This course supports the assessment for JTT2. The course covers 6 competencies and represents 2 competency units.

**Introduction**

**Overview**
Knowing what rigorous application of research has informed practice allows the education professional to work intentionally and productively. Professional educators also should be able and willing to add to the knowledge base. For these reasons, they learn the fundamentals of research. In this course you will demonstrate your understanding of the three approaches to research: qualitative, quantitative, and action research by completing a study critique.

As you work through this course and its assessments, you should focus all assignments and tasks on topics within your chosen program of study.

Watch the following video for an introduction to this course:

*Note: View the video in full screen at 720p for best results.*

**Competencies**
This course provides guidance to help you demonstrate the following 6 competencies:

- **Competency 508.1.1: Quantitative Research Paradigms**
  The graduate understands the components of quantitative research.

- **Competency 508.1.2: Qualitative Research Paradigms**
  The graduate understands the components of qualitative research.

- **Competency 508.1.3: Action Research Paradigms**
  The graduate understands the components of action research.

- **Competency 508.2.3: Resource Identification, Evaluation, and Selection**
  The graduate identifies, evaluates, and utilizes information resources in order to investigate specific research topics.

- **Competency 508.2.4: Research Study Critique**
  The graduate critiques the data analysis, results, and conclusions in a research study.

- **Competency 508.3.5: Basic Data Evaluation Concepts**
  The graduate understands basic concepts involved in the evaluation of data.

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#).

**Course Instructor Assistance**
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 guide you through the revision process. You should expect to work with course instructors for the duration of your coursework.

Please be advised that Course Instructors are not authorized to proof read an entire task before submission or resubmission as tasks “are formal testing processes, not exercises or “homework” (Student Handbook, Article #1057). The role of a Course Instructor is to provide content expertise and instructional help as you work to complete courses and prepare for assessment of competence, also know as, the tasks (Student Handbook, Article #1046). Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Watch the following Getting Started video for additional information which will help you complete this course successfully:

*Note: View the video in full screen at 720p for best results.*

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts

The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow. *This e-text is available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

Note: The e-text includes references to supplemental material in the MyEducationLab environment, however access to this resource is not included. If these resources are required, they have been supplied at the activity level within the course.

Other Learning Resources

You will use the following learning resources for this course.

**APA Formatting With Purdue OWL**
Successful completion of this course requires an understanding and application of proper APA formatting. Please review the [Purdue OWL APA Formatting and Style Guide](#) for formatting guidelines and solutions for a range of citation types. If you find yourself in need of additional information on APA formatting, you are welcome to purchase a copy of the most recent edition of the Publication Manual of the American Psychological Association at your own expense.

**Additional Preparations**

*Note: View the video in full screen at 720p for best results.*

**Research Fundamentals Domain**
An APA formatted template is also available for use when preparing the documentation for the task. APA formatted templates are located within the [research fundamentals domain learning community](#).

**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.

*• Pacing Guide: Issues in Educational Research*

*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.*

**Research Paradigms**

There are three paradigms of educational research and various research methods under quantitative and qualitative research. You will need to have a solid understanding of quantitative, qualitative, and action research paradigms to complete an accurate critique of existing research.

**Reflection on Research Paradigms**
You will need to pick one quantitative research design (such as experimental design or correlational research design), a qualitative research design (such as ethnographic research), and an action research design. You will also have to select a topic you can use for all three scenarios. It is helpful to quickly scan the chapters before you select your designs and then review those chapters on your chosen design.
This topic addresses the following competencies:

- Competency 508.1.1: Quantitative Research Paradigms
  The graduate understands the components of quantitative research.
- Competency 508.1.2: Qualitative Research Paradigms
  The graduate understands the components of qualitative research.
- Competency 508.1.3: Action Research Paradigms
  The graduate understands the components of action research.
- Competency 508.3.5: Basic Data Evaluation Concepts
  The graduate understands basic concepts involved in the evaluation of data.

**Reading Reflection on Research Paradigms**

In *Educational Research: Competencies for Analysis and Applications*, review the following chapters. These chapters are listed for reference purposes only:

- chapter 1 ("Introduction to Educational Research")
- chapter 6 ("Selecting Measuring Instruments")
- chapter 7 ("Survey Research")
- chapter 8 ("Correlational Research")
- chapter 9 ("Causal-Comparative Research")
- chapter 10 ("Experimental Research")
- chapter 12 ("Descriptive Statistics")
- chapter 13 ("Inferential Statistics")
- chapter 14 ("Qualitative Data Collection")
- chapter 18 ("Qualitative Research: Data Analysis and Interpretation")
- chapter 20 ("Action Research")
- chapter 21 ("Preparing a Research Report")
- chapter 22 ("Evaluating a Research Report")

**Research Study Critique**

Creating a bridge between research and practice offers practitioners an opportunity to review content related research, analyze the facts, and determine the research's effects on their environment. In this section you will analyze and evaluate a published research article in the field of education.

**Research Study Critique**

An important element of being a professional is to appropriately critique research studies conducted by others. When you evaluate research studies, you analyze each element:

- Who are the participants?
- What are the procedures?
- How are data analyzed?
- Are the data analysis techniques appropriate?
- What are the results of the study?
- Are the results adequate?
- What are the conclusions?
• Are the conclusions adequate based on the data analysis, the research questions, and hypothesis?

This topic addresses the following competency:

• Competency 508.2.4: Research Study Critique
  The graduate critiques the data analysis, results, and conclusions in a research study.

**Reading Assignment**

Read and review the following in *Educational Research: Competencies for Analysis and Applications*:

• chapter 22 ("Evaluating a Research Report")

**Research Study Critique Performance Notebook Assignment**

In this notebook assignment, you will be the evaluator using the same criteria to evaluate what other researchers have written. You will need to be very familiar with the components of a research proposal, research conventions, and assumptions in order to critique others' research.

Reading chapter 22 of *Educational Research: Competencies for Analysis and Applications* will help, but your ability to critique a research study depends on your knowledge of the basic research concepts you learned through all the chapters before chapter 22.

On page 542 of chapter 22 of *Educational Research: Competencies for Analysis and Applications*, you will critique another researcher's work. Use this [Self-Test for Task 11](#) to guide your critique. Reflect on your findings in your notebook.

**Contact Your Course Instructor**

Contact your assigned Course Instructor if you have specific content-related questions on research paradigms, data collection methods, and/or data analysis techniques.

**Task 1 Performance Task**

Please go to [TaskStream](#) to complete the following performance task:

• Issues in Ed Research: Task 1

For details about this performance assessment, see the "Assessment" tab in this course.

Review the following video to help clarify the requirements for the Issues in Ed Research Performance Task:

*Note: View the video in full screen at 720p for best results.*

An APA formatted template is also available for use when preparing the documentation for the task. APA formatted templates are located within the [research fundamentals domain learning](#).
Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.