RMTD 400: INTRODUCTION TO RESEARCH METHODOLOGIES
Fall 2017
Course Time: M 7:00 PM – 9:30 PM
Location: 602 CLC

Instructor: Eilene A. Edejer, Ph.D.  Email: eedejer@luc.edu
Office Phone: 312-915-6343  Office: Lewis Towers, Room 1152
Office Hours: By appointment only

Texts

Required Text

Useful and important materials developed to help you better learn the material available on their site edge.sagepub.com/rbjohnson6e
Site includes:
- lectures
- concept maps
- answers to study questions
- practice multiple choice questions
- overheads
- bonus materials
- three articles referred to in the book appendices
- additional web resources
- glossary

Additional Online Text

Other additional readings available through the library’s electronic journals will be provided by the instructor and posted on Sakai.

Recommended Text

Course Description
This course will utilize the online resource of Sakai and in person instruction to introduce the concept of inquiry and research methods used in education, psychology, and other social sciences. The course will cover three main methods of inquiry: Quantitative, Qualitative and Mixed Methods. Students will be able to analyze critically research and create a research proposal. Students will be able to analyze critically research and create a research proposal.

Loyola University Chicago
Learning Community

Diversity:
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics.

**Academic Honesty:**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

**IDEA Objectives for Course Evaluation**
At the end of the course, you will have an opportunity to complete an Online IDEA course evaluation. The objectives from this evaluation in bold most closely align with this course, and the remaining objectives are also important for the course:

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
11. Learning to analyze and critically evaluate ideas, arguments, and points of view course assessment, and to rate the remaining objectives as minor.

**Evaluation:**
Below describes the different point values associated with each assignment:

<table>
<thead>
<tr>
<th>Point Break down</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (5x10)</td>
<td>50 points</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>50 points</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>25 points</td>
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<tr>
<td>Class participation</td>
<td></td>
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<tr>
<td>Library session</td>
<td>10 points</td>
</tr>
<tr>
<td>Class activities (5x5)</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160 points</strong></td>
</tr>
</tbody>
</table>

**Grading Scale (%)**

- 100-93 A  77-79  C+
- 92-90 A-  73-76  C
- 87-89 B+  70-72  C-
- 83-86 B   67-69  D+
- 80-82 B-  60-66  D
- <60 F
Assignment Outline:
Please note that more detailed information regarding assignments will be provided as they become Open in Sakai. Also, it is imperative that you ask questions if you are unclear about assignment requirements!

Assignments:

- Assignment 1: Developing Research Problem, Research Purpose Statement, and Research Question
- Assignment 2: Research Ethics Essay
- Assignment 3: Annotative Bibliography
- Assignment 4: Methodology Section
- Assignment 5: Article Critique

Group Presentations:
This assignment will bolster your research methodology knowledge and will provide your group an opportunity to enhance class discussion on a particular research design. Details about this project will be discussed in class.

Research Proposal:
- Please remember that this is a proposal for potential research, so write about intended work – not current or past projects
- Your proposal will have three chapters:
  1. Chapter one: Introduction (Preparation: Assignment 1)
  2. Chapter two: Review of the Literature (Preparation: Assignment 3)
  3. Chapter three: Methods Section (Preparation: Assignment 4)
- Assignments 1, 3 and 4 are to help initiate the process of writing the proposal chapters

Class participation:

Library session: During the beginning weeks of class, an informative library session will be held and an assignment will be associated with this session. Please note if you are unable to make this class, you will need to work with me to arrange an appointment with our library liaison.

Activities: These are initiated during class, may be partially and completed in small groups and submitted by the following class.

Course Guidelines

Assignment due dates
Due dates for assignments are listed on the course calendar. Assignments submitted after the due dates will result in a reduction of points.

Late Assignments
Due to this course having multiple assignments, including many that build on one another, late submission of assignments is strongly discouraged. Additionally, late submission of your work will result in minimal feedback. If you need to turn in an assignment late, please do so with the understanding of these matters and it is best to contact me immediately.

The following describes an explicit however non-exclusive list of requirements to ensure a successful semester:

Required Access
Access to (at least) a DSL Internet connection
Loyola Email Account with reliable access

Required Familiarity
Be able to download and attach files
Create and open a Zip File
Microsoft Office Package
  Microsoft Word
  Microsoft Excel
  Microsoft PowerPoint
Access to Software – All are available for free download if needed this semester.
  Adobe Flash Player
  Adobe Reader
  Adobe Shockwave
  Java Software
  QuickTime
  RealPlayer
Course Calendar

- Course materials are posted a week prior to class.
- All assignments are due by the end of class. Late submissions result in less points and limited feedback. Please note this is not the best scenario given the fact that material builds on prior weeks.
- It is suggested that Chapter readings prior to class so questions can be answered and you can participate in class discussions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Area</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Introduction                      | 1: Introduction to Educational Research  
     |                                   | 2: Quantitative, Qualitative, and Mixed Research                         | JC, Ch. 1 & 2                   |
| 2    | Labor Day: LUC Holiday            |                                                                          |                                  |
| 3    | Introduction                      | 4. How to Review the Literature and Develop Research Questions           | JC, Ch. 4 & 5                    |
|      |                                   | 5. How to Write a Research Proposal                                     |                                  |
| 4    | Introduction                      | 6. Research Ethics                                                      |                                  |
|      |                                   |                                                                          | Assignment 1                     |
| 5    | Foundations                       | 7. Standardized Measurement and Assessment                               | JC, Ch. 7                        |
|      |                                   |                                                                          | Assignment 2 Library Session Assignment |
| 6    | Foundations                       | 8. How to Construct a Questionnaire                                      | JC, Ch. 8 & 9                    |
|      |                                   | 9. Methods of Data Collection                                            |                                  |
| 7    | Mid-semester break                |                                                                          |                                  |
| 8    | Foundations                       | 10. Sampling                                                            | JC, Ch. 10, 11                   |
|      |                                   | 11. Qualitative and Quantitative Validity                               |                                  |
| 9    | Research Methods                  | 12. Experimental Research                                              | JC, Ch. 12                       |
| 10   | Research Methods                  | 13: Quasi-experimental and Single-Case                                  | JC, Ch. 13, 14                   |
|      |                                   | 14: Nonexperimental Quantitative                                        |                                  |
| 11   | Research Methods                  | 15: Qualitative                                                         | JC, Ch. 15, 16                   |
| 12   | Research Methods                  | 17: Mixed Methods                                                       | JC, Ch. 17, 18                   |
|      |                                   | Analysis                                                                |                                  |
| 13   | Analysis                          | 18: Descriptive Statistics                                              | JC, Ch. 19                       |
|      |                                   | 19: Inferential Statistics                                              |                                  |
|      |                                   | Research Proposal (assigned)                                            |                                  |
| 14   | Research Proposal consultation    |                                                                          |                                  |
| 15   | Course Review and Final Burning Questions… |                                                    |                                  |
| 16   | Research Proposal Due (5pm)       |                                                                          |                                  |
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
Research Methodology
Dispositions

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Partially Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Domain IL-LUC-DISP-2016.1</td>
<td>Candidate engages in and models ethical practice and on-going learning to promote personal growth.</td>
<td>Candidate engages in ethical practice and on-going learning to promote personal growth.</td>
<td>Candidate engages in some ethical practice and/or on-going learning to promote personal growth.</td>
<td>Candidate rarely engages in ethical practice and on-going learning to promote personal growth.</td>
</tr>
<tr>
<td>Management: Time and Responsibilities IL-LUC-DISP-2016.1</td>
<td>Candidate consistently manages time and responsibilities to meet deadlines and expectations, making adjustments as appropriate.</td>
<td>Candidate usually manages time and responsibilities to meet deadlines and expectations, making adjustments as appropriate.</td>
<td>More than 2/3 of the time throughout the course candidate manages time and responsibilities to meet deadlines and expectation. Candidate may struggle to make adjustments as appropriate.</td>
<td>Candidate rarely manages time and responsibilities to meet deadlines and expectations. Candidate is not able to make adjustments as appropriate.</td>
</tr>
<tr>
<td>Management: Interpersonal IL-LUC-DISP.1</td>
<td>Candidate always communicates effectively and appropriately with faculty and peers.</td>
<td>Candidate usually communicates effectively and appropriately with faculty and peers.</td>
<td>Candidate occasionally communicates effectively and/or appropriately with faculty and peers.</td>
<td>Candidate rarely communicate effectively and appropriately with faculty and peers.</td>
</tr>
<tr>
<td>Context IL-LUC-DISP-2016.3</td>
<td>Candidate thoroughly understands, respects, and appropriately responds to the context(s) (i.e., environment, structure, culture, history, values, politics, economics, power, privilege) within which the candidate is working.</td>
<td>Candidate usually understands, respects, and appropriately responds to the context(s) (i.e., environment, structure, culture, history, values, politics, economics, power, privilege) within which the candidate is working.</td>
<td>Candidate occasionally understands, respects, and/or appropriately responds to the context(s) (i.e., environment, structure, culture, history, values, politics, economics, power, privilege) within which the candidate is working.</td>
<td>Candidate rarely understand, respect, and appropriately respond to the context(s) (i.e., environment, structure, culture, history, values, politics, economics, power, privilege) within which the candidate is working.</td>
</tr>
<tr>
<td>Empathy IL-LUC-DISP-2016.3</td>
<td>Candidate always shows empathy by listening and respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate recognizes potential conflicts and handles them appropriately.</td>
<td>Candidate usually shows empathy by listening and respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate usually recognizes potential conflicts and handles them appropriately.</td>
<td>Candidate sometimes shows empathy by listening and/or respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate sometimes recognizes potential conflicts and/or handles them appropriately.</td>
<td>Candidate does not show empathy by listening and respecting the experiences and viewpoints of others, particularly those whose cultural experiences are different than their own. Candidate does not recognize potential conflicts or handle them appropriately.</td>
</tr>
<tr>
<td>Methodology IL-LUC-DISP-2016.2</td>
<td>Candidate thoroughly understands and independently able to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.</td>
<td>Candidate usually understands and needs a little assistance to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.</td>
<td>Candidate somewhat understands and needs extensive assistance to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.</td>
<td>Candidate does not understand and is not able to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.</td>
</tr>
</tbody>
</table>