REC 367: Research and Evaluation in Recreation     Spring 2016

Meeting Time: Tuesday & Thursday 12:35 pm – 1:50 pm (Pulliam 310)

Instructor: Namyun Kil     Office: Pulliam 108

Phone: 618-453-2777     Email: nkil@siu.edu

Office Hours: Mon – 10:00 am – 12:00 pm
               Wed – 10:00 am – 12:00 pm & 1:00 pm – 3:00 pm
               Additional times by appointment

REQUIRED TEXTBOOK

COURSE DESCRIPTION
This course provides an overview of the process of research and evaluations encountered in recreation and leisure services, which includes identification of research problem, literature review, methods (e.g., measurement, sampling, data collection, and data analysis), results, and discussion. Also, students will learn to critically evaluate published research articles and apply the concepts of evaluation to various recreation and leisure service providers.

COURSE OBJECTIVES
After completing this course, all students should be able to:

1. Understand procedures and techniques for research of leisure and recreation.

2. Understand principles and procedures for planning leisure services and evaluating recreation resources, areas, and facilities, and associated impacts.

3. Obtain knowledge about the research purpose, procedures, methodology, interpretation, and application related to leisure services.

4. Apply computer or statistical techniques to assessment, planning, and evaluation processes.

5. Formulate, plan for implementation, and evaluate the extent to which goals and objectives for the leisure services and for groups and individuals within the services have been met.

6. Effectively utilize the tools of communication, including technical writing, speech, and audio-visual techniques.

7. Apply the evaluation and research for an academic and professional conference, forum, etc.
MEANS AND METHODS OF STUDENT EVALUATION

EXPECTATIONS AND POLICIES

1. **Attendance**: Attendance will be always taken. If you anticipate needing to miss class and wish to receive an excused absence, you must speak to the instructor at least 24 hours in advance of the class. Unexcused absences will result in the loss of 5 points for each absence. More than 10 absences will result in a Grade F. Arrive on time to class. Lateness in excess of ten minutes will be considered an absence. It is assumed that you are in this program because you want to be; therefore it is expected that you will be at every class possible.

2. **Deadlines**: All assignments (unless otherwise specified) are to be handed in/emailed by the beginning of class on the date they are due. Late assignments will be penalized 10% per day up to two days. After two days, papers will not be accepted.

3. **Exams**: With exception of persons granted special circumstances, you must be present in class on the day of the exam. Students not present will receive a zero for that exam. Retakes will not be offered.

4. **Assignments**: All assignments must be typed, double-spaced and stapled with 1 inch margins and 12 pt., Times New Roman font. A cover page with your name and assignment title is expected. It is advisable that you number each page and include your name/date on each page to reduce the possibility of confusion. Also, it is advisable that you make an extra copy of each assignment or email it to yourself.

5. **Academic Dishonesty**: Each student is expected to do her or his own work on all course assignments and exams. Any student found cheating or plagiarizing will receive a failing grade for the course. If you use someone’s words or ideas, cite that person. It is expected that all work handed in will be original. Do not turn in assignments completed previously for other classes.

ASSIGNMENTS

**Selected Exercises from Selected Chapters (70 points) - Individual Assignment** - Deadlines (Check the class schedule table)
Exercises will be posted on Desire2Learn (D2L) a week before the deadlines. Your answers to the exercises should be submitted to D2L (or handed in/emailed).

**Article Critique (20 points) - Individual Assignment** - Due TBA
Choose a data based article from the core research journals in leisure studies and offer a methodological critique of the study. A methodological critique examines the data in relation to the stated purpose of the research with emphasis on measurement, sampling, and logic.

A methodological critique includes a straightforward summary of the research study including the research question, aspects of measurement and sampling, and your personal
assessment of the strengths of that research strategy and the appropriateness of the author’s conclusions. The first part should be factual, simply summarizing the study. You need to demonstrate your understanding of what the author did before you “earn” the right to critique it. The second part of the critique demonstrates your understanding of research and evaluation.

A good reviewer is able to find strengths as well as weaknesses in a study. Praise that is not based on a critical methodological discussion will appear as flattery; likewise, harsh criticism that does not acknowledge the real life difficulties of doing research will come across as being too severe. A good critique finds a balance between these two extremes, honestly appraising the strengths and weaknesses of a study in an objective manner that demonstrates a solid understanding of measurement, sampling, and logic. If you identify major problems in a study, suggest alternatives that might have created a stronger research design.

For this assignment, select a research article published after 1999 from the core leisure studies journals. A research article is one in which the authors present data that they have collected in response to a research question, and analyze and interpret those data in order to make statements or conclusions about the original research question. If you are in doubt, bring in the article that you have selected and allow the instructor to determine if it is appropriate for this assignment. **Note: Choose an article that you are interested in or one whose content you are familiar with to make this exercise more relevant to your overall course of study.**

Core leisure studies journals include:
- Leisure Sciences
- Journal of Leisure Research
- Journal of Park and Recreation Administration
- Therapeutic Recreation Journal
- Annual in Therapeutic Recreation
- American Journal of Recreation Therapy
- Journal of Outdoor Recreation, Education, and Leadership
- Journal of Experiential Education
- Journal of Occupational Rehabilitation
- Or other related field of article may be accepted.

### ARTICLE CRITIQUE CHECKLIST

#### A. The Problem/Purpose
1. Was the problem or purpose of the study clearly identified and defined?
2. Were there appropriate research questions formulated?
3. Were the research questions logically deduced from some problem or theory?
4. Were all ambiguous terms operationalized?
5. Was enough literature reviewed to provide an adequate context from which to view the study?
6. Does the study of the problem itself give any new, useful knowledge to the field?
B. The Design
   1. Was the design employed appropriate to the particular methods, conditions, subjects, and purpose of the study?
   2. Was the population studied clearly specified?
   3. Was the method of drawing a sample clearly specified? Would this method be expected to yield a random sample? If not did the researchers make adjustments in interpretations and/or explain the reason(s) for non-randomness?

C. The Procedures
   1. Were the treatments and/or methods of collecting data described so that an independent investigator could replicate the study?
   2. Were the size and characteristics of the sample adequately described?

D. The Analysis
   1. Was the data analysis appropriate to the purpose of the study/research questions?
   2. Was any evidence of the reliability and validity of the variables given?

E. The Interpretation
   1. Were the research questions previously formulated answered?
   2. Were generalizations confined to the population from which the sample was drawn?
   3. Were the conclusions consistent with the obtained results?

F. The Write-up
   1. Was the article clearly written?
   2. Did the article “unfold” in a logical presentation?

(Group) Research Project
Students will actively engage in conducting research and will participate in collecting data using a survey method. Survey refers to all types of self-administered questionnaires as well as phone, personal, e-mail, and group interviews. Surveys are designed to get information from individuals. Your project may also include gathering data using unobtrusive methods. These methods may include collecting information from physical evidence (traces from past behavior), archives (written materials that provide a past or present historical perspective, these may include documents and records), or observations (qualitative or quantitative).

Students will work in teams - around 2 members for each team. Collaboration on the content of the project is required and expected. **However, all written work (unless otherwise specified) will be completed by the individual student.**

Group members should beware of the condition known as *social slacking*. Social slacking occurs when a member or members of a group begin to take less responsibility for attending to group tasks, they take the position that “someone else will do it”. Social slackers can have a strong negative effect on co-researcher.
(Group) Research Project (100 points) – Due TBA

1) Background and purpose (10 points) – Write a paper that describes the problem, relevant issues that need to be addressed, and why it is important to study the problem. This is a very important step in your project!!!! This is the point at which you, as a researcher/evaluator, develop the criteria (purpose statement) that is the focus of your entire project.

2) Literature Review (20 points) – This portion of the term project consists of a review of the literature pertinent to your research question. For example, if you were examining why individuals participate in particular recreation activities during their leisure time, you would want to examine leisure or recreation motivation/benefits literature to see what questions are generally asked in this type of research. This will help you to properly organize your questions and design your analysis. The format for this portion of the project will be an APA style bibliographic reference followed by a brief paragraph summarizing the text. This is known as an annotated bibliography. Your literature review will include at least ten reference sources.

Example:

Alphabetical listing of word entries, with alternatives for the terms that connote bias and thoughtful explanations for why they do so. The Writing Guidelines that precede the listings are outstanding, discussing writers’ natural frustration and resistance toward writing without bias, why naming is so important to people, and the “insider/outsider rule”.

3) Questionnaire (20 points) – You are to write example questions. Questions are to be typed and the page set up as if the questionnaire was to be given to subjects in your study. Include clear directions!!!

4) Methods (10 points) – Write a detailed description of the design of your study, sampling procedures (how will you gather the data that relates to the purpose of the study), measurement techniques, and data analysis.

5) Presentation of results, discussion and conclusion (10 points) – You will work as a team on this assignment. Results - Present your results as attractively as possible and in a way that non-professionals can easily understand your results. Include methodology, data analysis, results, discussion, and conclusion –
(a) What are your findings and what do they mean in terms of addressing the purpose of your study?
(b) How do your findings relate to previous research findings?
(c) What are your conclusions and what do they mean in terms of addressing the purpose of your study?
(d) What are some recommendations for further research dealing with your study area?

6) Presentation of projects (15 points) – Develop a presentation with visual aids. Use of Microsoft Power Point or similar computer generated program presentation format is required, overheads, chalkboard, flip charts, etc. as well as verbal explanations of your project may support the electronic presentation. Explain and display the relevant information about your study so that someone not familiar with what you did will be able to recognize your purpose, the methods you used to generate your data, and the conclusions and implications of the study. You may prepare your research presentation poster for the 2016 Allen Symposium (April 14, 2016 – Thursday).

7) Writing abstract of research (15 points) – All evaluation/research abstract should be written by students and edited by instructors. Also, tentative schedule - This abstract must be submitted officially to the ‘Undergraduate Creative Activities and Research Forum of ISU’ in February 2017. If the forum reviewers accept the abstract, the student(s) may prepare their research presentation poster at the forum in April, 2017. The most creative and excellent undergraduate research will be greatly awarded again in Allen Symposium. Also, see: CURCA (Center for Undergraduate Research & Creative Activities: www.ilsamp.siu.edu → ‘Undergraduate Forums’ → ‘Undergraduate Creative Activities and Research Forum.’

This group project is designed to be a learning experience throughout. Please stay in close contact with the instructor and provide drafts as your project progresses. Any procrastination may result in an inability to finish the project.

You will be graded on the professional presentation of both your proposal and final report as well as the logical ordering of the entire paper. Be sure to choose an editor for your paper who is a strong writer, and give that person latitude in their editing. Each member of a group will be called upon to evaluate every other member of the group as to his/her overall contributions to the success of the group project. This evaluation will count for 10% of each group member’s final grade. I expect the evaluation to be objective and completed in a professional manner.

Bonus Points - Due on April 19
5-point bonus will be awarded to students who attend the ‘Undergraduate Creative Activities and Research Forum’ that is held in the Student Center Ballroom on April 4, 2016. Visit the CURCA (Center for Undergraduate Research & Creative Activities: www.ilsamp.siu.edu → ‘Undergraduate Forums’ → ‘Undergraduate Creative Activities and Research Forum.’
GRADING CRITERIA AND SCALE
Student will be graded on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>50</td>
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<tr>
<td>Selected Exercises (10 pts x 7)</td>
<td>70</td>
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<tr>
<td>Article Critique</td>
<td>30</td>
<td>A = 288 - 320</td>
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<tr>
<td>(Group) Research Project</td>
<td>100</td>
<td>B = 256 - 287</td>
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<tr>
<td>Peer Evaluation</td>
<td>10</td>
<td>C = 224 - 255</td>
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<tr>
<td>Midterm Exam</td>
<td>30</td>
<td>D = 192 - 223</td>
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<td>Final Exam</td>
<td>30</td>
<td>F = Below 192</td>
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<td><strong>Total</strong></td>
<td><strong>320</strong></td>
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SEMESTER SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>January 19</td>
<td>Preliminary class: Course overview</td>
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<tr>
<td>January 21</td>
<td>Chapter 1: Investigative Overview</td>
<td></td>
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<tr>
<td>January 26</td>
<td>Chapter 2: Research &amp; Evaluation Process</td>
<td>Chapter 2 - Selected Exercises</td>
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<td>January 28</td>
<td>Chapter 3: Research Problem</td>
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<tr>
<td>February 2</td>
<td>Chapter 3</td>
<td>Chapter 3 - Selected Exercises</td>
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<tr>
<td>February 4</td>
<td>Chapter 4: Literature Review</td>
<td>Chapter 4 - Selected Exercises</td>
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<td>February 9</td>
<td>Chapter 4</td>
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<td>February 11</td>
<td>Chapter 5: Variables &amp; Hypotheses</td>
<td>Chapter 5 - Selected Exercises</td>
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<td>February 16</td>
<td>Chapter 5</td>
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<td>February 18</td>
<td>Chapter 7: Sampling</td>
<td>Chapter 7 - Selected Exercises</td>
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<td>February 23</td>
<td>Chapter 7</td>
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<td>February 25</td>
<td>Chapter 8: Instrumentation</td>
<td>Chapter 8 - Selected Exercises</td>
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<tr>
<td>March 1</td>
<td>Chapter 8</td>
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<td>March 3</td>
<td>Chapter 8</td>
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<tr>
<td>March 8</td>
<td>Chapter 9: Data Collection Tools Study Guide/Chapter Review</td>
<td>Chapter 9 - Selected Exercises</td>
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<td>March 10</td>
<td>Midterm Exam</td>
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<td>Date</td>
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<td>March 15</td>
<td>Spring Break</td>
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<td>March 17</td>
<td>Spring Break</td>
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<tr>
<td>March 22</td>
<td>The instructor will be at a professional research conference</td>
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<td>March 24</td>
<td>Chapter 9</td>
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<td>March 29</td>
<td>Chapter 9</td>
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<td>March 31</td>
<td>Chapter 10: Internal Validity</td>
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<td>Chapter 11: Data Analysis</td>
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<td>April 5</td>
<td>Chapter 11</td>
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<td>April 7</td>
<td>Chapter 11</td>
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<td>April 12</td>
<td>Chapter 11</td>
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<tr>
<td>April 14</td>
<td>Attend the 2016 Allen Symposium</td>
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<tr>
<td>April 19</td>
<td>The instructor will be at a professional research conference</td>
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<tr>
<td>April 21</td>
<td>Chapter 12: Research Report</td>
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<td>April 26</td>
<td>Chapter 12</td>
<td></td>
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<tr>
<td>April 28</td>
<td>Chapter 12 &amp; Group Research Presentation</td>
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<tr>
<td>May 3</td>
<td>Group Research Presentation</td>
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<tr>
<td>May 5</td>
<td>Study Guide/Chapter Review</td>
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<tr>
<td>May 10/12</td>
<td>Final Exam</td>
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IMPORTANT DATES *

Semester Class Begins: .................................................. 01/19/2016
Last day to add a class (without instructor permission): ............. 01/24/2016
Last day to withdraw completely and receive a 100% refund: ....... 01/31/2016
Last day to drop a course using SalukiNet: .......................... 04/03/2016
Last day to file diploma application (for name to appear in Commencement program): .................................................. 02/12/2016

Final examinations: ............................................................................. 05/09-05/13/2016

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit:
http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilityservices.siu.edu/

PLAGIARISM

Student Conduct Code  http://srr.siu.edu/student_conduct_code/
Guidelines for Faculty http://pvcaa.siu.edu/_common/documents/Plagiarism/
Guide%20to%20Preventing%20Plagiarism.pdf

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:  http://safe.siu.edu

SAULKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu,
http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcelence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring :  http://tutoring.siu.edu/
Math Labs  http://math.siu.edu/courses/course-help.php

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:  http://diversity.siu.edu/

Additional Resources Available:

SALUKINET:  https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT:  http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/