

LEI 4880 Evaluation in Leisure Services

Spring 2009

Instructor: Dr. Heather Gibson

Chair: Dr. Michael Sagas 392-4042 ext. 1415

Office: 304 Florida Gym

Office Phone: 392-4042 ext. 1249

E-mail hgibson@hnp.ufl.edu

Web Page for Syllabus and Calendars <http://www.hnp.ufl.edu/trsm.php> **Select classes, then choose LEI 4880**

Office Hours: Mondays 1.45- 3.45 and Wednesday 1.45 – 4.45

Class meets: Monday, Wednesday and Friday 12.50 – 1.40 MCCA G186

Required Text: Henderson, K. & Bialeschki, D. (2002). *Evaluating Leisure Services: Making Enlightened Decisions (2nd Edition)*. State College, PA: Venture Publishing.

Course Description: This course provides an overview of survey research, experimental design, observation techniques, and unobtrusive measures. Students are taught the mechanics of each method and when best to use each approach as an evaluation tool in the field of leisure services.

Objectives:

- To introduce students to the research process
- To provide students with the basic principles of survey research, experimental design, and qualitative methods.
- To develop an appreciation of the utility of research methods for the leisure services professional.

Course Outline: Topics to be covered

(For time line consult class calendars)

Practical Applications of Research

Chapter 1.1, The Basics: What is evaluation? pp. 3-7.

Chapter 1.4, Why evaluate? Who cares? pp. 23-31.

Research Design

Chapter 1.2, Evaluation and research: Viva la difference, pp. 9-16.

Chapter 1.9, Designing evaluation and research studies, pp. 77-85.

Chapter 2.1, Qualitative and quantitative data: Choices to make, pp. 103-109.

Chapter 2.2, Choosing designs and methods: The big picture, pp. 111-114.

Questionnaire Development

Chapter 2.4, Measurement instruments: Choosing the right ones, pp. 123-128.

Chapter 2.5, Developing your own measurement instruments, pp. 129-146.

Sampling

a. Chapter 2.6, Choosing a sample, pp. 147-157.

Validity and Reliability

Chapter 2.3, Trustworthiness: The Zen of data collection, pp. 115-122.

Survey Research

Chapter 2.7, Surveys: The winner of the popularity contest, pp. 159-170.

Chapter 2.8, Surveys: Administering questionnaires, mail surveys, telephone interviews, and Internet evaluations pp. 171-181

Chapter 2.9, Surveys: Personal interviewing, pp. 183-195.

Data Analysis

Chapter 3.1, Data according to measurement, pp. 253-258.

Chapter 3.2, Organizing and coding quantitative data, pp. 259-263.

Chapter 3.3, Descriptive statistics: Options and choices, pp. 265-271.

Chapter 3.6, Using computers for analyses, pp. 289-294.

Experiments

Chapter 2.12, True experimental and quasi-experimental designs, pp. 219-228.

Ethics

Chapter 1.11, Political, legal, ethical, and moral issues in evaluation: doing the right thing, pp. 93-99.

Qualitative Research

Chapter 2.10, On a clear day you can see forever, pp. 197-210.

Chapter 2.11, Unobtrusive measures, pp. 211-217.

Chapter 2.14, Triangulation, pp. 245-250.

Chapter 3.7, Qualitative data analysis and interpretation, pp. 303-314.

Chapter 3.6, Computer use with qualitative data, pp. 298-300.

Evaluation Research

Chapter 2.13, Specific applications to evaluation, pp. 229-244.

Chapter 1.3, The trilogy of evaluation: Criteria, evidence, and judgment, pp. 17-21.

Chapter 1.5, Developing an evaluation system: The Five Ps of evaluation, pp.33-43.

Chapter 1.6, Evaluating programs and participants, pp. 45-54.

Chapter 1.7, Timing of evaluation, pp. 55-63.

Chapter 1.8, Five models of evaluation, pp.65-75.

Chapter 1.9, Designing evaluation projects and research studies, pp. 77-85 (again!)

Chapter 1.10, Competencies and the art of evaluation, pp. 87-92.

Report Writing

Chapter 4.1, Using visuals for displaying data, pp. 317-325.

Chapter 4.2, Developing conclusions and recommendations: The grand finale, pp. 327-332.

Chapter 4.3, Writing reports: Saving a paper trail, pp. 333-341.

Oral Presentations

Chapter 4.4, Oral presentations: Telling the tale, pp. 343-348.

Grading Procedures

1. **Three In-class Exams:** Based on the readings, class lectures, videos, and any other material covered in class

Exam One: Practical Applications of Research, Research Design, Questionnaire design, 25%
Sampling, validity and reliability

Exam Two: Survey Research, Data Analysis, Experimental Design and Ethics 25%

Final Exam (Exam Three): Qualitative Research, Evaluation Research, Report Writing, Oral

Presentations, and key concepts from Research Design

30%

Wednesday April 29th 7.30am

2. Five In-Class Evaluation Exercises: Participation in Five in-class assignments. You must be present and take part in these assignments. There are NO make-ups for missing these assignments. No exceptions. 5%

3. Two page Report on a Research Presentation

15%

Throughout the semester there are many research presentations given at UF. Plan to attend one Master's thesis or Doctoral dissertation proposal presentation or final defense; a research presentation by a visiting scholar, or a UF faculty member. I will announce these as they are scheduled but you can keep an eye on the UF calendars and listserves as well. Please choose something in your interest area. Your task is to attend one of these presentations as an audience member and to write a two page report according to the guidelines set out below. Please be aware that many of these presentations last between 1.5 to 2 hours so schedule your time accordingly and please do not disrupt the speaker by leaving early.

These reports may be submitted throughout the semester as you complete them. The last day to submit a report for a grade is Wednesday April 15th 2008 at 12.45pm. Reports must be submitted in hard copy by this time. Electronic copies are not acceptable.

Format and Content of Research Report

Your report is limited to two pages, double-spaced, 12 point font. Please organize your report using the following content and sub-headings.

1. Title of the research project, author's name, type of presentation (e.g. doctoral final defense etc) date, time and location of the presentation. E-mail address of the author (i.e. the person presenting).

2. Introduction

- What is the purpose of the study? (Purpose statement, key variables both dependent and independent)
- Is there a theoretical framework or key concepts from the literature that are framing this study? If so what are they?
- Why is there a need for this study? Practical or theoretical importance of the study.

3. Methods

- What type of method or methods did they use? How did they collect the data?
- Who or what were their research participants?
- How did they analyze the data?
- How did they establish the validity and reliability of their data collection tools?

4. Results and Discussion

- What were the key findings?
- Did these findings confirm or refute what the researcher(s) set out to find?
- What are the implications of their findings for the body of knowledge and or practice?

5. At least half a page of your analysis

- In your opinion what were the strengths and weaknesses of the study?
- How might this study be extended or improved in the future?

Class Policies and Procedures

1. Tests will be comprehensive in the material they cover. It will not be sufficient to merely read the book.
2. I do not give extra credit. If you are not performing well on the exams, please see me before it is too late (i.e. before the last week of classes) and get help.
3. I expect every member of the class to uphold the Honor Code: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*
4. If it proves necessary, i.e. we fall behind schedule etc, I reserve the right to make changes, but you will be given sufficient notice.
5. As a courtesy to me, and your fellow class members, please turn off cell phones and refrain from text-messaging and other types of electronic communication while in class.
6. Accommodations for students with disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.