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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.

Course Objectives

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, and so on
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 the central idea or research question
6. Effectively engage in an online learning community

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 have been flipped 7th edition. Other minor changes are evident throughout the chapters.

This book comes with an extremely helpful open-access student study website: http://www.sagepub.com/bjohnson5e/. It has self-quizzes, eFlashcards, and many other materials that will help you understand the content in each chapter. I encourage you to 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.

Online Format
This course includes only online activities, which are primarily not in a designated class time (asynchronous). To learn more about technology support for online course activities go to: http://www.luc.edu/online/resources/technology/.

When you take a class online, you do not have a teacher talking directly to you at a set time each week. Some students who have never taken an online course before think that online courses will be easier than in-person classes, but many students actually find the opposite to be true. This does not mean that this online course will be more difficult for you. However, you should be prepared for the possibility that the class will create challenges because of the online format, which is very different from face-to-face classes.

Below are a few study tips for this online course that have been suggested by 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 that they can't catch up. Everything built into this course leads up to your final paper. Make sure you do not fall behind.
2. **Do not expect that the work load will be lighter when taking this course online.** Please 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 3pm on Monday each 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.

To ensure learning occurs in the online environment, there are certain requirements for this class:
  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

While you will be using certain technologies and course materials within the Sakai learning management system, you may require additional technology support. The Information Technology Services (ITS) Help Desk provides general technology support. Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service. To learn more about Help Desk services and the hours of operation please go to: http://www.luc.edu/its/helpdesk/.

Email will be used as the primary mode of correspondence for this course. I will respond to/be available for email communication between Monday and Friday. But please keep in mind that emails are not the same as direct communication. I will usually respond to your emails within 24 hours—unless you send me the email on a Friday. Friday emails will be responded to on the following Monday. It is imperative that you activate your Loyola University Chicago account. Please also check your Loyola spam mail and mail foundry to ensure

course-related messages are not misdirected. For questions about the course or an assignment, please include the instructor and graduate assistant in the email. For questions about a grade, please contact the instructor.

In addition to hardware access and software utilization, the following represent factors that facilitate a productive and effective online learning experience (material adapted from the University of Wisconsin Online website on Online Etiquette: http://online.uwc.edu/technology/Etiquette.asp):

- *Tone down your language*. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- *Keep a straight face*. In general, avoid humor and sarcasm. These frequently depend either on facial or tone-of-voice cues absent in text communication or on familiarity with the reader.
- *Be forgiving*. If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- *The recorder is on*. Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you; your audience might not be able to decode misspelled words or poorly constructed sentences. It is good practice to compose and check your comments in a word-processor before posting them.
- *Test for clarity*. Messages might often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, then even better.
- *Netspeak*. Many conventions have already been established about electronic communication. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.

Assessments

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

Point break down
Deep Dive activities	45 points
Essay on research ethics	15 points
Final mini-proposal	40 points

Deep dive activities: You will have one or two deep dive activities that provide an opportunity for you to apply course reading and lecture ideas to real-world research. Based on research articles or research-related materials you identify or we provide, you will identify how concepts from the course have been addressed in actual studies. 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 Dive activities are worth 5 points each. On weeks another assignment is due, no points will be awarded for the Deep Dives. You will still have the option to submit them for feedback on your responses.

Essay on research ethics: Based on an article or case study that I provide, you will write a 2-3 page essay on an aspect of research ethics. The corresponding rubric is included on Sakai.

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.

Mini-proposal assignments: Six assignments are designed to prepare you for the final mini research proposal. Formative feedback will be provided on assignments, rather than points toward your final course grade. *First*, you will identify a problem of practice and your learning goals for the semester. *Second*, you will define a research question in which you are interested. *Third*, you will locate literature (e.g., research articles) related to your selected question. *Fourth*, you will summarize useful information from the literature to support your research question. *Fifth*, you will make an outline for writing a logical review of the literature. *Sixth*, 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 on Mondays at noon, per deadlines in syllabus.

Assignment due dates
Due dates for assignments 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 by **noon on the indicated due date**.

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 comments from me. If you need to turn in an assignment late, please do so with the understanding of these matters.

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-	

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.

Course Calendar
- **Read Chapters and work on all Deep Dives during the weeks indicated. Deep Dives must be submitted the following Monday at noon. For example, the Deep Dive for Week 1 is due by Tuesday 1/21 (only Tuesday on this week due to the MLK Holiday).**
- **All assignments are due by Monday at noon as posted. Late submissions result in limited feedback. Please note this is not the best scenario given the fact that material builds on prior weeks.**

Week	Topic Area	Readings	Deep Dive Activities	Assignments Due
1 1/13/20	**Introduction** 1: Introduction to Educational Research	JC, Ch. 1	Research to Practice*	
2 1/21/20	**Introduction** 2: Quantitative, Qualitative, and Mixed Research 3: Action Research	JC, Ch. 2 & 3	Compare qualities of various research	Learning Plan
3 1/27/20	**Introduction** 4. How to Review the Literature and Develop Research Questions	JC, Ch. 4; Booth	Library resources for literature reviews*	
4 2/3/20	**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	Belmont Report and IRB	Research question & Literature search
5 2/10/20	**Foundations** 7. Standardized Measurement and Assessment	JC, Ch. 7	Standardized Measurement used in practice*	
6 2/17/20	**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 2/24/20	**Foundations** 10. Sampling	JC, Ch. 10	Compare sampling strategies*	
8 3/2/20	**Spring Break – No classes**			
9 3/9/20	**Foundations** 11. Qualitative and Quantitative Validity	JC, Ch. 11	Validity in research articles*	
10 3/16/20	**Foundations** 5. How to write a research proposal 3. Action Research	J & C, Ch. 3 & 5	Action research & proposal	Annotated bibliography
11 3/23/20	**Research Methods** 15/16: Qualitative	JC, Ch. 15, 16	Explore the design*	

12 3/30/20	**Research Methods** 17: Mixed Methods	JC, Ch. 17	Explore the design	Outline & Individual Meeting
13 4/6/20	**Research Methods** 12. Experimental Research 13: Quasi-experimental and Single-Case	JC, Ch. 12 & 13	Explore the design*	
14 4/13/20	**Research Methods** 14: Nonexperimental Quantitative	JC, Ch. 14	Explore the design	Methodology
15 4/20/20	**Analysis** 18: Descriptive Statistics 19: Inferential Statistics 20: Qualitative Analysis	JC, Ch. 18, 19, & 20	Compare approaches to analysis*	
	Mini Proposal Due Monday, April 27, 2020 (noon)			

Loyola University Chicago
School of Education
Syllabus Addendum

Conceptual Framework and Conceptual Framework Standards
The community of the School of Education developed Conceptual Framework Standard to drive curriculum and program development as well as providing overall goals for candidate learning outcomes. For Introduction to Research Methods, the conceptual framework is addressed through the attainment of basic methodological knowledge and the ability to critically apply this information and skills to current literature as well as develop own relevant research ideas.

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.

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.
- 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. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here.

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*.

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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.