

Loyola University Chicago  
School of Education  
**RMTD 400: Introduction to Research Methodology**  
Summer Session I, 2019  
Online

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**Required Text**

Johnson, R. B. & Christensen, L. (2017). *Educational research: Quantitative, qualitative, and mixed approaches* (6<sup>th</sup> ed.). Boston, MA: Sage Publications.

**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 critically research and create a research proposal.

**Course Objectives**

As a result of this course, students 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.

**School of Education's Conceptual Framework**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional

and socially just researchers. The case studies used in this course illustrate how educational research can illuminate issues of social justice. In addition, the research methods used in this course also add to students' ability to understand the diversity of perspectives that researchers use to address social problems. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

### Conceptual Framework Standards Assessed in this Course

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

### IDEA Course Objectives

The Following IDEA objectives will be a primary focus of 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. Learning to analyze and critically evaluate ideas, arguments, and points of view
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

### Diversity

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

### 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.

### IDEA Course Evaluation

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

### LiveText

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

### Syllabus Addendums

<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***.

### Format of the online course

The course calendar on page 8 details the topic and associated chapters for that week. Given that this is a 6 week course, most weeks have a discussion and an assignment due. Each week will have the same schedule:

- Discussion questions and a screencast lecture for the week will be posted before Monday of that week.
- You post an initial response to the discussion by Wednesday, and response to two peers by Thursday
- The assignment for that week are due by Friday
- You will be provided feedback on the discussion and assignments by Sunday evening of that week. Therefore, each Monday is a fresh start to the new topic.

*I cannot stress enough how important it is to stay with the course timeline.* Everything builds in this course leading up to your final paper. This is why each week we start the topics on Monday and you receive feedback by Sunday. Please pay attention to the feedback. If you misunderstand a concept and do not read the feedback than you will have a snowball effect of not understanding the content, which will impact your assignments and final paper.

There is no times where we meet as a group on-line. You are more than welcome to hand in assignments before the day it is due or complete the discussion requirements before Thursday. Make the weekly format work for your schedule.

All assignment information is fully posted in Sakai. You will see examples of each assignment and directions posted in the “Assignments” tab.

## Course Assignments

<u>Assignment</u>	<u>Points each</u>	<u>Total Points</u>
Introduction Post	5 points (x1)	5 points
Discussion Responses	15 points each (x5)	75 points
Assignments	20 points each (X5)	100 points
Research Proposal	120 points (X 1)	120 points
Total = 300 points		

Percent of Possible Points	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

### Assignment details:

Introduction on Discussion Board: A portion of your participation grade will be based on the completion of a post to the Discussion Board introducing yourself to the class. This will consist of a brief description of yourself, your research interests, and your favorite restaurant. The information will help you connect with your fellow classmates. You do not need to respond to peers.

Discussions: During this course there will be 5 class discussions on Sakai. You need to participate on the discussions, and I will be monitoring your written responses. I will post a **“Threaded Discussion”** questions for the week based on the chapter(s) and topic assigned. **Each student in the class will provide one thoughtful initial response to each threaded discussion and two responses to peers.**

Your responses to each of these questions should be brief (2-4 paragraphs) but thoughtful, providing evidence that you have read the required reading and thought about the material. It is a good practice to cite the reading to support your argument. Note that the threaded discussion section is not where you ask me questions; it is where

you discuss the material with the class. The initial responses are due by *11:59pm on Wednesday*.

In addition, each student must provide a brief response to two posts by peers. These responses should be 3-5 sentences in length, and provide a thoughtful analysis of the discussion thread. Posting a message saying "I agree with person X" with no additional elaboration or logical thought is not an acceptable message *The responses to peers are due by 11:59pm on Thursday*.

**Please spread out your initial response and response to peers so that all conversations include a thoughtful analysis.** I will be monitoring the discussion threads and clarify content throughout the discussion, as well as provide feedback at the end of the discussion.

Assignments: The following assignments will prepare you for the research proposal. Refer to the posted assignment and rubric in Sakai for further details.

Assignment 1: Research questions – Following the instructions for Assignment #1 in Sakai, you will create two research questions as a starting point for your research proposal.

Assignment 2: Essay on Ethics in Research (CF8) – Assignment details at the end of this syllabus and in Sakai.

Assignment 3: Annotated Bibliography – You will find and complete an annotative bibliography of ten research articles. These ten articles should be articles that you will use in your research proposal. See Sakai for details.

Assignment 4: Methodology – You will write the procedures section of the methodology that will be a part of the research proposal. Further details are posted in Sakai.

Assignment 5: Sampling – To support your procedures, you will be writing about the sampling procedure that would be used in the study.

Research Proposal: The largest portion of your points awarded for this course will derive from the research proposal. This assignment will be discussed at length during the course. It will consist of the first three chapters of a basic research proposal or thesis. Each assignment will assist in the preparation of this proposal. A detailed description of the types of information necessary will be provided in Sakai and announcements.

### **Assignment due dates**

Due dates for assignments are in course calendar on page #8.

### **Late Work**

Late work will not be accepted unless prior arrangements have been made with the instructor. Note that for individual assignments, you will not be able to submit your work after 11:59 pm on the due date. Unlike traditional live taught classes, the option of turning in work late is not feasible because of rigid time constraints. As such, if a situation occurs and the need to turn in work late presents itself, it is imperative that the student contacts the instructor immediately.

Late assignments will automatically be worth only half of their original point value.

### **Online Course Requirements**

From reading this syllabus it should be clear that the online classroom differs from the live-taught. As such, there are certain expectations and guidelines we must follow in order to ensure academic achievement. The following describes an explicit however non-exclusive list of expectations to ensure a successful semester:

- Reliable internet access
- Be able to download and attach files
- Microsoft Office Package
  - Microsoft Word
  - Microsoft Excel
  - Microsoft PowerPoint

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

- Adobe Flash Player
- Java Software QuickTime RealPlayer

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 and they do reflect on you;

your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

- Test for clarity. Messages may 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. Although electronic communication is still young, many conventions have already been established. 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.

### Course Calendar

Week	Topic Area	Readings Due this Week	<p><b>Assignments due by 11:59pm Friday.</b></p> <p><b>Discussion questions are posted by Monday. Initial response due by 11:50pm Wednesday, two responses to peers by 11:59pm Thursday.</b></p>
<p>1</p> <p>Week of 5/20</p>	<p>Introduction to the course</p> <p>Research Paradigms, Research Problems, Research Questions</p>	<p>Chapter 1</p> <p>Chapter 2</p> <p>Chapter 4 (p90-100)</p>	<p>Introduction post due 5/22 by midnight</p> <p>Discussion 1</p> <p>Assignment 1: Research questions due 5/24 by midnight</p>
<p>2</p> <p>Week of 5/27</p>	<p>Library Information</p> <p>Literature Review</p> <p>Research Ethics</p> <p>Research Proposal</p>	<p>Chapter 4 (p81-90 &amp; 101-107)</p> <p>Chapter 5</p> <p>Chapter 6</p> <p>Review Chapter 21 (APA style guide)</p>	<p>Discussion 2</p> <p>Assignment 2: Ethics Essay Due 5/31 by midnight</p>
<p>3</p> <p>Week of 6/3</p>	<p>Validity</p> <p>Experimental Design</p> <p>Nonexperimental Design</p>	<p>Chapter 11</p> <p>Chapter 12 &amp; 13</p> <p>Chapter 14</p>	<p>Discussion 3</p> <p>Assignment 3: Bibliography due 6/7 by midnight</p>
<p>4</p> <p>Week of 6/10</p>	<p>Qualitative design</p> <p>Mixed method design</p>	<p>Chapter 15, 16 ,17</p>	<p>Discussion 4</p> <p>Assignment 4: Methods due 6/14 by midnight</p>
<p>5</p> <p>Week of 6/17</p>	<p>Measurement</p> <p>Data Collection</p> <p>Sampling</p>	<p>Chapter 7</p> <p>Chapter 9</p> <p>Chapter 10</p>	<p>Discussion 5</p> <p>Assignment 5: Sampling Due 6/21 by midnight</p>
<p>6</p> <p>Week of 6/24</p>	<p>Q &amp; A</p> <p>Further information for final paper</p>	<p>Review Chapter 5 and 22</p>	<p>Final Paper due <b>Friday</b> 6/29 by midnight</p>



## Research Methodology Core Assessment

Course: RMTD 400 – Introduction of Research Methodologies

Core Assessment: Essay on research ethics

CF Standard: 8

For this core assessment, the student will read an article or case study provided by the instructor that addresses an aspect of research ethics. One example is the following: Please read the New York Times Magazine article from December 2015, entitled, “Bacteria on the Brain.” In a 3-4 page essay, please address the following questions.

- a. How would you assess the ethics of this study given the Belmont Report principles of respect for persons, beneficence and justice? This report can be read online at <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm>
- b. A major criticism of the treatment that resulted in the patient’s death centers on the informed consent procedures. What is your assessment of the informed consent procedures? If you were in the patient’s place, what information and procedures would you demand before you volunteered for the treatment?
- c. The article demonstrates the challenge with applying innovative practices while following principles of research. What could have been done differently in this situation in order to better balance the two? Finally, provide an example of a potential challenge of following innovative practices but also adhering to research principles to your field.

### Core Assessment Rubric

Conceptual Framework Standard	Target	Acceptable	Unacceptable
CF8: Candidates demonstrate an understanding of the major principles of research ethics in research with human subjects.	The essay clearly represents an understanding of the principles of the Belmont report: respect for persons, beneficence, and justice. The essay assesses the ethical issues present in the case study, and provides a clear and well-supported argument for its claims.	The research article critique demonstrates a good understanding of the principles of the Belmont report: respect for persons, beneficence, and justice. The essay addresses some of the ethical issues present in the case study, and provides some support for its claims.	The research article critique presents a limited understanding of the principles of the Belmont report: respect for persons, beneficence, and justice. The essay partially addresses the ethical issues present in the case study, and provides little or no support for its claims.