

RMTD 400 001:
INTRODUCTION TO RESEARCH METHODS
Spring 2021
Online

Instructor:	Eilene A. Edejer, Clinical Assistant Professor
Email:	eedejer@luc.edu
Virtual Office Hours:	T Th 9-11 via Zoom - best if appointment scheduled
Format:	Asynchronous – all academic content for this course is delivered online at your own pace with weekly assignment, optional class meeting(s), and a scheduled individual meeting.

Responsiveness & Communication:

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

Group/Class Meetings

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

Class Conduct

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

Always be mindful and courteous when communicating ☺

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

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

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

KEY COVID-19 Resources for your Spring – 2021 Return

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

Course Description

This course will utilize the online resource of Sakai to introduce the concept of inquiry and research methods used in education, psychology, and other social sciences. The course will cover three main methods of inquiry: Quantitative, Qualitative and Mixed Methods.

Learning Outcomes

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

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

Required Text

Johnson, R. B., & Christensen, L. (2016). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). Thousand Oaks, CA: Sage Publications. ISBN-10: 1544337833, ISBN-13: 9781544337838

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

Recommended Text

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

Supplemental Readings

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

Course Requirements

Course Grades - based on the following activities and assignments:

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

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

Deep Dive – Options for Community Building

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

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

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

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

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

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

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

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

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

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

Assignment due dates

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

LateAssignments

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

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

The grade ranges in terms of percentage are:

95-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	59 & below = F
90-94 = A-	83-86 = B	73-76 = C	63-66 = D	
	80-82 = B-	70-72 = C-	60-62 = D-	

Course Calendar

- *Topics and Readings* are for the Week as posted, January 19, 2021 (due to the Martin Luther King, Jr. Holiday).
- *Deep Dive Activities and Assignments* are due the Monday of the week listed. For example, both the Educational Research in the News Deep Dive Activity and the Learning Schedule and Plan Assignment are due Monday, August 31, 2020 (since this is the first week, this is only time both are due at the same time! Please complete the Introductions sometime during the previous week.)
- *Individual Breaks*: Two breaks are scheduled along with an Easter break. During these breaks, assignments due for those weeks are adjusted to the following Sunday (see schedule below for details).

Week	Topic Area	Readings	Deep Dive Activities Due	Assignments Due
1 (1/18/21 MLK, Jr Holiday) 1/19/21	Introduction 1: Introduction to Educational Research	JC, Ch. 1	<i>Introductions!</i> <i>See Welcome tab in Sakai</i>	
2 1/25/21	Introduction 2: Quantitative, Qualitative, and Mixed Research 3: Action Research	JC, Ch. 2 & 3	Educational Research in the News	Learning Schedule & Plan
3 2/1/21	Introduction 4: How to Review the Literature and Develop Research Questions	JC, Ch. 4; Booth	Paradigm Preference	
4 2/8/21	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		Research question & Literature search
First Individual Break: 2/10/21 – 2/14/21				
5 2/15/21	Foundations 7: Standardized Measurement and Assessment	JC, Ch. 7		Essay on research ethics (Due noon, 2/21/21)
6 2/22/21	Foundations 8: Methods of Data Collection 9: How to Construct a Questionnaire	JC, Ch. 8 & 9	Assessment Tool Review	

7 3/1/21	Foundations 10: Sampling 11: Qualitative and Quantitative Validity	JC, Ch. 10, 11		Annotated bibliography
Second Individual Break: 3/6/21 – 3/10/21				
8 3/8/21	Foundations 5: How to write a research proposal	JC, Ch. 5	Exploring Validity (Due noon, 3/14/21)	
9 3/15/21	Research Methods 15/16: Qualitative	JC, Ch. 15, 16	(pre-prepare for lit review outline)	<i>Individual Meetings</i>
10 3/22/21	Research Methods 17: Mixed Methods	JC, Ch. 17		Lit Review Outline
11 3/29/21	Easter Break – 4/1/21 – 4/5/21			
12 4/5/21	Research Methods 12. Experimental Research 13: Quasi-experimental and Single-Case	JC, Ch. 12 & 13	Explore the design (due noon, 4/11/21)	
13 4/12/21	Research Methods 14: Nonexperimental Quantitative	JC, Ch. 14		Methodology Plan
14 4/19/21	Analysis 18: Descriptive Statistics 19: Inferential Statistics	JC, Ch. 18 & 19	Explore the design	
15 4/26/21	Analysis 20: Qualitative Analysis	JC, Ch. 20	Compare approaches to analysis	
Mini Proposal Due Monday, May 3, 2021 (noon)				

School of Education

SOE Vision

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

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards

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

Smart Evaluation

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

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

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

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. Please refer to the subsequent section where you will find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a

regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

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

Research Methodology

Dispositions

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

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Professional Domain IL- LUCDISP-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- LUCDISP-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- LUCDISP-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.

Syllabus Addendum

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- LiveText
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

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.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
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
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth

10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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, Digication or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

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

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**

[Include information about synchronous meetings, if any. Make sure to state days and times, what tool will be used (Zoom, for example), and what the requirements are for sessions.]

***Student Participation**

[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?)

***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 [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/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.

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***.

Syllabus Addendum Link

<https://www.luc.edu/education/studentlife/resources/syllabi/>