Instructor: Jana Grabarek, Ph.D.

Email: jgrabarek@luc.edu

Virtual Office Hours: By appointment

Responsiveness
Email will be used as the primary mode of correspondence for this course. I will send regular all-class messages through email and will respond to personal email communication. I will usually respond to your emails within 24 hours unless you send the message on Friday, Saturday, or Sunday. Weekend emails will be responded to on the following Monday. It is imperative that you activate your Loyola University Chicago email account. Please check your Loyola spam and mail foundry to ensure receipt of course-related messages.

Group Meetings
As an asynchronous course, there are no regularly scheduled class meetings for this section of RMTD 400. I am happy to facilitate connections between students and schedule one-on-one check-ins as necessary.

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.

Course Objectives / Learning Outcomes
As a result of this course, you 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, etc.

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 a central idea or research question.

6. Effectively engage in an online learning community.

Required Text
Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). Sage Publications. ISBN-10: 1544337833, ISBN-13: 978-1544337838

This book comes with a helpful student study website: https://edge.sagepub.com/rbjohnson7e. It has self-quizzes, videos, and many other materials that will help you understand the content. I encourage you to explore the material, and use some, if not all, of it throughout the session.

Recommended Text
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7ᵗʰ ed.). American Psychological Association.

Supplemental Readings
Any links and citations for additional readings will be provided in Sakai via the library's electronic journals and publicly available websites.

Online Format
This course includes only online activities, which are primarily not in a designated class time (asynchronous). To learn more about technology support for online course activities go to: http://www.luc.edu/online/resources/technology

When you take a class online, you do not have a teacher talking directly to you at a set time each week. Some students who have never taken an online course before think that online courses will be easier than in-person classes, but many students actually find the opposite to be true. This does not mean that this online course will be more difficult for you. However, you should be prepared for the possibility that the class will create challenges because of the online format, which is very different from face-to-face classes.

Below are a few online course study tips that have been suggested by other students and faculty:

1. **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.

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

3. **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. **The materials for the week will be posted by 3pm on Monday each week**, if not earlier. 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**
    a. At least a stable DSL Internet connection
    b. Loyola Email Account with reliable access
    c. Sakai – All the materials for this class are posted in Sakai. Visit weekly.

2. **Required Familiarity**

   a. Be able to download and attach files

   b. Be able to use Microsoft Office packages, especially Word and PowerPoint

While you will be using 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

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):

o *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.

o *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.

o *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.

o *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.

o *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. If you can read it to another person before posting it, then even better.

o *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.

Evaluation
Grades will be based on points accumulated over several activities. There will be 100 total possible points, which will be distributed as follows:

Class Discussions   25 points

Class Assignments   40 points

Final Mini-Proposal   35 points

Class Discussions: In Weeks 1-5, you will post a response to a prompt provided by me to learn about and from your classmates. In Week 1, you'll share personal introductions and in Weeks 2-5 you'll pull from your knowledge and experience to answer questions rooted in the week's content. I am asking you to post your response, read your peers' posts, and respond to others with meaningful extensions, questions, and affirmations. Points for discussions will be based on responses to my prompt. There is no required number of peer responses; I simply want to see that you are engaged and will reach out if I am concerned about your participation.

Class Assignments: Five assignments are designed to prepare you for the final and assess your grasp of course content. *First*, you will define a research question you wish to explore. *Second*, based on provided materials, you will write a 2-3 page essay on research ethics. *Third*, you will summarize useful information from literature to support your research question in an annotated bibliography. *Fourth*, you will propose a possible method for studying your research question. *Fifth,* you will critique a research study. More details will be provided in Sakai when each assignment is assigned.

Final Mini-Proposal: Discussions and assignments mentioned above will form the basis of your 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. The rubric for this assignment will be posted on Sakai. You may complete the final mini-proposal assignment with a partner.

You can expect feedback and grades for all assessments within a week of their due date.

Due Dates
Discussion posts are due the Friday of the week they are assigned. Assignments typically are due by noon on Monday of the week the assignment appears on the course schedule. Due dates will be consistently communicated on Sakai.

Late assignments
Due to the length and structure of this course, I strongly discourage late submission of work. Being late may garner minimal feedback from me and stymie forward progress. Please keep this in mind, but be in touch if you ever feel you need more time.

Grading Scale

	87-89 B+	77-79 C+	67-69 D+	59 & below F
93-100 A	83-86 B	73-76 C	63-66 D	
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

RMTD 400 001: INTRODUCTION TO RESEARCH METHODS   Online, Summer 2021

Course Schedule

Week	Topic Areas	Readings	Assignments Due	Discussions
1 5/24	**Introduction** • What is educational research? • What are the three main research approaches? • What is the goal of this course? • How do we decide what to study? • How do I search for literature?	JC, Ch. 1, 2, 5, 4		Introductions (Due 5/28)
2 5/31	**Foundations** • How should we engage in research? • What are our options for data collection? • From whom or which sources should we gather data?	JC, Ch. 6, 8, 10 Skim JC, Ch. 7, 9 The Belmont Report	*Assignment 1* Research Problem, Purpose & Question (Due 6/1 at noon)	Data Collection (Due 6/4)
3 6/7	**Quantitative Research Designs** • What are experimental, quasi-experimental, single-case, and nonexperimental research? • How can we be sure results from our quantitative studies are valid?	JC, Ch. 12, 13, 14, 11 (pp. 268-282)	*Assignment 2* Ethics Essay (Due 6/7 at noon)	Quantitative Research (Due 6/11)
4 6/14	**Qualitative & Mixed Methods Designs** • What are narrative, case study, phenomenology, ethnography, grounded theory, and mixed methods research? • How can we be sure results from qualitative and mixed research are valid?	JC, Ch. 15, 16, 17, 11 (pp. 282-293)	*Assignment 3* Annotated Bibliography (Due 6/14 at noon)	Qualitative Research (Due 6/18)
5 6/21	**Analysis** • How can we make sense of the data we collect?	JC, Ch. 18, 19, 20	*Assignment 4* Method (Due 6/21 at noon)	Lessons, Questions & Suggestions (Due 6/25)
6 6/28	**Conclusion** • What have we learned?	You may wish to review JC, Ch. 5 JC, Ch. 21 covers APA mechanics	*Assignment 5* Critique (Due 6/28 at noon)	

FINAL MINI-PROPOSAL DUE FRIDAY, JULY 2 AT 11:59 P.M.

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 Summer 2021 academic session 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
RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

Special Circumstances--Receiving Assistance
Students are urged to contact the instructor should they have questions concerning course materials and procedures. If you have any special circumstances that may impact your course work, please let Jana know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact Jana early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD).

Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., food scarcity, loss of housing, mental health concerns, financial issues, family emergency, etc.), you are strongly encouraged 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 the instructor can submit a referral on your behalf.

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

SOE 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, SOE 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 community of the School of Education developed [Conceptual Framework Standards](#) to drive curriculum and program development, as well as provide overall goals for candidate learning outcomes. For Introduction to Research Methods, the conceptual framework is addressed through the attainment of basic methodological and ethical knowledge and the ability to critically apply this information and skills to current literature, as well as develop relevant research ideas.

SOE Conceptual Framework Standards (CFS)
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Research Methodology Dispositions
All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course. Below are the dispositions within Professionalism, Inquiry, and Social Justice that apply to RMTD 400.

RMTD 400 001: INTRODUCTION TO RESEARCH METHODS Online, Summer 2021

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

SOE Syllabus Addendum

Syllabus Addendum Link
https://www.luc.edu/education/academics/syllabi/

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*.

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***. 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