

SCHOOL FOR CONTINUING AND PROFESSIONAL STUDIES, DEPAUL UNIVERSITY

EA528C APPLIED INQUIRY PROJECT CAPSTONE

AUTUMN QUARTER 2020 [September 9 – November 24, 2020]

Instructor: Catherine Marienau, Ph.D.

Contact Information: cmariena@depaul.edu

You can expect a response within 24 hours during the week and 48 hours on the weekend.

Private cell (for urgent matters): 708-289-8250. I do not have a DePaul office number.

Individual consultations via phone, email

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

SEE 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. Key elements of the AIP are that it has a clear (tight) focus; draws on relevant literature; employs useful data collection methods within an identified inquiry design (methodology); and results in an applied product (deliverable) relevant to your area of practice in educating adults. You will draw on learning from your prior MAEA courses. You may work on a project already underway or negotiate with me (instructor) about a new topic. 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 centers on Qualitative Inquiry.

Regarding the PROPOSAL for the AIP: If you were working on the Proposal when you stopped out, please note that you do not need to complete the whole Proposal in this course. I will guide you on what parts to use and how.

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 keep you on track toward the final product. We will use the **Discussion Forum** to post drafts of your work, for feedback from classmates and me. We 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(s)/Final Products; (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) & Final Product(s). 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: Deliverable(s)/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 (matrix 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. (matrix 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: Final Applied Inquiry Project [consists of Poster Gallery Walk for feedback & Final Product (40 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.

Course Schedule: Five class sessions are required (via Zoom). Office hours (optional) are held on alternating Saturdays (via Zoom). There are 10 modules, one per week; each Module consists of multiple assignments/activities. Each Assignment (activity) is linked to a Portfolio Part.

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

Module/dates

Format

Focus & [Portfolio Part]

Module 1: Sept. 19-25	Required Class on Sept. 19 9:00 – 12:00	Introductions; Project Planning; Syllabus Review; Course Navigation
Module 2: Sept. 26 – Oct. 2	Office Hour (optional) on Sept. 26 10:00 – 11:30	Project descriptions & intended audience; Ideas for final product(s) [Portfolio 1]
Module 3: Oct. 3 – Oct. 9	Required Class on Oct. 3 9:00-12:00	Decision re. Project [Portfolio 1] Decision re. Final Product [Portfolio 2] Orientation to Literature Review [Portfolio 3] Orientation to Data Collection [Portfolio 4]
Module 4: Oct. 10 – Oct. 16	Office Hour (optional) on Oct. 10 10:00 – 11:30	Identify strategy for review of literature [Portfolio 3] Identify key data sources & methods (existing & new) [Portfolio 4]
Module 5: Oct. 17 – Oct. 23	Required Class on Oct. 17 9:00 – 12:00	Progress reports on Portfolio Parts 3-4 Start work on the Final Product [Portfolio 7]
Module 6: Oct. 24-Oct. 30	Office Hour (optional) on Oct. 24 10:00-11:30	Continued work on Portfolio Parts 3, 4 & 7 Begin drafting essay on Reflective Practice [Portfolio 6]
Module 7: Oct. 31 – Nov. 6	Required Class on Oct. 31 9:00 – 12:00	Tutorial on Methodologies/Inquiry Designs [Portfolio 5] Discussion of Reflective Practice Essays [Portfolio 6]
Module 8: Nov. 7 – Nov. 13	Office Hour (optional) on Nov. 7, 10:00 – 11:30	Time to submit 'final' work for Portfolio Parts 3-6
Module 9: Nov. 14 – Nov. 20	Required Class on Nov. 14 9:00 – 1:00	Gallery Walk: Poster Presentations of AIP, work-in-progress for feedback
Module 10: Nov. 21-Nov. 24	All work due by Nov. 24	

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](#)

Instructor Bio

I am Professor Emerita of SNL/SCPS, now serving as adjunct 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 integrative health and learning for women in their postmenopausal years; consulting and presenting on neuroscience and adult learning; presenting programs for The Transition Network (women over 50) on 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.