American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC694
Capstone Field-Based Research Project
Credit Hours = 3
Length of Course = 16 weeks
Prerequisites: All program courses muse be completed

Course Description (Catalog)

In this capstone course, candidates will apply program theories, content, and skills to address a real-world, field-based issue in an adult education, digital learning, or other pertinent context relative to the academic program of study. This course requires candidates to conceptualize and present an original scholarly research study to include research questions based upon an issue in a face-to-face/online/or hybrid educational setting, a literature review, research methods, data and analysis, discussion, and references. The capstone project requires written, oral, and audiovisual/multimedia components proposed by the candidate and approved by the course instructor. Capstone course work must follow the style requirements established by the Teaching department. All grades for any capstone attempts will appear on the transcript and will be calculated in the GPA. Candidates may choose an 8 week or 16 week course format. This is intended to be the final course in the degree program and all other course work should be completed.

Course Scope

This capstone course focuses on applying research and evaluation techniques to localized classroom practices. Though a variety of research methodologies and data collection approaches will be addressed, a focus on framing, conducting, and analyzing interviews/interview data will be a focus. This course is designed as a culminating capstone experience allowing the educator to question his/her current educational environment in such a way as to conceptualize research studies to find practical and useful answers to important questions.

Course Objectives

After successful completion of EDUC694 students will:

1. Apply research methods to study a real-world education issue.
2. Identify research questions in the context of a real-world education study.
3. Apply strategies for data collection.
4. Evaluate triangulation as a method for data collection validation.
5. Apply strategies for data analysis.
6. Create an original research project focusing on an educational problem.
7. Create an original educational research project presentation.

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Discussion Board questions (accomplished in groups through a threaded discussion board), and individual assignments (submitted for review to the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Readings and Materials
See the link in the Lessons area of the course.

Recommended Textbook for the Program

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Forum Discussions

Forum Activities

Throughout the term you will write responses to forum prompts. These responses, also called **posts**, involve analyzing readings,

comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class. Posts will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Unless otherwise noted, the following standards apply. Developing conversations with at least **two** of your classmates is required as part of your grade for each question. Initial posts should be original and follow the forum rubric expectations. Highest points will be awarded to posts that integrate and synthesize ideas from both the course texts and outside resources.

Responses and forum should abide by the University Netiquette policy. The purpose of the forum activities is to expand your learning opportunities by engaging in academic and thought–provoking asynchronous conversation with your classmates and instructor. The instructor's role is to facilitate the learning process by participating in the discussions and moving conversations forward by promoting an advanced level of inquiry.

See forum rubrics in the Forums area of the course.

Assignments

Various assignments, including a final capstone project, are required. Assignment descriptions are located in the Assignments area of the course. APA 6th ed. formatting and graduate scholarly writing conventions should be followed for all written assignment submissions.

Grading

Grading Components

Grade Instruments	Percentage of Grade
Forum Posts	25%
Assignments	45%
Final Project	30%
TOTAL	**100%**

The success of this course relies on quality participation based on thorough presentations of readings, research, and experience. It is necessary to bring to the classroom a high level of inquiry that promotes critical and analytical thinking for everyone. Through academic posts and engaging conversations, a learning community will emerge. In all participation and assignments, the instructor is looking for evidence of:
- demonstration of substantial knowledge, higher order thinking, analytic skills, and application and synthesis of facts, concepts, terms, and processes learned/read/discussed;

- in-depth exploration of topics based upon research, theory, best practices literature, and observation;
- critical contemplation, i.e., "grappling" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- materials that are exceptionally well presented in a professional manner (e.g. proofread, readable, organized);
- excellent grammar, syntax, and spelling
- references to assigned readings, external research, and proper APA documentation.

Grading Rubrics

A rubric is an objective method for evaluating assignments and forums. Various rubrics are used to grade forum posts, assignments, etc.

Course Outline

<u>8 Week Course</u>

<u>Requirements by Week</u>

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1–2	Defining Field-based Research , Developing a Research Question/s and Selecting the Experts	Apply research methods to study a real-world education issue. Identify research questions in the context of a real-world education study.	Visit link to required readings in the *Lessons* area	**Introduction Forum** **Forum 1**
3–4	Literature Review and Structuring the Interview	Apply research methods to study a real-world education issue. Identify research questions in the context of a real-world education study.	Visit link to required readings in the *Lessons* area	**Forum 2** **Forum 3**
Week	**Topic(s)**	**Learning Objective(s)**	**Reading(s)**	**Assignment(s)**
5–6	Research Methods & Data Collection Tools	Apply strategies for data collection. Evaluate triangulation as a method for data collection validation.	Visit link to required readings in the *Lessons* area	**Forum 4** **Forum 5** **Assignment 1**
7–8	Research Methods & Data Collection Tools	Apply strategies for data collection.	Visit link to required readings in the *Lessons* area	**Forum 6**

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
	Data Collection	Evaluate triangulation as a method for data collection validation.		Assignment 2
9–10	Data Analysis	Apply strategies for data analysis.	Visit link to required readings in the *Lessons* area	Forum 7 Assignment 3 Assignment 4
11–12	Research Audience	Apply research methods to study a real–world education issue.	Visit link to required readings in the *Lessons* area	Forum 8
13–14	Implications and Future Research Recommendations	Create an original research project focusing on an educational problem.	Visit link to required readings in the *Lessons* area	Forum 9 Forum Journal 4 Posting Assignment 5/Capstone Final Project
15–16	Presenting, Viewing, and Reflecting	Create an original educational research project presentation.	Visit link to required readings in the *Lessons* area	Forum 10 (Project presentations) Self–Assessment Dispositions Rubric End of Program (EOP) Survey