

**LOYOLA UNIVERSITY CHICAGO**  
**SCHOOL OF EDUCATION**  
**Communicating Research Findings**  
**RMTD 410**  
**SUMMER 2020**

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Instructor: Jay Wade, Ph.D.  
Class Hours: Weekly, online  
Location: Online  
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Office Hours: By Appointment

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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

**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.

**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:** 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: [LiveText](#)

**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

### **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](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

### **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.

### **Required Texts:**

- *Presenting Data Effectively: Communicating Your Findings for Maximum Impact* by Stephanie Evergreen – [Link here](#) (there are many similarly worded titles by Evergreen)
- *Storytelling with Data: A Data Visualization Guide for Business Professionals* by Cole Russbaumer Knaflic – [AVAILABLE ONLINE THROUGH LOYOLA](#)

**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.
      - 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 11:59 pm on Sunday, June 7<sup>th</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. In notes, also describe how these graphics/animations relate to the best practices discussed in the course readings.
- **The presentation should be uploaded to the Assignments folder on the Sakai site by 11:59 pm on Sunday, June 21<sup>st</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 11:59 pm on Sunday, June 28<sup>th</sup>**
- **Forum Posts.** A weekly forum thread, aligned to each week’s reading, will be posted each Monday in Sakai. Please give a substantive 250-500 word response to the thread question/ activity by **Sunday** evening.

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

<b>Assignments</b>	<b>Points</b>
➤ Mini-Assignment 1	30
➤ Mini-Assignment 2	30
➤ Mini-Assignment 3 (Final)	40
➤ Forum Posts (x5)	30

**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	Topic	Weekly Readings	Weekly Activities	Assignments Due
<b>Week 1</b> <b>5-18-20</b>	Review Syllabus and Course Requirements	<ul style="list-style-type: none"> <li>▪ Patton (2010)                             <ul style="list-style-type: none"> <li>○ p. 97-109</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Watch Video Lecture 1: Introduction, Syllabus, Sakai, Patton</li> <li>▪ In the Class Discussion Forum, post an introduction of yourself, 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Forum Post #1</li> <li>▪ Introduction &amp; Purpose</li> </ul>
<b>Week 2</b> <b>5-25-20</b>	Why Communicate Research Findings  Who to Communicate With	Tabak et al. (2016)  Huston (2008)  Eperen & Marincola (2011)  MacKenzie, Christenson, and Turner (2015)  Brooker & McPherson (1999)  Lupia (2013)	<ul style="list-style-type: none"> <li>▪ Watch Video Lecture 2</li> <li>▪ Forum Post</li> </ul>	<ul style="list-style-type: none"> <li>▪ Start working on mini-assignment 1</li> <li>▪ Forum Post #2</li> </ul>
<b>Week 3</b> <b>6-1-20</b>	Communicating Quantitative and Qualitative Data	Drummond and Tom (2011)  Hoare (2012) Understanding quantitative research Part 1 and 2  Ponterrotto & Greiger (2007)  Anderson (2010)	<ul style="list-style-type: none"> <li>▪ Watch Video Lecture 3</li> <li>▪ Watch vides on Understanding Quantitative Research: <a href="https://www.youtube.com/watch?v=2tQe0es1vbw">https://www.youtube.com/watch?v=2tQe0es1vbw</a></li> <li>▪ Watch video on Qualitative Research: <a href="https://www.youtube.com/watch?v=IsAUNs-loSQ">https://www.youtube.com/watch?v=IsAUNs-loSQ</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mini-Assignment 1 Due on Sunday, June 7<sup>th</sup>, 5:00pm</li> <li>▪ Forum Post #3</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Forum Post</li> </ul> <p>Supplementary Resources:</p> <ul style="list-style-type: none"> <li>▪ Yale Module on Qualitative Research: <a href="https://www.youtube.com/watch?v=opp5tH4uD-w&amp;list=PLqHnHG5X2PXCcCMYn3_EzugAF7GKN2poQ&amp;index=5">https://www.youtube.com/watch?v=opp5tH4uD-w&amp;list=PLqHnHG5X2PXCcCMYn3_EzugAF7GKN2poQ&amp;index=5</a></li> <li>▪ Dr. Lani Interpreting and Writing Quantitative and Qualitative Data: <a href="https://www.youtube.com/watch?v=dUZsuzQskPg">https://www.youtube.com/watch?v=dUZsuzQskPg</a></li> </ul>	
<b>Week 4 6-8-20</b>	Communication Tools  Communicating Visually	Communication Tools  Presentation Tools: <ul style="list-style-type: none"> <li>▪ Powerpoint and Prezi</li> <li>▪ Panopto, VoiceThread, Zoom, AdobeConnect</li> </ul> Knaflic Chapter 1-4; 7-8	<ul style="list-style-type: none"> <li>▪ Watch Video Lecture 4</li> <li>▪ Watch How to Use Prezi: <a href="https://www.youtube.com/watch?v=fubGt7wAiBU">https://www.youtube.com/watch?v=fubGt7wAiBU</a></li> <li>▪ Forum Post</li> </ul>	<ul style="list-style-type: none"> <li>▪ Forum Post #4</li> </ul>
<b>Week 5 6-15-20</b>	Communicating Visually	Evergreen Chapter 1-6	<ul style="list-style-type: none"> <li>▪ Watch Video Lecture 5</li> <li>▪ Forum Post</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mini-Assignment 2 is due on Sunday, June 21<sup>st</sup> at 5:00pm</li> <li>▪ Forum Post #5</li> </ul>
<b>Week 6 6-22-20</b>	Communicating in Writing	Reporting Statistics in APA style: <a href="https://depts.washington.edu/psych/files/writing_center/stats.pdf">https://depts.washington.edu/psych/files/writing_center/stats.pdf</a>  Gilgun (2005)  ERIC Development Team (1998). Communicating Educational Research Data to General, Nonresearcher Audiences  APA 6 <sup>th</sup> Edition <i>Guidelines on</i>	<ul style="list-style-type: none"> <li>▪ Watch Video Lecture 6</li> <li>▪ Watch Reducing Bias Video: <a href="https://www.youtube.com/watch?v=DVS2x-ZiUHE">https://www.youtube.com/watch?v=DVS2x-ZiUHE</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mini-Assignment 3 (Final) is Due on Sunday, June 28<sup>th</sup> by 5:00 pm.</li> </ul>

		<i>Reducing Bias</i> Loyola Writing Center Resources		
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