

**LOYOLA UNIVERSITY**  
School of Education, Fall Semester, 2016  
**Seminar: Educational & School**  
**Psychology: CIEP 550, 001**

Instructor: Martha Ellen Wynne, Ph.D.

Office: LT 1128

Office hours: by appointment

Classroom: Corboy: 523

Time: Thursday, 4:15-6:45 pm

The purpose of this course is to provide doctoral students with both theoretical knowledge and practical strategies for conducting an independent research program culminating in a successful defense of their dissertation. It is hoped that students will find that sharing research ideas with other people is a productive and supportive experience. This is a PROCESS, NOT PRODUCT, focused class. In addition to specific research topics, individual barriers to dissertation completion will be considered by each student through a series of reflection exercises. In order for this course to be helpful to students, it must be taken when students are sufficiently knowledgeable to be able to consider dissertation topics, but it is not necessary to be firmly committed to a particular topic.

## **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 dissertation 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.

## **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 describe the process of “doing” research and the specifics of completing a dissertation to fulfill the Ph.D. requirement for original research.
2. Students will understand who owns a dissertation, time and resource management, emotional components of the dissertation process, how to deal with “writer’s block,” and how to work effectively with a dissertation advisor and committee.
3. Students will develop a dissertation “self-care” plan based on the strategies suggested in the readings.
4. Students will recognize that their beliefs about sources of knowledge affects their perceptions of research, what is possible and what is likely to yield a useful contribution to knowledge.
5. Students will become knowledgeable about conducting a thorough and focused review of existing literature including library and internet resources. Efficient collection of information and avoidance of plagiarism will be stressed.
6. Students will compare the strengths and limitations of experimental research, quasi-experimental research, qualitative research, survey research, and mixed methods.
7. Students will be able to describe the appropriate data analysis for a given research design problems in both quantitative and qualitative areas.
8. Students will pass the on-line course developed by the IRB for the protection of human subjects.

## **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

Here is the IDEA for students <http://luc.edu/idea/>

## **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, sexual orientation, and gender identity. 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

## **TEXTBOOKS**

**The required textbooks selected for the course are as follows:**

Creswell, J. (2014). *Research Design*, Fourth edition. Thousand Oaks, CA: Sage. (ISBN 978-1-4522-2610-1). (This is a reference book you should have if you do not already own it.) Price ranges from \$66.66 new or \$35.49 used on Amazon. You may be able to find the book for less on other bookseller sites.

Single, P. (2010). *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Sterling, VA.: Stylus Publishing. (ISBN 978-1-57922-313-7). (This book is very helpful in organizing references so they are useful rather than a further source of stress.) Price ranges \$14.50 new to \$7.50 used.

Miller, A. (2009). *Finish Your Dissertation Once and for All! How to Overcome Psychological Barriers, Get Results, and Move on With Your Life*. Washington, D.C.: APA. (ISBN 1-4338-0415-8) (Lots of emotional support—too much for some tastes, but the chapter on getting organized and dealing with distractors are helpful.) Price ranges \$15.74 new to \$10.50 used.

Roberts, C. (2010). *The Dissertation Journey*. (2nd Ed). Thousand Oaks, CA: Corwin. (ISBN 978-1-4129-7798-2). (Viable resource if you do not object to the mountain climbing metaphor.) Price ranges from \$26.45 new and \$25.62 used

The textbooks are NOT at Loyola's bookstore on WTC. You may purchase them new or used at [www.Amazon.com](http://www.Amazon.com), [www.Half.com](http://www.Half.com), or any other on-line source of your choice.

If you do not already own the APA Manual (6<sup>th</sup> ed), you should purchase it.

American Psychological Association (2010). *Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington DC: Author.

Also purchase this if you do not already own it (in any edition). Everyone should have this as a reference:

Strunk, W. (1999) *Elements of Style*, 4<sup>th</sup> ed. New York: Longman. (ISBN-10: 020530902X )

### **Other books that may be helpful depending upon your needs:**

Krathwohl, D. & Smith, N. (2005). *How to Prepare a Dissertation Proposal*. Syracuse, N.Y.: Syracuse University Press. (0-8156-8141-0). (Very detailed, step-by-step directions for the proposal phase.)

Rockinson-Szapkiw, A. & Spaulding, L. (2014) *Navigating the Doctoral Journey: A Handbook of Strategies for Success*. (Paperback) ISBN-13: 978-1475803730 (Focuses on the very beginning of the process.)

This course is designed to meet your needs, which I cannot know before we meet. I can guarantee you will need the Creswell and Single books, and we will use them extensively, so if you need to stagger your book orders for financial reasons, please order the above first.

## **THE SCHEDULE FOR THE COURSE IS FOUND IN APPENDIX B**

### **ASSIGNMENTS**

#### **THERE ARE FOUR GENERAL TYPES OF ASSIGNMENTS:**

- 1. Writing Exercises:** The syllabus indicates the six writing exercises that will be handed in for a grade. There are additional exercises in all the texts that are worth your time to consider but are not required. **IT IS NOT NECESSARY THAT YOUR EXERCISES BE TIED TO YOUR FINAL PROJECT ALTHOUGH THEY MAY BE.** It is critical that the Exercises be done in a **TIMELY** manner. **Content of the Chapters and/or the Exercises will be discussed in each class by students.** *Please remember that the value of this class rests in large part on the contributions to and students' support of*

*each other.*

2. **Personal Self-care Plan:** Doctoral students who do not complete dissertation are usually academically capable of completing. Personal barriers prevent their finishing. As the course progresses, “problems” unique to conceptualizing, conducting, and completing dissertation research will be considered in many ways. Each year students have different needs and concerns. This course will provide an opportunity to consider barriers to completion in a supportive and nonjudgmental milieu. As these topics arise, you do not need to disclose anything you do not wish to. Please document the meaning of this part of the course by developing a ‘Dissertation Self-Care and Completion Plan” with as much detail as meets your own needs. You may wish to consider areas you think may be difficult for you as well as strengths you feel you bring to this task. There is no particular form or rubric for this journal-style document. However, topics included in past years have included: time management, task avoidance, sub-dividing the process into manageable parts, managing expectations of family and friends, perfectionism, procrastination, and writer’s block, as well as more practical matters of juggling responsibilities, finding time and a place to write, maintaining a healthful routine, etc. (This is the same assignment as described above—it is the second of the six.)
  
3. **Research Outline:** The summative assignment in this course is designed to acquaint you with the FORM a dissertation proposal should have. To that end, you will write a practice proposal that will increase your comfort with the process so that when you actually write a proposal, you will be much better prepared because you have completed this assignment. IF you know, or even have a general idea of, the topic of your dissertation, you may use it in completing the assignment. However, if you do not have a clear idea of your future areas of research interest, this assignment may be even more valuable to you because understanding the process of developing a proposal will allow you to consider future topics that you will encounter in a more knowledgeable and discerning way than if you had not developed a practice proposal.
  
4. **Proof of completion of the IRB training module on Protection of Human Subjects.** Directions are found In Appendix C.

*This is a “do it once” (every three years) assignment. If you have completed this training already, all you need to do is provide a copy of the completion email using the SAKAI uploader.*

**REQUIREMENT 3 DETAILED DIRECTIONS: Grades of A will be assigned to Outlines that have:**

- ★ **An Introduction or Overview:** The initial impression is critical and yours must be engaging, logical, and make the reader want to see how you have dealt with this very important problem in terms of setting up a research project. The initial description must be very well written and illustrate excellent “flow” from one idea to the next.
  
- ★ **Review of the literature:**
  - ~~Traditional approach: This section should emphasize quality rather than quantity. The “funnel” or another clearly articulated organizational approach and “hook and eye” writing structure should literally jump off the pages. See Appendix A of this Syllabus for The Funnel and pp. 89-90 of Creswell, 2014 for these techniques.
  - ~~Alternatively, you may use the “Single Method” organization of Focus Statement, Short Outline, and Long Outline with citable notes. (Learning about this way to organize and write will be covered within the course.) A minimum of 20 citations are required. Try to find citations from different media to enhance your experience in retrieving information from books, journals, databases, internet publication, etc. A citation should be recent (within the last 5 years, except “seminal articles” for current research threads begun more than 5 years ago.) Be careful to avoid inadvertent plagiarism.
  
- ★ **Methods:** The reader should have a very clear idea of what you are planning to do to answer the research questions or hypotheses that you have posed. Generalities are not encouraged; specifics make the defense of a proposal easy. **BE SPECIFIC.**
  
- ★ **Data analysis:** This part is often missing from (real) proposals. This is a mistake that, in the instructor’s opinion, renders a proposal indefensible. A clear **PLAN** for the analysis of the data is required. If the data will be quantitative, then descriptive and inferential statistical projections are required, including dummy tables. If the analysis is qualitative, then a very clear plan to address each research question must be included. If the study uses mixed methods, then both of the above are required.
  
- ★ **Discussion:** Based on your research questions and the literature reviewed, indicate what you **COULD** expect to discuss if the project you set up yielded analyzable data.

## **GRADING**

The evaluation of individual projects is always more subjective than examinations. Writing exercises will be evaluated using criteria for research set forth in readings and in class. The

Research Outline will be evaluated by the guidelines listed above. Completion of the IRB Module will assure you of over 10% of the points for the course and participation assures you of another 10%.

<b>Scale</b>	<b>Points:</b>
94% and above <b>A</b>	<b>Writing exercises (6 X 50 each)     = 300</b>
90%-93% = <b>A/B</b>	<b>Research Outline                         = 300</b>
85%-89% = <b>B</b>	<b>Class Participation                     = 100</b>
81%-84% = <b>B/C</b>	<b>IRB Completion                         = <u>100</u></b>
76%-80% = <b>C</b>	
72%-75% = <b>C/D</b>	<b>Total   800</b>
67%-71%= <b>D</b>	
66% and below <b>F</b>	

### 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/](http://www.luc.edu/education/syllabus-addendum/)

### LIVE TEXT

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](#).

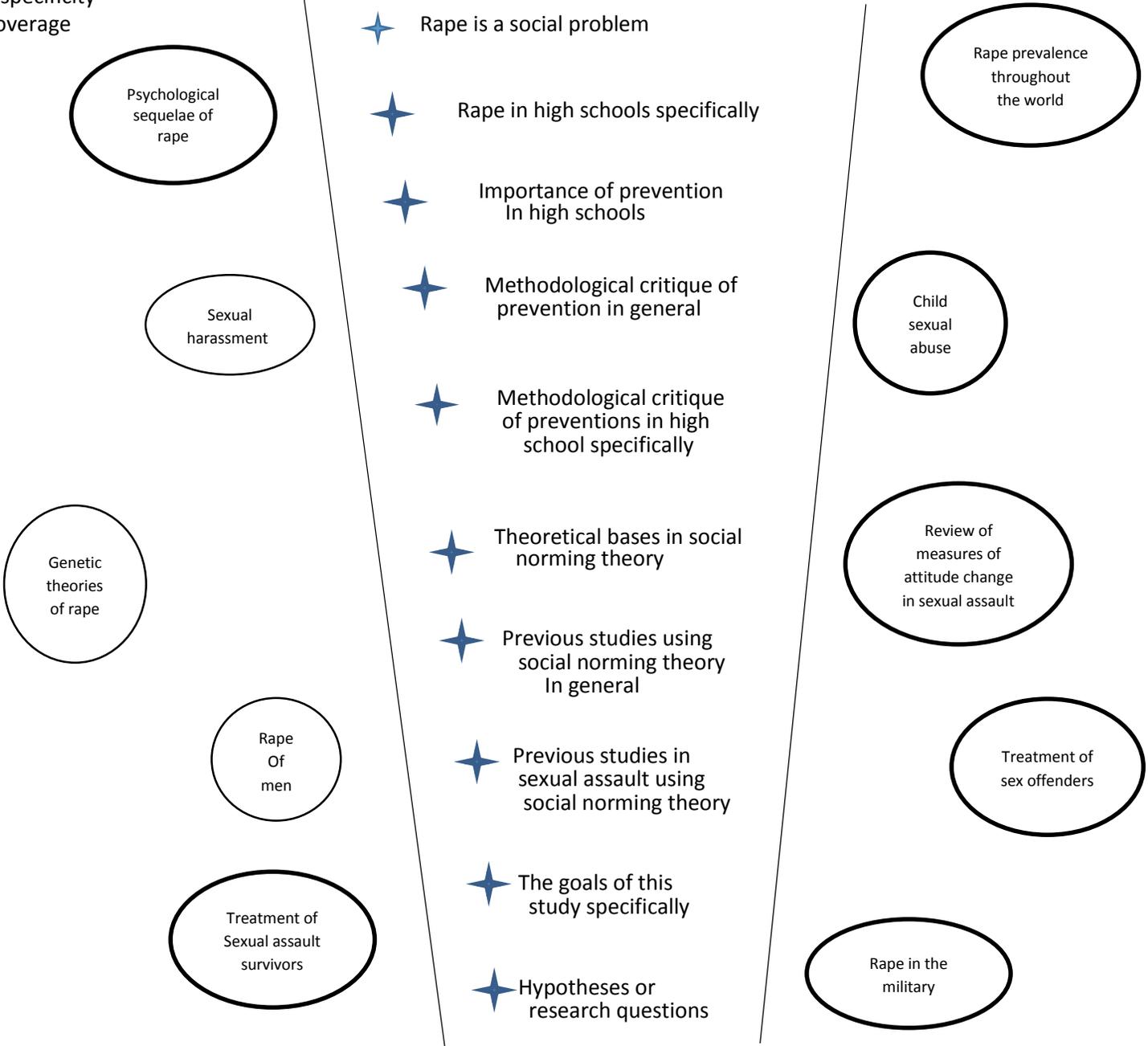
## **Appendix A**

# The Funnel

Less attention and specificity of coverage



Greater attention and specificity of coverage



Adapted from:

Heppner & Heppner (2004). *Writing and Publishing your Thesis, Dissertation and Research*. Belmont, CA: Thomson

## **Appendix B**

## Schedule

	Topic	Reading
9/1/2016	Introduction to the Course	Syllabus IRB Human Subjects Requirements
9/08/2016	Why is doing a dissertation different than other work? a) Huge b) Scary c) Too anxiety provoking to think about d) All of the above	Single, preface; pp.1-21 Roberts, pp.1-17
9/15/2016	What IS dissertation research And HOW am I going to learn to “do” it?	Creswell, pp. 1-20 Robert, pp. 18-30
	<b>Assignment 1:</b> <b>Creswell, p. 22 (upload on SAKAI)</b> <b>Choose <u>two</u> from 1, 2, OR 3 to complete.</b>	
9/22/2016	Getting Organized Emotional issues/blocks Writing problems	<b>Single, Ch 9</b> Miller, pp.18-48 <b>Course Document pdf 1</b> <b>(Heppner)</b>
9/29/2016	Use of theory Assessing prior knowledge Gathering information Writing coherently---	Creswell, pp. 25-103
	<b>Prepare for a discussion of “Hook and Eye”</b> <b>Assignment 2: Course Document 3 p. 13-14</b> <b>Exercises 1.1 and 1.2 (Upload on SAKAI)</b>	
10/06/2016	<b>Class with Tracy Ruppman</b> <b>Remember to bring your</b> <b>personal computers</b> Location CLC 523	<b>Course Document pdf 2</b>

10/13/2016	Thinking about Dissertation Topics--- Choosing a Dissertation and Committee Dissertation Support Groups <b>Assignment 3: Creswell, p.102</b> <b>Exercise 2 (Upload on SAKAI)</b>	Roberts, pp.23-54 Single, pp. 23-54
10/20/2016	Focusing: The Introduction Meeting your own learning goals Integration of theoretical knowledge Research design knowledge and statistical knowledge Refining research question and hypotheses <b>Assignment 4: Creswell, p.152</b> <b>Exercise 1 and 2 OR Exercise 3</b> <b>(Upload on SAKAI)</b>	Creswell, pp. 105-152
10/27/2016	Overview: Methodology Research design Quantitative <b>Assignment 5: Creswell, p.181</b> <b>Exercise 2</b>	Creswell, pp. 155-181
11/3/2016	Research Design Qualitative and mixed methods Research design and sampling Practical considerations <b>Assignment 6: Creswell, p. 239</b> <b>Exercise 1 OR 2</b>	Creswell, pp. 183-239
11/10/2016	The Single Method	Single, pp. 55-177 <b>Course Document pdf 3 (TOC)</b>
11/17/2016	Putting it All Together  Organization and writing With the Single Method	<b>Course Documents pdf 4 and 5</b> Single, pp. 179-180 Find YOUR problems (if any) Strunk, as needed
11/24/2016	<b>NO CLASS--- Thanksgiving Break</b>	

11/27/2014

Typical Analytic Options  
For Research Designs

Course Document PPT 6

12/04/2014

Working with your Committee

Text Book

Reporting results

Roberts, pp. 184-198

Publication

Discussion and feedback

**Assignment: Research Outlines  
(Upload on SAKAI)**

**Research Outlines uploaded later than  
Monday, December 12, 2016 will result in an  
"Incomplete" grade.**

**Your taking an "I" is fine with me as long as you turn in your Research  
Outline by April 1, 2017.**

## Appendix C



## 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.