Instructor: David Shriberg, Ph.D.
Office: 1034 Lewis Towers
Office Hours: Since this in an online class, my office hours are by appointment. As will be described, the nature of this class requires that we will communicate often via email, phone, Sakai, and/or video calls. Thus, I will be accessible in many ways.
Email: dshribe@luc.edu
Work Phone: (312) 915-7087
Cell Phone: (224) 456-9450

Course Description:
By the end of this course students will have enhanced skills in communicating research findings to diverse audiences, both verbally and in writing. Accordingly, this course will have two distinct but interrelated emphases. In the first two weeks, the emphasis will be on developing research-based presentations. In the last four weeks, the emphasis will be on communicating research via writing.

This is an interdisciplinary course where students are pursuing different degrees (Ed.D., Ph.D., M.Ed., M.S.) and different career goals. Whether you intend to be primarily a consumer of research, a producer of research, or both, it is important to be skilled in communicating research findings. As a practitioner and now as a researcher, I have attended so many professional development sessions and workshops where I found myself really struggling to decipher what the main take away points were and why these points were important. Conversely, I have been fortunate enough to attend many sessions where the presenter was gifted in leading myself and other audience members along an informative and engaging path where I ended up knowing the research so much better in a short period of time. Similarly, there are conventions within written research that both will make it much more likely that your work will be accepted/published, and that make it more likely that the reader will be able to learn from your work. In this course, we will explore ways to maximize the impact of the different ways that you intend to communicate research findings.

Instructor’s Teaching Philosophy:
One of my primary goals as an instructor is for this course to be as useful to students as possible. This can be accomplished in a number of ways, but both my personal style and the nature of this online course emphasizes ongoing collaboration and feedback with me and with your classmates in order to achieve this goal. While I bring a fair amount of pertinent experience—I am a journal editor, have edited six books, published several dozen journal articles and book chapters, and have given over 100 research-based presentations to diverse audiences—and will share with you what I have learned from these experiences (in combination with the wisdom provided in the two main course texts), my goal is not for you to be like me. Rather, my goal is to facilitate the development of the best version of yourself as someone who communicates research, whatever that looks like. For example, some of you may be very motivated to get
stronger at giving professional workshops to fellow educators. Others may be more motivated to get stronger at communicating research findings to families and/or communities. Others may want to write books and/or ultimately go into academia upon your graduation. While of course I cannot and will not try to be all things to all students and there is a common core of readings and assignments for all in this course, my intent is to differentiate instruction as much as possible to facilitate you reaching your goals. Whether this is a required or elective course, my philosophy is that there is no use taking a graduate course unless this course helps one to develop professionally. As such, I look forward to getting to know you better and learning more about your talents and goals such that this course can be a vehicle for personal growth and advancement.

**Required Texts:**


**IDEA Objectives:**

As part of the course evaluation process, utilizing a system labeled “IDEA” all courses within the School of Education are evaluated based on a selection of the twelve learning objectives listed below. The learning objectives that are essential or important to this course are bolded. All non-bolded learning objectives are considered of minor importance as relates to this particular course.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. **Learning to apply course material (to improve thinking, problem solving, and decisions)**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. **Developing skill in expressing oneself orally or in writing**
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers
Course Assignments:

1. Assignment #1: Creating a Research-Based Presentation (35%)

The purpose of this assignment is to develop your research presentation skills. As such, your task is to pick a topic and a desired audience (e.g., educators, parents, attendees of a specific conference) for which you would like to give a presentation of at least 90 minutes in duration.

In preparation for the final product, you will be divided into a student group of 3-4 in the “Forum” area of Sakai. By Tuesday, July 7, you are to post a brief summary of your session—the intended audience, intended length of your presentation, and core session goals/learning objectives—followed by a detailed presentation outline. If you have several PowerPoint slides drafted, please post these as well, but this is not required. This brief session summary and detailed session outline will not be graded; rather the purpose is for you to receive peer feedback and instructor feedback prior to the delivery of your final products.

The final products are due on Monday, July 13. These products should be turned in via Sakai in the Assignments area. There are two products that you need to turn in at this time. First, turn in the contents of your final PowerPoint (if you are not using PowerPoint, please clear the final format with me ahead of time. While PowerPoint has become somewhat ubiquitous, I am certainly open to other formats as long as the final product is one that could be used in a professional presentation). Second, provide a narrative summary of your presentation. Included in this narrative summary should be the following elements: 1) an explanation of the rationale and need for your presentation, 2) an explanation of the intended length and context (is this a presentation designed for staff training? A parent organization?) in which this presentation would be provided, 3) an overview and explanation of the key learning objectives, 4) a detailed overview of the intended session content and flow. Help me as a reader to understand how long different sections of your presentation are intended to take, key transition points within the session, why certain references are particularly important, etc., 5) an explanation of the ways in which the different elements described in the Evergreen text (graphics, type, color, and arrangement) were utilized, and 6) a full reference list (in APA format) for all research cited in the presentation.

You will receive one overall grade for these two products based on a total of 100 possible points. Half of this grade will be based on content and the other half will be based on incorporation of the non-content based tools on presenting research effectively that are highlighted in the Evergreen book.

2. Assignment #2: Creating a Research-Based Manuscript (40%)

For this assignment, you will create a research-based manuscript such as a journal-length manuscript, book chapter, grant proposal, professional newsletter article. This written product is due on Thursday, August 6 and should be turned in via the Assignments area in Sakai.

As with the presentation, you will be divided into a student team in order to receive formative feedback. You also will receive formative feedback from the course instructor.
At the first class meeting you will be asked to provide some detail about your research interests and goals and based on this information the instructor will seek to match students with similar interests/goals together in writing groups as much as feasible. During the week of July 13-17, you are to meet with your student team and the instructor—either via phone or videoconference—at a mutually agreed upon time. At this point, you are expected to lay out your topic, get your final format approved by the course instructor, and make a timeline towards completion on August 6. This timeline will incorporate both working on your own and providing ongoing peer feedback.

Your final paper will be graded out of 100 points. For empirical articles, the literature review and discussion sections will each be graded out of 20 points, the methods and results sections will each be graded out of 25 points, and the overall scholarly quality will be graded out of 10 points. For manuscripts that have a different structure, the course instructor will create different evaluative criteria, which will be communicated to you well in advance of the due date. What will be expected across all manuscript formats is the use of research-supported arguments and high quality scholarly writing.

3. Class Participation (25%)

Although we will be having an optional in-person meeting to kick off the class, this is an online course. As such, class participation is exceptionally important. In particular, this class has a significant peer feedback element, so not only is your active intellectual engagement crucial for your own learning, it is also crucial towards maximizing the learning experience of your classmates. As with many things in life, but this is particularly true in online work, quality counts more than quantity. I would much rather that you make two thoughtful comments that help your classmate to move forward on her/his work than ten banal comments that don’t add anything to the class.

I will let you know anytime I post any new resources or updates intended for the whole class. However, it is expected that you will attend to your Loyola email and the course’s Sakai site regularly for updates and class participation.

Grades:

All assignments and participation grades are based on a possible 100 points. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

A= 92.5-100
A-=89.5-92.49
B+=87.5-89.49
B= 82.5-87.49
B-79.5-82.49

Etc.

Diversity Statement:

I view a commitment to culturally responsive practice as part and parcel of one’s development as an agent of social justice. I believe that one cannot be an effective agent
of social justice without first a basic understanding of and then a commitment to engage around issues of cultural diversity since these issues often form the context in which injustices occur (e.g., inequitable school discipline practices based on race/ethnicity).

As it happens, much of my published work and current research efforts relate to cultural diversity and social justice. The research findings that you choose to focus on for your assignments in this course may or may not relate directly to cultural diversity and you also may or may not share my opinions on a variety of topics related to diversity. If this is the case, that certainly is fine. What is important is that there is a climate in this course where all viewpoints are respected and students and faculty alike treat each other in a professional and supportive manner. This is the type of learning climate I strive to facilitate and if this occurs this will provide a platform for expression of a wide variety of ideas.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education, as part of a Catholic, Jesuit University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice “professionalism in the service of social justice” (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance culturally responsive distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. This course aspires to maintain this focus on social justice with regard to envisioning students as future educational researchers and leaders for social justice. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. **Knowledge:** candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. **Skills:** candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others—particularly the sick, the poor, and the young.
3. **Ethics:** candidates know and practice the ethical standards of their professions.
4. **Service:** from whatever faith or tradition they may come, candidates strive to be "persons for others."

PROFESSIONALS IN SERVICE OF SOCIAL JUSTICE

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators to be competent in the exercise of professional skills, to display a respect for diversity, to embrace culturally responsive distributive justice as social justice, and to recognize that education is a life-long process. Loyola University’s School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations,
and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners’ personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners’ intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

The content of this course is consistent with this framework in that the very act of communicating research findings implies that the world is not perfect and we can strive become more knowledgeable towards making positive changes. Whether communicating research that others have done or communicating one’s own research, we bring our personal and professional knowledge, skills, values, and ethics towards facilitating our audience/readership to be more informed and thus better able to serve others.

**Academic Honesty:**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)
**EthicsLine Reporting Hotline:**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [online](http://www.luc.edu/ethicsline) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

Dispositions:
Per college policy, all SOE students in all SOE courses receive dispositional evaluations in the areas of professionalism, fairness and/or the belief that all students can learn. The descriptions for the expected behaviors for the disposition(s) are based on your graduate program and can be found on LiveText.

**Electronic Communication Policies and Guidelines:**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

- [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

**Technology:**
This course acknowledges and addresses the belief that technology for school professionals is multidimensional and helps educators to make informed decisions by applying this technology within the school community. As an online course, we will be utilizing technology in multiple ways throughout the course, primarily through the use of different tools within Sakai.

**Course Schedule:**
Readings, topics, and assignments are subject to change at the instructor’s discretion.

**Module 1: Communicating Research Findings Via Presentations (June 29-July 12)***

Required Readings: Evergreen text (all)
Culminating Assignment: Assignment #1: Creating a Research-Based Presentation (due July 13)

Module 2: Communicating Research Findings Via Written Publications (July 13-August 6)

Required Readings: Rocco & Hatcher- Chapters 1-4, 7-10
Optional Readings: Rocco & Hatcher- Chapters 5-6, 11-21

Culminating Assignment: Assignment #2: Creating a Research-Based Publication (due August 6)