

**ACED 7990**  
**Analysis of Research in Adult and Career Education**  
**3 Semester Hours – Spring 2013**

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**College of Education**  
**Valdosta State University**  
**Department of Adult & Career Education**  
**Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOKS**

Cooper, H (2010), *Research Synthesis and Meta-Analysis: A Step-by-Step Approach*, (4<sup>th</sup> ed.), Sage Publications Inc., Thousand Oaks, CA, ISBN # 978-1-4129-3705-4

**COURSE DESCRIPTION**

Development and enhancement of students' ability to analyze and construct relevant research in adult and career education. Emphasis is placed on research methodology, research findings, implementations and implications for adult and career education.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

The following College of Education Conceptual Framework Principle will be addressed in this course:

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

**COURSE OBJECTIVES:**

Upon completion of this course the learner will be able to:

- CO1. Describe and discuss the general approaches and designs used in conducting adult and career education research; (VI)
- CO2. Describe and discuss the major categories of analysis for adult and career education research studies; (VI)
- CO3. Describe and discuss the recommended techniques for conducting research synthesis in adult and career education; (VI)
- CO4. Describe and discuss the recommended strategies for analyzing and determining the quality of research studies in adult and career education; (VI)
- CO5. Conduct an analysis of current research studies meeting professionally accepted criteria; (VI)

## **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

**I. Research Analysis Discussion:** In designated WIMBA class meeting, selected students will lead the class in an analytical discussion of the research paper/study that was assigned to that WIMBA class meeting. Selected students will complete the research analysis evaluation form of the assigned research paper/study and lead a discussion based on their analysis. A copy of the evaluation form will be submitted at least two days prior to the presentation to the class and the instructor. This discussion activity is essential to apply and practice research analysis skills and achieve the learning objectives of the course. (100 points) (VI)

**II. Internet Threaded Discussions:** In between WIMBA class meetings, the instructor will post issues and/or questions based on the topics and readings of the course on the course website. Each student must respond to the posted issues within the time frame as directed. Each student must then respond to at least three other student's posting with the established time frame. Finally, each student must respond to the comments of fellow students to his or her initial response. This threaded discussion activity is essential to achieve the learning objectives of the course. Successful participation in the three threaded discussions will result in the awarding of 300 points. (VI)

**III. Class Participation:** Participation is very important. The participation grade is based upon: (a) contributions to WIMBA class discussions, (b) reactions to assigned readings and presentations; and (c) evidence of reflection, analysis, synthesis, and evaluation. Different perspectives are welcomed and encouraged. Class participants are expected to treat one another with the respect and dignity to which all community members in a democratic society are entitled and nothing less than thoughtful behavior will be acceptable. Absenteeism from the WIMBA class sessions means a significant loss of learning. If problems with attendance arise, please contact the instructor in advance as the situation permits (100 points) (VI)

**IV. Research Analysis:** Each student will prepare a report and present an analysis of a current research article published in a professional adult and career education journal. The research article must be approved by the instructor. The presentation should: 1) describe the problem, and purpose of the study, the theoretical or conceptual framework of the study, the research questions/hypotheses/objectives, the research design, data gathering methods, data analysis techniques, findings and conclusions; 2) describe the strengths and shortcomings of the research;

and 3) propose suggestions for improving the research study. All reports are due on the date of the first WIMBA class presentation. (200 points) (VI)

**V. Examination:** A final examination will be based on course readings and WIMBA class discussions. The final examination will emphasize the application of analytical constructs to assess the quality of research in ACED. Students are encouraged to draw from course readings, assignments, class notes, and other instructional materials. (100 points) (VI)

## **COURSE EVALUATION**

### **Assessment and Evaluation**

Student learning gain will be formally assessed via the aforementioned assignments and examinations. The following is the course assessment criteria:

Research Discussion	100 points	12.5% (CO 1, 2, 4)
Internet Discussions	300 points	37.5% (CO 1, 2, 3, 4)
Participation	100 points	12.5% (CO 1, 2, 3, 4)
Research Analysis	200 points	25.0% (CO 1, 2, 4, 5)
<u>Final Examination</u>	<u>100 points</u>	<u>12.5% (CO 4,)</u>
Total	800 points	100%

Evaluation of overall student learning gain will then be based on the following grading scale:

- A = 800 - 740 points
- B = 739 - 679 points
- C = 678 - 618 points
- D = 617 - 557 points
- F = Below 557 points

## **ASSIGNMENT SUBMISSION POLICY**

All assignments and online discussion must be submitted or posted before or on the due dates. Penalty for submitting late assignment as follows:

- **Minus by \*20%** - assignments and online discussions submitted or posted **ONE** day after the due date
- **Minus by \*40%** - assignments and online discussions submitted or posted **TWO** day after the due date
- **Minus by \*50%** - assignments and online discussions submitted or posted **THREE** days after the due date
- **Minus by \*100%** - assignments and online discussions submitted or posted after **FOUR** days of the due date.

\*Based on the individual point value of the assignment

## **ATTENDANCE POLICY**

Since each WIMBA class meeting focuses on different learning topics, lack of attendance will result in a significant loss of learning and the loss of participation points. Should emergency

situations beyond a student's control occur that prevent a student from attending WIMBA classes, advanced or timely notification to the instructor will prevent the loss of participation points.

## **POLICY STATEMENT ON PLAGIARISM AND CHEATING**

The full text of this policy is found in the *VSU Student Handbook's Code of Conduct*, Appendix A, Section I. The following penalties will be enforced:

**FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc. A "Concern Form" will be completed and placed in the student's file which may result in an "Action Plan" to be completed by the student. A "Report of Academic Dishonesty" will be submitted to the Student Conduct Office in the Dean of Students Office. This report shall be made part of the student's disciplinary record and shall remain on file with the Student Conduct Office.

**SECOND OFFENSE:** The student will earn the letter grade "F" for the course. A second report of academic dishonesty to the Dean of Students will result in official charges drawn up and the disciplinary matter will be referred to the VSU Judicial Committee which could lead to expulsion from the university.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

## **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **INSTRUCTOR:**

Name:	Reynaldo L. Martinez Jr. PhD Professor and Head Department of Adult and Career Education
Office address:	2023 Education Center
Office phone:	(229) 333-5650
Cell phone:	(229) 251-9686
E-mail address:	rlmartinez@valdosta.edu
Office hours :	9:00 am – 4:00 pm Monday-Thursday

## Tentative Course Organization and Outline

This course is organized as a theory-to-application learning enterprise. The course objectives serve as the subject matter framework from which then readings and learning activities are engaged to build desired knowledge and application skills and attitudes. The following is the WIMBA class meeting schedule. Each class meets between 6:30 pm and 9:00 pm via BlazeView.

<b>Class</b>	<b>Date</b>	<b>Topics/Activities</b>	<b>Readings</b>
1	1/22	Introduction & Expectations Course Review Foundations of Research	Syllabus Foundation Questions
2	2/5	Synthesis Research Discussion of Examples  <u>Threaded Discussion #1</u>	Cooper, Chapter 1 Handouts
3	2/26	Formulating the Problem Discussion of Examples  <u>Threaded Discussion #2</u>	Cooper, Chapter 2 Handouts
4	3/12	Searching the Literature Gathering Information Discussion of Examples	Cooper, Chapter 3 Cooper, Chapter 4 Handouts
5	4/2	Evaluating Quality in Research Discussion of Examples  <u>Threaded Discussion #3</u>	Cooper, Chapter 5 Handouts
6	4/16	<b>Research Analysis Presentations</b>	<b><u>*All Reports Due</u></b>
7	4/30	<b>Research Analysis Presentations</b> <b>Final Exam</b>	

**\*\*\*** The instructor reserves the right to revise the course outline as needed to allow for more or less time for specific subjects, to add topics upon expression of interest by class participants, or to otherwise adjust the schedule to meet the mutually accepted needs of the instructor and the class participants.