

Loyola University Chicago
RMTD 420 – Educational Research I: Building a Body of Evidence with Qualitative Methods
Online Asynchronous Format with Optional Weekly Discussion Sessions

Fall 2020

Instructor: Dra. (Doctora) Aurora Chang

Campus Office: LT 1132

Contact Information: achang2@luc.edu

Teaching Assistants: Julia Mendes & Karina Castro-Pavón

Contact Information: jmendes@luc.edu, kcastro1@luc.edu

Virtual Office Hours: Mondays 1pm-2pm via Zoom or by appointment via Zoom/ TA's hold office hours by appointment via Zoom

<https://luc.zoom.us/my/draaurorachang>

Optional Live Discussion Sessions: Fridays 12-1:30 (Check-Ins followed by open Q&A)

<https://luc.zoom.us/my/draaurorachang>

Responsiveness: I check email each weekday and will respond within 24 hours during weekdays.

***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.

Disclaimer

Please note, if, for pedagogical reasons, a change to the syllabus is necessary, I reserve the right to move forward with such changes. If and when changes are made to the syllabus, I will notify the entire class community either verbally or in writing.

Principles Amidst the COVID Pandemic (*Adapted from Brandon Bayne, UNC Chapel Hill)

1. Nobody signed up for this.

- Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
- Not for the pain, struggle, and frustration that COVID has brought to so many of us

2. The humane option is the best option.

- We are going to prioritize supporting each other as humans
- We are going to prioritize simple solutions that make sense for the most
- We are going to prioritize sharing resources and communicating clearly

3. We cannot just do the same thing as before.

- Some assignments are no longer possible
- Some expectations are no longer reasonable
- Some objectives are no longer valuable

4. We will foster intellectual nourishment, social connection, and personal accommodation.

- Accessible asynchronous content for diverse access, time zones, and contexts
- Optional synchronous discussion to learn together and combat isolation

5. We will remain flexible and adjust to the situation.

- Nobody knows where this is going and what we'll need to adapt
- Everybody needs support and understanding in this unprecedented moment

Course Description and Learning Outcomes

This course introduces students to the practice of qualitative research. Course content is applicable to research and evaluation contexts in education as well as other social and human service practices. As a result of this course, you will be able to:

1. Become familiar with Qualitative Research Terminology
2. Distinguish between and identify research methods and methodology
3. Thoroughly analyze a range of qualitative research studies, including how qualitative researchers define research problems, nature of explanations, and aims of inquiry
4. Understand the breadth of the historical and philosophical traditions within the field of qualitative inquiry/systems of inquiry
5. Understand how researcher positionality frames research identity and approach
6. Explore, become familiar with, and investigate the notions of conceptual framework and theoretical framework
7. Understand yourself as a researcher and yourself as a research instrument through a process of ongoing reflexivity.

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

For your reference, our conceptual framework is described here - www.luc.edu/education/mission/

The following SOE Conceptual Framework Standards (CFS) will be addressed 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.

Dispositions

The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit **professionalism**, pursue **inquiry**, and enact **social justice** prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes.

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](#).

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.

IDEA Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning how to find and use resources for answering questions or solving problems
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

Diversity

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to curriculum in higher education.

Student Accessibility

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Health and Safety

Here are the required personal safety practices for the Loyola community when coming to campus.

<https://www.luc.edu/returntocampus/healthandsafety/requiredpersonalsafetypractices.shtml>

Here are the guidelines for navigating Loyola's campuses that are outlined on the Return to Campus webpage under Campus Scenarios.

<https://www.luc.edu/returntocampus/campusscenarios/>

Late Work

Assignments must be completed and turned in on the due date and time. If you anticipate needing more time to submit your work you must notify me via email **at least 48 hours in advance** of the due date and time. If you do not notify me 48 hours in advance, you will receive **a maximum of half-credit** for each late assignment.

APA Style/Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 7th Edition format. Papers must use 12 point Times New Roman font, double-spacing, and one inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability, please consult with the University Writing Center (<http://www.luc.edu/writing/>) for assistance.

Email/Sakai

Email will be used as the primary mode of correspondence for this course. I will respond to/be available for email communication Monday through Friday and will get back to you within 24 hours during the work week. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material.

The Core Rules of Netiquette

What is Netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, Netiquette is a set of rules for behaving properly online.

When you enter any new culture -- and cyberspace has its own culture -- you're liable to commit a few social blunders. You might offend people without meaning to. Or you might misunderstand what others say and take

offense when it's not intended. To make matters worse, something about cyberspace makes it easy to forget that you're interacting with other real people -- not just characters on a screen, but live human characters. So, partly as a result of forgetting that people online are still real, and partly because they don't know the conventions, well-meaning cybnauts, especially new ones, make all kinds of mistakes.

The list of core rules below, and the explanations that follow, are excerpted from the book *Netiquette* by Virginia Shea. They are offered here as a set of general guidelines for cyberspace behavior. They won't answer all your Netiquette questions. But they should give you some basic principles to use in solving your own Netiquette dilemmas.

Click on each rule for elaboration.

- [Rule 1: Remember the Human](#)
- [Rule 2: Adhere to the same standards of behavior online that you follow in real life](#)
- [Rule 3: Know where you are in cyberspace](#)
- [Rule 4: Respect other people's time and bandwidth](#)
- [Rule 5: Make yourself look good online](#)
- [Rule 6: Share expert knowledge](#)
- [Rule 7: Help keep flame wars under control](#)
- [Rule 8: Respect other people's privacy](#)
- [Rule 9: Don't abuse your power](#)
- [Rule 10: Be forgiving of other people's mistakes](#)

Additional ONLINE Course Policies

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 only 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.

Synchronous Meetings

Optional Live Discussion Sessions: Fridays 12-1:30 (Check-Ins followed by open Q&A)

<https://luc.zoom.us/my/draaurorachang>

Student Participation

Students are expected to log in to Sakai and check email each weekday.

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.

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/>).

Center for Student Access and Assistance (CSAA)

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 lie 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*.

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

Course Grades

The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below)

Required Texts:

Ravitch, S. & Carl, N. (2016). *Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological*. Sage Publications, Inc.

Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press. Available free at LUC <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=665394>

Recommended Texts:

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. (2nd Ed). University of Chicago Press.

Weiss, R. (1995). *Learning from Strangers*. Free Press.

Wilson, S. (2008). *Research is Ceremony: Indigenous Research Methods*. Fernwood Publishing.

WEEKLY SCHEDULE WITH READINGS & ASSIGNMENTS
OPTIONAL Live Discussion Sessions via Zoom: Fridays from 12:00-1:30pm
OFFICE HOURS: Mondays 12:00-1:00pm

Week	Topic	Readings	Activity/Assignment
August 24 th	An Opening Orientation	Ravitch & Carl Ch. 1 Wilson (2008) "On the Research Journey" (Sakai)	Complete Student Resources Action Plan
August 31 st	Conceptual Frameworks	Ravitch & Carl Ch. 2 Scheurich & Young (1997) "Coloring Epistemologies" (Sakai)	Complete Student Resources Action Plan
September 7 th	Critical Research Design	Ravitch & Carl Ch. 3 Bernal (1998) "Using a Chicana Feminist Epistemology" (Sakai)	Complete Student Resources Action Plan Project Proposal Initial Plan - Friday, 9/11 by 11:50pm
September 14 th	Reflexivity	Ravitch & Carl Ch. 4	Complete Student Resources Action Plan Memo #1
September 21 st	Methodology	Ravitch & Carl Ch. 5	Complete Student Resources Action Plan
September 28 th	Validity	Ravitch & Carl Ch. 6	Complete Student Resources Action Plan
October 5 th	Data Analysis	Ravitch & Carl Ch. 7 & 8	Complete Student Resources Action Plan Memo #2
October 12 th	Inquiry	Ravitch & Carl Ch. 9	Complete Student Resources Action Plan
October 19 th	Research Proposals	Ravitch & Carl Ch. 10	Complete Student Resources Action Plan
October 26 th	Ethical Considerations	Ravitch & Carl Ch. 11 Chang et al. (2019). Qualitative Methodological Considerations for Studying Undocumented Students in the United	Complete Student Resources Action Plan Memo #3 Project Proposal Outline - Friday, 10/30 by 11:50pm

		States (Sakai)	
November 2 nd	Revisiting Criticality, Reflexivity, Collaboration, & Rigor	Ravitch & Carl, Epilogue Berger (2015) "Now I see it, now I don't" (Sakai) "A Guide to Reflexivity for Qualitative Researchers in Education" (Sakai)	Complete Student Resources Action Plan
November 9 th	Writing and Presenting Qual Research	Saldaña, Chapter 5	
November 16 th	Flex Day	Flex Day - Reading TBD	Memo #4
November 23 rd	Flex Day	No reading	
November 30 th	Flex Day	Flex Day - Reading TBD	Project Proposal - Friday, 12/4 by 11:50pm
December 7 th	Flex Day	No reading	Memo #5: Takeaways

Assignments

Weekly Resource Action Plan (ungraded)
Research Journal Memos (50 points)
Final Group Research Project Proposal (50 points)
Group Research Project Proposal Initial Idea (5 points)
Group Research Project Proposal Outline (10 points)
Group Research Project Proposal (35 points)
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Total Points (100 points)

Assignment Descriptions

Weekly Resource Action Plan

There is a [weekly resource action plan website](#) that accompanies the text to this course. For each chapter, you will complete the following:

- Review the chapter summaries with [learning objectives](#) and reinforce the most important material.
- Take the [practice quiz](#) to assist in your mastery of course material.
- Review the [eFlashcards](#) and strengthen your understanding of key terms and concepts.
- Explore the [video and multimedia resources](#) for further exploration of topics.
- Explore full-text [SAGE journal articles](#) that have been carefully selected to support and expand on the concepts presented in the chapter.

You do not need to submit anything – you will complete these on your own.

Due Date: None

Format: n/a

Submission Format: Nothing to submit

Grading: This assignment is ungraded.

Course Research Journal Memos (10 points each X 5 = 50 points total)

Assignment Overview: It is common practice for qualitative researchers to keep a research journal throughout the life span of a study. The research journal is a place to record your thoughts, questions, struggles, ideas, excitements, and experiences with the process of learning about and engaging in various aspects of research. The main purposes of the journal are to: (a) help you develop good research habits related to actively engaging in researcher reflexivity, (b) provide a structured opportunity to develop and reflect upon your questions and ideas about research, (c) keep and reflect upon valuable references and concepts, which you can incorporate into the research study and future research, (d) reflect on your own thoughts and practices throughout the research process, (e) formulate ideas for action or changes to your research approach, and (f) develop meaningful questions for discussions with peers, research team members, and advisers. (Ravitch & Carl, 2016, p. 124)

In this course, you will keep a course research journal where you will record your thoughts, questions, struggles, ideas, excitements, and experiences with the texts and the interactions with your peers throughout the duration of the course. The same principles can be followed as if you were writing a research journal except that the unit of analysis is your experience in this course! Each memo must be a minimum of 500 words and a maximum of 750 words. Each memo should be structured as follows:

1. Identify 2-3 questions that you want to answer in the memo.
2. Include at least three direct quotations from the texts that relate to the questions in whatever way you see fit and provide your analysis/thoughts about those quotes.
3. In terms of style (not content), please refer to Example 4.1 on page 118 of the Ravitch and Carl textbook. I would describe the style as inquisitive.

4. The memo should align with the readings since the last memo you wrote. In other words, Memo #1 should refer to the content from 8/24 to 9/14; Memo #2 should refer to the content from 9/21 to 10/5; Memo #3 should refer to the content from 10/12 to 10/26; Memo #4 should refer to the content from 11/2 to 11/16; Memo #5 should consist of a reflective piece with overall takeaways from the course and can include content from any point in the course. Please note, memos are not meant to cover ALL content, rather on the content from the respective window of time that resonated with you and/or that you would like to examine.

You are not making an argument in these memos. You are simply identifying questions that you have and then answering them using quotations from the texts and your own conversational approach in thinking things through.

Due Date:

Format: APA style, 500-750 words each memo

Submission Format: Submit to Sakai Assignments

Grading: 50 points

Group Research Project Proposal

Assignment Overview: The purpose of this culminating project is for you to have practice in developing an effective research proposal as an academic genre. **In groups of 3-4, you will choose a research topic that centers on the Black Lives Matters Movement.** #BlackLivesMatter was founded in 2013 in response to the acquittal of Trayvon Martin's murderer. Black Lives Matter Foundation, Inc is a global organization in the US, UK, and Canada, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes. The Black Lives Matter movement works to combat and counter acts of violence, creating space for Black imagination and innovation, and centering Black joy. Please refer to the following website for more information. <https://blacklivesmatter.com/>

Given the recent strengthening of BLM, it is imperative for all of us to understand the importance of Black Lives mattering. Additionally, it is crucial that we understand the ways in which the Black Lives Matter Movement is intersectional and inclusive. For more information about intersectionality, you can start by referring to the following website - <http://www.teenlibrariantoolbox.com/2020/06/because-black-lives-matter-a-collection-of-intersectional-resources/>

There are many anti-racist resources connected to BLM out there but as a starting point, please refer to the following:

<https://blm.btown-in.org/anti-racist-resource-list.html>

<https://www.booktable.net/black-lives-matter-reading-list>

<https://www.left-bank.com/black-lives-matter>

There are three components to the final group research project proposal. Each component is intended to build upon the other.

1. Group Research Project Proposal Initial Idea (5 points)
2. Group Research Project Proposal Outline (10 points)
3. Final Group Research Project Proposal (35 points)

Each component is described below.

Group Research Project Proposal Initial Idea (5 points)

Assignment Overview: The purpose of this assignment is for you to propose your initial idea for your group research project proposal. This proposal should include the following:

- Overview of Broad Issues That Contextualize the Study
- Research Questions
- Background and Context
- Rationale and Significance
- Goals and Purpose

Due Date: Friday, September 11th by 11:50pm

Format: APA style, 400-500 words

Submission Format: Submit to Sakai Assignments

Grading: 5 points

Group Research Project Proposal Outline (10 points)

Assignment Overview: The purpose of this assignment is to develop an outline for your group research project proposal. The outline is meant to serve as a helpful guide and foundation in organizing your paper. *Outlines* give a visual structure to your work and are used to show relationships and hierarchies within your content. Therefore, the outline should NOT take a narrative form. Rather, it should consist of bullets, short sentences, and brief phrases.

The proposal outline must follow the structure below:

- 1) Introduction
 - a) Overview of Broad Issues That Contextualize the Study
 - b) Research Questions
 - c) Background and Context
 - d) Rationale and Significance
 - e) Goals and Purpose
- 2) Conceptual Framework (which includes the literature review)
 - a) Conceptual Overview
 - b) Relevant Contexts
 - c) Literature Review
 - d) Relationships of Concepts, Goals, and Approach to Methodology
- 3) Research Methodology and Design
 - a) Overview
 - b) Participant and Site Selection and Criteria, Sampling Methods
 - c) Data Collection
 - d) Sequencing of Methods
 - e) Data Analysis
 - f) Issues of Validity and Trustworthiness
 - g) Researcher Role and Positionality
 - h) Ethical Considerations
 - i) Timeline

Please refer to pages 302-303 in the text for details - Table 10.1 Qualitative Research Proposal Template.

Due Date: Friday, 10/30 by 11:50pm

Format: APA style, 1,000-1,500 words

Submission Format: Submit to Sakai Assignments

Grading: 10 points

Final Group Research Project Proposal (35 points)

The research proposal must contain the following components (same as outline) and be labeled as such:

Introduction

- Overview of Broad Issues That Contextualize the Study
- Research Questions
- Background and Context
- Rationale and Significance
- Goals and Purpose

Conceptual Framework (which includes the literature review)

- Conceptual Overview
- Relevant Contexts
- Literature Review
- Relationships of Concepts, Goals, and Approach to Methodology

Research Methodology and Design

- Overview
- Participant and Site Selection and Criteria, Sampling Methods
- Data Collection
- Sequencing of Methods
- Data Analysis
- Issues of Validity and Trustworthiness
- Researcher Role and Positionality
- Ethical Considerations

Please refer to pages 302-303 in the text for details – Table 10.1 Qualitative Research Proposal Template. You need to include content that addresses each bullet point thoroughly.

Due Date: Friday, 12/4 by 11:50pm

Format: APA style, 4,000-5,000 words

Submission Format: Submit to Sakai Assignments

Grading: 35 points