



This course supports the assessment for Research Foundations. The course covers 14 competencies and represents 2 competency units.

Introduction

Overview

The Research Foundations course focuses on the essential concepts in educational research, including quantitative, qualitative, mixed, and action research; measurement and assessment; and strategies for obtaining warranted research results.

Getting Started

Welcome to Research Foundations! You will demonstrate your competence in an objective exam. Take a moment to review the details on the Assessment tab. Begin by taking a pre-assessment to determine your strengths as well as the areas on which you should focus in this course. Don't worry if the pre-assessment contains content you don't know—by the time you complete this course, you will be very knowledgeable in research foundations!

You will be learning through a custom-built interactive course from Acrobatiq. To begin, simply click the Launch Course button below, then click the Introduction page and complete all learning modules, including all of the associated activities. Once you finish the interactive course, take the pre-assessment on the Assessment tab once more, and either schedule your assessment or contact your primary course instructor for further guidance.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies

In this course, you will use Acrobatiq Research Foundations learning resource to develop the following competencies:

- **Competency 2000.1.1: Knowledge and Practice of Educational Research**
The graduate evaluates the purpose, process, and practice of the generation and justification of knowledge in educational research.
- **Competency 2000.1.2: Quantitative Research**
The graduate analyzes the key aspects of quantitative research and characterizes the major approaches to quantitative research.
- **Competency 2000.1.3: Qualitative Research**
The graduate analyzes the key aspects of qualitative research and characterizes the major approaches to qualitative research.



- **Competency 2000.1.4: Mixed Methods Research**
The graduate analyzes the key aspects of mixed methods research and characterizes the major approaches to mixed methods research.
- **Competency 2000.1.5: Action Research**
The graduate analyzes the key aspects of action research and characterizes the major approaches to action research.
- **Competency 2000.1.6: Measurement Reliability and Validity**
The graduate analyzes different measurement scales and differentiates between reliability and validity, and their subtypes, as they relate to assessments.
- **Competency 2000.1.7: Quality of Research Results**
The graduate analyzes the characteristics of research quality and the potential threats to the quality of results in qualitative, quantitative, mixed methods, and action research studies.
- **Competency 2000.1.8: Research Methods and Design**
The graduate applies and justifies appropriate research methods and design in quantitative, qualitative, mixed methods, and action research scenarios to address the research question(s).
- **Competency 2000.1.9: Data Analysis**
The graduate evaluates and selects appropriate basic data analysis techniques for quantitative, qualitative, mixed methods, and action research scenarios.
- **Competency 2000.1.10: Literature Review**
The graduate describes the purpose for a literature review and develops an organized literature review relevant to educational research topics, problems, and questions.
- **Competency 2000.1.11: Research Questions and Hypotheses**
The graduate develops clear research questions that can be investigated and hypotheses that can be tested with empirical data.
- **Competency 2000.1.12: Data Collection**
The graduate differentiates among the major methods of data collection, including their strengths and limitations in the selection of an appropriate method of data collection.
- **Competency 2000.1.13: Research Ethics**
The graduate analyzes ethical issues and identifies appropriate procedures for educational research.
- **Competency 2000.1.14: Research Proposal**
The graduate completes a research proposal.

Course Resources

The following types of learning activities are available as you progress through the learning resource:

- **Explanatory content:** This is the informational "meat" of every unit. It consists of short passages of text with information, images, explanations, and short videos.
- **Learn By Doing activities:** Learn By Doing activities give you the chance to practice the concept that you are learning, with hints and feedback to guide you if you struggle.
- **Did I Get This? activities:** Did I Get This? activities are your chance to do a quick "self-check" and assess your own understanding of the material before doing a graded



activity.

- Checkpoints: Taking these short graded assessments will show your instructor how well you have understood the material.

You will learn more about each of these unique learning activities as well as other tips for effectively and efficiently using this learning resource as you read through UNIT 1: Learning Strategies.

To begin the Acrobatiq Research Foundations course, simply click the Launch Course button below. In Acrobatiq, click the Introduction page and complete all learning modules, including all of the associated activities.

[Launch Course](#)

Learning Resource Tips

Navigating the Learning Resource

Note: Although this course material can be accessed using a different URL, please always enter this course using the Launch Course button. Your work cannot be saved if you enter the course using a different URL.

Each time you enter the Research Foundations learning resource you will see the following:

- **Title menu** (at the very top right): includes three useful icons beside the course title
 - **Start Tour** (play button icon): take a quick tour of the navigational features in Acrobatiq
 - **My Account** (silhouette icon): review or change personal account settings
 - **Table of Contents** (three lines): display a horizontal table of contents without leaving your current page
- **Resume Working** (upper left): returns you to the page where you were most recently working
- **Search** (upper right): type a specific term and hit Enter to find instances of this term in the course
- **Page Number >** (upper right and lower right): type a specific page number and hit Enter to navigate directly there, or click the > arrow to navigate to the next page.
- **Table of Contents** (center): allows you to navigate by topic to a particular unit or module

You also have access to a printable [Research Foundations Content Outline](#). It shows the organization of the course and may be used to quickly locate a particular topic or as a study aide. Print out multiple copies and quiz yourself, marking off topics you know and highlighting those in which you need extra practice. Before attempting the assessment you may want to view the following [PowerPoint](#) on test taking strategies.

Citing and Referencing the Learning Resource



An APA-style reference list entry for this Learning Resource:

- Acrobatiq. (2015). *Research Foundations*. Online Courseware accessed through Western Governors University.

In-text citation styles (the page number is displayed near the upper right of each content page):

- (Acrobatiq, 2015, p. 9)
- According to Acrobatiq (2015, p. 21), ...

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Lock In Your Progress

Once you are ready to start or are actively working in the Acrobatiq learning resource, lock in your progress. You only need to complete this step once; any future activity in Acrobatiq will be saved.

Mark this Activity Complete to Lock In Your Progress

Click the check mark above or below if you are actively engaged in this course.

Pacing Guide

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

Week 1

- Introduction.
 - Watch the Introduction to Course video.
 - Review all tabs along the left side of the course portal: Learning Resource Tips,



- Mentor Support, Library Support, Accessibility Policy, and Student Support.
- Locate and access the course community on the right side of the course portal: Course Announcements, Course Tips, Course Search, and Course Chatter.
- What to Expect
 - The following types of learning activities are available as you progress through the learning resource: Explanatory content; Learn by Doing activities; Did I Get This?; and Checkpoints.
- Unit 1: Learning Strategies and Course Introduction.
 - To begin the Course content, click on the "Launch Course" button located on the introduction tab page.
 - Click on Unit 1: Learning Strategies and Course Introduction and complete all the readings and activities.

Week 2

- Unit 2: Introduction to Educational Research. (Modules 1, 2)
- Unit 3: Four Major Approaches to Research. (Module 3)

Week 3

- Unit 3: Four Major Approaches to Research. (Module 4, 5, 6)

Week 4

- Unit 3: Four Major Approaches to Research. (Module 7)
- Unit 4: Doing Educational Research. (Modules 8, 9)

Week 5

- Unit 4: Doing Educational Research. (Modules 10, 11, 12)

Week 6

- Unit 4: Doing Educational Research. (Modules 13, 14, 15)
- Pre-assessment (PAHO) and Objective Test (AHO2)

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Mentor Support

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers,



and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to help you prepare for another attempt. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

You are assigned a Primary Course Instructor for this course: contact your Primary Course Instructor with questions or to schedule an appointment to chat. If your Primary Course Instructor is unavailable, you may always contact researchdomain@wgu.edu with urgent issues or questions.