Instructor and TA’s Philosophy: One of the main reasons why we came to Loyola is this university’s social justice mission. At first glance, it is possible that one might not see the connection between research and social justice. Indeed, historically (as we will discuss when we focus on research ethics) research has not always been conducted in ways that one would associate with social justice. However, research can be a powerful tool for social change. Indeed, research itself can be conceived as a radical act, a statement that the current state of knowledge and understanding is insufficient. Perhaps the way a topic is often understood is flawed and there is a need for research to investigate questions that go against the status quo. Or maybe there is an emerging body of research that is incomplete. For example, in preK-12 education in the United States, it is well established that students of color, particularly males, are more likely to be suspended for subjective acts—e.g., being “disrespectful” or making a teacher “uncomfortable”—than their white counterparts. What drives this? Are there any examples of schools where this does not occur? If so, what is different about these schools? The social justice issue—inequitable school discipline practices—is quite well established, but there is a need for research efforts that speak to the mechanisms behind this and potential research-supported micro and macro remedies.

There are numerous other examples both of social injustices and social justice opportunities—social justice is not only about working against injustice, but also finding opportunities for positive action—in any field of study. As such, as part of this course we will be asking you to identify social justice topics that matter both to you personally and to your field. We will then work with you to think through what a strong research project focused on this topic might look like.

Course Description: This course will introduce the concept of inquiry and various research methods used in education, psychology, and other social sciences. Furthermore, the course will introduce the three main methods of inquiry: Quantitative, Qualitative, and Mixed Methods. Students will be able to analyze research critically and create a research proposal.

As a result of this course, students will be able to:

1. Understand the similarities and differences between quantitative, qualitative, and mixed methods research traditions, including paradigms, designs, methods, sampling techniques, and so on.
2. Analyze and evaluate the research questions, design, findings, and validity of existing research.
3. Understand pertinent legal and ethical issues in educational research.
4. Conduct a review of relevant literature that synthesizes the knowledge from several research studies around the central idea or research question.
5. Create a mini-proposal centered around a topic of personal interest and professional relevance

**Conceptual Framework and Conceptual Framework Standards:** The Conceptual Framework of the School of Education at Loyola University is “Social Action Through Education”. For your reference: our conceptual framework is described here - [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

Within this framework are four standards. These are:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

While it is possible that all four standards will be touched on in this course, of particular emphasis will be the first and third standards. Through being a critical consumer of research, including seeking out and valuing research that cuts against the social grain, one emerges in a stronger position to understand the forces that sustain injustice and strategies for promoting justice. These strategies can then be actualized via ethical research that speaks to core social justice tenets.

**IDEA Course Objectives:** Loyola utilizes a faculty evaluation system labeled “IDEA”. As part of this system, faculty are asked to identify which of a list of thirteen potential course objectives are most salient to each course. The full listing of IDEA objectives are provided below. Objectives that are bolded are ones that I feel are particularly important to this course.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Dispositions: All students in the School of Education are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. For Research Methodology courses, including this one, the dispositions have been defined based on professional standards (e.g., American Evaluation Association Guiding Principles). Please review a complete list of the dispositions and corresponding rubric in LiveText. Your status on these dispositions are a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course.

Required Readings:
Additional required readings will be posted on the Sakai site.

Recommended Book:

Loyola Library Resources:

1) Library Tutorials (e.g., searching for books, articles, etc.):

2) RefWorks is an online tool to help you organize and store your library searches. Here is the link to register for an account (Free to Loyola students). You can also generate references pages in APA style.
   [http://www.refworks.com/refworks2/?r=authentication::init&groupcode=RWLoyolaUC](http://www.refworks.com/refworks2/?r=authentication::init&groupcode=RWLoyolaUC)

3) SOE Librarian: Tracy Ruppman, the librarian for the School of Education, is an invaluable resource. Over the years she has supported countless students at all phases of their research endeavors. She will be coming to our class on February 20 to give us tips on how to maximize the benefit of Loyola Libraries. Tracy can be reached at truppman@luc.edu, or via phone at (312) 915-6949.
Course Requirements and Evaluation Procedures:

1. **Class Participation (15%)**

So, you are coming to a 7pm class. Unless you are a vampire or work an overnight shift, by the time you come to class you will most likely have spent many hours of your day doing something else. Perhaps many something else’s. In my experience, a late class like this can go one of two ways. One direction is that the students, TA, and/or professor are all flat, resulting in time going slowly as the class seems tedious. Another direction is that the class becomes fun and engaging, a worthwhile experience for all, and maybe even more relaxed than if the class had happened at 9am when you might be thinking of the day ahead of you. Obviously, our hope and goal is for this class to fall into the second category. Our pledge is to for every class to be worthwhile and engaging. We realize that not every topic starts off as super-engaging for everybody. There are only so many ways to make explaining what a Z score means engaging. The climate in which this class takes place will make a big difference, not just for this class, but for any class. Much of the responsibility for the class climate falls on the course instructor and TA. Do we treat everyone with respect? Do we bring good energy and spirit to each class? Do we bring pertinent knowledge and experience to the table? Do we foster an environment where students can disagree with each other—and with us—and all are the better for the exchange?

On our end, we promise to put forth our best effort for you to get the maximum benefit of this class. This is a deliberately high standard. Our default expectation and experience is that you will do the same. You are all adults. We do not intent to take attendance every class meeting. If you are hungry, bring something to class and eat. I do not intend to spend much time walking around the class checking to see if you are listening to whomever is talking or messing around on unrelated social media. In this sense, we see ourselves as quite relaxed. Where we are more rigid is that we do expect that you will come to class prepared and ready to engage in the class. We also expect that you will treat us and everyone else with respect (checking out Facebook while someone else is talking is disrespectful). The class is small enough that pretty early in the semester we will have a good bead on who is engaged and who is not. Who came prepared and who didn’t. Who has done the readings and who hasn’t. Our experience has been that the vast majority of Loyola graduate students bring it every week and there is no reason for a low class participation grade. However, sadly this is not universal. As with most things in life, the more you put into this class the more you will get out of it. Kisha and I will do our best to deliver an informative and engaging class. The more that you join us in this effort, the better the experience will be for everyone.

2. **Ethics Essay (15%)**

For this assignment, you are first to read the seminal Belmont Report, which can be accessed by following this link: [https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html](https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html)

Please also read the article contained in the “Ethics Assignment” folder within the “Resources” tab. In a 2-3 page essay, please address the following question: How would you address the ethics of this study given the Belmont Report principles of respect for persons, beneficence, and justice? The paper will be graded based on both the extent that your paper
represents an understanding of the principles of the Belmont report (respect for persons, beneficence, and justice) and on overall writing quality.

This assignment is due at the start of class of Monday, February 20. Please turn in this assignment in the “Ethics Essay” section within the “Assignments” tab.

3. Annotated Bibliography (15%)

Students will construct an annotated bibliography of 8 empirical, scholarly resources relevant to the focus of your research paper. The resources should be peer-reviewed articles or book chapters. We will cover what peer-reviewed means in class and Loyola librarian Tracy Ruppman will show you how to search for peer-reviewed sources specifically when she comes to class on February 20. This assignment is due by the start of class on March 13. Please submit this document in the “Assignments” folder in the Sakai site for this course.

The required elements of the annotated bibliography are as follows:

i. Bibliography must include at least 8 empirical resources
ii. Each annotation should be approximately 150 words (typical range is 100-200 words)
iii. Each annotation should include the following information:
   1. Main focus or purpose of the work
   2. Special features of the work that were unique or helpful
   3. Conclusions or observations reached by the author
   4. Usefulness or relevance to your research topic
   5. Your main takeaways from this work.

The primary criteria used to evaluate your annotated bibliography are appropriateness of source (e.g., peer-reviewed, published within past ten years (exceptions will be made for seminal work that is cited frequently today. If you have a more dated reference, make clear why you selected this source), relevance of resource (to your primary topic), quality of annotation (e.g., did you provide the five elements listed above, was the writing grammatically strong and free of typos), and attention to APA citation style.

4. Mini Research Proposal (40%)

A central goal of this course is for all students to leave with strong skills in developing a research proposal. Accordingly, you are to pick a topic that is both a strong interest of yours personally as well as an area in need of further research in your professional discipline. You will then work towards completion of a mini-research proposal, submitted in stages across the semester.

At the first class meeting you will be asked to share your previous experience with research. It is my assumption that collectively you have a wide range of experience, with some of you having no experience whereas others may be actively working on a masters’ or doctoral thesis. Wherever you are starting from, as part of this course, you will leave with increased experience and knowledge germane to writing a research proposal.

Your mini proposal will be completed in stages, matching the order that this material will be covered in class. The staggered submission is so that Kisha and/or I can review each section of the proposal and give you feedback to incorporate in the final proposal. Below are the
components and due dates for each portion of this mini research proposal (at each stage, please submit your work via the “Assignments” area in Sakai):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Problem Statement/Purpose of Study</td>
<td>February 27</td>
</tr>
<tr>
<td>Research Questions (no more than three; 1-2 recommended)</td>
<td>March 13</td>
</tr>
<tr>
<td>Literature Review</td>
<td>March 27</td>
</tr>
<tr>
<td>Method</td>
<td>April 17</td>
</tr>
<tr>
<td>a. description of participants</td>
<td></td>
</tr>
<tr>
<td>b. description of instruments/methods</td>
<td></td>
</tr>
<tr>
<td>c. description of study procedures</td>
<td></td>
</tr>
<tr>
<td>d. design and plan for data analysis</td>
<td></td>
</tr>
<tr>
<td>Final Research Proposal</td>
<td>May 1</td>
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</tbody>
</table>

**Research Proposal Grading**: Each submission will be given a letter grade at each step. The primary grading criteria are overall clarity and quality of writing. Since each step builds upon the previous step, you always have the opportunity (and indeed are encouraged) to revise if graded poorly at any one point. For example, suppose you receive a grade of “B” for your research problem statement/purpose of study. At the time you submit your research questions a few weeks later, you can (and likely should) also submit a revised research problem statement/purpose of study. If you then receive a higher grade on your research problem statement/purpose of study, this is the grade that will carry forward. Thus, by May 1 you will have received feedback on your proposal many times. Students who receive a grade of A at every stage will receive an A for the assignment. For those who have varying grades, your grade on the Methods and Literature Review will each be weighted 40% and your grade on your Research Project Statement/Purpose of Study and Research Questions will each be weighted 10%. A final grade for this assignment will be calculated from these weights.

5. **Class Presentation (15%)**

   The purpose of this assignment is to give you an opportunity to explain your research to an audience. The presentation should last no longer than 15 minutes. The presentation should include the following components:

   a. Your starting point/how did you arrive at this topic?
   b. Statement of the Problem
   c. Research Questions
   d. Brief overview of the literature
   e. Intended Outcomes—who may benefit from your study and why?

   These presentations will be given over the course of the last two class meetings. This presentation will be graded primarily on the clarity and quality of your presentation. While the content is important, keep in mind that we will be reading about your project in more depth in
your written product. Thus, the point of this presentation is not to restate every point of your proposal, but rather to serve as a run-through of the key points, as would occur in a dissertation proposal meeting, where typically the first step is a student overview of the project.

**Grades:** All assignments will be graded on an A+-F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:
- A = 3.85 or greater
- A- = 3.5-3.84
- B+ = 3.15-3.49
- B = 2.85-3.14
- B- = 2.5-2.84
- Etc.

**Semester Outline**

*Readings, topics, and assignments subject to be modified at the instructor’s discretion*

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic Area</th>
<th>Readings this Week</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 23</td>
<td>Introductions and Previewing Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 30</td>
<td><strong>Introduction:</strong> Social Justice: Conceptual Frameworks</td>
<td>Adams et. al (2013)- Chapter 1 (posted in Sakai)</td>
<td></td>
</tr>
<tr>
<td>February 6</td>
<td><strong>Introduction:</strong> Introduction to Educational Research; Quantitative, Qualitative, and Mixed Methods Research</td>
<td>J&amp;C- Chapters 1-2,</td>
<td></td>
</tr>
<tr>
<td>February 13</td>
<td><strong>Planning:</strong> Writing a Research Proposal; Research Ethics</td>
<td>1) J&amp;C- Chapters 5-; 2) Belmont Report (follow hyperlink on page 4) 3) Ethics article (posted in Sakai)</td>
<td></td>
</tr>
<tr>
<td>February 20- Tracy Ruppmann to Guest Lecture</td>
<td><strong>Planning:</strong> Utilizing Library Resources</td>
<td></td>
<td>Research Ethics Essay due</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Resources</td>
<td>Due Date</td>
</tr>
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| February 27  | Planning: Research Writing/ How to Review the Literature and Develop Research Questions | 1) J&C- Chapter 4  
2) Rocco & Hatcher (2011)- Chapters 7, 11 (posted in Sakai) | Research Problem Statement and Study Purpose Due  |                                                                  |
| March 6      | SPRING BREAK                                           |                                                    |                 |                                                                      |
| March 13     | Foundations: Standardized Measurement and Assessment; How to Construct a Questionnaire | J&C- Chapters 7-8                                  | 1. Annotated Bibliography Due  
2. Research Questions Due |                                                                  |
| March 20     | Foundations: Methods of Data Collection, Sampling Procedures; Validity of Research Results | J&C- Chapters 9-11                                  |                 |                                                                      |
| March 27     | Research Method Selection: Qualitative                  | J&C: Chapters 15-16                                | Literature Review Due |                                                                  |
| April 3      | Research Method Selection: Quantitative and Mixed Methods | J&C: Chapters 12-14, 17                           |                 |                                                                      |
| April 10     | Data Analysis: Qualitative and Mixed Methods           | J&C: Chapter 20                                    |                 |                                                                      |
| April 17     | Data Analysis: Quantitative                            | J&C- Chapters 18-19                                | Methods Section Due |                                                                  |
| April 24     | Class Presentations                                    |                                                    |                 |                                                                      |
| May 1        | Class Presentations                                    |                                                    | Complete Mini-Research Proposal Due                   |                                                                      |
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.