

SAMPLE SYLLABUS

Practical Mapping for Applied Research and Program Evaluation

Course title:

Room:

Term/year:

Times: This syllabus is for a 10-week (one quarter) course meeting three hours per week. Additionally, students will need to meet with project teams outside of class and work with “client” organizations for their research projects.

Professor:

Contact information and office hours:

Description:

From local to global communities, we face complex problems, such as poverty, crime, conflict, and injustice. We use research to understand those problems and strive to improve the world with better policies and programs for social benefit. This course teaches a direct and highly effective approach to social research and program evaluation.

Through a series of short readings, in-class exercises, student-led presentations, and experiential projects, students will learn to

- Conduct research by reviewing existing studies and conducting new studies
- Create knowledge maps to represent the results of the research
- Analyze knowledge maps to predict their potential usefulness for understanding and resolving problems
- Integrate multiple perspectives for continually improving actionable and effective knowledge
- Collaborate with other researchers for shared success
- Support collaborative decision-making by stakeholders

PREREQUISITE

Undergraduate or graduate standing

TEXTBOOK

Wright, B., & Wallis, S. (2019). *Practical mapping for applied research and program evaluation*. Thousand Oaks, CA: Sage.

GRADING

This may be best left to the professor. In general, however, we suggest the following:

In-class participation—30%

Chapter presentation—10%

Midterm paper—20%

Project and final paper—40%

TENTATIVE COURSE SCHEDULE

This syllabus is divided by weeks and subdivided into segments of approximately one hour each. For more details, please see the Teacher's Guide.

Dates	In-Class Activities	Assignments, Due Dates, Additional Activities, and Notes
Week 1		Read Chapter 1 before start of course.
	Course overview Introductions (Students should pay attention, they will use this information to choose who they will work with for their chapter presentations and research project.)	Skim or read all chapters. Consider which chapter you would like to present to the class.
	Requirements for chapter presentations Sign up for chapter teams Reflection/Discussion (see book and Teacher's Guide)	Chapter teams should read the chapter that they will be presenting in depth and explore the Further Exploration material for that chapter. Be prepared to provide a 15-minute presentation on the learnings from the chapter, answer all questions from the class, and facilitate reflections and activities described in the chapter.
	<i>Class Activity 1.1. Evaluating Evidence</i> Reflection/Discussion (see book and Teacher's Guide)	
Week 2		Students should have read Chapter 2.
	Brainstorm possible projects and potential clients	
	Discuss accessibility, scope, and related project requirements, number of interviews, and so forth.	
	Students form project teams Begin writing team contracts	Team contracts should include names, contact information, meeting times/locations, commitment to shared responsibilities, general direction or type of project, and backup plans.
	Student presentation on Chapter 2 Reflection/Discussion (see book and Teacher's Guide) <i>Class Activity 2.1. Practicing Facilitation for Choosing a Topic</i>	Create a list and start contacting potential clients to determine their level of interest. Provide each with an outline of the work to be done and timeline for conducting and completing the work.
Week 3		Students should have read Chapter 3.
	<i>Class Activity 2.2. Collectively Creating a Map</i>	Team contracts due.
	<i>Class Activity 2.3. Considering Options Presented by Maps</i> IRB/ethics conversation Explain "client agreement"	The client agreement may be seen as a kind of "research proposal." It should include the scope of work (number of interviews, timing, etc.) and how participants will be protected. The client agreement should be included in the final paper.
	Student presentation on Chapter 3 <i>Class Activity 3.1. Creating Maps From Related studies</i>	
Week 4		Students should have read Chapter 4.
	Student presentation on Chapter 4 <i>Class Activity 3.2. Mapping From Program Materials</i> Discuss requirements for midterm paper	Students should have chosen a client by now and gained verbal agreement from an authorized individual within the client organization.

Dates	In-Class Activities	Assignments, Due Dates, Additional Activities, and Notes
	<i>Class Activity 4.1. Thinking About Multiple Methods</i>	
	Reflection/Discussion (see book and Teacher's Guide) Team Time	Team Time is to allow for a progress check—identifying problems and potential solutions—as well as reflecting on experiences and learnings. It may also include time for teams to meet and discuss.
Week 5		Students should have read Chapter 5.
	<i>Class Activity 4.2. Interview Practice</i> Explain requirements for team project presentations (see especially Chapter 7) and final report (see Appendix B).	Client agreement due. Final papers should include at least one knowledge map developed from existing material (Chapter 3) and from your student research project (see especially Chapter 4), evaluated according to structure (Chapter 5), and integrated (Chapter 6) to show improved knowledge. Maps should be neatly presented online (Chapter 7).
	<i>Class Activity 4.3. Mapping From Research Findings</i>	
	Student presentation on Chapter 5 Should weave in Reflection/Discussions <i>Class Activity 5.1. Choosing a Topic</i>	
Week 6		
	<i>Class Activity 5.2. Evaluating the Structure of a Map</i> Reflection/Discussion (see book and Teacher's Guide)	Midterm paper due (individual paper focused on a knowledge map of literature and/or other material from existing studies). The midterm paper should be included in the final paper.
	<i>Class Activity 5.3. Clustering and Categorizing</i>	
	<i>Class Activity 5.4. Gap Analysis</i>	
	Team Time	
Week 7		Students should have read Chapter 6.
	Student presentation on Chapter 6 Reflection/Discussion (see book and Teacher's Guide)	
	<i>Activity 6.1. Integrating Multiple Maps</i> Team Time	
	Team Time	
Week 8		Students should have read Chapter 7.
	Student presentation on Chapter 7 <i>Class Activity 7.1. Creating an Online Map</i>	
	Team Time	
	Conversation on Appendix A	
Week 9		
	Flex Time	
	Team Time	
	Student research team presentations	

Dates	In-Class Activities	Assignments, Due Dates, Additional Activities, and Notes
Week 10		
	Student research team presentations	
	Student research team presentations	
	Student research team presentations Class reflection on learnings	Final paper due (team)

Note: For extending the course from the present 10-week quarter to a 15-week semester, consider adding material around conducting a literature review and/or material around a specific research topic (e.g., history and current issues around community service organizations in your area).