit review draft submit | 10/8 |
| Week 7 | 10/9  to  10/15 | Qual  Interviews  Case studies | Module 4  Creswell Ch. 9  Creswell Ch. 10 |  | Methods outline for *peer review*  Oral Reflection 4 | 10/15 |
| Week 8 | 10/16  to  10/22 | Methods draft submit | 10/22 |
| Week 9 | 10/23  to  10/29 | Educational Theory | Module 5  Creswell Ch. 3 |  | Group Peer Evaluation  Article Critique 3  Theory outline for *peer review*  Oral Reflection 5 | 10/29 |
| Week 10 | 10/30  to  11/5 | Theory draft submit | 11/5 |

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| Week 11 | 11/6  to  11/12 | Introduction & purpose statements | Module 6  Creswell Ch. 6  Creswell Ch. 5 |  | Intro & purpose statement outline for *peer review* | 11/12 |
| Week 12 | 11/13  to  11/19 | Intro & purpose statement outline submit | 11/19 |
| Week 13 | 11/27  to  12/3 | Proposal writing |  |  |  | 12/3 |
| Week 14 | 12/4  to  12/10 | Oral Reflection 6 | 12/10 |
| Week 15 | 12/11  to  12/13 | Final Project: Research Proposal |  |  | Research proposal due | **12/14 (THURSDAY) 11:59 p.m. in Canvas** |