Time: 9:35-10:50am (Hybrid- Tuesdays/Thursdays)
Location: MO 111
Instructor: Dr. Joshua Medeiros, Ed.D., CPRP   **E-mail:** Medeirosj1@southernct.edu
Office Hours: By Appointment (in person or phone)

Course Description
Knowledge of the purpose, basic procedures and the interpretation and application of research and evaluation related to recreation, sport and tourism industries.
Prerequisite: REC 301 (3 credits)

Course Objectives
1. Students will demonstrate knowledge of the functions, purposes, basic procedures and interpretations of research and evaluation methodology related to recreation, sport and tourism.

2. Students will be able to describe several different types of research methodology including historical, descriptive and evaluative models, and to show how they may be applied to recreation, sport and tourism industries.

3. Students will demonstrate the ability to apply basic guidelines for research and evaluation through the creation of a comprehensive research proposal.

4. Students will demonstrate the ability to evaluate service and experience offerings and to use evaluation data to improve the quality of offerings.

5. Students will demonstrate a basic knowledge of the application and interpretation of research and evaluation information to practice in the field, including assessment of needs.

Modes of Instruction
- Lectures
- Participating in discussions, debates and through group work (i.e.: case studies, research)
- Conducting research, writing papers, assignments and projects.
- Reading assignments (texts, handouts, reserved readings and current journal articles).

Preparation, Participation and Conduct
Being prepared and participating is key to learning in this course. Students are expected to attend all sessions. If it is absolutely necessary to miss a class, please notify the instructor via e-mail in advance of the class. Students are expected to make up any materials missed due to absence. Each student is expected to complete all readings and assignments on time and be prepared to actively engage in class discussions. Students are expected to be respectful of fellow students and instructor at all times. Attendance will be taken at each class. This will account for 20 points of your final grade.
E-mail

There is an expectation that students check their student email address multiple times a week to receive updated information from the instructor. This includes, but is not limited to, weekly assignments, changes to syllabus, supplemental readings, etc.

Course/Learning Management System (Blackboard)
This course requires students to be familiar with use of Blackboard. Many assignments will require submission through Blackboard. There will also be articles posted and other relevant course materials.

Required Text
(1) Riddick, C. C., & Russell, R. V. (2008). *Research in recreation, parks, sport, and tourism* (3rd ed.). Champaign, IL: Sagamore Publishing.

Grading
Assignment 1: Research Topic Proposal ………………………40 points
Assignment 2: Article Summaries……………………………...40 points
Assignment 3: Developing Survey Instrument………………...40 points
Mid Term Exam………………………………………………..100 points
Assignment 4: Research Proposal Final Paper……………...…100 points
Assignment 5: Research Proposal Presentation……………….60 points
Participation/Attendance………………………………………20 points

Final Grades Calculated out of Total: 400 points

Assignment Descriptions
An overview of course assignments and due dates are available below. Please note some assignments are due in Blackboard (prior to class on date assigned), some assignments are due in class only and other assignments are due both in class and on Blackboard. *Late assignments will be accepted but points will be reduced out of fairness to the other students that met the deadline.* All assignments must be typed double-spaced using 12-point Times New Roman Font. *Writing should be scholarly (no 1st person, proper grammar, etc.)* and must adhere to the American Psychological Association (APA) 6th edition guidelines. This is the standard for our profession. In addition to the APA publication manual, some helpful websites that outline several areas of APA style are posted in Blackboard.

Mid Term Exam
Students will take an exam based on materials taken directly from in class lectures and the textbook. The exam will include multiple choice questions; fill in the blank and open ended written responses. If a student is unable to take an exam at the scheduled time due to illness or participation in university sponsored activities, the instructor must be consulted *prior* to test time in order to make alternative arrangement.

Assignment 1: Research Topic Proposal (40 points)

Step 1: Research Topic Share Due: 8/27 (Orally In Class)
Students are required to come to class prepared to share a well thought out research topic that is significant to the field in which they are majoring. It should be clear as to why the issue under investigation is important. Though not required, students may choose to type out 1-2 paragraphs about the topic to help guide their thinking. Students will receive feedback from the instructor and their classmates.

Step 2: Research Topic Written Draft Due: 9/3 (In Class)
Students are required to come to class with a 1-2 page draft of their research topic and include 1-2 research questions. The topic should be of interest to the student and be significant to the field in which they are majoring. It should be clear why the issue is important. Students will actively participate in a Peer Workshop where their draft will be reviewed.

Step 3: Revised Research Topic Draft Due: 10/3 (In Blackboard)
Students are required to submit a 1-2 page revised draft of their Research Topic in Blackboard. The draft should incorporate feedback received from the Peer Workshop. A modified version of this paper may serve as the Introduction section of your final Research Proposal Paper.

Assignment 2: Article Summaries (40 points)
Step 1: Secure 3 Peer Reviewed Journals/Articles
Students will learn how to conduct a library database search during our visit to the SCSU Buley Library on 9/17. Students are required to find 3 peer reviewed scholarly journals/articles. The articles must directly connect to your Research Topic proposed in assignment 1. Synthesized versions of these articles will eventually comprise the Literature Review in the final assignment.

Step 3: Literature Review Draft Due: 10/3 (In Blackboard)
Students will draft a summary for each of the scholarly journals/articles they found in their library database search. Articles should be directly related to the Research Topic. Each summary should be between 1-2 pages in length (total pages between 3-6 pages) and must include the purpose, sample, methods, findings, limitations and a citation of the article in APA format.

Assignment 3: Developing a Survey Instrument (40 points)
Step 1: Survey Questions Draft Due: 10/15 (In Class)
Students will prepare a draft of 8-10 questions directly related to the research topic/questions in which the student is studying. The questions should also be informed by the literature review and should help answer the research question(s) of your research proposal. Students will receive feedback from the instructor and their classmates during the Peer Workshop.

Step 2: Create the Survey Due: 10/24 (In Blackboard)
Students will create a revised list of 8-10 questions related to the research topic/questions in which the student is studying. The questions should incorporate feedback received by the instructor and classmates. From here students will create an online survey using a survey program (i.e. Survey Monkey, Google Forms, Zoho, etc) to construct the survey. A working link of the online survey should be uploaded in Blackboard.

Assignment 4: Research Proposal Paper (100 points)
The research proposal paper is the culmination of work being conducted throughout the semester. The proposal paper must include: Title Page, Abstract, Introduction, Significance, Literature Review, Methodology, Appendix: Copy of Survey and References page. The paper

shall be a minimum of 7 pages and no more than 10 pages in length (excluding the title page, reference page and survey appendix.

Step 1: Research Proposal Draft Due: 10/29 (In Class)
Students are required to bring a complete draft of the Research Proposal Paper to class for a workshop. The student will receive feedback from the instructor and their classmates.

Step 2: Research Proposal Paper Final Draft Due: 12/3 (In Blackboard)
Students are required to upload a final draft of the Research Proposal Paper in Blackboard. The paper should include revisions based on the feedback received by the instructor and classmates.

The paper must include:
- ➢ **Title Page**
- ➢ **Abstract** (1-2 paragraphs) - The Abstract is a 1-2 paragraph synopsis of the research proposal. It must convey the purpose of the study, the research question, and methods.
- ➢ **Introduction** (1-2 page) - The Introduction should clearly outline what the issue you are studying is, providing relevant information to inform the reader about your topic. You must also make clear why that issue is important to your field. You must also present a clearly defined research question that will guide the rest of the proposal.
- ➢ **Significance** (1-2 page) - The Significance of the problem/area you are studying should be clear and relevant. In this section students need to explain why the problem is important to their field (use citations to strengthen the argument).
- ➢ **Literature Review** (3-4 pages)-The Literature Review section should be a synthesis of 3 articles (additional sources may be added if relevant). The articles should be synthesized together into a narrative. Students SHOULD NOT copy and paste summary's and consider this a literature review.
- ➢ **Methodology** (1-2 pages) - The methods section must clearly explain the population being studied, why that population was selected and what methods will be used to reach them. For this class everyone will be developing a Survey Questionnaire. Part of the methodology should include a discussion on the survey and why the student selected the questions that they did. ***Students should include their Survey Questionnaire as an appendix at the end of the paper.***
- ➢ **References-** Students must include a complete reference list of all cited work in the paper. The list must adhere to APA format.

Assignment 5: Research Proposal Presentation (60 points) Due: 11/5 (In Blackboard)
The final assignment for the course will be for students to design and present a high quality PowerPoint of their Research Proposal Paper. The presentation must include title of your research, introduction to the study, significance, brief overview of the literature review, and methodology. Students will be assigned a time slot in which they will present to the class. PowerPoints may have a ***maximum of 5 slides*** (not including Title and References) and the presentation must be ***between 8-10 minutes in length***. Due to the size of the class they will be timed so be sure to practice.

Course Schedule (subject to change)

Date	Topics	Readings	Assignments
Tues. 8/27	Introduction to Research Methods/Overview	Overview	Topic Share (Orally In Class)
Thrs. 8/29	**Online:** Develop Topic Proposal		
Tues. 9/3	Decide on a Topic/Peer Workshop	Step 1	Topic Draft (In Class)
Thrs. 9/5	**Online:** Refine Topic Draft		
Tues. 9/10	Literature Review/Develop a Scope of Study/Significance	Step 2/4/5	
Thrs. 9/12	**Online:** Prepare Key Words/Search		
Tues. 9/17	**Library Meet:** Search Engines with Librarian		Bring Topic Draft to Library
Thrs. 9/19	**Online:** Refine Topic Draft w/Literature		Share With A Partner- peer review
9/24-10/3	**Online:** Synthesize Article Summaries		Revised Topic & Lit Review Draft Due (10/3 In Blackboard)
Tues. 10/8	Sampling, Data Collection & Surveys	Step 6/8/9	
Thrs. 10/10	**Online:** Develop Survey Draft		
Tues. 10/15	Research Design/Survey Workshop, & Ethics	Step 7/10	Survey Draft (In Class)
Thrs. 10/17	**Online:** Review for Exam Worksheet		
Tues. 10/22	EXAM		
Thrs. 10/24	**Online**: Finalize Online Survey		Final Survey Link (Blackboard)
Tues. 10/29	Writing the Report/Delivering Presentation	Step 16/17	Research Proposal Draft (In Class)
Thrs. 10/31	**Online:** Independent Work Research Proposal		
Tues. 11/5	Presentations Group 1		All Presentations (Blackboard)
Thrs. 11/7	Presentations Group 2		
Tues. 11/12	Presentations Group 3		
Thrs. 11/14-21	**Online:** Finalize Research Proposal Paper		
11/26-11/28	CRPA Conference & Thanksgiving		
Tues. 12/3	Presentations Group 4		Final Research Proposal (Blackboard)
Thrs. 12/5	Presentations Group 5		
Tues. 12/10	Presentations Group 6		

Changes to Syllabus

There may be some occasions where there might be some modifications to the syllabus. If that is the case, the instructor will make sure to announce that information in class, via Blackboard and/or e-mail.

Academic Honesty Policy

Students who intentionally submit work either not their own or without clear attribution to the original source (both in-text and direct quotes), fabricate data or other information, or engage in cheating is not acceptable and will be held accountable. Please refer to the Southern Connecticut State University Academic Honesty Policy available at www.southernct.edu.

Disability Accommodations

Southern Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's Disability Resource Center (DRC) can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with the Disability Resource Center located at EN C-105A. To discuss your approved accommodations with me or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet as soon as possible.

Title IX Amendment

Southern Connecticut State University is highly committed to providing you with an educational experience that is academically and socially enriching. In line with this mission, we enforce Title IX of the Education Amendment of 1072 which prohibits acts of sexual misconduct (sexual harassment, sexual assault, dating violence, domestic violence and stalking) at educational institutions. To **report** sexual misconduct students should contact university Police at (203) 392-5375 or 911, and/or Pamela Lassiter, Office of Diversity and Equity, at (203) 392-5491 and/or Christopher Piscitelli, Office of Judicial Affairs, at (203)392-6188. For **advocacy** and further information including your Title IX rights and reporting procedures visit the Sexual Assault Resource Team (S.A.R.T.) website at www.southernct.edu/SART/. Please contact Catherine Christy, Women's Center and S.A.R.T. Coordinator, at 203-392-6946 for assistance or with any questions regarding support and advocacy.

Bibliography

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

Babbie, E. (2012). *The practice of social research* (13th ed.). Belmont, CA: Wadsworth.

Barnett, L. (1998). *Research about leisure: Past, present, future*. Champaign, IL: Sagamore Publishing.

Baumgartner, T., Strong, C., & Hensley, L. (2006). *Conducting and reading research in health and human performance* (4th ed). New York, NY: McGraw-Hill.

Creswell, J. (2013). *Research design: qualitative and quantitative approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Fink, A. G. (1995). *How to analyze survey data.* Thousand Oaks, CA: Sage Publishing, Inc.

Gay, L.R., Mills, G. E., & Airasian, P. W. (2011). *Educational research: Competencies for analysis and application* (10th ed.). Columbus, OH: Pearson.

Henderson, K. (2006). *Dimensions of choice: Qualitative approaches to parks, recreation, tourism, sport, and leisure research* (2nd ed.). State College: PA: Venture Publishing.

Holcomb, Z. (1997*). Real data: A statistical workbook based on empirical data*. Los Angeles, CA: Pyrczak Publishing.

Kraus, R., & Allen, L. (1987*). Research and Evaluation in Recreation, Parks and Leisure Studies*. Scottsdale, AAZ: Gorsuch Scarisbrick Publishers.

Orcher, L. (2007*). Conducting a survey: Techniques for a term project*. Los Angeles, CA: Pyrczak Publishing.

Pan, L.M. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd ed.). Glendale, CA: Pyrczak Publishing.

Patten, M. (2001). *Questionnaire research: A practical guide*. Los Angeles, CA: Pyrczak Publishing.

Pyrczak, F. (2009). *Success at statistics: A work text with humor* (4th ed.). Los Angeles, CA: Pyrczak Publishing.

Vaske, J. (2008). *Survey research and analysis: Applications in parks, recreation and human dimensions*. State College, PA: Venture Publishing.

470 Research Proposal Grading Rubric								

Student:							Review Date:	
Criteria	Likert Scale							
	0-2 points	3-4 points	5-6 points	7-8 points	9-10 points	Score	Weighted Multiple	Category Factored Score
Introduction The Proposal addresses an important problem/issue/need within the concentration area. The research question is present and clear defined.	No evidence of need for study. Unable to identify the research question. Lacks basic elements required	Some evidence that the proposal addresses an important problem/need. Research question is present.	**Moderate** evidence that the proposal addresses an important problem/need, citation(s) present. Research question is present.	**Considerable** evidence that the proposal addresses an important problem/need, citation(s) present and directly relate to identified problem/need. Research question is clear and supported.	**Substantial** evidence that the proposal addresses an important problem/need, in a clear and concise way, citations from multiple sources directly relate to the identified problem/need. Research question is clear and supported.		2	
Significance Significance of the problem/area is clear, relevant to a societal problem, and supported with citations from direct or related sources.	No evidence that this proposal is significant in any way to student's area of concentration. Disconnect to any identifiable societal issue.	Some evidence of a connection between proposal problem/need and why it is significant. Some connection to a related societal issue.	**Moderate** evidence that a connection exists between proposal problem/ need and significance. Min. one citation present. Connected to a societal issue.	**Considerable** evidence of a connection between the problem/need and significance to concentration area. Citations (2 or more) that strengthen, significance and direct connection to a societal issue is present.	**Substantial** evidence that clearly related to the connection between problem/need and significance. Citations directly relate and strengthen, significance, and direct and strong connection to a societal issue present.		1	
Literature Review Literature is well organized, is related to the research objective, and contains relevant and current sources (primary & secondary).	No evidence in ability to connect literature review to proposed study.	Some evidence of connection of review to proposed study. Minimal number of citations, no primary sources used, lacks currency.	**Moderate** evidence of a connection between the review and proposed study. Citations present and relate to proposal.	**Considerable** evidence of connection between the review and proposed study. Min. one citation from primary sources present. Citations current as related to proposed study.	**Substantial** evidence of connection between the review and proposed study. Multiple citations from primary sources present. Citations current as related to proposed study.		1	
Methodology Methodology of the proposed study is logical and plausible	No evidence that the methodology can accomplish/ support the proposed study.	Some evidence of plausibility of study. Can understand the intent but as written, doesn't support the study.	**Moderate** evidence that the methodology can accomplish/ support the proposed study. Plausible in ability to obtain necessary data – minimal gaps.	**Considerable** evidence that the methodology can accomplish/ support the proposed study. Plausible and logical with consideration to obtaining data for study.	**Substantial** evidence that methodology will support the study. Highly plausible, should collect data that will be necessary for study.		3	
Overall Overall organization, structure, flow and synthesis of the proposal. Direct connection of Instrument (survey) to the proposed purpose of the study. Adherence to guidelines regarding page limits, grammar, etc.	No evidence of organization. Proposal is disjointed, no connection from section to section. Disregard for requirements (page minimums/ limits, APA format, etc.) noted.	Some evidence of organization. Some evidence that sections vaguely connect. Requirements regarding page minimums/ limits, APA format met, etc. Survey somewhat connected.	**Moderate** evidence of organization. Flow between one section to another is present. Requirements followed regarding page limits/ minimum followed, APA format met, etc. Survey connected.	**Considerable** evidence of organization. Clear flow between each section. Proposal is tight. Synthesis of material noted. All requirements for proposal structure followed. Survey clearly connects to the purpose.	**Substantial** evidence of organization. Proposal as is could qualify for approval to conduct actual study.		3	

NAME: _____ DATE: _____

Part A: Multiple Choice and Fill in the Blank
35 questions (70-points- each question is worth 2 points)

1.) Radical changes that overturn prevailing wisdom in a scientific field is known as _____
   a.) Paradox behind science
   b.) Gold reference
   c.) Scientific revolution
   d.) reductionism

2.) Fill in the blanks in the hierarchical model for analyzing a program
   1. Inputs
   2. _____ 1 pt
   3. Participation
   4. _____ 1 pt
   5. Knowledge, attitude, skill/functional ability
   6. Practice change
   7. End Results

3.) Name the independent and dependent variables in the following research question: Does providing extra praise to students for being in their seats when appropriate, increase the amount of appropriate in-seat behavior?
Independent Variable: _____
Dependent Variable: _____

4.) Which sampling method is most appropriate when you want to choose individuals or units that have demonstrated expertise or experience?
   a.) Nonprobability sampling
   b.) Purposive sampling
   c.) Volunteer sampling
   d.) Quota sampling

5.) Which sampling method would you be using if you find one person that meets study criteria and then rely on that person to identify another person meeting the same criteria?
   a.) Systematic random sampling
   b.) Stratified random sampling
   c.) Simple random sampling
   d.) Snowball sampling

6.) All of the following research designs are considered *qualitative* designs EXCEPT
   a.) Ethnography
   b.) Phenomenology
   c.) Classic experimental
   d.) Narrative analysis

7.) Which best describes the following study: How participation in a 13-day wilderness trip effected changes in college students' perceptions of sense of community over time?
   a.) Descriptive
   b.) Explanatory
   c.) Predictive
   d.) Association

8.) Which of the following describes the ability to generalize a study's finding beyond the sample to the population that the sample represents?
   a.) External validity

b.) Maturation
c.) Internal validity
d.) Repeated testing

9.) An in-depth study of a group, culture, situation, or institution by becoming immersed in its natural setting for an extended period of time
a.) Case study
b.) Ethnographic study
c.) Narrative analysis
d.) Phenomenology

10.) Assuring that research participants will be free from any potential harm, is an example of which research ethics principle:
a.) Honesty
b.) Justice
c.) Beneficence
d.) Non-maleficence

11.) Data falsification, misrepresentation, and plagiarism are all examples of which ethics principle:
a.) Honesty
b.) Justice
c.) Beneficence
d.) Non-maleficence

12.) When a researcher is studying a subset of a particular population, the researcher is conducting:
a.) Sample
b.) Census
c.) Convenience sample
d.) Biased sample

13.) In the following relationship which is the *intervening variable*. Poverty >Lack of Access to Healthcare> Shorter Longevity.
a.) Poverty
b.) Lack of access to healthcare
c.) Shorter longevity

14.) When the hypothesis of a research study states that there is no relationship between variables, the hypothesis is said to be?
a.) Alternative
b.) Null
c.) Naïve
d.) Non-directional

15.) All of the following are considered potential threats to *internal validity*, **Except**:
a.) History
b.) Multiple Treatment Interference
c.) Selection Bias
d.) Maturation

16.) Which of the following would most likely be classified as a dependent variable?
a.) Tests
b.) Food
c.) Obesity
d.) Medicine

17.) In a quasi-experimental design, when the researcher does not assign participants to the two groups at random there is a strong possibility that the two groups are not initially the same in all important respects. What threat to validity would the researcher be concerned with?
   a.) Selection-bias
   b.) History
   c.) Statistical Regression
   d.) Mortality

18.) When a researcher selects groups versus individuals for involvement in a study, the researcher is using what kind of sampling method?
   a.) Multistage Sampling
   b.) Purposive Sampling
   c.) Cluster Sampling
   d.) Random Sampling

19.) Both independent and dependent variables are always found in:
   a.) Case studies
   b.) Ethnographic studies
   c.) Historical studies
   d.) Experimental studies

20.) In the following research question, identify the independent and dependent variables. Is there a difference in attitudes of males and females toward a TV advertisement promoting physical activity?
Independent _____
Dependent _____

21.) One reason to use a qualitative approach rather than a quantitative approach to a research project might be:
   a.) Little is known about the problem
   b.) Decreased time
   c.) Less money
   d.) Subject culture is open

22.) When conducting a research study that includes all directors of parks and recreation in the United States, the *most difficult* means to select research participants would be?
   a.) Asking for volunteers
   b.) Taking those only who are easily accessible
   c.) Giving all members of the population an equal chance to participate
   d.) Giving all members of the population who live in the Northeast the opportunity to participate

23.) When a researcher is studying every member of a population, the researcher is conducting:
   a.) Sample
   b.) Census
   c.) Convenience sample
   d.) Biased sample

24.) Researchers interested in the degree of relationship between two or more quantitative variables, would conduct what type of non-experimental study?
   a.) Longitudinal
   b.) Correlational
   c.) Census
   d.) Descriptive

25.) Choosing a research design depends on all of the following factors except:
   a.) Research purpose and question, information needs of the stakeholders
   b.) Protection of human subjects
   c.) Constraints the program or sponsoring organization imposes
   d.) Whether the research is personal, academic or organizationally motivate

26.) A longitudinal survey is designed to:
a.) To show how age groups may differ, at one time, in terms of the dependent variables
b.) To monitor how people change as they age
c.) Determine whether one or more variables are linked to the dependent variable
d.) Pair persons in the experiment and control groups on the basis of age, gender, or other relevant characteristics

27.) When conducting a literature search in a library database, which Boolean operator would you use to narrow your search and retrieve records containing all of the words it separates?
 a.) AND
 b.) OR
 c.) NOT
 d.) =

28.) Identify the unit of analysis in the following research question? Research Question: What will a content analysis of community center front desk attendants dialogue reveal?
a.) Individuals
b.) Social interaction
c.) Groups
d.) Artifacts

29.) Which popular preexperimental design represents one-group pretest-posttest?
a.) X—0
        0
b.) X---0
c.) 0-0-0-X-0-0-0
d.) 0—X--0

30.) In the following examples of instrument validity and reliability, which example represents **Valid and Reliable**?

| Image A | Image B | Image C |
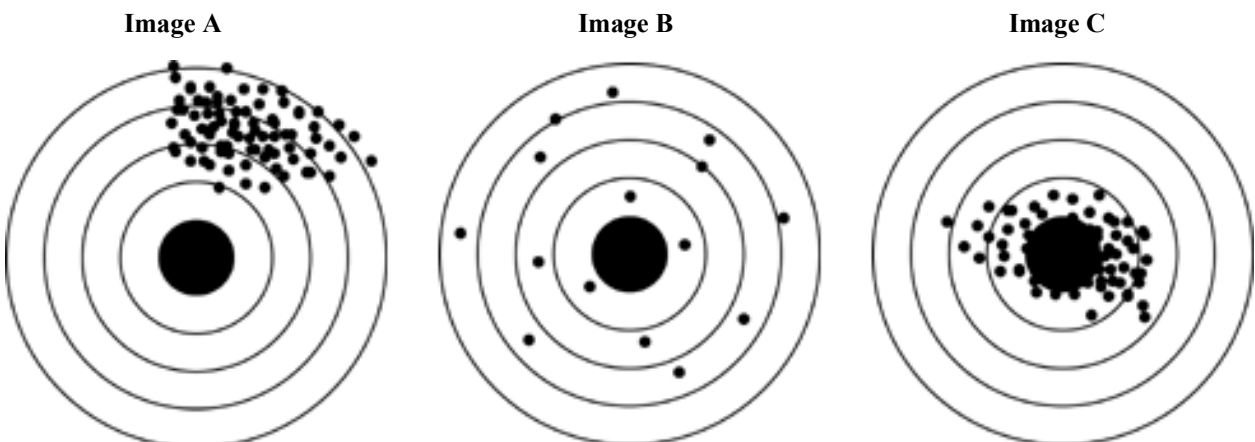
a.) Image A
b.) Image B
c.) Image C

31.) What type of interview would you be conducting when you are trying to identify impressions, concerns, suggestions, and/or ideas with respondents?
a.) Discovery Interview
b.) Active Listening
c.) Problem-Solving Interview
d.) Grand Tour Question

32.) Indicate which type of participant observation the following situation would be considered. Situation: Shopping along with others at the community farmer's market on Saturday, observing children's attentiveness to the fruits and vegetables.
a.) Passive
b.) Marginal
c.) Complete
d.) Mechanical

33.) Benefits of data collection triangulation include all of the following **except**:
a.) Facilitate convergence of results when different data collection tools yield the same results
b.) Identify unique and contradictory facets of the same phenomenon
c.) Discover information from one approach that assists with directing what data are collected using a second approach
d.) Pinpoints the unit of analysis from the documented population

34.) Fill in the blank. The four phases to a database literature search are as follows:
Primary Source
_____ (1pt)
Secondary sources
_____ (1 pt)

35.) The numerical value that measures the consistency of a measuring instrument is:
a.) Reliability Coefficient
b.) Instrument Validity
c.) Criterion Validity
d.) Correlation Statistics

Part B- Critical Thinking- Written Answers (15 points)

1.) Suppose you want to conduct a research study that looks at the self-esteem of homeless individuals with past histories of substance abuse. What type of research study would you conduct?
_____ (1pt)
What sampling method would probably work best? Describe your thinking:
_____
_____(1 pt)

2.) List 1 advantage and 1 disadvantage for the following structured questionnaire types:
Face-to-Face Interview
Advantage: _____ (1pt)
Disadvantage: _____ (1pt)
Internet Survey
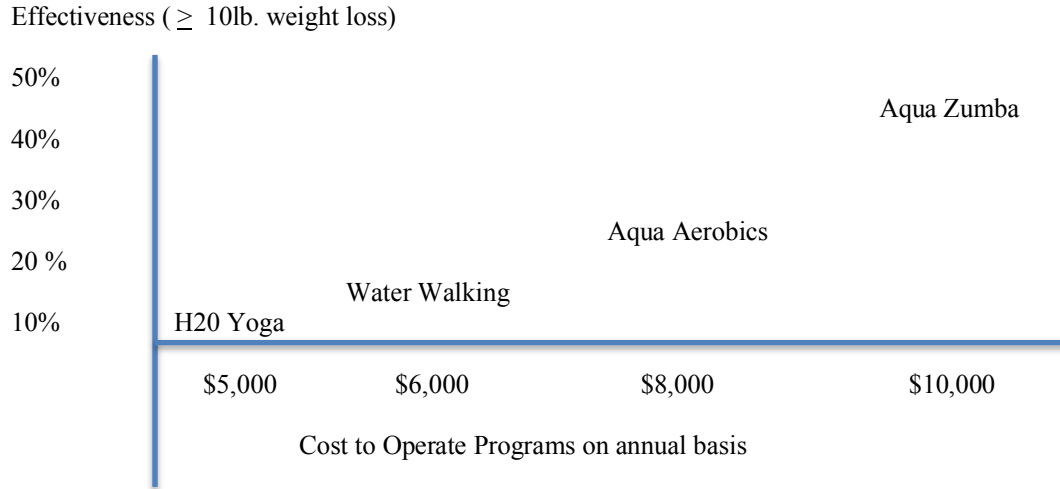Advantage: _____ (1pt)
Disadvantage: _____ (1pt)

3. What are the benefits of conducting Research? (1pt)

Why is it necessary to conduct a literature review when engaging in a study? (1pt)

What are some possible motives for initiating in research? (1 pt)

3.) You are the Aquatics Director in charge of a Water Fitness Program for seniors. The programs are free to seniors due to fixed income but they still cost your department money to operate. Your supervisor has informed you that your budget is going to be slashed by an undisclosed amount. Based on the cost-effectiveness data and class attendance records below, please describe in writing what recommendations you would make to your supervisor? Justify your answers and explain your rationale using the data.

Cost Effectiveness Data

Effectiveness ($\geq$ 10lb. weight loss)

```
50%                                              Aqua Zumba
40%
30%                        Aqua Aerobics
20 %
        Water Walking
10%   H20 Yoga
       $5,000      $6,000      $8,000      $10,000
         Cost to Operate Programs on annual basis
```

Class Attendance Records

Name of Class	2016 Attendance	2015 Attendance	2014 Attendance	2013 Attendance
H20 Yoga	17	25	30	37
Water Walking	40	40	35	42
Aqua Aerobics	35	32	40	38
Aqua Zumba	14	15	13	25

Write your recommendations to your supervisor here (6 pts total):

_____
_____
_____
_____
_____
_____
_____

Part C- Case Study (15 points)

Select **only 1** of the following case studies and answer all of the questions pertaining to how you would conduct that study:

> **Case Study Option 1:** You want to conduct a study to understand the barriers that formerly incarcerated community college students face in terms of access to higher education.
> **Case Study Option 2:** You want to conduct a study to understand how the experiences working at a summer camp have shaped leadership skills of staff members.
> **Case Study Option 3:** You want to conduct a study to understand how high levels of caffeine intake affect college students' ability to perform on final exams.

1. Write a specific research question for the case study you have selected (1pt):

2. Identify the type of study you would use in order to answer the research question: (2 pts)

3. Name the population or participants involved in providing the data for the study: (2 pts)

4. Identify the variables (2 pts)

5. Identify the sampling methods that you would use: (2 pts)

6. How would you proceed? Take me through the process: (2 pts)

7. Are there any ethical considerations you would need to make when conducting this study? If not, explain why not. (2 pts)

8. What are some possible limitations of the study you are setting up? (2 pts)

For Professors Use Only

Part A: Multiple Choice & Fill in the Blank _____ / 70 points
Part B: Critical Thinking Written Answers _____ / 15 points
Part C: Case Study _____ / 15 points

Total: _____ / 100 points

Tourist Motivations for Visiting Dark Tourist Destinations in the United States

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Abstract

Dark tourism is a subgroup of the tourism industry that often deemed unconventional. However, there are many popular dark tourism sites worldwide that have seen millions of tourist visits. This study's main purpose is to find out the motivations for tourists who travel to dark tourism destinations. There has been some literature written on this subject that suggests reasons why tourists visit certain destinations, but not motivations for tourists to visit dark tourist sites in general. This study requires a mixed methods approach to gain information from participants. A survey will be distributed to 400 individuals around 4 different dark tourism destinations in the United States.

Introduction

The subject of this research involves learning more about a great curiosity that persists in the human nature, which attracts people to unconventional and obscure parts of the world. Historical atrocities and man-made disasters have always been a place of interest for many travelers. These destinations have evolved into not only sites of tribute and commemoration, but genuine tourist attractions (Kang, Scott, Lee & Ballantyne, 2011). Dark tourism is a subgroup of the tourism industry that recognizes sites that are historically associated with death and tragedy. (Kang, et al., 2011). Dark tourism comes in many forms; each place has it's own history and character to go with it. Millions of tourists all over the world travel to these destinations for one reason or another; the famous sites of Auschwitz-Birkenau in Poland and Ground Zero in New York City have become one of the most visited sites in their respective countries (Kang et al., 2011).

There are hundreds of locations throughout the world that are considered dark tourist destinations, providing knowledge and entertainment to the guests they serve. Society is aware of

why there are dark tourist destinations in the world, but unsure as to why these destinations continuously get large streams of tourists in their door everyday. Knowing this information could be useful to the tourism industry. Ultimately, the question is "what are tourists' reports of motivations for visiting dark tourist destinations?" This study will provide the tourism industry with a better understanding of people's perceptions of recreation and leisure. Analyses of the dark tourism market will open doors for future opportunities and considerations.

The following sections of this research paper outline the reasons why this study is so necessary for the tourism industry and includes a complete summarization of three different research studies done on the topic of dark tourism. Finally, the methods of how information is gained and analyzed to answer the research question and validate the purpose of this study will be explained.

Significance

Dark tourism is a category within the tourism industry that has always been stimulating to tourists worldwide. However, the reasons why tourists visit these destinations are still a mystery to professionals in the field. There are presumably multiple motivations for why tourists travel to dark tourism sites. Finding the commonalities between individuals' motivations can be useful for the tourism industry to meet the needs of the majority of this cohort. Nurturing the interests of the tourists who visit dark tourism destinations increases the success of those destinations, and benefits the industry as well as the community and country that holds that destination within its borders. The countries that house dark tourism destinations can benefit from the results this study will yield fiscally and in terms of public relations. Finding the motivations for tourists who visit dark tourism destinations can give insight as to the next step in breaking the stigma or reputation

that goes with the words "dark tourism." This study can be useful to help destinations branch out and develop a means of serving more diverse populations of tourists.

The literature reviewed for this proposal researches different types of dark tourist destinations. One study took place at prisons and penitentiaries. It identifies specific ways that destinations have evolved to serve the needs of tourists, whether it is adding interactive tours, museums, gift shops, bars, restaurants and even on-site hotels (Walby & Piché, 2015). Another study that was reviewed for this research proposal took place at war museums, and the study indicated motivations for tourists based on emotion and geopolitical knowledge of the area (Chang, 2017). Finally, the study conducted in Jeju, South Korea studied the type of experience that tourists had based on their motivations for going to a memorial park (Kang, et al., 2011).

The significance of this proposed study is largely due to a lack of diversity in destinations of other studies. The combination of different dark tourism sites can give a perspective on the emotions and motivations of tourists visiting any dark destination, not particularly one kind. This means more umbrella results will be collected from this study and analyzed to find a commonality between these sites and the human psyche.

Literature Review

Literature was obtained by a search engine on the Southern Connecticut State University Hilton Buley Library website, and also from the Google Scholar search engine. Keywords that were used for this search include "dark tourism" and "motivations" to yield the results that most closely pertain to this study. The literature that was selected and analyzed for this proposal has a degree of information that is important for this study. Three different studies were selected based on their commonality of insight into dark tourist motivations for visiting destinations.

The first article reviewed, "Benefits of visiting a 'dark tourism' site" by Eun-Jung Kang, Noel Scott, Timothy Jeonglyeol Lee and Roy Ballantyne (2011) is a study of tourist perceived benefits or motivations of visiting the Jeju April 3rd Peace Park in South Korea. The study used a mixed methods approach using qualitative data, which consisted of 46 semi-structured interviews, to form it's basis for quantitative data: questionnaires that were completed by 407 participants (Kang, et al., 2011).

The reason that were identified by participants as being the most important were "obligation" which is not typically categorized as a leisure motivation to visit a destination, but it is believed that obligation and sense of duty are common motivations one feels for visiting dark tourist destinations in general, and this has a positive effect on their experience (Kang, et al., 2011). Other findings of this study are indications that school programs that visit dark tourist destinations do not necessarily have a positive effect on the tourists' experience, in most cases that correlates to the education students will receive by visiting dark tourism destinations they are compelled to go to (Kang,et al., 2011).

The article entitled, "Making meaning out of punishment: penitentiary, prison, jail and lock-up museums in Canada" examines 45 small, rural prisons, jails and penitentiaries that are now used as tourist attractions. Authors Walby and Piche (2015) wanted to find what purpose these "penal museums" may hold for tourists and also the explanations for their emergence. They conducted a qualitative study involving informal interviews with historians, curators and other staff at the museums and recorded observations that they found while visiting these sites.

Walby and Piche categorized the penal sites based on the degree in which tourism has impacted the physical or organizational aspects of them in order to serve the needs of the tourists that visited them. It is mentioned that of the 45 prisons they saw, 23 were considered "hybrid

sites" meaning that the prisons were co-located with museums or archival spaces (Walby & Pinche, 2015). Five of the sites they visited were co-located with tourism or hospitality services, such as hotels and restaurants. These sites included spas, banquets, wedding locations, outdoor theaters, ghost hunts and immersive tours (Walby & Piche, 2015).

The explanation of emergence of the hybrid sites was largely found to do with the efforts of local citizens who established these tourist attractions on site in order to deal with the economic decline of the local areas where tourism is not generally found. Another explanation for the emergence was the need by historians and enthusiast to preserve these pieces of Canadian history. Walby and Piche found that much resourcefulness was used for educating tourists on the revolution of the prison system in Canada by opening their doors to an authentic view of Canadian prison systems. Some other of these prisons adapted, including fun and active experiences for guests to enjoy in addition to learning about the prisons' history.

The next study that was reviewed is titled "Tourists' perception of dark tourism and its impact on their emotional experience and geopolitical knowledge" by Li-Hui Chang (2017). This study has explanations for tourist motivations based on the type of dark tourism site that the tourist visited. Seven different types of dark tourism were presented: Holocaust tourism, cemetery tourism, prison tourism, slavery-heritage tourism, monument tourism, and black spot tourism (Chang 2017).

The sample population used in this study were visitors at two famous war museums in Kinmen Island, Taiwan: Guningtou Battle Museum and August 23rd Artillery War Museum. 430 questionnaires were distributed and the demographic responses indicated that the majority of the population was male, within 21-30 years old, single and college educated (Chang 2017). The participants were asked to identify the intensity of certain emotions such as anger, sadness,

anticipation, and joy they felt after visiting the museum. The results were weighed on a positive/negative scale indicating that most of the participants felt anger, disgust and fear when visiting the museum (Chang 2017). The next part of the study asked what they gained most about visiting the museum based on either their historical knowledge or battlefield experience. The top 3 answers were: history about the civil war, history about the famous battles and want to learn more after the visit (Chang 2017). The results of this study indicate that tourist' perceptions of dark tourism correlated positively will positive aspects of the emotional experience and geopolitical knowledge (Chang 2017). It also proves that people who are not originally from Kinmen respond differently than those that live on the island (Chang 2017).

These findings all indicate or assume different reasons for tourists to travel to locations. They are all different kinds of destinations such as war museums, memorial parks and state jails. These are all classifications of dark tourist destinations, but they yield different results because of their differences in location and ultimately the emotions that tourists feel when visiting them. The study proposed will combine four different areas, all including categories in these studies and testing the emotions brought on by each tourist in the respective destination. These emotions give insight into the underlying motivations visitors have in visiting dark tourist destinations, as seen in these reviewed studies. Information that was found in these conducted studies contributes to the questions asked in the survey that will be presented to participants of this study.

Methodology

In order to examine the motivations of tourists to visit dark tourism destinations, this question involves a study developed to bring about a better understanding of the population. The study will assess the population's demographic information as well as their personal preferences

in the form of a mixed methods approach (Riddick & Russell, 2015). In order to draw conclusions from this study, the data will be collected in the form of a 11-question survey. Some questions on the survey have multiple-choice answers, checkboxes and scales, while others are open ended for the participant to choose how they would like to answer. This way, the data can be analyzed by pooling together the multiple choice answers and finding the most common selected answer, and better information on additional reasons and motivations not thought of previously can be identified and studied in a different style.

The sample population will be 400 selected participants based in on four dark tourism destinations in the United States, with 100 participants per destination: Ground Zero in New York, Alcatraz Island in California, The Lorraine Motel in Tennessee, Salem Witch Museum in Massachusetts. Using four different dark tourist destinations allows for a diverse sample population to study. Conclusions can be drawn by why tourist visit dark tourist destinations rather than why they visited one specific destination. 50 tourists leaving each of these destinations will be asked to complete an online survey via SurveyMonkey.com. Participants will do surveys individually if there are groups of 2 or more to ensure honesty and privacy of the population.

The survey approach was chosen to examine what kinds of tourists visit these destinations in a calculable system that is easy to draw conclusions from. The demographic questions of the survey are necessary in order to understand what the median population of this study looks like more clearly, in terms of age, sex and education. Other questions are important to identify how this population travels, whether it is alone or with family or friends. Also, their emotional state before and after entering the site, and if these emotions contribute to them revisiting the site or not.

Appendix

Survey:

Please read the following questions and select one answer unless the question states that you should "select all that apply."

1. What is your gender?
   Male   Female   Other:_____

2. What is your age group?
   17 or younger   40-49
   18-20   50-59
   21-29   60 or older
   30-39

3. What is the highest level of school you have completed or the highest degree you have received?
   Less than high school degree
   High school degree or equivalent (e.g., GED)
   Some college but no degree
   Associate degree
   Bachelor degree
   Graduate degree

4. Who did you visit this site with? (Select all that apply)
   Spouse
   Child/Children
   Friend/s
   Boyfriend or Girlfriend
   Parents
   Grandparents
   I visited this site alone
   Other (please specify): _____

5. Did this site have any of the following features on premise? (Select all that apply)
   Guided tour
   Museum
   Gift Shop
   Restaurant/Bar
   Lodging (e.g., hotel)

6. Which word best describes your feelings before you visited the site?
   Excitement
   Joy
   Fear
   Sadness
   Boredom

Anger
Other (please specify):_____

7. Which word best describes your feelings after you visited the site?
Joy
Interest
Anger
Disgust
Sadness
Surprise

8. Please read the following questions and indicate an answer that most closely reflects your personal experience:
How strongly is your interest in this site based on its historical value?
Not at all   a little   moderate   strong   very strong
How strongly is your interest in this site based on personal experience?
Not at all   a little   moderate   strong   very strong
How strongly is your interest in this site based on family history?
Not at all   a little   moderate   strong   very strong
How strongly is your interest in this site based on educational purposes?
Not at all   a little   moderate   strong   very strong
How strongly is your interest in this site based on your job or career?
Not at all   a little   moderate   strong   very strong

9. Is there another reason why you have an interest in visiting this site? Please explain below:

10. Is this site the main reason for your vacation/visit?
Yes   No

11. How likely are you to visit this site again?
Not at all   unlikely   neither likely/unlikely likely   very likely

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