

LOYOLA UNIVERSITY
School of Education
Fall Semester, 2016
Introduction to Research Methods for Ed.D. Students
CIEP 466 on-line **blended**

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Location: Class time: Monday 7:00 p.m. to 9:30 p.m. on the following **SIX** dates

8/29 CLC 425 from 7:00pm to 9:30pm.
9/19 CLC 425 from 7:00pm to 9:30pm.
10/17 CLC 425 from 7:00pm to 9:30pm.
11/7 CLC 425 from 7:00pm to 9:30pm.
11/28 CLC 425 from 7:00pm to 9:30pm.
12/12 CLC 425 from 7:00pm to 9:30pm.

Office hours: On Mondays before class and at other times by appointment (Wednesdays are good)

The purpose of this course is to provide first-year School Psychology Ed.D. graduate students with both theoretical knowledge and practical strategies for conducting applied research for the Doctoral Research Projects (DRPs). Problems of conceptualization of pragmatic research problems, suitable research design, sampling within a small study framework, levels of measurement, quantitative vs qualitative designs, and operationalization will be considered in detail. Statistical analysis respective designs will be considered as an integral part of the research process but specific statistical techniques will not be taught in depth. In addition, students will learn about research ethics, and will pass the modules on human subjects research required by the Institutional Review Board (IRB). Examples of analytic techniques will utilize SPSS. This is a blended course and will have six face-to-face classes to provide for hands-on practice with the concepts studied using SPSS

Commented [HN1]: What do you mean by respective? If this is a way of talking about statistics that I am unfamiliar with, ignore the comment.

CONCEPTUAL FRAMEWORK

Conceptual Framework Applied to this Course: The conceptual framework of Loyola's School of Education is **Social Action through Education**. This course is consistent with that framework in that it seeks to orient students to the ethical issues surrounding research within our schools. Students are encouraged to think about educational issues from the perspectives of differing parties in conflict including parents and students and the educational establishment. The overarching question posed by the Conceptual Framework in this course then is, "**What does social justice demand when addressing issues associated with research in the schools?**"

GENERAL CONCEPTUAL FRAMEWORK

Social Action through Education

Our Conceptual Framework – The SOE uses transformative education as a tool for changing students and to inspire them to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the five processes of knowing: attention, reflection, judgment, action and commitment. **Transformative education** does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge as a means or process of questioning knowledge. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

In this course in particular, the mission of the SOE is expressed as follows:

- **Service.** This course emphasize service to others. This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical convictions. These convictions become the basis for meaningful actions directed toward issues of social justice and service to others. Field experiences and structured service experiences followed by opportunities for reflection help shape this dimension.
- **Skills.** In this course, professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In addition competence with rapidly changing technologies is part of each professional's skill set.
- **Knowledge.** In this course, students' learning contributes to gaining a strong knowledge base that provides students with the confidence to start to become independent researchers. The SOE places particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.
- **Ethics.** Knowledge or skills alone cannot make the outcome of professionals' work socially just. Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education's learning community and a component of each program. All members of our community are to be life-long learners about the complex issues of what is just.

Further information about the SOE Conceptual Framework may be found at:

<http://www.luc.edu/education/socialjusticeanddiversity/>

Students are encouraged to think about research issues from the perspectives of differing parties in the research process. This dialectic is integral to understanding the IRB requirement for the protection of human subjects (see Assignment 2). The question posed in this course then is, "What does social justice look like when addressing issues associated with conducting applied research?"

DISPOSITIONS

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The disposition of Professionalism and Fairness will be assessed in this course. The specific rubrics for the dispositions for this course are posted in LiveText for this course.

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](#).

OBJECTIVES

There are two types of objectives listed below. The first set of objectives that I developed is specific to the content of this course. In the following section are the universal goals selected from the 12 available in the university course evaluation system. These goals are generic and identical for all courses. At the end of the course, your on-line evaluation of the course will be weighted according to the selected objectives.

COURSE OBJECTIVES

1. Students will gain a basic working knowledge of beginning and intermediate statistical techniques.
2. Students will connect the knowledge of the social world with the ways in which research designs build upon existing knowledge through understanding *epistemology* and its specific subfield *research methodology*.
3. Students will compare the strengths and limitations of various research designs including experimental and qualitative research, evaluation techniques, and survey research designs.
4. Students will understand basic concepts of simple random, stratified, and cluster sampling as well as convenience sampling techniques.
5. Students will demonstrate their knowledge of basic statistical and research concepts by achieving a satisfactory score on a series of short quizzes administered through SAKAI.
6. Students will participate in all-class discussion via the SAKAI Discussion Board to share expanding knowledge and to become proficient in critiquing research designs in a positive, supportive manner.
6. Students will logically plan a preliminary mock-up of a research problem that might interest them in order to receive feedback regarding feasibility, suitability, ethics of the proposed design and likelihood of IRB approval.
7. Students will demonstrate beginning knowledge of descriptive and inferential statistics appropriate to various research designs.
8. Students will demonstrate an understanding of the protection of human subjects in conducting research by completing the CITI approval process with a passing grade.

IDEA Objectives for the Faculty Information Form

To facilitate the process for online course evaluations, please include on your syllabus 3 – 5 objectives that you would indicate as an essential or important objective for this course. Be sure to rate these objectives as essential or important on your Faculty Information Form for the IDEA online course assessment, and to rate the remaining objectives as minor. The 12 objectives are listed below:

Essential

Important

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
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 (writing, inventing, designing, 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 and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

DIVERSITY

It is important to recognize that everything we do as professionals interacts with the diversity of the children and adults served. This is true for all forms of diversity including race, ethnicity, gender, disability, socioeconomic status, and sexual orientation. This course addresses diversity first by attempting to provide sensitivity to the need to expand research samples beyond majority, middle class heterosexuals. Students should reflect on the ways in which a lack of respect for diverse populations creeps into research design and sampling methods. In order to pursue social justice, researchers need to be aware of the lack of representation of diverse samples in many published research studies and make a commitment to increase diversity in their own research topics and sampling methods

SYLLABUS NOTES

The long list of “required in all Syllabi” statements has been replaced by the following link that is purported to be always up-to-date: www.luc.edu/education/syllabus-addendum/

Training on the Protection of Human Subjects

Proof of completion of the IRB training module on Protection of Human Subjects. <http://www.citiprogram.org>. You must complete this prior to beginning any data collection. If you have already completed this training, your certificate is valid for three years. **UPLOAD THIS ASSIGNMENT BY 10/19/2016.**

Step-by-Step Instructions to Begin Your On-line Training

- 1) Go to <http://www.citiprogram.org/>;
- 2) Click on “Register Here”;
- 3) To select your Institution, go to the first drop-box labeled “Participating Institutions” and select Loyola University Chicago; you do not have to select any other options.
- 4) Click Submit at the bottom
- 5) Select a user name and password (you will need these to re-enter the site); Click Submit
- 6) Complete the CITI Member Information page; Click Submit
- 7) For Question 1: Select the group appropriate for your research activities: Select **Group 1**; Click Continue
- 8) Next CITI asks if you need to take training for more than one institution, Select **No**
- 9) You are now at the **Learner’s Menu** page. Under *Loyola University Chicago Learner Utilities* you will find instructions page to view;
- 10) Return to the **Learner’s Menu** by clicking on “Main Menu” at the top right corner of the page;
- 11) To begin a course click on “Grade Book,” then click on the first module;
- 12) After all modules are complete, download the course completion report. When you submit the report, a copy will automatically be sent to the Office of Research Services (ORS) which will notify the IRB that you’ve passed the course. It takes 5-7 business days after you complete the course for ORS to receive your score; you will be notified once it is received and an official e-certificate of completion will be emailed to you.

ASSIGNMENTS

1. **Warm-up:** In order to make sure everyone is “on the same page” regarding using SAKAI. These activities are supposed to be light hearted and even fun way to meet your classmates. However, the other function of these activities is for you to demonstrate that you can complete three tasks that lets me be sure that SAKAI will not hinder you:

- ❖ Student Homepage (20 points)
- ❖ Practice Upload (10 points)
- ❖ Practice Discussion Board Post (10 points)

The specific directions for these assignments are found on the “Warm-up” tab. Information on how to navigate SAKAI will be provided at the first class. We will begin these activities in class to demonstrate how each should be done. Then, you should complete these activities before beginning to work with the course content.

2. Writing (and Thinking) Assignments

The way the Salkind book is structured ~~is~~ very different~~ly~~ from the Creswell book. Therefore, some flexibility and shifting of gears will be required of both students and the instructor.

The first Modules will stress fundamentals. For some of you, this may be boringly repetitive review, but if so, please help your peers who might be feeling differently.

Five Writing Assignment Papers 40 points each (200)

3. Discussion Board (Five—one for each Module)

Initial post40 points (200)

Two (separate) responses to peers 20 points (100)

4. CITI Module (Upload certificate) 60 points

5. On-line Quizzes (Five—one for each Module)

Multiple attempts will be allowed until you are satisfied with your learning..... 20 points each (100)

Points	Percentage	Grade
752 and above	94%	A
720-751	90-93%	A/B
680-719	85-89%	B
648-679	81-84%	B/C

Grading Chart

Assignment	Points
Warm-up	40
Five Module Papers	200
Class participation umulative Proposal	100
Discussion Boards	300
CITI Module	60
Quizzes	100
Total	800

600-647	75-80%	C
544-599	68-74%	D
Below 543	Below 68%	F