Instructor: Ann Kearns Davoren
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Classroom Location: online
Office Hours: by appointment

Course Description
This course will introduce the concept of inquiry and various research methods used in education, psychology, and other social sciences. Furthermore, the course will introduce the three main methods of inquiry: Quantitative, Qualitative, and Mixed Methods. Students will be able to analyze research critically and create a research proposal.

Course Objectives
As a result of this course, students will be able to:
1. Understand the similarities and differences between quantitative, qualitative, and mixed methods research traditions, including paradigms, designs, methods, sampling techniques, and so on;
2. Analyze and evaluate the research questions, design, findings, and validity of existing research;
3. Understand pertinent legal and ethical issues in educational research;
4. Conduct a review of relevant literature that synthesizes the knowledge from several research studies around the central idea or research question, and
5. Create a mini-proposal centered around a topic of personal interest and professional relevance.

Required Text

*NOTE: There also is a 6th edition of this text. Students are welcome to use the 6th edition. Chapter numbers may vary. Please refer to the subject matter of the chapter when using the 6th edition to ensure that the correct reading for the week is being done.*

Additional required and suggested readings will be posted on the Sakai site.

Recommended Book:
This is not a required text, and if this is the only class and/or required element of your program of study where you are likely to write a research paper using APA format, you certainly do not need to purchase this book.

An extremely helpful online resource for APA format is https://owl.english.purdue.edu/owl/resource/560/1/

**Online Format**

This is an asynchronous online course. That means that there is no time when every student is required to be online at the same time. As with any other course, class participation is essential in an online class. Some elements of online class participation are very similar to what typically is valued in a face-to-face course, and some elements are different.

Some tips for having a successful online class:

1. **Check your email frequently.** 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 by 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. Saying that you did not check your email on time or that an email did not forward to you from your Loyola email to somewhere else will not be considered a valid excuse for a graduate student taking an online course. Check your Loyola email at least daily, if not more, to be able to keep up with this class.

2. **Class Engagement.** Part of my expectations of you related to consistent engagement means that you must complete all online work on time. Particularly given that this is a six-week class, time moves quickly, and if you do not keep up, you will join dialogues too late to have an impact. Short of an emergency—and of course please let me know privately if something occurs that precludes you from keeping up—you need to be on top of things from the jump to be consistently engaged in this course. One additional point—“engagement” does not mean frequency. That is, while if you are required to make a post you will be expected to do so, it is not necessarily the case that someone who posts five times a week is more “engaged” with the class than someone who posts twice. Quality is highly valued. I would much prefer one thoughtful comment that advances conversation than three banal posts. As of this writing, there are 11 students in this class. If you imagine a group of 11 people—12 if you count me—in dialogue, if everyone makes three banal comments to every topic, the conversation would go flat pretty quickly, and people are likely to check out.

Another crucial part of engagement is keeping up with the course readings. It is particularly important for an asynchronous online class to read everything—including this syllabus!—closely and fully. As needed to clarify issues, I will post audio files as part of this course, but the majority of the communication is through writing. I will do my best to highlight pertinent details within my writing,
but ultimately it is up to you to read everything you receive—as well as everything posted to the Sakai site—fully.

3. **Maintain respectful discourse.** With an online format, it is easy sometimes to have things lost in translation between the sender and the receiver. For this reason, it is imperative that we all err on the side of caution and respect when communicating with one another. On my end, I pledge to do my utmost to treat everyone with respect and dignity, valuing and encouraging differences of opinion. I also pledge to do my utmost to facilitate a classroom climate that is respectful, relaxed, and engaging. I ask the same of each of you. Some things to keep in mind to that end (material adapted from the University of Wisconsin Online website on Online Etiquette [http://online.uwc.edu/technology/Etiquette.asp](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, be careful with humor and sarcasm. These frequently depend either on facial or tone-of-voice cues absent in text communication or on familiarity with the reader. We want this class to be fun, but also respectful!
- **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.
- **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.

4. **Finally, some tech tips.** Some tips to make the most of the online format and to ensure that you’re ready to hit the ground running when the course official starts:

- **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.
• Do not expect that the work load will be lighter when taking this course online. Please anticipate that the course readings, quizzes, and assignments will take about **5-10 hours** each week to complete.

• **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. 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**
- At least a stable DSL Internet connection
- Loyola Email Account with reliable access
- 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 I will provide access to 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/](http://www.luc.edu/its/helpdesk/). To learn more about technology support for online course activities go to: [http://www.luc.edu/online/resources/technology/](http://www.luc.edu/online/resources/technology/).

**Course Structure**

The first 2 weeks of class, there are readings due twice a week – Mondays and Thursdays. Please be certain to plan appropriately. This class was structured so that assignments are due a few days *after* the applicable readings. If you’re able to keep up with the readings, you’ll have ample time to ask questions of me or your classmates to clarify anything that may not have been fully understood prior to submitting an assignment on the topic.

**Course Requirements and Evaluation Procedures:**

In addition to the information provided here, all assignment information will be provided on Sakai. Please reference the information provided on Sakai to ensure that you are fully meeting the requirements of the assignment.

**1. Class Participation (10%)**

Please refer to the information on engagement earlier in the syllabus. It is expected that students will log into Sakai and post comments/questions regarding that week’s readings. I’ll also post questions and expect students to provide thoughtful comments and discussion in response to those questions.
2. Take Home Quiz (10%)
The take home quiz is intended to help guide your reading of the three chapters (Chapters 1, 2, & 18 in the 5th edition text) introducing you to research methods.

3. Ethics Essay (15%)
For this assignment, you are first to read the seminal Belmont Report, which can be accessed by following this link: https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html

Choose one of two articles provided to read (in Sakai). Write a 2-3 page essay on an aspect of research ethics. The specific questions to be addressed will be provided.

The paper will be graded based on both the extent that your paper represents an understanding of the principles of the Belmont report (respect for persons, beneficence, and justice) and on overall writing quality.

4. Research Questions (10%)
After reading chapters 4 & 5, students will determine what they’d like to focus on for their mini research proposal. This mini proposal will comprise the remainder of the assignments for the semester. Students are free to choose a quantitative, qualitative, or mixed methods research project. NOTE: This is a proposal for a project. The actual research will not be conducted, as it is beyond the scope of this class. I encourage you to be creative and to choose something of great interest to you personally and/or professionally. This also can be a time to “think big” as the research will not be subjected to time, financial, or personnel resource constraints.

This assignment requires submission of the research questions, the problem statement, and study purpose. The problem statement and study purpose provide the broad rationale for your study and the research questions describe what you intend to investigate. Please take care with drafting the statement, purpose, and question(s). While this may seem like a very straightforward and simple assignment, a poorly-drafted question will lead to a great deal of confusion in the later assignments. Be as specific as possible in your question(s), and please reach out with any questions.

5. Annotated Bibliography (15%)
Students will construct an annotated bibliography of 10 empirical, scholarly resources relevant to the focus of the mini-proposal (indeed, it is the hope that these references will form the foundation of your literature review for this mini-proposal). The resources should be peer-reviewed articles, books, or book chapters (I will cover what peer-reviewed means as part of this class).

The required elements of the annotated bibliography are as follows:

i. Bibliography must include at least 10 empirical resources
ii. Each annotation should be approximately 150 words (typical range is 100-200 words)
iii. Each annotation should include the following information:
1. Main focus or purpose of the work
2. Special features of the work that were unique or helpful
3. Conclusions or observations reached by the author
4. Usefulness or relevance to your research topic
5. Your main takeaways from this work.

The primary criteria used to evaluate your annotated bibliography are appropriateness of source e.g., peer-reviewed, published within past ten years (exceptions will be made for seminal work that is cited frequently today. If you have a more dated reference, make clear why you selected this source), relevance of resource (to your primary topic), quality of annotation, e.g., did you provide the five elements listed above, was the writing grammatically strong and free of typos, and attention to APA citation style.

Please note: You can not copy and paste from journal article’s abstracts. The writing must be a summary of the article in your own words.

Within the “Resources” section of this class’s Sakai site, I have included two sample A+ Annotated Bibliographies from when I have used this assignment before. I thank these students for giving me permission to post their work as samples.

6. Methodology (15%)
In preparation for your final proposal project, the third assignment gives you an opportunity to begin writing a portion of the paper. For this assignment, you will write the Procedure subsection of the Methods section (see pgs 631-632 of your text for more information on what the procedure section of a paper contains). Note that the Methods section of the final mini proposal will require all four sections typical of a methodology: setting, participants, instrument, and procedure. For the purposes of this assignment, however, only the procedure section is required.

More information on this assignment will be provided later in class.

7. Mini Research Proposal (25%)
During the first week of class, you will be asked to share your previous experience with research. It is my assumption that collectively you have a wide range of experience, with some of you having no experience whereas others may be actively working on a masters’ or doctoral thesis. Wherever you are starting from, as part of this course you will leave with increased experience and knowledge germane to writing a research proposal.

The structure of the class is to submit assignments throughout that, when combined, will result in a mini proposal. Each submission will be given a letter grade at each step. The primary grading criteria are overall clarity and quality of writing. Since each step builds upon the previous step, you always have the opportunity (and indeed are encouraged) to revise if graded poorly at any one point. For example, suppose you receive a grade of “B” for your research problem statement/purpose of study. At the time
you submit your Annotated Bibliography, you can (and likely should) also submit a revised research
problem statement/purpose of study. If you then receive a higher grade on your research problem
statement/purpose of study, this is the grade that will carry forward. Students who receive a grade of A
at every stage will receive an A for the assignment.

The final mini proposal will include:
- Research problem, statement of the purpose, and research questions
- Literature review (NOTE: the lit review will be largely based on the annotated bibliography,
  but a literature review is different from an annotated bibliography)
- Methodology, including an instrument

Grades:
The grade ranges in terms of percentage are:
94-100 = A  87-89 = B+  77-79 = C+  67-69 = D+  59 & below = F
90-93 = A−  83-86 = B  73-76 = C  63-66 = D
80-82 = B−  70-72 = C−  60-62 = D−

Late Work
Late work will not be accepted unless prior arrangements have been made with the instructor. Due to
the nature of the 6-week class, it is imperative that you stay on top of assignments and readings, as each
week builds upon the previous. If a situation occurs and the need to turn in work late presents itself,
please contact me immediately. Late assignments that have not been cleared with the instructor will
automatically be deducted 1/3 letter grade each day they are late.

Semester Outline

*Readings, topics, and assignments subject to be modified at the instructor’s discretion

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic Area</th>
<th>Readings Due</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>July 2</td>
<td>Introductions and</td>
<td>J&amp;C:</td>
<td>Take home quiz (Due by 5pm,</td>
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<td>Previewing Course</td>
<td>- Ch 1: Intro to Edu Research</td>
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<td>- Ch 2: Quantitative, Qualitative, and Mixed</td>
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<td>Research</td>
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<td>- Ch 18: Mixed Research</td>
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<td>July 5</td>
<td>Introduction to Research</td>
<td>J&amp;C:</td>
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<td>Methods</td>
<td>- Ch 6: Research Ethics</td>
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<td>- Belmont Report (follow hyperlink at the top of</td>
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<td>July 9</td>
<td>Research Ethics</td>
<td>J&amp;C Ch 6: Research Ethics</td>
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<td>Date</td>
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<td>Reading Notes</td>
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<td>July 12</td>
<td>Writing a Research Proposal</td>
<td>J&amp;C: - Ch 4: How to Review the Lit and Develop Res Questions - Ch 5: How to Write a Res Proposal</td>
<td>Monday, 7/9</td>
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<td>July 16</td>
<td>Data Collection</td>
<td>J&amp;C: - Ch. 7: Standardized Measurement and Assessment (ONLY pages 165-178) - Ch. 9: Six Major Methods of Data Collection - Ch. 10 Sampling in Quant, Qual, and Mixed Research</td>
<td>Essay on research ethics (Due by 5pm, Thursday, 7/12)</td>
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<td>July 23*</td>
<td>Quantitative Methods</td>
<td>J&amp;C: - Ch. 11: Validity of Research Results in Quant, Qual and Mixed - Ch. 12: Experimental Research: Weak &amp; Strong Designs - Ch. 13: Experimental Research: Quasi &amp; Single-Case - Ch. 14: Nonexperimental</td>
<td>Research Questions (Due by 5pm, Monday, 7/16)</td>
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<td><strong>NOTE:</strong> If you are doing a quantitative study, please read these this week. If you are doing a qualitative study, please flip the readings for weeks of July 23 &amp; 30</td>
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<tr>
<td>July 30</td>
<td>Qualitative Methods</td>
<td>J&amp;C: - Ch. 15: Narrative Inquiry and Case Study - Ch. 16: Phenomenology, Ethnography, and Grounded Theory - Ch. 17: Historical Research</td>
<td>Annotated Bibliography (Due by 5pm, Monday, 7/23)</td>
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<td><strong>NOTE:</strong> Please refer to ch. 22 for questions on APA styling. Also, the hyperlink earlier in the syllabus.</td>
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<td>August 6</td>
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<td>Methods (Due by 5pm, Monday, 7/30)</td>
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<td>August 10</td>
<td>Mini research proposal due by 5pm, Friday, August 10</td>
<td>NOTE: If you are using a survey, you are encouraged to read J&amp;C Ch. 8: How to Construct a Questionnaire.</td>
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School of Education Conceptual Framework

Our School’s Conceptual Framework – Social Action through Education – guides the curricula of School of Education programs in the preparation of carrying out the mission of social justice. These dimensions of the conceptual framework also serve as the foundation to the School of Education – standards that are explicitly embedded in major benchmarks across all SOE programs. Our conceptual framework is described here: www.luc.edu/education/mission/. Social inequities exist for many subgroups within the population (including but not limited to subgroups based on race, gender, sexual orientation, social class, ethnicity, and ability). This course will help students develop the foundational knowledge needed to carry out research that could offset social inequities that exist in our society for one, some, or all groups.

School of Education Conceptual Framework Standards Addressed in this Course

CFS1: Candidates critically evaluate current bodies of knowledge in their field.
CFS3: Candidates demonstrate knowledge of ethics and social justice

IDEA Course Objectives:

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 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 specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Learning how to find, evaluate and use resources to explore a topic in depth
6. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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.

**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: https://www.luc.edu/education/admission/tuition/course-management-fee/.

**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.