This course supports the assessment for Research Proposals. The course covers 7 competencies and represents 2 competency units.

Introduction

Overview

The Research Proposals course focuses on planning and writing a well-organized and complete research proposal. The relationship of the sections in a research proposal to the sections in a research report will be highlighted.

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 Proposals learning resource to master the following competencies:

- **Competency 2000.1.8: Research Methods and Design**
  The graduate analyzes the key aspects of qualitative research and characterizes the major approaches to qualitative research.
- **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 200.1.14: 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.

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 Course Introduction.

To begin the Acrobatiq Research Proposals 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

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 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

Citing and Referencing the Learning Resource

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

Acrobatiq. (2015). *Research Proposals*. 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 following Acrobatiq courses:

- *Research Foundations* (C224)
- *Research Questions and Literature Reviews* (C225)
- Research Design and Analysis (C226)

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.

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 Proposals.
  - Introduction to the Unit.
  - Module 1: What is a Research Proposal
  - Module 2: Research Ethics

Week 3

- Unit 3: Data Collection in Educational Research.
  - Introduction to the Unit.
  - Module 3: Methods of Data Collection.
  - Module 4: Obtaining Research Participants: Techniques and Principles of Sampling.

Week 4

- Unit 4: Writing a Research Proposal.
  - Introduction to the Unit.
  - Module 5: Evaluating the Quality of a Research Study.
  - Module 6: Literature Review and Research Questions.
  - Module 7: Research Design and Method.
  - Module 8: Your Research Proposal.

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 *matter*	Relevancy in a particular setting—often referred to as "local context" (school, classroom, district,	Compatibility; both perspectives important. Holistic & complex

			community, etc.) Reflective	
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/ Methods of data collection	Tests Closed-ended Surveys Rating Scales Statistics; something is counted	Interviews Observations Focus Groups Open-ended Questionnaires, etc.	*Typically* a mixture of quant & qual methods are used, (but doesn't have to be a mixture)	Mixture of instruments & methods
Results	Generalizable Findings can be generalized to other populations	Particular/specialized findings Finding are less generalizable	Actions Learning Findings not typically generalizable	Comprehensive Thorough; complete Pragmatic knowledge
Validity **Refers to overall trustworthine**	Correctness or truthfulness of the inferences made from study results 4 types of validity in	Quality and trustworthiness of the study & data 5 types of validity in qualitative	Trustworthiness in results of study Triangulating data from different sources/methods	Mixed-methods studies must have strong quantitative & qualitative validity Trustworthiness of

	Quantitative	Qualitative	Action Research	Mixed Method
ss of data and overall study.	quantitative: internal, external, construct, & statistical conclusions	research: descriptive, interpretive, theoretical, internal & external	can strengthen validity	study overall

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 youto 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.

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