



This course supports the assessment for Research Questions and Literature Reviews. The course covers 3 competencies and represents 2 competency units.

Introduction

Overview

The Research Questions and Literature Reviews course focuses on how to conduct a thorough literature review that addresses and identifies important educational research topics, problems, and questions, and helps determine the appropriate kind of research and data needed to answer research questions and hypotheses.

Getting Started

Welcome to Research Questions and Literature Reviews! 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. After going through the course, begin the performance tasks located in Taskstream: further information on the performance assessment is available on the Assessment tab of this course and within Taskstream. The WGU Library has created a [Literature Review Research Guide](#) to support you in your performance assessment.

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 the Acrobatiq Research Questions and Literature Reviews learning resource to master the following competencies:

- **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.

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.

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 and Literature Review.

To begin the Acrobatiq Research Questions and Literature Reviews 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. Complete the performance assessment in Taskstream: further information on the performance assessment is available on the Assessment tab of this course.

[Launch Course](#)

Learning Resource Tips

When you are ready to begin the course, click the "Launch Course" button:

[Launch Course](#)

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 learning resource you will see a splash page with four icons:

- Course Syllabus: The course syllabus provides an outline of the modules used in the learning resource.
- Resume where you last left off: This returns you to the location where you were within the learning resource when you last logged out.
- System Check: You should test and configure your computer settings to work with the learning resource.
- My Scores: You may also look at your scores from the checkpoints.

The learning resource also includes a Table of Contents for quick reference and access to



specific sections: just click the Contents link.

Citing and Referencing the Learning Resource

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

Acrobatiq. (2015). *Research Questions and Literature Review for Educational Research*. 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), ...

Additional Research Domain Learning Resources

In addition to this course's Learning Resource, you may wish to use the [Research Foundations \(C224\)](#) Learning Resource. For guidance citing and referencing these sources with the same author and publication year, see APA Style Blog's [Reference Twins: Or How to Cite Articles With the Same Authors and Same Year](#).

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 and Literature Review.

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.
 - 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.
 - Strategies for Learning.
 - What you need to know about each unit.
 - Developing skills for independent learning.
 - Course Introduction.

Week 2

- Unit 2: Introduction to Research Questions and Literature Review.
 - Introduction to Research Questions and Literature Review; Developing a Research Idea; Why do a literature review.
 - Module 1: The Importance Of A Literature Review and Research Questions; The purpose for stating research questions; Research problem and research purpose; Research question and hypothesis.

Week 3

- Unit 3: Literature Reviews for Educational Research
 - Introduction to the Unit.
 - Module 2: Annotated Biographies and Research Literature Reviews.
 - Module 3: Evaluating The Quality of Resources.
 - Module 4: Developing An Annotated Bibliography.

Week 4

- Unit 4: Research Questions for Educational Research.
 - Introduction to the Unit.



- Module 5: Research Questions for The Four Major Research Approaches.
- Module 6: Formulating Research Questions and Hypotheses.

Week 5

- Final Steps.
 - Go to Taskstream to access Performance Tasks for this course.

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.

Research Approach Comparison Chart

The following chart briefly shows the characteristics of the four major approaches to research for simple comparison.

	Quantitative	Qualitative	Action Research	Mixed Method
Underlying Philosophy	Things are stable, controlled Facts can be obtained	Things are dynamic; they change What is "true" depends on situation & setting	Goal to effect positive change Transformative	Things are complex Facts matter—but so do situations/opinions/personal



				understanding
Purpose	Test something To resolve To predict	Describe something Understand something	To address or correct every-day problems	To confirm To explore To expand breadth & scope of research
Viewpoint	Logical Empirical Deductive	Situational Inductive	Applied research Practical Realistic Participatory	Both deductive & inductive Multiple influences exist
Context	Controlled: context is not taken into consideration, but controlled via methodological procedures	Context matters; values, feelings, opinions, individual participants <i>matter</i>	Relevancy in a particular setting—often referred to as "local context" (school, classroom, district, community, etc.) Reflective	Compatibility; both perspectives important. Holistic & complex
Focus	Particularistic Specific, predetermined variables are studied	Holistic: to see the "big picture"	Problem-focused: focus on solving local problems	Pluralistic Multi-lens
Orientation	To solve To conclude To verify a predetermined hypothesis	To discover To explore	To resolve To make something better in local or immediate environment/setting	Explanation Expansion
Data	Numerical: data is in the form of numbers/numerical info Scales of measurement for: ratio, ordinal or interval	Narrative or visual: data is in the form of words, sentences, paragraphs, notes, or pictures/graphics/etc.	All types of data may be involved Many action research studies utilize both quantitative & qualitative data	Both numerical (quantitative) and narrative/visual (qualitative)
Data Analysis	Statistical techniques Descriptive statistics Inferential statistics	Generally accepted techniques for analyzing qualitative data such as reading/re-reading, coding, categorizing, emergence of themes	Combination of techniques Statistical techniques used for numerical data Qualitative techniques used for narrative/visual data	Combination of techniques Statistical techniques used for numerical data Qualitative techniques used for narrative/visual data
Instruments/	Tests	Interviews	Typically a mixture	Mixture of

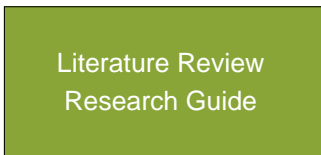


Methods of data collection	Closed-ended Surveys Rating Scales Statistics; something is counted	Observations Focus Groups Open-ended Questions, etc.	of quant & qual methods are used, (but doesn't have to be a mixture)	instruments & methods
Results	Generalizable Findings can be generalized to other populations	Particular/specialized findings Findings are less generalizable	Actions Learning Findings not typically generalizable	Comprehensive Thorough; complete Pragmatic knowledge
Validity Refers to overall trustworthiness of data and overall study.	Correctness or truthfulness of the inferences made from study results 4 types of validity in quantitative: internal, external, construct, & statistical conclusions	Quality and trustworthiness of the study & data 5 types of validity in qualitative research: descriptive, interpretive, theoretical, internal & external	Trustworthiness in results of study Triangulating data from different sources/methods can strengthen validity	Mixed-methods studies must have strong quantitative & qualitative validity Trustworthiness of study overall
	Quantitative	Qualitative	Action Research	Mixed Method

To save this chart on your computer or print it, [download the chart](#).

Library Support

The WGU Library has developed a custom-built research guide to support you in conducting library research for your performance assessment. This tutorial is highly recommended. The research guide offers you the opportunity to generate an e-mail with the responses you type in as you go through. Save this e-mail for your future reference. If you have further questions or need the support of WGU's expert librarians, it will be helpful for you to forward this e-mail along with your questions to library@wgu.edu. For other ways to contact the library team, visit the [WGU Library](#) and click the Ask Us tab.



Access the WGU Library 24 hours a day, 7 days a week:

