RMTD 400: Introduction to Research Methodology  
Summer 2015  
Online

Instructor: Ann Kearns  
Office hours: By appointment  
Email: akearns1@luc.edu

Required Text  

This book comes with an extremely helpful open-access student study website:  
http://www.sagepub.com/bjohnson5e/  
This site has self-quizzes, eFlashcards, and many more materials that will help you to study the content in each chapter. I encourage you to explore the materials during the first week of the class, and use some, if not all, of them throughout the semester to enhance your understanding of educational research.

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.

As a result of this course, students will be able to:  
• Discuss the philosophical underpinnings of educational research and describe the applications of the scientific method  
• Explain the difference between quantitative, qualitative and mixed methods research paradigms  
• Explain the difference between various research methods used in educational research  
• Discuss the relationships between theory, research objective, research question, design, measurement and analysis  
• Select a research topic, state a research objective and research question and propose a method of study to answer the question  
• Conduct a review of relevant literature that synthesizes the knowledge from several research studies around the central idea or research questions and identifies possible gaps in the literature  
• Analyze and evaluate the research questions, design, ethics and conclusion of existing educational research  
• Describe and determine the correct use of different sampling techniques to answer a research question  
• Describe the measurement and data collection procedures including instrumentation and methods for determining reliability and validity. Determine the correct data collection techniques to answer a research question.  
• Describe the types of quantitative and qualitative validity and methods for establishing them  
• Discuss the logic of experimental control  
• Discuss the legal and ethical issues in educational research
Format of the online course
The course calendar on page 6 details the topic and associated chapters for that week. For six weeks there will be a class discussion, and there is 1 quiz that will act as a final overview of the material learned up through week 5. I will post PowerPoint lectures at the beginning of each week (Monday), and will answer questions throughout each discussion, as well as provide a final synopsis of the concept at the end of each discussion on Sunday.

For each unit I will also have a section titled “unit questions” where you will be able to ask any questions about the reading or content. This will be available for each week. I will provide the final answer to all of your questions, but I also encourage other students to provide answers to develop their skills in explaining chapter material. The first student who posts a correct answer to a question will receive a bonus point toward their final grade. Please feel free to ask any question you have in the Unit Questions thread. I assure you that the other students will appreciate your questions. Remember that the goal is for each of you to understand and learn the material in the textbook, and we all need to help each other to make this happen!

Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points each</th>
<th>Total Points</th>
<th>Due Date (by 11:59pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Post</td>
<td>5 points (x1)</td>
<td>5 points</td>
<td>Wednesday, 5/20</td>
</tr>
<tr>
<td>Initial Discussion Responses</td>
<td>15 points each (x 4)</td>
<td>60 points</td>
<td>Wednesday each week</td>
</tr>
<tr>
<td>Peer Discussion Responses</td>
<td>5 points each (x8)</td>
<td>40 points</td>
<td>Saturday each week</td>
</tr>
<tr>
<td>Quiz</td>
<td>40 points (x1)</td>
<td>40 points</td>
<td>Sunday, 6/21</td>
</tr>
<tr>
<td>Assignments 6/21</td>
<td>30 points each (X3)</td>
<td>90 points</td>
<td>A1 5/31; A2 6/7; A3</td>
</tr>
<tr>
<td>Ethics essay</td>
<td>30 points (x1)</td>
<td>30 points</td>
<td>Sunday, 5/31</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>50 points (X 1)</td>
<td>50 points</td>
<td>Sunday, 6/21</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>125 points (X 1)</td>
<td>125 points</td>
<td>Friday, 6/26, 5pm</td>
</tr>
<tr>
<td>Total = 440 points</td>
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</tbody>
</table>

Livetext
Two of your assignments will be used for School of Education Conceptual Framework assessments (CF4, CF8; discussed below) and are to be posted to your student Livetext account. In addition, Dispositions will be assessed in Livetext. All School of Education student’s should have an account; if you do not or need help finding out if you have one, please see me.

Assignment details:

Introduction on Discussion Board: A portion of your participation grade will be based on the completion of a post to the Forum introducing yourself to the class. This will consist of a brief description of yourself, your research interests, and a current picture. Please be sure to address the following: Are you interested in a career in research, or will your career involve research in any way? Are you more interested in quantitative or qualitative research (see ch. 2 for more explanation)? If you had to guess now, which would you use for your dissertation/thesis? The information will help you connect with your fellow classmates.
Quizzes: One comprehensive open-book quiz will be posted in week 5 of the course. This is meant to assess your understanding of the concepts in the chapters and discussion throughout the semester.

Discussion Responses: During this course there will be 4 class discussions on Sakai in “Forums”. You need to participate in the discussions, and I will be monitoring your written responses. I will post “Threaded Discussion” questions for the week based on the chapter(s) and topic assigned. Each student in the class will provide a minimum of one thoughtful initial response to each threaded discussion and two responses to peers.

Your initial responses to each of these questions should be brief (3-4 paragraphs) but thoughtful, providing evidence that you have read the required reading and thought about the material. Posting a message saying “I agree with person X” with no additional elaboration or logical argument is not an acceptable message. 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 1 paragraph in length, and provide a thoughtful analysis of the discussion thread. The responses to peers are due by 11:59pm on Saturday.

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 layout that your textbook provides, you will create two research questions to use for your research proposal. You can find more information on how to present the research question on pages 95-101.

Assignment 2: Bibliography – To help you collect journal articles, 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.

Assignment 3: Methodology – To advance the proposal further, you will write the procedures section of the methodology. Further details are posted in Sakai.

Essay on research ethics: Choose one of two articles provided to read and review. Write a 2-3 page essay on an aspect of research ethics. The corresponding rubric is included at the end of the syllabus. This assignment MUST be submitted in Livetext.

Critical Analysis: You will complete a critical evaluation of a research study. A detailed description of the assignment can be found at the end of this syllabus and on Sakai. This assignment MUST be submitted in Livetext.
Research Proposal: The largest portion of your points awarded for this course will derive from the research proposal. It will consist of an abbreviated version of the first three chapters of a basic research proposal or thesis/dissertation. Each assignment will assist in the preparation of this proposal.

Assignment due dates
Tentative due dates for assignments are listed on the course calendar. Please note that the Critical Analysis will serve as an assessment of Conceptual Framework standard #4, Diversity, and the Essay on Ethics in Research will serve as an assessment of Conceptual Framework standard #8, Application of Ethical Principles. The rubrics for these assessments are given at the end of this syllabus.

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

Below are a few tips on studying this online course suggested by other students and faculty:

1. **Block a specific time in the week to study.** You will learn better if you have a fixed time to study each week so you know you have time to be on top of materials provided to you. When taking on-line courses, some students put off studying, get behind, and find that they can’t catch up. Because the later chapters build on earlier chapters, getting behind is a recipe for failure.

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

3. **Make good plans for studying.** It is strongly recommended that you block enough time routinely into your schedules on different days of the week. **The materials for the week will be posted by 10am on Monday each week**, if not earlier. You may choose to block an hour or two every day, or you may want to block 5 hour stretches on two different days.

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:

**Required Access**
- Access to (at least) a DSL Internet connection
- Loyola Email Account with reliable access

**Required Familiarity**
- Be able to download and attach files
- Create and open a Zip File
- Microsoft Office Package
  - Microsoft Word
Access to Software – All are available for free download if needed this semester.

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, 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, 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Area</th>
<th>Readings Due this Week</th>
<th>Assignments due by 11:59pm Sunday of that week unless otherwise noted.</th>
</tr>
</thead>
</table>
| 1    | Week of 5/18 | Introduction to the course - Discussion of assignments and requirements; Introduction to research methodology | Chapters 1-2 | Personal Introduction posed to discussion board (Due Wednesday)
|      |             |                        | Discussion 1                                                        |
| 2    | Week of 5/25 | Research Paradigms, Research Problems, Research Questions, Research Ethics | Chapters 4-6, Belmont Report (link on assignment rubric) | Discussion 2
|      |             |                        | Assignment 1: Research questions
|      |             |                        | Essay on research ethics                                            |
| 3    | Week of 6/1 | Measurement and Assessment, Data Collection, Library Information | Chapter 7, 9 & 11 | Discussion 3
|      |             |                        | Review Library Videos
|      |             |                        | Assignment 2: Bibliography                                          |
| 4    | Week of 6/8 | Quantitative Research | Chapters 12-14 | Discussion 4                                                        |
| 5    | Week of 6/15 | Qualitative Research | Chapters 15-17 | Assignment 3: Methodology
|      |             |                        | Quiz                                                               |
|      |             |                        | Critical Analysis                                                  |
| 6    | Week of 6/22 | Mixed Methods, Sampling, How to prepare a research report | Chapters 10, 18 & 22 | Final proposal due by 5pm 6/26                                      |
Learning Community at Loyola University Chicago

School of Education Conceptual Framework Standards Addressed in this Course
- CF #4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF #8: Candidates apply ethical principles in professional decision-making.

IDEA Course Objectives
The Following IDEA objectives will be a primary focus of the course:
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Learning how to find and use resources for answering questions or solving problems
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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. For additional academic policies and procedures refer to: 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/

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 on-line 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.
www.luc.edu/ethicsline
Conceptual Framework
The conceptual framework of Loyola's School of Education is "professionalism in service of social justice." This course contributes to the realization of this framework by engaging students in the knowledge of program evaluation, skills of inquiry, and ethics necessary to be professional and just evaluators. Certain approaches to evaluation, which will be introduced in this course, also specifically aim to address social inequities.

The following is the exact wording of the 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 lifelong learning in the Chicago area.

Dispositions
The School of Education has three dispositions—Professionalism, Fairness, and the Belief that all students can learn—as indicators of students' growth for different levels in their program. For Research Methodology courses, including this one, the dispositions have been defined based on professional standards (i.e., American Evaluation Association Guiding Principles). Please review a complete list of the dispositions and corresponding rubric in Livetext. Your status on these dispositions are a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course.

Technology
This course is designed as an online course, and thus, students are expected to know how to use Sakai and its features, be able to navigate the internet to explore resources, and to use the electronic resources available through LUC’s library homepage.

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_Netiquette_Guidelines.pdf

Diversity
The School of Education is committed to diversity including but not limited to race, gender, sexual orientation, social class, ethnicity, and ability. Through this course, students will learn how to interpret and critique fundamental research methods used in the social sciences. The course is designed to provide students with the knowledge necessary to evaluate research concerning the social dimensions mentioned above.
Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/
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 provided by the instructor that addresses an aspect of research ethics.

Please read either the New York Times Magazine article from November 28, 1999, entitled, “The biotech death of Jesse Gelsinger” or the September 19, 2010 New York Times article entitled, “When Testing a Drug Means Withholding It.” (Both found on Sakai)

In a 2-3 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.html

b. A major criticism of the trial that resulted in Jesse’s death centers on the informed consent procedures. What is your assessment of the informed consent procedures? If you were in Jesse’s place, what information and procedures would you demand before you volunteered for a trial?
OR...
A major criticism in the case of the cousins was withholding treatment to ensure a clean and controlled study. What is your assessment of controlled studies when they require withholding potentially life-saving treatment? Are the risks to withholding treatment to those in the control group worth potentially uncovering significant side effects from the treatment or for determining with some amount of certainty that the medications do in fact work? How would you advocate if you were the doctors in this case?

c. In the Gelsinger article, the medical ethicist of this research project would not allow infants as subjects in this experiment because parents could not freely give consent knowing that their infant had only a few hours to live. What is your opinion of this decision? How would you argue your case?
OR...
What, if any, responsibilities do the drug companies have? Think about your response in terms of the principles outlined in the Belmont Report. Are there “ways around” some of the issues (e.g., letting control participants cross over to the treatment group, requiring all trials to treat participants the same, etc.) presented in the article, “When Testing a Drug Means Withholding It”? What repercussions would there be to the validity of the study?

Core Assessment Rubric

<table>
<thead>
<tr>
<th>Conceptual Framework Standard</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF8: Candidates demonstrate an</td>
<td>The essay clearly represents an</td>
<td>The research article critique</td>
<td>The research article critique presents a</td>
</tr>
<tr>
<td>Understanding of the major principles of research ethics in research with human subjects.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Research Methodology
Core Assessment

Course: RMTD 400 – Introduction of Research Methodologies
Core Assessment: Critical analysis of a research study
CF Standard: 4

For this core assessment, each student will use one of two articles provided by the instructor. The purpose of this assessment is to demonstrate an understanding of the research methodology used in the study and to critically assess the methodology used and results provided. Students are expected to include both a summary and a critical review of the article that discusses elements, such as the following:

1. Purpose of the study
2. Methodology (e.g., case study, ethnography, grounded theory, phenomenological study)
3. Research methods (e.g., interviews, observations, document analysis)
4. Sampling (e.g., purposive)
5. Role of the researcher
6. Data interpretation and analysis

Core Assessment Rubric

<table>
<thead>
<tr>
<th>Conceptual Framework Standard</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF4: Candidates demonstrate an understanding of the diversity of research methodologies used in educational research.</td>
<td>The research article critique clearly represents an understanding of the research methodology employed in the study. The research paper weaves together the summary and analysis of the article supporting claims with sufficient evidence from the article.</td>
<td>The research article critique demonstrates a good understanding of the research methodology used in the study. The research paper attempts an integration of the summary and analysis with some evidence provided for claims.</td>
<td>The research article critique presents a limited understanding of the research methodology used in the study. The research paper does not successfully integrate the summary and analysis of the article, and/or provides little supporting evidence for claims.</td>
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</tbody>
</table>
## Dispositions Rubric
This is not factored into your grade, and areas are reported through Livetext at the end of the semester

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Target (0 pt)</th>
<th>Acceptable (0 pt)</th>
<th>Unacceptable (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systematic Inquiry IL-LUC-DISP.1</strong></td>
<td>Candidate communicates effectively and appropriately with faculty and peers.</td>
<td>Candidate is working on communicating effectively and appropriately with faculty and peers.</td>
<td>Candidate is unable to communicate effectively and appropriately with faculty and peers.</td>
</tr>
<tr>
<td><strong>Responsibilities for General and Public Welfare IL-LUC-DISP.1</strong></td>
<td>Candidate’s written work is appropriate and effective for the course.</td>
<td>Candidate’s written work is sometimes appropriate and effective for the course.</td>
<td>Candidate’s written work is inappropriate and ineffective for the course.</td>
</tr>
<tr>
<td><strong>Timeliness IL-LUC-DISP.1</strong></td>
<td>Candidate is able to meet all deadlines.</td>
<td>Candidate is sometimes able to meet all deadlines.</td>
<td>Candidate is unable to meet all deadlines.</td>
</tr>
<tr>
<td><strong>Accountability IL-LUC-DISP.1</strong></td>
<td>Candidate attends all classes and fulfills all professional obligations.</td>
<td>Candidate sometimes attends classes and fulfills professional obligations.</td>
<td>Candidate’s attendance to class is inconsistent and is unable to fulfill all professional obligations.</td>
</tr>
<tr>
<td><strong>Collegiality IL-LUC-DISP.1</strong></td>
<td>Candidate is able to work with peers.</td>
<td>Candidate sometimes respects the viewpoints of others.</td>
<td>Candidate has difficulty respecting the viewpoints of others.</td>
</tr>
<tr>
<td><strong>Integrity/Honesty IL-LUC-DISP.2</strong></td>
<td>Candidate respects the viewpoints of others.</td>
<td>Candidate sometimes respects the viewpoints of others.</td>
<td>Candidate has difficulty respecting the viewpoints of others.</td>
</tr>
<tr>
<td><strong>Interpersonal Integrity/Honesty IL-LUC-DISP.2</strong></td>
<td>Candidate recognizes potential conflicts and handles them appropriately.</td>
<td>Candidate sometimes recognizes potential conflicts and handles them appropriately.</td>
<td>Candidate has difficulty recognizing potential conflicts and handling them appropriately.</td>
</tr>
<tr>
<td><strong>Academic Integrity/Honesty IL-LUC-DISP.2</strong></td>
<td>Candidates appropriately represent procedures, data, and findings – attempting to prevent misuse of their results.</td>
<td>Candidates represent procedures, data, and findings in a manner that is likely to allow the misuse of their results.</td>
<td>Candidates misrepresent procedures, data, and findings. There is minimal attempt to prevent misuse of their results.</td>
</tr>
<tr>
<td><strong>Maximizing Benefits &amp; Reducing Harm IL-LUC-DISP.3</strong></td>
<td>Candidate understands the cost-benefit ratio of particular research designs for addressing important research questions.</td>
<td>Candidate sometimes understands the cost-benefit ratio of particular research designs for addressing important research questions.</td>
<td>Candidate does not understand the cost-benefit ratio of particular research designs for addressing important research questions.</td>
</tr>
<tr>
<td><strong>Social Equity IL-LUC-DISP.3</strong></td>
<td>Candidate demonstrates appropriate empathy for others.</td>
<td>Candidate sometimes demonstrates appropriate empathy for others.</td>
<td>Candidate has difficulty demonstrating appropriate empathy for others.</td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>Candidate communicates</td>
<td>Candidate attempts to</td>
<td>Candidate makes no clear</td>
</tr>
<tr>
<td></td>
<td>Target (0 pt)</td>
<td>Acceptable (0 pt)</td>
<td>Unacceptable (0 pt)</td>
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<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Communication IL-[LUC-DISP.3]</strong></td>
<td>research in a manner that respects stakeholders’ dignity and self-worth.</td>
<td>communicate research in a manner that respects stakeholders’ dignity and self-worth.</td>
<td>efforts to communicate research in a manner that respects stakeholders’ dignity and self-worth.</td>
</tr>
<tr>
<td><strong>Respect for People IL-LUC-DISP.3</strong></td>
<td>Candidate respects differences when planning, conducting, analyzing, and reporting research results.</td>
<td>Candidate attempts to respect differences when planning, conducting, analyzing, and reporting research results.</td>
<td>Candidate does not respect differences when planning, conducting, analyzing, and reporting research results.</td>
</tr>
</tbody>
</table>