

Loyola University Chicago  
School of Education  
**RMTD 400: Introduction to Research Methodology**  
Summer Session II, 2021  
Online

**Instructor:** Laura Swanlund, Ph.D., LCP, NCSP

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**Responsiveness:** I will reply to emails within 24 hours

**Group or class meetings:** By appointment. There are no scheduled zoom or class meetings.

**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 2020-2021 academic year 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 for your Summer – 2021 Return**

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

### **Required Text**

Johnson, R. B., & Christensen, L. (2020). Educational research: Quantitative, qualitative, and mixed approaches (7th ed.). Thousand Oaks, CA: Sage Publications. ISBN-10:1544337833, ISBN-13: 978-1544337838

Please note: The 6 edition is comparable to the 7th edition, so you are welcome to use it. Please be aware that the order of Ch. 8 and Ch. 9 have been flipped 7th edition. Other minor changes are evident throughout the chapters.

### **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.

### **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

### Format of the online course

The course calendar on page 6 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 are posted before the start of the 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
- You are always welcome to work ahead if that is better for your schedule

*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 #6.

### **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.

### Course Calendar

Week	Topic Area	Readings Due this Week	<p><b>Assignments due by 11:59pm Friday.</b></p> <p><b>Initial response to Discussions are due by 11:50pm Wednesday, two responses to peers by 11:59pm Thursday.</b></p>
<p>1</p> <p>Week of 7/5</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 7/9 by midnight</p> <p>Discussion 1</p> <p>Assignment 1: Research questions due 7/9 by midnight</p>
<p>2</p> <p>Week of 7/12</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 7/16 by midnight</p>
<p>3</p> <p>Week of 7/19</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 7/23 by midnight</p>
<p>4</p> <p>Week of 7/26</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 7/30 by midnight</p>
<p>5</p> <p>Week of 8/2</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 8/6 by midnight</p>
<p>6</p> <p>8/9</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 8/13</b> 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.

### 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.

### **SOE Vision**

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

### **School of Education 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, 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 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 School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. 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 and address diversity 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 professionals. The case studies used in this course illustrate how educational research and systems change can illuminate issues of social justice. In addition, the practices 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/)

### **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.

### **Dispositions**

All courses in the SOE assess student dispositions. The following SOE dispositions will be assessed in the course: ***Professionalism, Inquiry, and Social Justice***. Full transparency is critical to ensure that students are able to meet the expectations in this area. 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.

### **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.

### **Livertext**

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:

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

### **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.

### **Synchronous Meetings**

There are no synchronous meetings for this course.

### **Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

### **Student Support**

#### **Special Circumstances--Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

#### **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. 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**.*

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