

**Syllabus** (subject to revisions/improvement)

**Conservation and Development Practicum**

**LAS 6938 or AFS 6905 (sections 11GB/046D), Fall 2017**

Thursdays from 12:50 pm to 3:50 pm in Grinter 376

**COURSE INSTRUCTORS**

Dr. Glenn Galloway  
[ggalloway@latam.ufl.edu](mailto:ggalloway@latam.ufl.edu)  
466 Grinter Hall  
Telephone: 392-3292

Dr. Grenville Barnes is also an instructor of the course. Other faculty members will also be invited to contribute to the course when appropriate, depending on their availability.

**OFFICE HOURS**

I have an open door policy when in my office. My official office hours will be from 2 to 5 pm on Tuesday. Feel free to call or send me an email to coordinate a meeting at another time.

**COURSE PURPOSE AND DESCRIPTION**

This course will help MDP students gain competence in applied, professional work in development practice through a guided analysis of the information generated during the 2016 summer field practicum projects. You will gain experience in the analysis of information and in the interpretation of results, linking findings across disciplines and scales. Each of you will be required to provide leadership (with at least one other person) to one class session.

**GOAL AND DELIVERABLES**

The primary goal of this course is to facilitate the analysis of the information compiled during your summer field practicum projects, interpret the results, and prepare a complete first draft of the final report. You will be required to develop and present two principal deliverables:

1. Poster to be presented in a poster session in conjunction with the Latin American Research Clinic in February 2018.
2. First complete draft of the final report of your field practicum (portions of this final report will be handed in as assignments during the semester). The document *"Indications for the preparation of the Field Practicum final report"* (see Program Manual), provides information and what constitutes a field practicum final report. Another document entitled *"The field practicum of the UF MDP Program"* – which we have discussed in the past -- provides additional information on expectations regarding this important formative exercise. Many examples of field practicum final reports have been placed on the Institutional Repository (<http://ufdc.ufl.edu/ufirg/results/?t=%22sustainable%20development%20practice%20MDP%22>)

Other assignments and deliverables are indicated below.

## PARTICIPANT LEARNING OUTCOMES

By taking full advantage of this course, you will be able to:

1. Analyze information derived from the application of an array of different methods.
2. Interpret the results of your analyses, drawing on the literature to complement your findings with other experiences.
3. Integrate key concepts learned throughout the MDP program into your final report, utilizing and strengthening the contextual/conceptual frameworks you developed for your field practicum.
4. Present results in a clear fashion using figures, tables and graphs, as appropriate.
5. Identify cross scale and cross disciplinary linkages and interactions relevant to your field practicum.
6. Develop an attractive poster summarizing what you did in your field practicum and the primary findings and conclusions.
7. Improve your writing skills for preparing a major report.

## IMPORTANT CONSIDERATIONS

1. **Student supervisory committee involvement:** You will be generating the first draft of your final report of your field practicum in this course. Therefore, it will be essential to engage your supervisory committee members in the process throughout the semester. Their involvement will be tracked during the semester.
2. **Faculty involvement:** When necessary and feasible, a faculty member will be invited to aid the analysis and interpretation of results utilizing specific methods.
3. **Structured, graduated deadlines for draft final report preparation:** As indicated below, you will be required to develop and turn in, sections of the draft final report throughout the semester. This approach will be used to ensure that the bulk of the work is not put off until the end of the semester.
4. **Required readings:** Readings and other resources will be assigned during the semester to aid you in the analysis of information from different methods. A discussion space will be utilized on Canvas to encourage dialogue and reflection on key readings. You will be expected to consult additional literature as references to strengthen the contextual/conceptual frameworks and discussion sections of your field practicum final report (it is hoped that many of you compiled information while abroad). You are encouraged to recommend readings and sources in other formats, especially for the session you will lead. All readings will be posted on Canvas.

## COURSE POLICIES

**Attendance is required.** Class meetings are a vital part of this course. All students are expected to complete assignments and readings before class, to arrive on time for each class, and to participate actively in classroom learning. Any absences will be reflected in the grade.

**Personal technology in the classroom.** During regular class time students may not use personal technology devices (laptops, mobile email devices, smartphones, mobile phones, iPods, iPads, and similar technologies). The instructor will indicate when devices may be used for select class activities. Exceptions will be made in the case of students who use personal technology devices due to documented disabilities, or students who need to leave a phone on in anticipation of emergency calls.

## CAMPUS HELPING RESOURCES

- **Challenges in Academic Writing, Grammar and Style:** The University of Florida Writing Studio is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. *We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome!* <http://writing.ufl.edu/writing-studio/>
- **Technical difficulties for E-learning in CANVAS:** please contact the UF Help Desk at:
  - [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
  - (352) 392-HELP - select option 2
  - <https://lss.at.ufl.edu/help.shtml>
- **Personal Challenges:** Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.
  1. *University Counseling Center*, 301 Peabody Hall, 392-1575; personal and career counseling: [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
  2. *Student Mental Health*, Student Health Care Center, 392-1171, personal counseling: [www.hsc.ufl.edu/shcc/smhs.htm](http://www.hsc.ufl.edu/shcc/smhs.htm)
  3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161, sexual assault counseling; and
  4. *Career Resource Center*, Reitz Union, 392-1601, career development assistance and counseling.

## UF POLICIES

- **Students with Disabilities Act:** The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. *Dean of Students Office*, 202 Peabody Hall, 392-7066, [www.dso.ufl.edu](http://www.dso.ufl.edu)

- **Software Use:** All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.
- **Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Work submitted for credit by UF students should not include any form of plagiarism, cheating, or unauthorized aid. Unless an assignment is explicitly identified as a group project, all work should be completed independently. Students should understand and follow the Student Honor Code that they signed upon enrollment at the University of Florida:

*“I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”*

**NOTE:** There may be changes to this syllabus depending on the availability of guest speakers, class interest and needs in certain topics, and other unforeseen events.

## ACTIVITIES, ASSIGNMENTS AND GRADING

Assignments contributing to grade	Maximum points earnable
5 essays following guidelines and questions posted weekly on the CANVAS discussion board	10
5 responses to essays posted by colleagues on CANVAS discussion board	5
Enthusiastic participation in and out of the classroom	10
Short presentation of your field practicum experiences	
Deliverable 1 (D-1): Preliminary outline of your FP final report	5
Presentation of updated contextual-conceptual frameworks (c-c frameworks) of your FP	
D-2: Revised/updated versions of the c-c frameworks of your FP	5
Roundtable discussion on the methods applied during the realization of the field practicums	
D-3: Revised/updated methods section of your FP final report	5
Leadership (in conjunction with at least one other person) pertaining to the analysis of information derived from a specific method	10
D-4: Completed analyses associated with your FP	
Presentation of a sampling of your FP results using effective graphs, figures and/or tables	5
Participation in a discussion on cross-scale and cross-disciplinary considerations relevant to your field practicums	5
D-5: First draft of your FP final reports for peer review	
D-6: Draft poster to be reviewed in class	5
D-7: Peer reviewed final reports returned to authors	10
D-8: Draft FP final report incorporating changes suggested by your peer reviewer. The first draft with comments and track changes made by your peer reviewer must also be handed in.	25
D-9: Poster presentation in the Field Research Clinic in February 2018	
Total	100
Deductions: For each deliverable not handed in on time, 2% will be deducted from your grade. Failure to attend class without notice will result in a 5% reduction in your final grade.	

## GUIDELINES AND ASSESSMENT CRITERIA FOR GRADED ASSIGNMENTS

### **5 brief essays written in response to questions posed on CANVAS discussion board**

You are expected to write and post an essay on CANVAS discussion board five times during the semester. These short essays should be posted by the time indicated by the instructor on the day before class. You may earn up to 2 points for essays posted on time and by following the specific guidelines provided. The board will not be open the first or last week of the semester.

#### Required criteria for brief essays:

Be between 200 and 500 words in length

Respond to assignments and topic for the week

Include and actively engage one quote from the week's assigned readings

Raise a question for discussion

Written reflections may also include:

Reactions to other postings

Reference to personal experiences

Links to relevant materials, videos, websites

### **5 responses written in conversation with brief essays posted by colleagues on CANVAS discussion board**

At least five times during the semester, you should respond to and dialogue with a brief essay posted by a colleague. Responses must be posted by the time indicated by the instructor on the day before class and should be between 150 and 300 words long.

### **Respectful and enthusiastic participation in and out of the classroom**

The class will involve a great deal of interaction and discussion, and you will be rewarded for efforts to learn collaboratively with respect, enthusiasm and open minds. A basic requirement for such involvement is to arrive at each class meeting on time and well-prepared.

### **Oral presentations and class discussions**

During the semester, you will be required to give short presentations and participate in group and roundtable discussions. Indications will be provided to help you prepare for these presentations and discussions. Presentations will have to be concise and within the time allotted.

#### **Initial short presentations of your field practicum experiences**

The instructor will provide a short guide to help you prepare these presentations, including questions such as: How well did the FP go to plan? What modifications did you have to make to your original plan? How well were you able to sustain communication with your committee and with your host organization(s)? What were the most important cultural challenges you had to face? What were the major difficulties encountered? What did you particularly like about the experience?

#### **Presentations of your updated c-c frameworks of your FP**

You will present the updated, graphic representations of the contextual-conceptual frameworks of your FP. In most cases, these frameworks will be subjected to further modifications as the semester progresses. You should indicate the primary sources of information utilized to develop your C/C framework.

#### **Roundtable discussion on the methods applied during the realization of the field practicums**

During this session we will have a thorough roundtable discussion on the methods applied during the realization of your field practicums. We will address among others, the following questions: What lessons were learned about the application of these methods? What worked well and what did not work? Why? How was data and information organized and recorded. What would you have done differently if you had had a better understanding of the context prior to your field practicum? We will discuss the type of support needed to process the information generated through the application of the different methods. Although there may be some overlap with week 2, the focus in this session will be specifically on methods.

#### **Leadership (individually or in a group) pertaining to the analysis of information derived from a specific method**

We will devote up to four weeks focusing on the analysis of information from the array of methods utilized in the FPs over the summer. We may, in some cases, try to secure faculty support to accompany us when we discuss a specific method. The aim is that each of you has the opportunity to follow and/or take part in the analysis of information from an array of methods. In each class session we will focus on one of more methods, drawing on student knowledge and experiences, expertise of invited UF faculty and other sources. Common difficulties and pitfalls in the analysis of information from these methods will be discussed. Each of you will provide leadership to the exercises and discussion corresponding to a particular method, in conjunction with at least one other person. The following table presents a preliminary listing of methods applied in this year's field practicums (we will refine this list in class).

<b>Methods applied (preliminary list compiled from proposals)</b>	<b># of students applying (est.)</b>
Interviews (including structured, semi-structured interviews and informal conversations – key informants) Breton, Corey, Derek, Florencia, Grace K., Grace P., Jackie, Margarita, Miguel, Nazmi, Rosanna, Sheila, Stefi, Zotha)	
Focus groups (Breton, Jackie, Margarita, Nazmi (?), Rosanna, Sheila, Stefi, Tania )	
Surveys ((HH questionnaires) (exit surveys)): Anna (evaluation of fundraising plan), Breton, Corey, Derek (profit structure), Grace K., Nazmi, Stefi, Zotha)	
Literature review and secondary data analysis (Dan, Grace K., Grace P., Jackie, Margarita, Miguel, Tania)	
Ethnographic and participant observation/data collection (Corey, Derek, Florencia, Grace P., Jackie, Nazmi, Rosanna, Sheila, Tania )	
Stakeholder (for potential partnerships) and situational analysis with matrix of influence and interest (Tania, )	
Curriculum/course development, realization & evaluation (Florencia, )	
Participatory methods ((for measuring and monitoring governance))	
Participatory mapping and transect walking (Tania )	
Timeline development – historical storytelling (Florencia, Tania )	
Supply chain mapping and analysis (Grace P. )	
Review of factory data and policies ( )	
Stakeholder meeting (Nazmi, )	
Field sampling and research (Jackie )	
Legal analysis/research (Dan, Miguel,	
Profit structure analysis, cost-benefit and value chain analysis (Derek, Florencia, Stefi, Tania	

Adaptive Management Planning (Rosanna,	
Workshop development (Florencia,	
Diary (Florencia,	
Florencia applied a basket of methods unique to her practicum that would be interesting to discuss	
<b>Others not mentioned in the proposals that have been used by past cohorts</b>	
SWOT analysis	Would like to discuss
Social Networking Analysis, Social Mapping (Margarita,	--
Appreciative enquiry and participatory creation of situation/goal trees (this approach can be used within other methodologies) Grace P.	--
Monitoring & evaluation (Rosanna, Sheila, Zotha)	--
Leadership training	--

**Presentation of a sampling of your FP results using graphs, figures and/or tables**

You will present a sampling of your most important results employing tables, graphs, frequency of response diagrams, maps, and social network diagrams, among others, depending on the methods you applied. As a group, we will discuss the effectiveness of each figure, table and graph and provide feedback on how to improve them to facilitate their interpretation.

**Participation in a discussion on cross-scale and cross-disciplinary considerations relevant to your field practicums**

You will devote a section of your final report to visualizing how your work forms part of a bigger picture. To accomplish this, it will be necessary to identify potential relationships between your findings and development processes occurring at varying scales involving different stakeholders. You will want to consider how your work cuts across and/or integrates different disciplines and sectors and whether any of your findings have important policy implications. This important section will push each of you to view your efforts from a broader, more holistic perspective. It will be important that you begin visualizing these linkages early in the semester. This class will discuss approaches to visualize these linkages, including using the SDGs as a framework of reference.

**Written deliverables**

**First deliverable (D-1): Preliminary outline of your FP final report**

Indications will be provided on how to develop this preliminary outline of your FP final report.

**D-2: Revised/updated versions of the c-c frameworks of your FP**

Hand in an up updated version of your contextual-conceptual framework that draws on the following sources:

- Contextual information gathered during your field practicum
- New references on the topics/concepts you focused on in your field practicum

- Graphic representation of the C/C framework that will reflect your understanding of the context in which you carried out your field practicum and illustrate how your work (concepts and methodological approaches) fits into this overall context

### **D-3: Revised/updated methods section of your FP final report**

Hand in an updated Methods section of that will form part of your draft final report. In addition to reworking this section that formed part of your FP proposals, you should expound on what you learned about the application of each method, what worked well and what did not work, and measures you took to keep data and information organized. Take this opportunity to write down what you would have done differently had you known during the planning of your FP, what you know now.

### **D-4: Completed analyses associated with your FP**

By October 19, you should have handed in the primary analyses of the information gathered during your respective FPs. For each analysis, please indicate the major implication(s) of the finding(s) in a concise fashion.

### **D-5: First draft of your FP final reports for peer review**

On November 14, you must turn over the first draft of your FP final report for peer review by a fellow student. By this date, you should have all the necessary information to assemble your final report.

### **D-6: Draft poster to be reviewed in class**

The assignment involves preparing an attractive poster that presents a clear summary of your field practicum: title, introduction, c/c framework, objectives, participants, methods, results, conclusions, and references. Support received during the planning and realization of the FP should be acknowledged on your poster. Draft posters will be reviewed by your fellow students. You will be expected to take into account observations and suggestions made during this session to improve the design and content of your poster.

### **D-7: Peer reviewed final reports are returned to the corresponding authors**

By November 21, you must return the draft final report you peer review to the author. Indications similar to those followed in Design and Methods of Sustainable Development Practice will be provided.

### **D-8: Draft FP final report**

By Wednesday, December 06, you will be required to hand in a high quality draft of your FP final report. In addition, you will provide the instructor with your first draft with track changes and comments made by the fellow student who carried out the peer review of your report.

Note on **Poster Session**: The past two years MDP students have presented the final versions of their posters (D-9) in conjunction with the Field Research Clinic led by Jon Dain in February of each year. In the poster session, MDP students will present their work with Masters and PhD students from MALAS and TCD. This event is well attended by students and faculty across campus.

## COURSE SCHEDULE FALL 2016

This schedule may be adjusted during the semester, depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events. Updated versions will be posted on CANVAS and sent to students via email.

Date	Topic	Readings and videos required before class	Learning activities	Assignment due
8/24	Intro	Review once more the section in the MDP Program Manual pertaining to preparing the final report of the field practicum <ul style="list-style-type: none"> <li>• Indications for the preparation of the Field Practicum final report (page 42)</li> </ul>	Overview of course expectations  Explanation of process for preparing an outline of the FP final report	
8/31	Presentations of FP experiences  Strengthening of c-c frameworks	At least one reading on the derivation and importance of contextual-conceptual frameworks (review one that you have not seen/read before)  Burpee, G., Heinrich, G., Zemanek, R. 2008. Integral human development (IHD): The concept and the framework. Catholic Relief Services (CRS). 16 p	Individual presentations of FP experiences  Refine list of methods applied  Revisit the derivation of c-c frameworks	Short presentation of your FP experiences  D-1: Preliminary outline of your FP final report
9/07	C-C frameworks	Focus on new readings and sources to strengthen your c-c frameworks, including sources gathered during your FP  <a href="http://simplyeducate.me/2015/01/05/conceptual-framework-guide/">http://simplyeducate.me/2015/01/05/conceptual-framework-guide/</a> - Consider  Maxwell, J.A. 2005. Qualitative research design: An interactive approach (2 <sup>nd</sup> Ed.). Thousand Oaks, CA: SAGE Publications <a href="http://www.sagepub.com/sites/default/files/upm-binaries/48274_ch_3.pdf">http://www.sagepub.com/sites/default/files/upm-binaries/48274_ch_3.pdf</a>  See Sitko: IAPRI ppt. 2013 on Conceptual frameworks	Honing the graphic representations of the c-c frameworks of your FP  Individual presentations of your revised c-c frameworks	Presentation of updated c-c frameworks  D-2: Revised c-c frameworks of your FP

9/14	Methods applied in the FP	I will seek good figures illustrating how methods are applied sequentially Nice example of Practicum Methods Matrix: see page 33 of Sydney Nilan's FP final report on the institutional repository.  Provide guidance – each student should do an exercise in class	Group discussion on experiences with different methods in the FPs	D-3: Revised-updated methods section of your FP final report
9/21	Analysis of information from the FP	Readings on analysis of interview data <a href="https://www.youtube.com/watch?v=2X-QSU6-hPU">https://www.youtube.com/watch?v=2X-QSU6-hPU</a> (Qualitative vs. Quantitative Research by Chris Flipp)	Presentation on the analysis of data gathered from interviews	Over these next 4 weeks, each of you will provide leadership to a session on the analysis of information derived from a specific method  Devote time to the analysis of information you gathered during your FP
9/28		To be defined		
10/05		To be defined		
10/12		Other potential sources to consider  DFID. 2001. Approaches to the analysis of survey data. (have pdf file saved)  Kawulich, B.B. 2005. Participant observation as a data collection method. FQS: Vol. 6, No. 2, Art.43 <a href="http://www.qualitative-research.net/index.php/fqs/article/view/466/996#g10">http://www.qualitative-research.net/index.php/fqs/article/view/466/996#g10</a>		
10/19	Key results of the FPs	Readings and perhaps a video on good practices for presenting results  <a href="http://www.ncsu.edu/labwrite/res/gh/gh-tables.html">http://www.ncsu.edu/labwrite/res/gh/gh-tables.html</a> (Links to an external site.) Document on preparing good tables  <a href="http://flowingdata.com/2010/07/22/7-basic-rules-for-making-charts-and-graphs/">http://flowingdata.com/2010/07/22/7-basic-rules-for-making-charts-and-graphs/</a> (Links to an external site.) Graph preparation tips	Individual presentations of a sampling of FP results using effective graphs, figures and/or tables  Provide feedback to fellow students to improve their graphs, figures and/or tables	Preparation of materials to present  D-4: Completed analyses associated with your FP

		<a href="http://writingcenter.unc.edu/handouts/figures-and-charts/">http://writingcenter.unc.edu/handouts/figures-and-charts/</a> (Links to an external site.) Preparation of figures and charts  <a href="http://www.sfedit.net/tabfig.pdf">http://www.sfedit.net/tabfig.pdf</a> (Links to an external site.)		
10/26	This week may provide us with flexibility to move analysis sessions up. Discuss during the first class.			
11/02	Cross-scale & cross-disciplinary considerations	Reading(s) and PowerPoint on cross-scale and cross-disciplinary considerations. Reference to the Sustainable Development Goals (SDGs), drawing on IUFRO-WFSE ongoing work and other references	Group discussion on cross-scale and cross-disciplinary considerations derived from the results of FPs	Preparation of cross-scale and cross-disciplinary considerations to share with class
11/09	Important conclusions of your FPs  Poster development process	Readings on the derivation of conclusions and on developing a good poster  Strategies for writing a conclusion, St. Cloud State <a href="http://leo.stcloudstate.edu/acadwrite/conclude.html">http://leo.stcloudstate.edu/acadwrite/conclude.html</a> (Links to an external site.)  The Writing Center, UNC College of Arts & Sciences <a href="http://writingcenter.unc.edu/handouts/conclusions/">http://writingcenter.unc.edu/handouts/conclusions/</a> (Links to an external site.)	Short presentation and group discussion on the derivation of the important conclusions of your FPs  Explanation of qualities that contribute to a good poster	Prepare preliminary list of the primary conclusions of your FPs
11/16	Draft poster review	Additional reading and materials on the development of a good poster  Will post 1-2 PowerPoints on the preparation and presentation of posters.	Individual presentations of draft posters to receive feedback from instructors and fellow students	Preparation of draft poster to present in class  On November 14, hand over the first draft of your final report to your peer reviewer

11/23	No class: Thanksgiving (on November 21 return peer reviewed final reports to authors)
11/30	Optional (TBD): This class corresponds to the poster session that will be presented in February. In prior years, the poster session was put on during this week. We could use this class to discuss pending issues and perhaps derive plans leading up to the defense of your FP final reports.

### Summary of assignments and deliverables -- 2016

Assignment/Deliverable	Date
Initial short presentations of FP experiences – guidance will be provided	August 31
Deliverable 1 (D-1): Preliminary outline of your FP final report	August 31
Short presentations of updated c/c frameworks of your FP	September 07
D-2: Revised/updated versions of the c/c frameworks of your FP	September 07
Prepared to take part in group discussion on methods applied in your FP	September 14
D-3: Revised/updated Methods section of your FP final report	September 14
Progress each week in the analysis of information generated from your FPs	September 21 – October 12
D-4: Completed Analysis section of your FP final reports	October 19
Individual presentations of a sampling of your FP results using effective figures, graphs and/or tables	October 19
Come prepared for group discussion on cross-scale and cross-discipline implications/considerations derived from the results of your FP	November 02
D- 5: First draft of your FP final reports to be peer reviewed by fellow students. Date indicated is when draft report must be given to your peer for review.	November 14
D-6: Draft poster to be reviewed in class	November 16
D-7: Peer reviewed articles returned to authors	November 21
D-8: Draft FP final report incorporating changes suggested by your peer reviewer. The first draft with comments and track changes made by your peer reviewer must also be handed in.	December 06
D-8: Poster session presentation	February 2017 – exact date to be determined