

Curriculum & Instruction 509E section 001
Call No. 056010
Special Problems in Curriculum and Instruction

Applied Research Methods in Non-formal Youth Development Settings

Course Syllabus

North Carolina State University
Second Summer Session 2006
Wednesdays & Thursdays, 9:00 a.m. – 12 noon; 1:30 – 4:30 p.m.
June 28, 29; July 5, 6, 26, 27; August 2, 3
602 Poe Hall (Distance Classroom) NCSU Campus and
NC REN sites across North Carolina

Professor:

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Course Description

This course is designed to prepare current and future youth development professional educators to plan, conduct, interpret, and critique basic and applied research focused upon community-based youth development programs. Specific foci include: basic types and purposes of research; fundamental concepts of social science research (including validity and reliability); qualitative research methods (including interviews and focus groups); quantitative research methods (including written and telephone surveys); and, fundamentals of data analysis.

Course Objectives

This course is designed to:

- (1) familiarize current and future professional youth development educators with fundamental concepts of research as applied to community-based youth development programs;
- (2) increase current and future youth development educators' understanding of valid and reliability research as applied to community-based youth development programs; and
- (3) encourage current and future youth development educators to develop scholarly skills and abilities with regards to accessing, utilizing, and communicating their knowledge, attitudes, skills, and aspirations concerning research design in a specific community-based youth development program or organization.

Course Text

The required course text is: McNabb, David E. (2004). Research Methods for Political Science: Quantitative and Qualitative Methods. New York: M.E. Sharpe, Inc. (ISBN 0-7656-1234-8; hardcover).

Course readings provided by the instructor (including contemporary literature and research articles) will supplement the course text.

Learning Experiences and Course Requirements

1. Each student is expected to attend all classes. Please notify Dr. Safrit *in advance* if you expect to miss class, as well as the reason for your expected absence (an e-mail message to the instructor or a telephone message before class day is sufficient.)
2. Each student is expected to utilize the course text and references identified, as supplemented by class handouts and other assigned readings.
3. Each student will develop an Applied Research Design for a real-life research study involving some aspect of a contemporary community-based youth development program

(see written description). The Design will be presented in both written and verbal formats. The written Design (20 pages maximum; see attached outline) is due before the end of the final class meeting. The Design will also be presented to the entire class during a 30 minute class presentation, including a detailed outline and appropriate references. The contemporary community-based youth development program should be: (1) of personal/professional interest to the student, (2) researchable and analytical (using published literature); and, (3) agreed upon mutually by the student and Dr. Safrit.

Criteria for Evaluating Student Performance

Individual Participation	20%
Written Applied Research Design	50%
Student Presentation of Design	30%
TOTAL	100%

Grading Scale Utilized

100 – 98 = A+	97 – 93 = A	92 - 90 = A-	89 – 87 = B+	86 – 83
			= B	
82 - 80 = B-	79 - 77 = C+	76 – 73 = C	72 – 70 = C-	69 - 67
			= D+	
66 – 63 = D	62 – 60 = D-	≤ 59 = F		

(NOTE: The professor does not award incompletes without an authorized University excuse. All requirements must be completed before the last class meeting)

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(9:00 a.m. – 4:30 p.m., Arranged Dates Listed Below)

Course Schedule

Date	Topic & Readings
<u>Week 1</u>	
W, June 28	Introductions and Course Overview; Foundations of Research (McNabb, Chapters 1, 3, 4, 5, 6, 7)
Th, June 29	Qualitative Research Methods (McNabb, Chapters 7, 23, 24, 25, 26, 27, 28)
<u>Week 2</u>	
W, July 5	Qualitative Research Methods (McNabb, Chapters 29, 30)
Th, July 6	Introduction to Quantitative Research Methods (McNabb, Chapters 7, 8, 9, 10, 11, 12) (NOTE: Guest lecturer, Dr. R. Warren Flood, Director, Educational Design & Systems, Office of Academic and Student Affairs, Veterinary Medicine Administration, College of Veterinary Medicine, The Ohio State University)
<u>Week 3</u>	
W, July 26	Quantitative Data Analysis (McNabb, Chapters 14, 15, 16, 17, 18, 19, 20, 21, 22)
Th, July 27	Quantitative Data Analysis (con't.) (NOTE: Tentative guest lecturers, Drs. Rosemary and Joe Gliem, Data Center Director and Associate Professor [resp.], Department of Human and Community Resource Development, The Ohio State University)
<u>Week 4</u>	
W, August 2	Student Presentations of Applied Research Designs
Th, August 3	Student Presentations of Applied Research Designs; Course Synthesis; Student Evaluations of Course & Instructor

Guidelines for Developing an Applied Research Design

Each student will select one contemporary community-based youth development program (that may be the program/organization for which they are employed) for an Applied Research Design. The Design will be presented in both written and verbal formats. The Design (10 pages maximum; see attached outline) is due before the end of the final class meeting. The Design will also be presented to the entire class during a 30 minute class presentation, including a detailed outline and appropriate references. The selected youth development program and research focus should be: (1) of personal/professional interest to the student, (2) researchable and analytical (using published literature); and, (3) agreed upon mutually by the student and Dr. Safrit.

Once the Design program and focus are selected and mutually agreed upon, the student should develop the Applied Research Design organized into the following identified sections:

- * Introduction to the Topic
- * Purpose of the Research and Specific Research Objectives
- * Research Methods to be Utilized
- * Data Analysis to be Conducted
- * Research Design's Strengths & Weaknesses
- * Selected References

The student should utilize APA style (Fifth Edition) in writing the concept paper.

Applied Research Designs will be evaluated as follows:

Development of the situation	10%
Integration of related literature	10%
Content (purpose & objectives identified Clearly, appropriate methods to be utilized, logical organization of content, strengths & weaknesses discussed)	20%
Grammar, writing style, and use of APA style	<u>10%</u> 50%

The student's presentation of the Applied Research Design should provide the entire class with a holistic overview of the materials covered in the written Design. Students are encouraged to operationalize basic and andragogical concepts of adult education instruction in designing and presenting their presentation. A three-page outline and presentation synopsis handout must be submitted to the instructors prior to the actual presentation, including appropriate reference information (in APA format.) Presentations should be a maximum of 30 minutes (including class discussion) and will be presented during the regular class periods on the dates identified in the course syllabus.

Presentations will be evaluated as follows:

Content:

- Coverage of Applied Research Design content 10%

Delivery:

- Organization of presentation 10%
- Propriety for adult learners 10%
30%