

## **RMTD 400: Introduction to Research Methodology Fall 2018**

**Instructor:** Jill Young

**Email:** [jyoung3@luc.edu](mailto:jyoung3@luc.edu)

**Phone:** (773) 332-4422

**Schedule:** Mondays, 7:00 – 9:30 pm

**Classroom Location:** Corboy Law Center, Room 323

**Office Hours:** by appointment

### **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.

### **Course Objectives**

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.

### **Required Readings**

Johnson, R. B., & Christensen, L. (2016). *Educational research: Quantitative, qualitative, and mixed approaches* (6th Ed.). Thousand Oaks, CA: SAGE.

This book comes with a helpful open-access student study website. It has self-quizzes, flashcards, and many other materials that will help you understand the content in each chapter. I encourage you to explore the material throughout the semester to enhance your understanding of educational research.

<http://www.sagepub.com/bjohnson5e/>

### **Recommended Book**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

This is not a required text. If this is the only class where you are required to write a research paper using APA format, you do not need to purchase this book. The content in Chapter 21 of our main textbook will suffice in terms of what you need for this course. However, if you plan to conduct additional research or have other courses where APA format is required, this book is an excellent resource.

You may also use a (free) helpful online resource for APA format:

<https://owl.english.purdue.edu/owl/resource/560/1/>

## **Supplemental Readings**

Links and citations for additional readings will be provided in Sakai via the library's electronic journals and publicly available websites.

## **Loyola Library Resources**

1. Library tutorials can show you how to search for books, articles, and more.  
<http://libguides.luc.edu/c.php?g=49660&p=2505294>
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 reference pages in APA style.  
<http://www.refworks.com/refworks2/?r=authentication::init&groupcode=RWLoyolaUC>

## **Course Requirements and Evaluation Procedures**

Grades will be based on points accumulated over several activities. There will be 100 total possible points, which will be distributed as follows:

- Class participation (15%)
- Assignments (50%)
- Research proposal (25%)
- Presentation (10%)

### *Class Participation*

Class participation includes but is not limited to attending class on time; completing assigned readings prior to class; actively participating in class activities and discussions; asking and answering questions; and listening to and respecting the views, thoughts, and opinions of your classmates. If you must be absent from class because of illness or emergency, please notify me as soon as possible.

### *Assignments*

There are five assignments throughout the course that will ultimately guide you in your process for developing a research proposal. More detailed information regarding the assignments will be provided as they become available in Sakai. Please ask questions immediately if you are unclear about assignment requirements. The five assignments are as follows:

1. Research Problem, Purpose Statement, and Question
2. Research Ethics Essay
3. Annotated Bibliography
4. Methodology Section
5. Article Critique

### *Research Proposal*

The research 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.

### *Presentation*

In our last class, students will prepare a brief presentation to share details of their research proposal and receive feedback from peers.

**Assignment Due Dates**

Due dates for assignments are listed in the course schedule at the end of the syllabus. All assignments must be submitted via Sakai by the indicated due date.

Assignments submitted after the due dates will result in a reduction of points and limited feedback. No additional assignments will be given to make up any lost points. Note that many of the assignments in this course build upon one another. Therefore, late submission of assignments is strongly discouraged. If you need to turn in an assignment late, please contact me immediately.

**Grading Scale (%)**

The grade ranges in terms of percentage are:

95-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	59 & below = F
90-94 = A-	83-86 = B	73-76 = C	63-66 = D	
	80-82 = B-	70-72 = C-	60-62 = D-	

## Course Schedule

Course materials are posted a week prior to class. All assignments are due by the end of class. Late submissions result in a reduction of points and limited feedback. Please complete readings prior to class so you can participate in class discussions and I can answer any questions you have.

Week	Topic	Readings	Assignments Due
<b>Class 1</b> 8/27/18	<b>Introduction</b> Ch. 1: Introduction to Educational Research Ch. 2: Quantitative, Qualitative, and Mixed Methods Research	Ch. 1-2	Activity 1
<b>Class 2</b> 9/3/18	No Class – Labor Day		
<b>Class 3</b> 9/10/18	<b>Introduction</b> Ch. 4: How to Review the Literature and Develop Research Questions Ch. 5: How to Write a Research Proposal	Ch. 4-5	Activity 2
<b>Class 4</b> 9/17/18	<b>Introduction</b> Ch. 6: Research Ethics	Ch. 6	Assignment 1
<b>Class 5</b> 9/24/18	No Class		
<b>Class 6</b> 10/1/18	<b>Foundations</b> Ch. 7: Standardized Measurement and Assessment	Ch. 7	Assignment 2
<b>Class 7</b> 10/8/18	No Class – Fall Break		
<b>Class 8</b> 10/15/18	<b>Foundations</b> Ch. 8: How to Construct a Questionnaire Ch. 9: Methods of Data Collection	Ch. 8-9	Activity 3
<b>Class 9</b> 10/22/18	<b>Foundations</b> Ch. 10: Sampling Ch. 11: Qualitative and Quantitative Validity	Ch. 10-11	Assignment 3
<b>Class 10</b> 10/29/18	<b>Research Methods</b> Ch. 12: Experimental Research	Ch. 12	Activity 4
<b>Class 11</b> 11/5/18	<b>Research Methods</b> Ch. 13: Quasi-experimental and Single-case Ch. 14: Non-experimental Quantitative	Ch. 13-14	
<b>Class 12</b> 11/12/18	<b>Research Methods</b> Ch. 15-16: Qualitative	Ch. 15-16	
<b>Class 13</b> 11/19/13	<b>Research Methods</b> Ch. 17: Mixed Methods <b>Analysis</b> Ch. 18: Descriptive Analysis	Ch. 18-19	Activity 5
<b>Class 14</b> 11/26/18	<b>Analysis</b> 19: Inferential Statistics	Ch. 19	Assignment 4
<b>Class 15</b> 12/3/18	Presentations		Assignment 5, Presentation
<b>Class 16</b> 12/10/18	Research Proposal Due		

**Conceptual Framework and Conceptual Framework Standards:**

The Conceptual Framework of the School of Education at Loyola University is “Social Action Through Education”. This course contributes to the framework by equipping students with knowledge and experience for conducting valid research. Through conducting, interpreting, and reporting reliable social science studies, researchers can help further the scholarly understanding of the events and practices that influence the field of education. The ultimate outcome of this understanding is to ensure that that all individuals, no matter their ability, race, religion, socioeconomic status, age or gender benefit from effective social science research.

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.

**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). 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. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, inquiry, and social justice. The expected behaviors for the specific dispositions for this class and the evaluation rubric are listed below.

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>
<b>Professionalism (professional domain)</b>	Candidate engages in and models ethical practice and on-going learning to promote personal growth.	Candidate engages in ethical practice and on-going learning to promote personal growth.	Candidate engages in some ethical practice and/or on-going learning to promote personal growth.	Candidate rarely engage in ethical practice and on-going learning to promote personal growth.
<b>Professionalism (management domain)</b>	Candidate consistently manages time and responsibilities to meet deadlines and expectations, making adjustments as appropriate.	Candidate usually manages time and responsibilities to meet deadlines and expectations, making adjustments as appropriate.	More than 2/3 of the time throughout the course candidate manages time and/or responsibilities to meet deadlines and expectation. Candidate may struggle to make adjustments as appropriate.	Candidate rarely manage time and responsibilities to meet deadlines and expectations. Candidate is not able to make adjustments as appropriate.
<b>Professionalism (management domain)</b>	Candidate always communicates effectively and appropriately with faculty and peers.	Candidate usually communicates effectively and appropriately with faculty and peers.	Candidate occasionally communicates effectively and/or appropriately with faculty and peers.	Candidate rarely communicate effectively and appropriately with faculty and peers.
<b>Social Justice (context domain)</b>	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.	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.	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.	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.
<b>Social Justice (interpersonal domain)</b>	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.	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 recognizes potential conflicts and handles them appropriately.	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.	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.
<b>Inquiry (methodology domain)</b>	Candidate thoroughly understands and is independently able to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.	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.	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.	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.

## 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 13 potential course objectives that 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**

**Loyola University Chicago  
School of Education  
Syllabus Addendum**

**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/](http://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***.