Hello, class! If you ever have any questions about this course and its assignments, please reach out to me via email. **My goal as a professor is to be as responsive, collaborative, and helpful as possible.**

**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 critically analyze research and create a research proposal.

**School of Education’s Conceptual Framework**
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of **social action through education**. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just researchers. The case studies used in this course illustrate how educational research can illuminate issues of social justice In addition, the research methods used in this course also add to students’ ability to understand the diversity of perspectives that researchers use to address social problems.

**Conceptual Framework Standards Assessed in this Course**
- **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.

**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.

Dispositions
Professionalism, Inquiry, and Social Justice are the SOE dispositions assessed in this course. Dispositions will be assessed through Live Text and are not factored into your grade. Refer to the Dispositions rubric for information about those assessed in RMTD 400.

IDEA Course Objectives
The Following IDEA objectives will be a primary focus of the course:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, perspectives, methods, principles, generalizations, theories).
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning to apply knowledge and skills to benefit others or serve the public good.
5. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

As a result of this course, students will be able to:
• Discuss the philosophical underpinnings of educational research and describe the applications of the scientific method
• Explain the difference between quantitative, qualitative and mixed methods research paradigms
• Explain the difference between various research methods used in educational research
• Discuss the relationships between theory, research objective, research question, design, measurement and analysis
• Select a research topic, state a research objective and research question and propose a method of study to answer the question
• Conduct a review of relevant literature that synthesizes the knowledge from several research studies around the central idea or research questions and identifies possible gaps in the literature
• Analyze and evaluate the research questions, design, ethics and conclusion of existing educational research
• Describe and determine the correct use of different sampling techniques to answer a research question
• Describe the measurement and data collection procedures including instrumentation and methods for determining reliability and validity. Determine the correct data collection techniques to answer a research question.
• Describe the types of quantitative and qualitative validity and methods for establishing them
• Discuss the logic of experimental control
• Discuss the descriptive statistical methods for representing data
• Discuss the hypothesis testing and for testing significance
• Discuss the legal and ethical issues in educational research
Required Text


**Format of the online course**

The course calendar on page 7 details the topic and associated chapters for that week. Most weeks have a discussion, reading, and very short quizzes due; some also have an assignment due, as well. Each week will have the same schedule*:

- Discussion questions and a screencast lecture for the week will be posted by early Monday of that week.
- You post an initial response to the discussion by Wednesday, and response to two peers by Sunday.
- Quizzes aligned to the weekly reading are due by Sunday of each week.
- If there is an assignment due that week, they are due by midnight Sunday.
- You will be provided feedback on the assignments by Monday or Tuesday evening of that week.

*Because Labor Day falls on Monday 9/4, the first forum post will be due Thursday. The follow-up peer posts and the quiz will still be due by Sunday midnight.

*I cannot stress enough how important it is to stay with the course timeline.* Everything builds in this course leading up to your final paper. Please pay attention to the feedback. If you misunderstand a concept and do not read the feedback then it will have a snowball effect of not refining your work, which will impact your assignments and final paper. **Good research is a collaborative process; I strongly encourage students to e-mail me questions and clarifications throughout the course. I am also happy to Skype/meet in-person/chat over the phone.**

There are no times where we meet as a group on-line. You are more than welcome to hand in assignments/discussions/quizzes before it is due. Make the weekly format work for your schedule.

All assignment information is fully posted in Sakai. You will see examples of each assignment and directions posted in the “Assignments” tab.

The “Lessons” tab will for each week will give links to all presentations, power points, assignments (with due dates), and forum posts. **Please use the “Lessons” plan in Sakai, or this syllabus, as your week-to-week guide.**

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1 The third and fourth editions of this text will also work for this course. They can be easily purchased online at a discounted price. Take note that page numbers, chapters, references to tables/figures in the lectures may be different; however, the content is similar; you will just need to match chapters, etc. It is very doable.
### Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points each (each)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Post</td>
<td>5 points (x1)</td>
<td>5 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5 points each (X 17)</td>
<td>85 points</td>
</tr>
<tr>
<td>Discussion Responses²</td>
<td>10 points each (x10)</td>
<td>100 points</td>
</tr>
<tr>
<td>Assignments</td>
<td>20 points each (X5)</td>
<td>100 points</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>35 points (X 1)</td>
<td>35 points</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>125 points (X 1)</td>
<td>125 points</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>450 points</strong></td>
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### Percent of Possible Points

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<thead>
<tr>
<th>Grade</th>
<th>Percent of Possible Points</th>
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</thead>
<tbody>
<tr>
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<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
</table>

### Assignment details:

**Introduction on Discussion Board:** A portion of your participation grade will be based on the completion of a post to the Discussion Board introducing yourself to the class. This will consist of a brief description of yourself, your research interests, and your favorite restaurant(s). The information will help you connect with your fellow classmates.

**Quizzes:** Seventeen short open-book quizzes will be posted throughout the course. These are meant to assess your understanding of the concepts in the chapters and discussion during the week that they are assigned. Quizzes are due by Sunday at 11:59pm on the week noted in the calendar. You can re-take each quiz once.

**Forum Posts/Discussion:** During this course there will be weekly class discussions on Sakai. You need to participate on the discussions, and I will be monitoring your written responses. I will post a "Forum Post Discussion" question(s) for the week based on the chapter(s) and topic assigned. Each student in the class will provide one thoughtful initial response to each threaded discussion and two responses to peers.

² 5 points for your initial self-response; 2.5 points for each peer response. Responses need to be descriptive, high quality, and integrative of course content.
Your responses to each of these questions should be a few paragraphs (2-4 paragraphs) and thoughtful, providing evidence that you have read the required reading and thought about the material. It is a good practice to cite the reading to support your argument. Bringing in other citations is also encouraged. Note that the threaded discussion section is not where you ask me questions; it is where you discuss the material with the class. The initial responses are due by 11:59 pm on Wednesday.

In addition, each student must provide a response to two posts by peers. These responses should be 1-2 paragraphs in length, and provide a thoughtful analysis of the discussion thread. Posting a message saying “I agree with person X” with no additional elaboration or logical thought is not an acceptable message. The responses to peers are due by 11:59 pm on Sunday.

Please spread out your initial response and response to peers so that all conversations include a thoughtful analysis. I will be monitoring the discussion threads and clarify content throughout the discussion, as well as provide feedback at the end of the discussion.

Assignments: The following assignments will prepare you for the research proposal. Refer to the posted assignment and rubric in Sakai for further details.

- **Assignment 1:** Essay on Ethics in Research (CF8) – Assignment details at the end of this syllabus and in Sakai.
- **Assignment 2:** Research questions – Following the instructions for Assignment #1 in Sakai, you will create two research questions as a starting point for your research proposal.
- **Assignment 3:** Bibliography – You will find and complete an annotative bibliography of ten research articles. These ten articles should be articles that you will use in your research proposal. See Sakai for details.
- **Assignment 4:** Methodology – You will be writing the procedures section of the methodology that will be a part of the research proposal. Further details are posted in Sakai.
- **Assignment 5:** Sampling – To support your procedures, you will be writing about the sampling procedure that would be used in the study.

Critical Analysis: You will complete a critical evaluation of a research study. A detailed description of the assignment can be found at the end of this syllabus and on Sakai.

Research Proposal: The largest portion of your points awarded for this course will derive from the research proposal. This assignment will be discussed at length during the course. It will consist of the first three chapters of a basic research proposal or thesis. Each assignment will assist in the preparation of this proposal. A detailed description of the types of information necessary will be provided in Sakai and announcements.

Assignment due dates
Due dates for assignments are listed in Sakai and in this syllabus. Please note that the Critical Analysis will serve as an assessment of Conceptual Framework standard #4, Diversity, and the Essay on Ethics in Research will serve as an assessment of Conceptual Framework standard #8, Application of Ethical Principles. The rubrics for these assessments are given at the end of this syllabus.
Late Work
Late work will not be accepted unless prior arrangements have been made with the instructor. Note that for individual assignments, you will not be able to submit your work after 11:55 pm on the due date. If a situation occurs and the need to turn in work late presents itself, it is imperative that the student contacts the instructor immediately. Late assignments without proper communication with the professor will automatically be worth only half of their original point value.

Online Course Requirements
From reading this syllabus it should be clear that the online classroom differs from the live-taught. As such, there are certain expectations and guidelines we must follow in order to ensure academic achievement. The following describes an explicit however non-exclusive list of expectations to ensure a successful semester:

- Reliable internet access
- Be able to download and attach files
- 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
- Java Software QuickTime RealPlayer

In addition to hardware access and software utilization, the following represent factors that facilitate a productive and effective online learning experience. (Material adapted from the University of Wisconsin Online website on Online Etiquette, http://online.uwc.edu/technology/ Etiquette.asp)

- Tone down your language. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- Keep a straight face. In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.
- Be forgiving. If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- The recorder is on. Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded and they do reflect on you; your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.
- Test for clarity. Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, then even better.
- Netspeak. Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.
Course Calendar

- Course materials are posted the Monday of every week.
- All assignments are due by 5pm on the Sunday of the week. 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.
- The instructor suggests that students complete chapter readings and quizzes at the beginning of the week to dedicate more time to assignments.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Area</th>
<th>Readings</th>
<th>Weekly Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/28/17</td>
<td>Introduction</td>
<td>JC, Ch. 1</td>
<td>Introductions Ch.1 Quiz</td>
</tr>
<tr>
<td>2 9/5/17</td>
<td>Introduction</td>
<td>JC, Ch. 2</td>
<td>Ch.2 Quiz Forum Post #1</td>
</tr>
<tr>
<td>3 9/11/17</td>
<td>Introduction</td>
<td>JC, Ch. 6, 5 Belmont Report</td>
<td>Ch. 6 Quiz Ch. 5 Quiz Forum Post #2 Assignment 1</td>
</tr>
<tr>
<td>4 9/18/17</td>
<td>Foundations</td>
<td>JC, Ch. 4</td>
<td>Ch. 4 Quiz Forum Post #3 Assignment 2</td>
</tr>
<tr>
<td>5 9/25/17</td>
<td>Foundations</td>
<td>JC, Ch. 9, 10</td>
<td>Ch. 9 Quiz Ch. 10 Quiz Forum Post #4</td>
</tr>
<tr>
<td>6 10/2/16</td>
<td>Foundations</td>
<td>JC, Ch. 11</td>
<td>Ch. 11 Quiz Forum Post #5</td>
</tr>
<tr>
<td>7 10/9/16</td>
<td>Mid-semester break – Relax and do something fun</td>
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</tr>
<tr>
<td>8 10/16/17</td>
<td>Research Methods</td>
<td>JC, Ch. 12</td>
<td>Ch. 12 Quiz Forum Post #6 Assignment 3</td>
</tr>
<tr>
<td>9 10/23/16</td>
<td>Research Methods</td>
<td>JC, Ch. 13, 14</td>
<td>Ch. 13/14 Quiz Forum Post #7</td>
</tr>
<tr>
<td>10 10/30/16</td>
<td>Research Methods</td>
<td>JC, Ch. 15, 16, 18</td>
<td>Ch. 15/16 Quiz Ch. 18 Quiz Forum Post #8 Assignment 4</td>
</tr>
<tr>
<td>11 11/6/16</td>
<td>Analysis</td>
<td>JC, Ch. 19, 20</td>
<td>Ch. 19 Quiz Ch. 20 Quiz Forum Post #9</td>
</tr>
<tr>
<td>12 11/13/16</td>
<td>Analysis</td>
<td>JC, Ch. 21</td>
<td>Ch. 21 Quiz Forum Post #10 Assignment 5</td>
</tr>
<tr>
<td>13 11/20/16</td>
<td>Thanksgiving Break – Eat some good food and hug your loved ones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 11/27/16</td>
<td>Course Review and Research Proposal (assigned)</td>
<td></td>
<td>Critical Analysis</td>
</tr>
<tr>
<td>15 12/4/16</td>
<td>Research Proposal Due: 12/11/16 (5pm)</td>
<td></td>
<td>Research Proposal Due: 12/11/16 (5pm)</td>
</tr>
</tbody>
</table>

*On the week of 9/4, Labor Day, the class week will begin on 9/5 and the first forum posts are due Thursday. The follow-up peer responses and the quiz are still due by midnight Sunday.
Research Methodology
Core Assessment

Course: RMTD 400 – Introduction of Research Methodologies
Core Assessment: Essay on research ethics
CF Standard: 3

For this core assessment, the student will read an article or case study provided by the instructor that addresses an aspect of research ethics. One example is the following:

Please read the New York Times Magazine article from November 28, 1999, entitled, “The biotech death of Jesse Gelsinger.” In a 2-3 page essay, please address the following questions.

a. How would you assess the ethics of this study given the Belmont Report principles of respect for persons, beneficence and justice? This report can be read online at http://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/

b. A major criticism of the trial that resulted in Jesse’s death centers on the informed consent procedures. What is your assessment of the informed consent procedures? If you were in Jesse’s place, what information and procedures would you demand before you volunteered for a trial?

c. The medical ethicist of this research project would not allow infants as subject in this experiment because parents could not freely give consent knowing that their infant had only a few hours to live. What is your opinion of this decision? How would you argue your case?

Core Assessment Rubric

<table>
<thead>
<tr>
<th>Conceptual Framework Standard</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS3: Candidates demonstrate knowledge of ethics and social justice.</td>
<td>The essay clearly represents an understanding of the principles of the Belmont report: respect for persons, beneficence, and justice. The essay assesses the ethical issues present in the case study, and provides a clear and well-supported argument for its claims.</td>
<td>The research article critique demonstrates a good understanding of the principles of the Belmont report: respect for persons, beneficence, and justice. The essay addresses some of the ethical issues present in the case study, and provides some support for its claims.</td>
<td>The research article critique presents a limited understanding of the principles of the Belmont report: respect for persons, beneficence, and justice. The essay partially addresses the ethical issues present in the case study, and provides little or no support for its claims.</td>
</tr>
</tbody>
</table>
Research Methodology
Core Assessment

Course: RMTD 400 – Introduction of Research Methodologies
Core Assessment: Critical analysis of a research study
CF Standard: 4

For this core assessment, each student will identify a research article related to an area of the student’s interest. The purpose of this assessment is to demonstrate an understanding of the research methodology used in the study, and critical assess the methodology used and results. Students are expected to include both a summary and a critical review of the article that discusses elements, such as the following:

1. Purpose of the study
2. Methodology (e.g., case study, ethnography, grounded theory, phenomenological study)
3. Research methods (e.g., interviews, observations, document analysis)
4. Sampling (e.g., purposive)
5. Role of the researcher
6. Data interpretation and analysis

Core Assessment Rubric

<table>
<thead>
<tr>
<th>Conceptual Framework Standard</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS1: Candidates critically evaluate current bodies of knowledge.</td>
<td>The research article critique clearly represents an understanding of the research methodology employed in the study. The research paper weaves together the summary and analysis of the article supporting claims with sufficient evidence from the article.</td>
<td>The research article critique demonstrates a good understanding of the research methodology used in the study. The research paper attempts an integration of the summary and analysis with some evidence provided for claims.</td>
<td>The research article critique presents a limited understanding of the research methodology used in the study. The research paper does not successfully integrate the summary and analysis of the article, and/or provides little supporting evidence for claims.</td>
</tr>
</tbody>
</table>
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.