SCHOOL FOR CONTINUING AND PROFESSIONAL STUDIES, DEPAUL UNIVERSITY

EA528C APPLIED INQUIRY PROJECT CAPSTONE

Autumn QUARTER 2021 [Sept. 8 - Nov. 23, 2021]

Instructor: Catherine Marienau, Ph.D.

Contact Information: cmariena@depaul.edu

You can expect a response within 24-36 hours.

Private cell (for urgent matters): 708-289-8250. I do not have a DePaul office number.
Individual consultations via phone, email and Zoom.

Delivery Format: This course is offered as a hybrid, consisting of five required class sessions and three office hour sessions (optional)—on Zoom. Students will have assignments to complete each week (see Course Schedule, below).

Prerequisites: Completion of EA 525 or LLS 450b; approval of faculty mentor.

<table>
<thead>
<tr>
<th>Zoom Sessions</th>
<th>Required Class 9:00 - 12:00</th>
<th>Optional Office Hour 9:00 - 10:00</th>
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<tbody>
<tr>
<td>Sept. 11</td>
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<td>Sept. 25</td>
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<td>Oct. 23</td>
<td>Nov. 13 Gallery Walk</td>
<td>Nov. 6</td>
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All work due by Nov. 22

SEE detailed COURSE SCHEDULE, below, for REQUIRED CLASS SESSIONS & OFFICE HOURS (optional)—all on Zoom

Course Description

Within the structure of this course, you will complete your Applied Inquiry Project (AIP), the capstone project of the Master of Arts in Educating Adults (MAEA) program. The topic of your AIP needs approval from your faculty mentor. Key elements of the AIP are that it has a clear (tight) focus; draws on relevant literature; employs appropriate data collection methods; identifies a relevant inquiry design (methodology); and results in an applied product (deliverable) within your area of practice in educating adults. You will draw on learning from your prior MAEA courses. Structured assignments and guidance will be provided throughout
the quarter. Given the wide-ranging nature of your AIP projects, you will have much to learn from and share with one another. Please note that this course concentrates on Qualitative Inquiry.

Regarding the PROPOSAL for the AIP: If you have begun work on the Proposal, please note that elements of the Proposal have been incorporated into the course. You do not need to do a separate Proposal.

**Required Text?** There is no required common text for this course. You will consult with DePaul librarians, and me, about locating academic literature most relevant to your project. See D2L, Content section, Course Information, for my list of Suggested Sources about research design and methods. I will post specific readings on D2L about data collection methods and analysis, and about design methodologies, as I learn more about your projects.

**Learning Outcomes & Deliverables:** Upon completion of this course, you will produce your AIP Capstone Project in a format best suited for the *applied* nature of the undertaking. While the ‘deliverables’ (final products) will vary among you, all projects will be informed by relevant: academic literature; data collection methods; and inquiry design methodologies (See Criteria for Assessment).

As stair-steps to your final project/product, you will construct a Course Portfolio, consisting of seven parts. These parts will enable you (and me) to keep track of your ideas and plans as they develop, and to keep you on target for the final product. You will use the Discussion Forum to post drafts of your work, for feedback from classmates and me. You will use the Submission Folder for ‘final’ work which I will assess for points (see below).

The parts of the Portfolio are: (1) Project Description; (2) Commitment to Deliverable/Final Product; (3) Academic Literature Sources; (4) Data Collection Sources, Methods & Analysis; (5) Inquiry Design Approach (methodology); (6) Reflective Practice; and (7) Poster Gallery Walk (near-final product for feedback and revision) & your Final Product. The Assignments will help you develop these parts of the Portfolio, giving you room to explore and make decisions along the way. Each Assignment will indicate which part of the portfolio it aligns with and where to find it—and post it-- in the D2L site.

**Criteria for Assessment**

Total: 100 points

**Portfolio Part 1:** Project Description (15 points) Establishes a clear, tight focus for the project, including descriptive title; defines the problem or situation the project addresses; articulates the purpose; identifies the type of project; and identifies the primary user audience.

**Portfolio Part 2:** Plan for the Deliverable/Final Product (5 points). Decides how best to present the final product for the user audience. While all elements need to be represented, the
'essence’ of the project is practical (i.e., not a research paper)—e.g., workshop design or facilitation, OpEd piece; curriculum-instructional materials; arts-based.

**Portfolio Part 3:** Literature Review (10 points). Identifies academic literature that relates most directly to the subject matter/topic of the project; identifies key decision points in developing the AIP and annotates (supports) those decisions with reference to the relevant literature (template provided).

**Portfolio Part 4:** Data Collection Sources- Methods- & Analysis (15 points). *Note: you may have already collected some/most of your data.* Identifies who-what-where to obtain the data you need to support your project. For these sources, identifies how to collect/gather the data (e.g., interviews, focus groups, observation, document review). Identifies means by which to analyze/interpret the data—what you find out. (template provided).

**Portfolio Part 5:** Inquiry Design/Methodology (5 points). Articulates connection of Part 4 with relevant design approach(es)—methodologies.

**Portfolio Part 6:** Reflective Practice (10 points). Examines and reflects on ways in which you exercise the Elements of Reflective Practice (agency, collaboration, flexibility, inquiry); reflects on development of your identity as an educator of adults.

**Portfolio Part 7:** Applied Inquiry Project [consists of Poster Gallery Walk for feedback (10 points) & Final Product (30 points).

**Grading Scale (100 point scale)**

A 100-95; A- 94-91; B+ 90-88; B 87-85; B- 84-81; C+ 80-77; C 76-73.

Points below 73 do not meet course requirements.

**IN (incomplete) Grade.** This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- *The instructor has discretion* to approve or not approve the student’s request for an IN grade.
- *The instructor has discretion* to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.
Recording of Classroom Sessions Conducted via Videoconference tools

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.

Course Schedule: Five required class sessions (via Zoom); three office hour sessions (via Zoom). There are 10 modules, one per week; each Module consists of multiple assignments/activities. Each Assignment (activity) is linked to one of the Portfolio Parts.

see D2L, Content, for specific Assignments/Activities associated with each Module.

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<tr>
<th>Module/dates</th>
<th>Format</th>
<th>Focus &amp; [Portfolio Part]</th>
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<tbody>
<tr>
<td>Module 1: Sept. 11-17</td>
<td>Sept. 11, Required 9:00 – 12:00</td>
<td>Introductions; Project Planning; Syllabus Review; Course Navigation</td>
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<tr>
<td>Module 2: Sept. 18-24</td>
<td>No Zoom session</td>
<td>Project descriptions &amp; intended audience; Ideas for final product [Portfolio 1]</td>
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<tr>
<td>Module 3: Sept. 25-Oct. 1</td>
<td>Sept. 25, Required Class 9:00-12:00</td>
<td>Decide on Project focus [Portfolio 1]; Decide on plan for Final Product [Portfolio 2]; Tutorial on Literature Review [Portfolio 3]; Orientation to Data Collection [Portfolio 4]</td>
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<tr>
<td>Module 4: Oct. 2 - 8</td>
<td>Oct. 2, Required Class 9:00-12:00</td>
<td>Identify strategy for review of literature [Portfolio 3] Identify key data sources &amp; methods (existing &amp; new) [Portfolio 4]; Tutorial on</td>
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### Methodologies/Research Designs [Portfolio 5]

#### Module 5: Oct. 9-15
- Oct. 9, Optional Office Hour 9:00-10:00
- Progress reports on work for Portfolio Parts 3-4
- Start work on the Final Product [Portfolio 7]

#### Module 6: Oct. 16-22
- Oct. 16, Required Class 9:00-12:00
- Progress reports on work for Portfolio Parts 3, 4 & 7
- Begin drafting essay on Reflective Practice [Portfolio 6]; Review

#### Module 7: Oct. 23-29
- Oct. 23 Optional Office Hour 9:00-10:00
- Progress report on preparations for Final Project (Portfolio 7)

#### Module 8: Oct. 30 - Nov. 5
- No Zoom session
- Submit ‘final’ work for Portfolio Parts 3-6

#### Module 9: Nov. 6-12
- Nov. 6, Optional Office Hour 9:00-10:00
- Prepare AIP for Gallery Walk (next week)

#### Module 10: Nov. 13-19
- Nov. 13, Required Class 9:00-12:00
- Gallery Walk: Poster Presentations of AIP, work-in-progress for feedback, Portfolio 7

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**All 7 Portfolio Parts due by November 22, 2021**

### Accommodations

#### Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information or inquire via email at csd@depaul.edu.

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.
Additional Accommodations

This course includes instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

Policies

This course includes and adheres to the college and university policies described in the links below: (right click, open hyperlink)

Academic Integrity Policy

APA citation format

Course Withdrawal Timelines and Grade/Fee Consequences

Accommodations Based on the Impact of a Disability

Protection of Human Research Participants

Other Resources for Students

University Center for Writing-based Learning

SCPS Writing Guide

Dean of Students Office

Instructor Bio

I am Professor Emerita of SNL/SCPS, now serving as part-time faculty in the graduate programs. During my 36 years at SNL, I served as director of the MAEA program from 2006-2019 and as faculty mentor/instructor. As the founding director of MAAPS, I served in that role for 11 years and continuously as faculty mentor. In the last few years, I directed the Center to Advance Education for Adults (CAEA) and founded the Community Engagement Network (CEN): Collaborative Learning for Action. As for life in ‘retirement,’ my current passion projects include: co-hosting a weekly podcast, Women Over 70: Aging Reimagined; co-authoring a book on holistic health for older women; consulting and presenting on neuroscience and adult learning; co-conducting a longitudinal research study of women’s vital aging; and, co-leading an action team for Illinois End of Life Options Coalition. After all these years, I still thoroughly enjoy working with MAEA students on their AIPs.