

**LOYOLA UNIVERSITY CHICAGO**  
**SCHOOL OF EDUCATION**  
**Communicating Research Findings**  
**CIEP 466 Section 001**  
**SUMMER 2017**

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Office Hours: By Appointment

Class Hours: TU & TH  
Location: Online

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**Course Description:** The purpose of this course is to develop students' ability to communicate quantitative, qualitative, and mixed-method data to a range of stakeholders. Students will 1) develop verbal and written communication skills, 2) learn methods of communicating research findings, and 3) learn strategies for selecting an appropriate communication method. Students will also learn how to select and use communication tools (e.g., reports, Powerpoint, Voice Thread, Panopto, etc.).

**Essential Course Objectives:**

- ✓ Developing skill in expressing oneself orally or in writing
- ✓ Learning to apply course material (to improve thinking, problem solving, and decisions)
- ✓ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**IDEA Course Evaluation Link for Students**

Please follow this link to the IDEA Campus Labs website: <http://luc.edu/idea/> to complete the course evaluation at the end of the semester. Please click on **Student IDEA Log In** located in the top left menu bar to complete the course evaluation.

**METHODS OF INSTRUCTION:** This course will be delivered in an online only format. Therefore, there we will not have any face-to-face class sessions. I will use Panopto (video lecture system) to deliver all class lectures. Sakai will be used to house readings, lectures, and other class materials.

**CLASS COMMUNICATION:** Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola email account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may

forward emails from your student account to the personal account. I will not send emails to personal email accounts.

**TECHNOLOGY:** Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. I assume students will be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. If you are not familiar with any of the preceding skills/equipment, it is your responsibility to become so. I will introduce you to other systems such as Panopto, VoiceThread, etc. as part of this course.

**SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:** The School of Education, as part of a Jesuit, Catholic University, espouses the following mission: Our mission is social justice, but our responsibility is social action through education. Throughout this course, you learn to effectively communicate with educators, parents, children, and community members to advance the social justice in education. Thus, the skills you learn will advance the mission of the LUC SOE. Here is the link to the LUC SOE Conceptual Framework: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

**DIVERSITY:** In concert with the mission statement for the SOE; faculty, academic activities, and learning environments will be sensitive to and driven by awareness of and respect for individual, cultural, social and economic diversity.

**DISPOSITION:** Dispositions in the areas of professionalism, inquiry, and social justice will be assessed at the end of this course. Professional dispositions are assessed in order to ensure students are developing the professionalism, temperament, and competence to effectively interact with and serve others.

**STUDENTS RIGHTS and RESPONSIBILITIES:** Please follow this link ([www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)) to learn more about your rights and responsibilities regarding:

- ACCESSIBILITY
- ETHICSLINE REPORTING HOTLINE
- ACADEMIC HONESTY
- ELECTRONIC COMMUNICATIONS POLICIES AND GUIDELINES:

**Required Texts:**

- *Presenting Data Effectively: Communicating Your Findings for Maximum Impact* by Stephanie Evergreen

- *Storytelling with Data: A Data Visualization Guide for Business Professionals* by Cole Russbaumer Knaflic

**COURSE REQUIREMENTS & EVALUATION PROCEDURES:** Assignments must be completed on time and submitted via Sakai on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date.

- **Research Findings Presentation.** Each student will develop a presentation on research findings and present the findings to the class. If you have data you can present, feel free to use that data. If you do not have data, then you can use existing research articles or pull data from an existing database. This assignment will be divided into 3 mini-assignments. Each mini-assignment will receive a grade culminating in a final grade for the entire assignment. Below is the explanation of each mini-assignment.
  - **Mini-Assignment 1:** Developing Your Content
    - For mini-assignment #1, each student will prepare a 1-2 page summary of the research topic and data that will be presented. In the summary, please include the following information:
      - Description of research topic (please include research questions, if you have them) and how this research advances social justice in education
      - Description of the data you will present and identify the source of the data (e.g., you collected the data, pulled the data from an existing database; research articles)
      - Outline of content you would like to cover in the presentation along with a brief explanation (1-2 sentences) about why you want to cover each piece of content
      - Description of the audience you want to present the data to (e.g., faculty committee, teachers, administrators, politicians, community members, parents, etc.) and why
      - Explanation of how your presentation of the data to this audience advances social justice
      - Explanation of the format (e.g., in-person using powerpoint, real-time webinar, recorded webinar, etc.) you would like to use to present the data and why you believe this format is ideal for this presentation
    - The summary should be typed, single-spaced using 12-pt. font. Please use headings to organize the summary. Please note that the quality of your writing (e.g., grammar, syntax, clarity, etc.) will also be graded. **The summary should be submitted in the**

**Assignments folder on the Sakai site by 5:00 pm on Friday, July 21<sup>st</sup>.**

- **Mini-Assignment 2: Developing Your Visual Presentation**
  - For mini-assignment 2, you will develop a visual presentation of your research findings (based on your description in the summary). Each student will select a format (e.g., powerpoint) to visually present your findings to the target audience. You must include the following information in your presentation:
    - Explanation of the research topic
    - Explanation about why you are presenting this research to this audience
    - Learning objectives for the audience (i.e., what do you want the audience to learn from your presentation)
    - Explanation of the research findings (if you use raw data, you also have to explain your analysis of the data)
    - Implications of findings
    - Conclusions and Next Steps
    - Your presentation must include at least 2 graphics and 2 animations
    - Your presentation must have at least two opportunities for audience participation/input/questions
    - Your presentation must include the notes on what you will say during the presentation.
  - **The presentation should be uploaded to the Assignments folder on the Sakai site by 5:00 pm on Friday, August 4<sup>th</sup>.**
  
- **Mini-Assignment 3 (Final): Presentation of Findings**
  - For the final, each student will present the presentations developed for mini-assignment 2. You will have to video yourself presenting the presentation. You can use any video software (e.g., Panopto, VoiceThread, Zoom, etc.). You will be graded on your ability to effectively communicate (e.g., tone, pace, and clarity) all of the information in the presentation to the target audience. Each presentation should be between 15-20 minutes.
    - Presentations that run shorter than 15 minutes or longer than 20 minutes will be returned to you for revision.
    - **The presentations must be uploaded to Sakai by 5:00 pm on Friday, August 11<sup>th</sup>.**

**Course Evaluation.** Students will be evaluated on the following basis:

| Assignments                 | Points |
|-----------------------------|--------|
| ➤ Mini-Assignment 1         | 30     |
| ➤ Mini-Assignment 2         | 30     |
| ➤ Mini-Assignment 3 (Final) | 40     |

**Grading:**

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

| COURSE OUTLINE |   |   |   |  |
|----------------|---|---|---|--|
| Weeks          | Dates   | Weekly Readings   | Weekly Activities   | Assignments Due  |
| <b>Week 1</b>  | <b>7-06-17</b><br><br>Review Syllabus and Course Requirements | No Readings   | <ul style="list-style-type: none"> <li>▪ Watch Video Lecture 1</li> <li>▪ In the Class Discussion Forum, post an explanation of your research interests and an explanation of why you think you need to communicate your research findings. Be sure to indicate who you think you most need to communicate your research findings to and why. <i>Please post by Monday, July 10<sup>th</sup> at 5:00 pm.</i></li> </ul> | <ul style="list-style-type: none"> <li>▪ None</li> </ul>                               |
| <b>Week 2</b>  | <b>7-11-17</b><br><br>Why Communicate Research Findings       | <ul style="list-style-type: none"> <li>▪ Tabak et al. (2016)</li> <li>▪ Huston (2008)</li> <li>▪ Eperen &amp; Marincola (2011)</li> </ul>                       | <ul style="list-style-type: none"> <li>▪ Watch Video Lecture 2 (Lecture will cover both topics)</li> </ul> <p><b><i>Lecture will be posted on 7-13-17 by 5:00 pm.</i></b></p>   | <ul style="list-style-type: none"> <li>▪ Start working on mini-assignment 1</li> </ul> |
|                | <b>7-13-17</b><br><br>Who to Communicate With                 | <ul style="list-style-type: none"> <li>▪ MacKenzie, Christenson, and Turner (2015)</li> <li>▪ Brooker &amp; McPherson (1999)</li> <li>▪ Lupia (2013)</li> </ul> |   |  |

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| <b>Week 3</b> | <b>7-18-17</b><br><br>Communicating Quantitative and Qualitative Data (Part 1) | <ul style="list-style-type: none"> <li>▪ Drummond and Tom (2011)</li> <li>▪ Hoare (2012) Understanding quantitative research Part 1 and 2</li> <li>▪ Ponterrotto &amp; Greiger (2007)</li> <li>▪ Anderson (2010)</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Watch Video Lecture 3 (Lecture will cover both topics)</li> </ul> <p><b>Lecture will be posted on 7-20-17 by 5:00 pm.</b></p> <p>Supplementary Resources:</p>   | <ul style="list-style-type: none"> <li>▪ Mini-Assignment 1 Due on Friday, July 21<sup>st</sup> by 5:00 pm</li> </ul>     |
|               | <b>7-20-17</b><br><br>Communicating Quantitative and Qualitative Data (Part 2) | <ul style="list-style-type: none"> <li>▪ Watch videos on Understanding Quantitative Research Parts 1 &amp; 2 <ul style="list-style-type: none"> <li>▪ Part 1 <a href="https://luc.zoom.us/j/247581574">https://luc.zoom.us/j/247581574</a></li> <li>▪ Part 2 <a href="https://www.youtube.com/watch?v=2tQe0es1vbw">https://www.youtube.com/watch?v=2tQe0es1vbw</a></li> </ul> </li> <li>▪ Watch video on Qualitative Research: <a href="https://www.youtube.com/watch?v=IsAUNs-IsSQ">https://www.youtube.com/watch?v=IsAUNs-IsSQ</a></li> </ul> | <ul style="list-style-type: none"> <li>▪ Yale Module on Qualitative Research: <a href="https://www.youtube.com/watch?v=opp5tH4uD-w&amp;list=PLqHnHG5X2PXCcCMY N3 EzugAF7GKN2poQ&amp;index=5">https://www.youtube.com/watch?v=opp5tH4uD-w&amp;list=PLqHnHG5X2PXCcCMY N3 EzugAF7GKN2poQ&amp;index=5</a></li> <li>▪ Dr. Lani Interpreting and Writing Quantitative and Qualitative Data: <a href="https://www.youtube.com/watch?v=dUZsnzQskPg">https://www.youtube.com/watch?v=dUZsnzQskPg</a></li> </ul> |  |
| <b>Week 4</b> | <b>7-25-17</b><br><br>Communication Tools                                      | Presentation Tools: <ul style="list-style-type: none"> <li>▪ Powerpoint and Prezi</li> <li>▪ Panopto, VoiceThread, Zoom, AdobeConnect</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Watch Video Lecture 4 (Lecture will cover both topics)</li> </ul> <p><b>Lecture will be posted on 7-27-17 by 5:00 pm.</b></p> <ul style="list-style-type: none"> <li>▪ Watch How to Use Prezi: <a href="https://www.youtube.com/watch?v=fubGt7wAiBU">https://www.youtube.com/watch?v=fubGt7wAiBU</a></li> </ul>   |  |
|               | <b>7-27-17</b><br><br>Communicating Visually                                   | <ul style="list-style-type: none"> <li>▪ Knaflic Chapter 1-4; 7-8</li> </ul>  |  |  |
| <b>Week 5</b> | <b>8-01-17</b><br><br>Communicating Visually (Part 1)                          | <ul style="list-style-type: none"> <li>▪ Evergreen Chapter 1-3</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Watch Video Lecture 5 (Lecture will cover both topics)</li> </ul> <p><b>Lecture will be posted on 8-03-17 by 5:00 pm.</b></p>   | <ul style="list-style-type: none"> <li>▪ Mini-Assignment 2 is due on Friday, August 4<sup>th</sup> by 5:00 pm</li> </ul> |
|               | <b>8-03-17</b><br><br>Communicating Visually (Part 2)                          | <ul style="list-style-type: none"> <li>▪ Evergreen Chapter 4-6</li> </ul>   |  |  |

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| <b>Week 6</b> | <b>8-08-17</b><br>Communicating in Writing (Part 1) | <ul style="list-style-type: none"> <li>▪ Reporting Statistics in APA style:<br/><a href="https://depts.washington.edu/psych/files/writing_center/stats.pdf">https://depts.washington.edu/psych/files/writing_center/stats.pdf</a></li> <li>▪ Gilgun (2005)</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Watch Video Lecture 6 (Lecture will cover both topics)<br/><br/><b><i>Lecture will be posted on 8-10-17 by 5:00 pm.</i></b></li> </ul> | <ul style="list-style-type: none"> <li>▪ Mini-Assignment 3 (Final) is Due on Friday, August 11<sup>th</sup> by 5:00 pm.</li> </ul> |
|               | <b>8-10-17</b><br>Communicating in Writing (Part 2) | <ul style="list-style-type: none"> <li>▪ ERIC Development Team (1998). Communicating Educational Research Data to General, Nonresearcher Audiences</li> <li>▪ APA 6<sup>th</sup> Edition <i>Guidelines on Reducing Bias</i></li> <li>▪ Loyola Writing Center Resources</li> <li>▪ Watch Reducing Bias Video:<br/><a href="https://www.youtube.com/watch?v=DVS2x-ZiUhE">https://www.youtube.com/watch?v=DVS2x-ZiUhE</a></li> </ul> |   |  |

Loyola University Chicago  
School of 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.

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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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](#).

Syllabus Addendum Link: [www.luc.edu/education/syllabus-addendum/](http://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*.

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