

RMTD 400: INTRODUCTION TO RESEARCH METHODOLOGIES

Spring 2019

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Texts

Required Text

Johnson, R., B., & Christensen, L., (2017). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* 6th Ed, Thousand Oaks, CA: SAGE Publications. ISBN: 978483391601

Useful and important materials developed to help you better learn the material at the course [Student Site](#) that includes:

- Learning Objectives
- Action Plan
- eFlashcards
- Videos & other multimedia
- Suggested Answers to Review Questions
- Concept Maps
- Lecture Notes

Additional Online Text

Stenick, N.H. (2007, Aug.). Introduction to the responsible conduct of research. U.S. Department of Health and Human Services: Washington, DC. <http://ori.hhs.gov/documents/rcintro.pdf>

Other additional readings available through the library's electronic journals will be provided by the instructor and posted on Sakai.

Recommended Text

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W.T., (2008). *The craft of research*. Chicago: University of Chicago Press.

Course Description

This course will utilize the online resource of Blackboard 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. Students will be able to analyze critically research and create a research proposal.

Loyola University Chicago Learning Community

Diversity:

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics.

Academic Honesty:

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility:

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf.

Addendum

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: www.luc.edu/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.

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](#).

Course Objectives

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

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

IDEA Objectives for Course Evaluation

At the end of the course, you will have an opportunity to complete an Online IDEA course evaluation. The objectives from this evaluation in bold most closely align with this course, and the remaining objectives are also important for the course

- 1. Gaining factual knowledge (terminology, classifications, methods, trends)**
2. Learning fundamental principles, generalizations, or theories
- 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
11. Learning to analyze and critically evaluate ideas, arguments, and points of view

Evaluation:

Below describes the different point values associated with each assignment:

Point break down

Chapter quizzes: (5x15)	75 points
Assignments (5x10)	50 points
Research Proposal	50 points
Class participation	
Introduction	1 point
Library session	4 points
Forum Activities	10 points
Total	200 points

Grading Scale (%)

100-92	A	76-78	C+
89-91	A-	70-75	C
86-88	B+	69-71	C-
80-85	B	66-68	D+
79-81	B-	65	D
		64-X	F

Assignment Outline:

Please note that more detailed information regarding assignments will be provided as they become **Open** in Sakai. Also, it is imperative that you ask questions if you are unclear about assignment requirements.

Chapter Quizzes:

- There are 1-2 quizzes per week, covering the chapters assigned
- Quizzes are all completed by you online
- Quizzes are all open book (i.e., you can use your book and notes) but you still must learn the material first because you will have limited time to complete the quiz, which means **you will not have time to learn the material for the first time while taking the exams.**
- If anyone in the class approaches you about sharing information about the online quizzes, it is your **ethical duty** to contact me. Cheating of this sort will result in dismissal from the course, with a grade of F.

Assignments:

- Assignment 1: Research Ethics
- Assignment 2: Developing Research Problem, Research Purpose Statement, and Research Question
- Assignment 3: Annotative Bibliography
- Assignment 4: Methodology Section
- Assignment 5: Article Critique

Research Proposal:

- Please remember that this is a proposal for intended research work, **not** your current or past projects
- Your proposal will have three chapters (more detailed guidelines to follow):
 1. Chapter one: introduction
 2. Chapter two: review of the literature
 3. Chapter three: methods section

Class participation:

Forum Introduction: Post your work on the Forum introducing yourself to the class. This will consist of a brief description of yourself, your research interests, where you live/work in the Chicagoland area, and a current picture. The information will help you connect with your fellow classmates.

Activities: These are shorter reflections for you to post on the Forum and perhaps generate some comments or discussion among your classmates. Completion of these assignments is necessary for credit.

Forum participation: In order to creating community in an online course, please do either or both of the following every week for participation credit:

1. Respond to a classmate's Activity or other Forum post
2. Post Forum question to the class

Course Guidelines

Assignment due dates

Assignments are **due 5:00pm Sunday** of the week assigned and are listed in the Course Calendar under Weekly Assignments.

Late Assignments

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 your work will result in minimal feedback from me and a reduction in points. If you need to turn in an assignment late, please do so with the understanding of these matters. As such, if a situation occurs and the need to turn in work late presents itself, it is imperative that contact me immediately.

Asynchronous, on-Line Format - What Makes it Unique:

- An instructor teacher is not talking directly to you at a set time each week
- Require more student initiative and self-discipline to complete readings, assignments, and seek help from fellow students and the instructor
- Students and instructor become accustomed to communicating, teaching and learning solely through the written/computer medium.
- Particularly for RMTD 400, this can be challenging because research methods is a lot like learning a foreign language which I believe is easier done in a classroom where everyone can have direct interaction, including verbal and nonverbal communication
- It can be easy to put off studying, fall behind, and find that catching up is difficult. Because the later chapters build on earlier chapters, getting behind is a recipe for failure
- Please note that an online course requires time, organization, and work – so be ready!
- Learning is possible if you ask questions, answer other people's questions, and constantly interact with the other students, professor, and the learning materials

The following describes an explicit however non-exclusive list of requirements to ensure a successful semester:

Required Access

- Access to (at least) a DSL Internet connection
- Loyola Email Account with reliable access

Required Familiarity

- Be able to download and attach files
- Create and open a Zip File
- Microsoft Office Package
 - Microsoft Word
 - Microsoft Excel
 - Microsoft PowerPoint

Access to Software – All are available for free download if needed this semester.

- Adobe Flash Player
- Adobe Reader
- Adobe Shockwave
- Java Software
- QuickTime
- RealPlayer

In addition to hardware access and software utilization, please review the following [factors that facilitate a productive and effective online learning experience](#)

Course Calendar

- Course materials are posted the Monday of every week.
- All assignments are due by 5pm on the Sunday of the week. Late submissions result in less points and limited feedback. Please note this is not the best scenario given the fact that material builds on prior weeks.
- Chapter readings and quizzes are suggested to be completed at the beginning of the week to dedicate more time to assignments.

Week	Topic Area	Readings	Weekly Assignments
1 1/22/19	Introduction 1: Introduction to Educational Research	JC, Ch. 1	Introductions Ch.1 Quiz
2 1/28/19	Introduction 2: Quantitative, Qualitative, and Mixed Research	JC, Ch. 2	Ch.2 Quiz Activity 1
3 2/4/19	Introduction 6: Research Ethics 5: How to Write a Research Proposal	JC, Ch. 6, 5 http://www.luc.edu/irb/ The Belmont Report Steneck, v, xi-xiii	Ch. 6 Quiz Ch. 5 Quiz Activity 2 Assignment 1
4 2/11/19	Foundations Library Presentation: See Panopto presentation 4: Review the Literature and Develop research question	JC, Ch. 4	Ch. 4 Quiz Activity 3
5 2/18/19	Foundations 9: Methods of Data Collection 10: Sampling in Quantitative, Qualitative, Mixed Research	JC, Ch. 9, 10	Ch. 9 Quiz Ch. 10 Quiz Activity 4 Assignment 2
6 2/25/19	Foundations 11: Validity of Research Results	JC, Ch. 11	Ch. 11 Activity 5
7 3/4/19	Spring Break		
8 3/11/19	Research Methods 12: Experimental Research	JC, Ch. 12	Ch. 12 Quiz Activity 6 Assignment 3
9 10/24/16	Research Methods 13: Quasi-experimental and Single-Case 14: Nonexperimental Quantitative	JC, Ch. 13, 14	Ch. 13/14 Quiz Activity 7
10 3/25/19	Research Methods 15/16: Qualitative 17: Mixed Methods	JC, Ch. 15, 16, 17	Ch. 15/16 Quiz Ch. 17 Quiz Activity 8 Assignment 4
11 4/2/19	Analysis 18: Descriptive Statistics 19: Inferential Statistics	JC, Ch. 18, 19	Ch. 18 Quiz Ch. 19 Quiz Activity 9
12 4/9/19	Analysis 20: Data Analysis in Qualitative and Mixed Methods Course Review Research Proposal (assigned)	JC, Ch. 20	Ch. 20 Quiz Activity 10 Assignment 5
13 4/15/19	Easter Break		
14 4/23/19	Research Proposal Due 4/28/19, 5:00 pm		

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

IDEA Course Evaluation Link for Students

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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.

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Syllabus Addendum Link

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

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**

Research Methodology Dispositions

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

	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.