RMTD 400 003:
INTRODUCTION TO RESEARCH METHODS
Fall 2020
Online

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Responsiveness & Communication:

1. <u>Method:</u> LUC email is the primary mode of correspondence for this course. You can access email addresses in Sakai but use email instructors and your classmates using regular LUC email (and not Email or Messages within the class Sakai site) as there are no records of these communications.
2. <u>Instructor – Student Expectations:</u>
   a. Emails: Instructors will respond to emails Monday – Friday within 24 hours of receiving emails from students and with 48 hours on weekends and holidays.
   b. Assignments: Instructors will grade/comment on timely submitted assignments within a week of submission. Late submissions result in minimal to no comments.
   c. Office Hours: Instructors have these posted at the top of the syllabus. For optimal scheduling, please contact the instructor 24 hours prior to the meeting.
   d. Weekly Email: Instructors will send recap of the week every Friday.
3. <u>Student – Instructor Expectations:</u> Students are responsible for receiving course-related messages from instructors. Multiple avenues for communicating information include this Syllabus, on the Sakai course page: Announcements on the Overview tab, the Calendar, Comments/Questions on Forum. Please also check your Loyola spam mail and mail foundry to ensure course-related messages are not misdirected. As graduate students, you are more than welcome to inquire instructors directly about the course or assignments, via email or the Comments & Questions Forum. Please direct all personal matters to the instructors via email.
4. <u>Student – Student:</u> Please utilize your LUC Zoom accounts to set up study meetings and Deep Dive Activities with each other. Feel free to provide substantive feedback to your classmate's Forum posts and any relevant statements in the Comments & Questions Forum.

Group/Class Meetings

A Class Meeting is scheduled for Week 6 and Individual Meetings will be scheduled for Week 10. A Doodle Poll will be distributed to determine the optimal time to hold the Class Meeting during Week 6 and you will have the opportunity to sign up for a time to meet individually during Week 10. Please feel free to contact either instructor for additional class or individual meetings.

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Always be mindful and courteous when communicating ☺

School of Education Commitment - COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis,* or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Reporting Protocol

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

Course Description

This course will utilize the online resource of Sakai 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.

Learning Outcomes

As a result of this course, you will be able to:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing skill in expressing oneself orally or in writing
4. Learning appropriate methods for collecting, analyzing, and interpreting numerical information
5. Learning to analyze and critically evaluate ideas, arguments, and points of view

Required Text

Johnson, R. B., & Christensen, L. (2016). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). Thousand Oaks, CA: Sage Publications. ISBN-10: 1544337833, ISBN-13: 978-1544337838

- Please note: The 6 edition is comparable to the 7th edition, so you are welcome to use it. Please be aware that the order of Ch. 8 and Ch. 9 are flipped in the 7th edition.
- This book comes with an extremely helpful open-access student study website that has self-quizzes, eFlashcards, and many other materials that will help you understand the content in each chapter. Please explore the material during the first week of class, and use some, if not all, of it throughout the semester to enhance your understanding of educational research.

Recommended Text

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.

Supplemental Readings

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

Asynchronous Online Format

This course includes only online activities, which are designed to occur outside a designated class time (synchronous). In an asynchronous online course, an instructor posts weekly lessons for students to work on – including readings, assignments, activities, videos, etc.

Online tips from other students and faculty:

1. **Block out specific times during the week to study.** You will learn better if you have a fixed time to study each week so that you know you have time to be on top of the material provided to you. When taking online courses, some students put off studying, fall behind, and find it difficult to catch up. All course content sequentially builds to your final paper.
2. **Online course workload may be heavier than expected.** Anticipate that the course readings, activities, and assignments will take about **5-10 hours** each week to complete.
3. **Make good plans for studying.** It is strongly recommended that your study schedule for this class include blocking out time on multiple days each week. **The materials for the week will be posted by the Sunday evening prior to that week**, if not earlier. You may choose to block out an hour or two every day, or you may want to block out 5-hour stretches on two different days.
4. **Here are [tips](#) for Zoom participation**

Technological Requirements:

1. Required Access
   a. At least a stable DSL Internet connection
   b. Loyola Email Account with reliable access
   c. Sakai – All the materials for this class are posted in Sakai
2. Required Familiarity
   a. Be able to download and attach files
   b. Be able to use Microsoft Office packages, especially Word and PowerPoint

LUC Student Resources:

[Information Technology Services (ITS)](#): provides general technology support
[Writing Center](#): offers writing assistance through online services
[Tutoring Center](#): helps you to reach your academic goals through support
[Student Accessibility Center](#): support for students with specific accessibility requirements
[ITS – Sakai Resources](#): student-specific opportunities to fully utilize Sakai capabilities

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](#) (SSWD) (http://www.luc.edu/sswd/).

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: ***www.LUC.edu/csaa****. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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.

Privacy Statement - Recording Sessions:

Syllabus Statement

In this class software may be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available <u>only</u> to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the <u>Sakai administrative schedule</u>). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so <u>only</u> with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Course Requirements

Course Grades - based on the following activities and assignments:

Deep Dive Activities (8 x 5 points)	40 points
Essay on Research Ethics	15 points
Mini-Proposal Assignments	Formative Feedback
Final Mini-Proposal	40 points
Participation	5 points
Total:	**100 points**

Deep Dive Activities: There are eight Deep Dive activities providing an opportunity for you to apply course readings and lecture ideas to real-world research, identifying how concepts from the course are addressed in actual studies. Materials for documenting your thoughts are provided in Sakai. Points for activities are based on completion of the task and comments address the accuracy of your responses. Deep Dive activities are worth 5 points each and are assigned and due on alternate weeks when other assignments are not due.

Deep Dive – Options for Community Building

Deep Dive Activities are submitted in the Forum in Sakai during alternate weeks when assignments are not due. Note there are optional ungraded Deep Dive Activities to enhance your learning and are available to you during weeks when graded Deep Dives are not assigned.

There are two options by which you can complete graded Deep Dive Activities that involve getting to know your classmates:

1. Small Groups (2-3 students):
    a. For your convenience, you can meet in the Zoom-Groups room designated on the Sakai course page. Please sign up for time on the Zoom-Groups Schedule posted on each weekly lesson page.
    b. When you complete the Forum questions, be sure to respond to the Small Group question – including with you worked and the content-related prompt.
2. Forum Responses
    a. You may also choose to complete the Deep Dive Activity individually and submit your responses in the Forum.
    b. Then, read your classmate responses and provide feedback to at least three (3) classmates. Please give substantive and thoughtful comments.

Your Participation point will be largely based on your Deep Dive efforts, so please engage in a manner that suits you best.

Essay on Research Ethics: This is a 2-3-page essay (APA format) based on an article or case study provided, that discusses legal and ethical aspect of research ethics. The corresponding rubric is included on Sakai.

Mini-Proposal Assignments: Six assignments are designed to prepare you for the Final Mini-Proposal. In lieu of a grade, you will receive formative feedback to guide your learning and prepare you for the Final Mini-Proposal. Please refer to each assignment's link in Sakai for more information. The six assignments are as follows:

1. Identify your learning schedule, problem of practice, and learning goals for the semester
2. Define a research question
3. Conduct a literature search (e.g., research articles) related to your selected question
4. Prepare an annotated bibliography
5. Outline a logical review of the literature
6. Develop a methodology plan for studying the research question

Final mini-proposal: The assignments mentioned above will form the basis for the final mini-proposal. The proposal will consist of three parts: (1) state the potential research problem; (2) conduct a literature review; and (3) propose a potential research method to explore the defined question.

Participation: Due to the online nature of this course, class participation is different to gauge, as compared to an in-person course. For this online course, participation consists of student efforts to engage in class activities including:

- Forum small groups and/or responses to classmate posts
- Forum comments/questions posted and/or responses
- Course check-in times

Assignment due dates

Due dates for Deep Dives, Mini-Proposal Assignments, and the Ethics Essay are listed on the course schedule at the end of the syllabus. The rubrics for these assessments will be provided under assignments in Sakai. All assignments must be submitted via Sakai, typically by **noon on Mondays, unless otherwise noted on the syllabus**.

Late Assignments

Due to this course having multiple assignments, including many that build on one another, we strongly discourage late submission of assignments. Additionally, late submission of your work will result in minimal instructor comments. If you need to turn in an assignment late, please do so with the understanding of these matters. During these times, please do the best you can to stay up to date and do not hesitate to reach out to one of the instructors if you are having difficulty for any reason.

Note that no additional work will be given to make up any point that was lost. Contact me as soon as possible if you experience difficulty learning.

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 Calendar

- *Topics* and *Readings* are for the Week as posted, September 8, 2020 (due to the Labor Day Holiday).
- *Deep Dive Activities* and *Assignments* are due the Monday of the week listed. For example, both the Educational Research in the News Deep Dive Activity and the Learning Schedule and Plan Assignment are due Monday, August 31, 2020 (since this is the first week, this is only time both are due at the same time!)

Week	Topic Area	Readings	Deep Dive Activities Due	Assignments Due
1 8/24/20	**Introduction** 1: Introduction to Educational Research	JC, Ch. 1		*Introductions! See Welcome tab in Sakai*
2 8/31/20	**Introduction** 2: Quantitative, Qualitative, and Mixed Research 3: Action Research	JC, Ch. 2 & 3	Educational Research in the News	Learning Schedule & Plan
3 (9/7/20 Labor Day Holiday) 9/8/20	**Introduction** 4. How to Review the Literature and Develop Research Questions	JC, Ch. 4; Booth		Research question & Literature search
4 9/14/20	**Introduction** 6. Research Ethics	JC, Ch. 6 LUC Institutional Review Board: http://www.luc.edu/irb/ The Belmont Report Steneck, v, xi-xiii, Ch. 7, 10	Library resources for literature reviews	
5 9/21/20	**Foundations** 7. Standardized Measurement and Assessment	JC, Ch. 7		Essay on research ethics
6 9/28/20	**Foundations** 8. Methods of Data Collection 9. How to Construct a Questionnaire	JC, Ch. 8 & 9	Assessment Tool Review	*Class Meeting*
7 2/24/20	**Foundations** 10. Sampling	JC, Ch. 10	Identify and develop data collection tools	
8 10/5/20	**Foundations** 11. Qualitative and Quantitative Validity	JC, Ch. 11		Annotated bibliography
9 10/12/20	**Foundations** 5. How to write a research proposal	JC, Ch. 5	Exploring Validity	
10 10/19/20	**Research Methods** 15/16: Qualitative	JC, Ch. 15, 16		*Individual Meetings*

11 10/26/20	**Research Methods** 17: Mixed Methods	JC, Ch. 17		Lit Review Outline
12 11/2/20	**Research Methods** 12. Experimental Research 13: Quasi-experimental and Single-Case	JC, Ch. 12 & 13	Explore the design	
13 11/9/20	**Research Methods** 14: Nonexperimental Quantitative	JC, Ch. 14		Methodology Plan
14 11/16/20	**Analysis** 18: Descriptive Statistics 19: Inferential Statistics	JC, Ch. 18 & 19	Explore the design	
15 11/23/20	**Thanksgiving Break – no classes**			
16 11/30/20	**Analysis** 20: Qualitative Analysis	JC, Ch. 20	Compare approaches to analysis	
	Mini Proposal Due Monday, December 7, 2020 (noon)			

School of Education

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards

The SOE's Conceptual Framework (CF)—***Social Action through Education***—is exemplified within the context of this course, particularly CFS1: Candidates critically evaluate current bodies of knowledge in their field. The skills and knowledge gained throughout the term contribute to this and the learning outcomes of the course. In addition, the nature of research methodology lends itself to being reflective about context, which addresses a second standard: CFS4: Candidates engage with local and/or global communities in ethical and socially just practices. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice.*** Please refer to the subsequent section where you will 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.

Research Methodology

Dispositions

This course addresses the dispositions of Professionalism, Inquiry, and Social Justice through the rubric below. In alignment with course objectives, these dispositions address topics relevant to Research Methodology and its application.

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Professional Domain IL-LUC-DISP-2016.1	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.
Management: Time and Responsibilities IL-LUC-DISP-2016.1	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 manages time and responsibilities to meet deadlines and expectations. Candidate is not able to make adjustments as appropriate.
Management: Interpersonal IL-LUC-DISP.1	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.
Context IL-LUC-DISP-2016.3	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.
Empathy IL-LUC-DISP-2016.3	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 usually 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.
Methodology IL-LUC-DISP-2016.2	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.