

Instructor: Jana Grabarek, Ph.D.

Email: jgrabarek@luc.edu

Virtual Office Hours: By appointment

Responsiveness: *Email* will be used as the primary mode of correspondence for this course. I will send regular all-class messages through email and will respond to personal email communication. I will usually respond to your emails within 24 hours; weekend emails sent on Friday, Saturday, or Sunday will be responded to on the following Monday. *Assignments* will be graded within a week of their due date. Feedback will be provided through forum messages, gradebook comments, assignment comments, answer keys, and assignment attachments.

Class Meetings: Although this is an online, asynchronous course, there will be opportunities for us to connect as a whole group, in small groups, and one-on-one.

- I will host an *optional* Course Welcome Session on Zoom on Wednesday, September 1 at 8:00 p.m. CDT to introduce myself, the course, and our Sakai site. This session will be *recorded* so that it may be subsequently accessed on our Sakai site.
- One-on-one *mandatory* Zoom/phone calls will take place during Weeks 12 and 13 of the course to discuss final projects.
- Additional connections can be scheduled *by request*.

Student Participation: It is imperative that you visit Sakai every week. There will be reading from our text most weeks, as well as frequent supplemental readings to support application activities and assignments. You will submit activities and assignments via Sakai's assignment and forum tools, Google Workspace apps, and Panopto/VoiceThread. When a forum or video is assigned, you are expected to read/watch your classmates' posts and respond as useful. When you have a question, post it to the General FAQs Forum or email Jana at jgrabarek@luc.edu.

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. Explore the role of educational research in society and your own setting.
2. Understand the similarities and differences between quantitative, qualitative and mixed methods research traditions, including paradigms, designs, methods, sampling techniques, etc.
3. Analyze and evaluate the research questions, design, findings, and validity of existing educational research.
4. Understand the legal and ethical issues in educational research.
5. Conduct a review of relevant literature that synthesizes the knowledge from several research studies around a central idea or research question.
6. Effectively engage in an online learning community.

Resources*Required Text:*

Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). Sage Publications.
 ISBN-10: 1544337833, ISBN-13: 978-1544337838

This book comes with a helpful student study website: <https://edge.sagepub.com/rbjohnson7e>. It has self-quizzes, videos, and many other materials that will help you understand the content. I encourage you to explore the material, and use some, if not all, of it throughout the session.

Recommended Text:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. [Library access](#)

Supplemental Readings:

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

Technology:

You will need access to the internet, your Loyola email account, Sakai, a web browser, a word processing program, a program for viewing PDFs, Google Workspace apps, Zoom, Panopto, and VoiceThread to complete this course. For technology support, contact the Information Technology Services (ITS) Help Desk at 773.508.4487 or its servicedesk@luc.edu.

Assignments and Grading

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

Deep Dive activities	40 points	(16 Deep Dives worth 2.5 points each)
Essay on research ethics	10 points	
Mini-proposal assignments	15 points	(5 assignments worth 2-4 points each)
Final mini-proposal	35 points	

Grading Scale:

	87-89 B+	77-79 C+	67-69 D+	59 & below F
93-100 A	83-86 B	73-76 C	63-66 D	
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

Assignment Descriptions:

Deep Dive activities: You typically will have one deep dive activity each week that provides an opportunity for you to apply course readings to real-world research and practice. These activities will be based on research articles or research-related materials you locate or I provide. Materials for documenting your thoughts will be provided in Sakai. Points for activities will be based on completion of the task; comments will address the accuracy of your responses. Deep Dives typically are due at noon on the Monday after they're assigned. See Sakai for details.

Essay on research ethics: Based on provided materials, you will write a 2-3 page essay on research ethics. The corresponding rubric will be posted on Sakai. The essay is due Monday, October 4 at noon.

Mini-proposal assignments: Five assignments are designed to prepare you for the final mini research proposal. *First*, you will define two research questions in which you are interested. *Second*, you will locate literature (i.e., research articles) related to your selected question. *Third*, you will summarize useful information from the literature to support your research question in an annotated bibliography. *Fourth*, you will make an outline for writing an introduction and review of the literature related to your research question. *Fifth*, you will propose a possible method for studying the research question. More details will be provided when each assignment is assigned. These materials will be due at noon on the Monday of the week they appear on the syllabus. See Sakai for details.

Final mini-proposal: The assignments mentioned above will form the basis of the final mini-proposal. The proposal will consist of three sections: (1) an introduction to the research problem, purpose, and question(s); (2) a literature review; and (3) a method for exploring the defined question(s). The rubric for this assignment will be posted on Sakai. Finals are due Wednesday, December 15 by midnight.

You may complete the mini-proposal assignments and final mini-proposal with a partner.

Late Work/Make-up Policy:

Due to this course having multiple assignments, including many that build on one another, I strongly discourage late submission of assignments. Additionally, late submission of work may result in minimal feedback from me. Please keep this in mind as you navigate the course, but **be in touch if you feel you will need more time to complete any assignment**. It is possible to receive full points for late work.

Course Schedule

Week	Topic Area	Readings	Deep Dive Activities	Assignments Due
1 8/30	Introduction 1: Introduction to Educational Research	JC, Ch. 1	Research to Practice*	Introduction* Study Plan*
2 9/6	Introduction 2: Quantitative, Qualitative, and Mixed Research 3: Action Research	JC, Ch. 2 & 3	Compare qualities of research approaches Action research	
3 9/13	Foundations 4. How to Review the Literature and Develop Good Research Questions 5. How to Write a Research Proposal	JC, Ch. 4 & 5	Research questions and purpose Library resources	
4 9/20	Foundations 6. Research Ethics	JC, Ch. 6 Belmont Report	IRB	Research questions
5 9/27	Foundations 7. Measurement and Assessment	JC, Ch. 7	Assessment tools	
6 10/4	Foundations 8. Methods of Data Collection 9. How to Construct a Questionnaire	JC, Ch. 8 & 9	Identify and develop data collection tools	Essay on research ethics
7 10/11	Fall Break			
8 10/18	Foundations 10. Sampling	JC, Ch. 10	Compare sampling strategies	Literature search
9 10/25	Foundations 11. Validity of Research Results	JC, Ch. 11	Validity in research articles	
10 11/1	Research Methods 12. Experimental Research 13: Quasi and Single-Case	JC, Ch. 12 & 13	Explore the designs	Annotated bibliography
11 11/8	Research Methods 14: Nonexperimental Quantitative 17: Mixed Research	JC, Ch. 14 & 17	Explore the designs x2	
12 11/15	Research Methods 15: Narrative and Case Study 16: Phenomenology, Ethnography and Grounded Theory	JC, Ch. 15 & 16	Explore the designs	Outline
13 11/22	Thanksgiving Break			
14 11/29	Analysis 18: Descriptive Statistics 19: Inferential Statistics 20: Qualitative and Mixed Analysis	JC, Ch. 18, 19, & 20	Compare approaches to analysis	Methodology
15 12/6	Wrapping Up		Critique a previous final*	
16 12/13	Final Mini-Proposal due Wednesday, December 15 by midnight			

*See Sakai for due date

Additional 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.

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.

COVID Information

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 2021-2022 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, act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's Symptom Checker. It can be found on the [Loyola Health](#) webpage or app under the **COVID -19 Related Information Tab** at the top of the page.

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. Active and engaged communication with all of your professors is encouraged. We know the Fall 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC Required Safety Protocols](#).

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 incidents 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.**

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.

SOE 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 community of the School of Education developed a Conceptual Framework, [Social Action through Education](#), as well as Conceptual Framework Standards (see below), to drive curriculum and program development, and provide overall goals for candidate learning outcomes. For Introduction to Research Methods, the conceptual framework is addressed through the attainment of basic methodological and ethical knowledge, the ability to critically apply this knowledge to current literature and practice, and the development of practical, relevant research ideas. The course introduces and explores a variety of ways of knowing and incorporates research topics reflective of the interests of Loyola's student community.

SOE Conceptual Framework Standards (CFS)

- 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 are assessed on one or more dispositional areas of growth across our programs. These are the dispositions that apply to RMTD 400:

- Professionalism
 - Candidate engages in ethical practice and ongoing learning to promote growth.
 - Candidate manages time/responsibilities to meet deadlines and expectations.
 - Candidate communicates effectively and appropriately with faculty and peers.
- Social Justice
 - Candidate understands, respects, and appropriately responds to the context(s) within which the candidate is working.
 - Candidate shows empathy by listening and respecting the experiences and viewpoints of others. Candidate recognizes potential conflicts and handles them appropriately.
- Inquiry
 - Candidate understands and is able to carry out an inquiry process, including asking questions, designing studies, sampling, collecting and analyzing data, interpreting results, and reporting findings.

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.

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 into how to improve their teaching and the department can learn how best to shape the curriculum.

LiveText and Digication

All students, *except those who are non-degree*, may 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](#).

[Digication](#) is Loyola's online portfolio platform. Many of the School of Education programs utilize Digication for assessment and data collection to manage accreditation and licensure requirements. Your professor and program chair will work with you to better understand submission requirements that are specific to courses and programs.

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 the [Student Accessibility Center](#) (SAC).

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.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

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.