



Course Syllabus: **EDUC7501 Applied Research Concepts and Methods**

AgathonU Professor(s): Jamie Ervin, Ed.D., Ed.S., M.Ed.

For Program: Doctoral / D.Min., D.Ed., Ph.D. / 135

Revision Date: **1/24/2025**

Policies (Links)

[Enrollment Agreement](#)

[Writing Style Policy](#)

[Standards of Intellectual Honesty](#)

[Withdrawal and Refund Policy](#)

I. COURSE DESCRIPTION

EDUC7501 APPLIED RESEARCH CONCEPTS AND METHODS – introduces the doctoral learner to various research design methods and applied skills required for dissertation research and writing. The course emphasizes analysis, methodology, and techniques to assist the learner to prepare for the doctoral research process while highlighting foundational frameworks for investigations and editing for professional publications.

II. AGATHON PROFESSOR(S) BIO

Jamie Ervin has served in public and private education at the k-12 and post-secondary levels as a classroom teacher, curriculum and assessment coordinator, instructional coach, school administrator, enrollment manager, and course developer in her 20+ years in education. She began her career serving in public education as a high school social studies teacher. Her passion for education led her to pursue her master's degree in special education from Ohio University. A continued passion for building and implementing best practices in instructional delivery and curricular development led her to serve in various teaching roles, as a building administrator, and as an assistant director of enrollment at a private university while serving as a part-time instructor at the post-secondary level. During her tenure as a high school assistant principal, Ervin pursued a Doctor of Education in Educational Leadership at Liberty University, completing her dissertation research focusing on implementation of best practices in online education. Currently, Ervin serves as a special education teacher and assessment coordinator for a fully online k-12 public school in addition to serving in her role as a faculty member at Agathon University.

III. COURSE TEXTS AND RESOURCES

Required Texts:

- (1) The Bible is a primary textbook for this course. Please use any of the following translations: NASB, ESV, KJV, or NKJV.
- (2) Appearance Publishers. (2021). *APA Manual 7th Edition Simplified for Easy Citation: Concise APA Style Guide for Students*. (current price from <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral> - \$44.99)

- (3) Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. Textbooks Collection. 3. https://digitalcommons.usf.edu/oa_textbooks/3/ (free resource available through Open Educational Resources)
- (4) Mauldin, R. (n.d.). *Foundations of social work research*. <https://opentextbooks.uregina.ca/foundationsofsocialworkresearch/chapter/4-1-types-of-research/> (free resource available through Open Educational Resources)
- (5) Purdue Online Writing Lab. (n.d.). *Welcome to the Purdue online writing lab*. Purdue Online Writing Lab. <https://owl.purdue.edu/owl/> (free to use website)
- (6) Purdue Online Writing Lab. (n.d.). *General format*. Purdue Online Writing Lab. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html (free to use website)

IV. COURSE SCHEDULE AND OUTLINE

Module 1 – Distinctives of Doctoral Transformative Learning and Leadership Research– Jamie Ervin, Ed.D., Ed.S., M.Ed.

Learners will explore how the Biblical text serves as the grounding for dissertation research and the role of Scripture as the primary transformative literature.

1. *Reading Assignment*
 - Bhattacharjee, pp. 1-25. Introduction to Research
2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
 - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
 - What distinctives stand out related to transformative research?
 - What are the benefits and reasons for applying a biblical standard of learning and leading enveloped into research?
 - What is the process of developing a transformative approach in research?

Module 2 – Contribution and Disruption: Impacting the Field – Jamie Ervin, Ed.D., Ed.S., M.Ed.

Learners will investigate how to contribute to a discipline and disrupt and advance study, particularly in addressing the discipline through the transformative lens as applied to three key forms of research: exploratory, descriptive, and explanatory research.

1. *Reading Assignment*
 - Read: Section 4.1 *Types of Research*, accessible from <https://opentextbooks.uregina.ca/foundationsofsocialworkresearch/chapter/4-1-types-of-research/>

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction question(s)*

- What transformative learning principles can be applied to explore fields of study?
- What are 3 key forms of research through a disruptive lens?
- How would you describe and use exploratory research?
- How would you use descriptive research?
- How would you use explanatory research?
- What are the key contributions of transformative learning research?

Module 3 – Distinctives of Competency-Based Doctoral Research – Jamie Ervin, Ed.D., Ed.S., M.Ed.

Learners will examine specific aspects and key tenets of competency-based study. Through this examination, Learners will build a conceptual understanding of processes and procedures for conducting and completing competency-based research and studies.

1. *Reading Assignment*

- Read: Read Chapter 3: Ethics in Social Work Research, accessible via <https://opentextbooks.uregina.ca/foundationsofsocialworkresearch/part/chapter-three-ethics-in-social-work-research/>
- Read: Five Principles for Research Ethics from the American Psychological Association, accessible from <https://www.apa.org/monitor/jan03/principles>
- Read Bhattacharjee, pp. 137-142—Research Ethics

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction question(s)*

- What are some key tenets of competency-based research
- Explain a conceptual understanding of processing and procedures in a competency-based study.
- What are some ethical approaches to research from a transformative lens.
- How do you apply the transformative model to research

Module 4 – Dissertation Structure and Process – Jamie Ervin, Ed.D., Ed.S., M.Ed.

Learners will delve into the basic format and structure of the dissertation. Learners will explore procedures and processes involved to propose, conduct, and analyze data in accordance with the approved models for doctoral research studies.

1. *Reading Assignment*
 - Read Bhattacharjee, pp. 73-82, 93-112 – Data Collection
 - Read 7.4 *Qualitative Research*, accessible from <https://open.lib.umn.edu/psychologyresearchmethods/chapter/7-4-qualitative-research/>
2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
 - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
 - What is the basic structure and format of the dissertation?
 - Explore the methods and procedures for proposing research questions and study for a dissertation?
 - What are methods for conducting and analyzing research in accordance with approved doctoral research studies?

Module 5 – Developing the Dissertation Topic and Proposal – Jamie Ervin, Ed.D., Ed.S., M.Ed.

Learners will investigate the steps to identify a research topic and formulate an appropriate research question. Learners will identify a problem, determine a focus, and compose a research question to address the problem statement. After exploring the research topic and question process, Learners will be introduced to the process for developing a research proposal.

1. *Reading Assignment*
 - Read Examples of Research Proposals accessible via <https://www.yorksj.ac.uk/study/postgraduate/research/apply/examples-of-research-proposals/>
 2. *Reading Content Assessment*
 - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
 3. *Module Assessment*
 - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.
 4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
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5. *Interaction question(s)*

- What are the steps to identify a research topic and formulate an appropriate research question?
- How do you identify a topic, determine a focus, and compose a research question to address a problem statement?
- What is the process for developing a doctoral research proposal?

Module 6 – The Literature Review – Jamie Ervin, Ed.D., Ed.S., M.Ed.

Learners will take a deep dive into the process of writing an effective literature review. Guidelines for identifying and organizing topics and themes within the literature review will be explored.

1. *Reading Assignment*

- Read Bhattacharjee, pp. 83-92 – Experimental Research
- Read Experimental Design: What is it and when should it be used?
<https://opentextbooks.uregina.ca/foundationsofsoialworkresearch/chapter/12-1-experimental-design-what-is-it-and-when-should-it-be-used/>

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction question(s)*

- What are the key elements of a literature review?
- What steps are involved to determine relevant literature?
- What procedures are used for organizing topics and themes within a literature review?

Module 7 – Introduction to Qualitative Analysis – Jamie Ervin, Ed.D., Ed.S., M.Ed.

Learners will explore methods of analyzing data from interpretive and qualitative approaches. Specific focus is given to rigor in interpretive research, including methods to gauge dependability, credibility, confirmability, and transferability. Learners explore how qualitative analysis requires the researcher to analyze data in various ways to make sense of the phenomenon as opposed to predicting or trying to explain a phenomenon.

1. *Reading Assignment*

- Read Bhattacharjee, pp. 103-128 – Interpretive Research & Qualitative Analysis
- Read Unique Features of Qualitative Research accessible via
<https://opentextbooks.uregina.ca/foundationsofsoialworkresearch/part/chapter-nine-unique-features-of-qualitative-research/>

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. Module Assessment

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. Interaction Assessment

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. Interaction question(s)

- What are ways to explore methods of analyzing data from interpretive and qualitative approaches?
- What are methods to gauge trustworthiness in qualitative research?
- What are the procedures for analyzing data to make sense of a phenomenon?

Module 8 – Quantitative Research and Statistics – Jamie Ervin, Ed.D., Ed.S., M.Ed.

Learners examine basic statistical procedures including descriptive statistics (mean, median, mode, distribution, variation, and correlation). Other basic statistical concepts and methods including t-test for analysis of variance (ANOVA) and the analysis of covariance (ANCOVA) are explored.

1. Reading Assignment

- Read Bhattacharjee, pp. 119-136 – Descriptive and Inferential Statistics

2. Reading Content Assessment

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. Module Assessment

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. Interaction Assessment

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. Interaction question(s)

- What is quantitative research?
- What are basic statistical procedures and steps in quantitative research?
- What are the procedures for analyzing statistical data?
- Describe the quantitative analysis research approaches.

Module 9 – Evaluating Academic Writing – Jamie Ervin, Ed.D., Ed.S., M.Ed.

In this module, learners apply information gained throughout the course to analyze a research proposal. Learners will examine a research proposal and identify strengths and areas where the proposal could be improved based upon the learners' understanding of a strong research proposal. Learners will select a sample proposal to critique. Learners will critique a research proposal.

1. Reading Assignment

- Read Examples of Research Proposals accessible via <https://www.yorks.ac.uk/study/postgraduate/research/apply/examples-of-research-proposals/>

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction question(s)*

- What are the aspects of analyzing a research proposal?
- How would you evaluate a research proposal to ensure it meets standards for graduate and doctoral levels?
- What is your critique of a research proposal?

Module 10 – Editing for Professional Impact – Jamie Ervin, Ed.D., Ed.S., M.Ed.

In this module, learners will be equipped with the tools to refine their academic writing through exposure to rigorous industry-standard best practices in editing and apply their understanding of these tools and skills to create professional quality research that meets publication standards for academic research.

1. *Reading Assignment*

- Read Bhattacharjee, pp. 20-24 – The Research Process
- Read “How to Write a Problem Statement” accessible from <https://www.scribbr.com/research-process/problem-statement/> Bhattacharjee, pp. 119-136 – Descriptive and Inferential Statistics

2. *Reading Content Assessment*

- Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.

3. *Module Assessment*

- Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.

4. *Interaction Assessment*

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction question(s)*

- What are industry standards for editing and revising for publishing an academic writing?
- What is your research problem and question that you are for this module's assignment?
- What are the general skills and standards for particular field of study requirements for a professional research publication?

Course Content Assessment

Doctoral: Learners will write a 2000–3000-word paper or create a 10–15-minute video highlighting key issues in the course and discussing the significance and implications.

Competency Assessment

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 3-5 hours applying principles covered in the course, and a 3000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 7000-10000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 60–90-minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES**Course Learning Outcomes (CLOs)**

1. Develop a critical understanding of the nature, process, development, and application of effective and ethical research methods.
2. Demonstrate an understanding of key concepts and purposes of qualitative and quantitative research.
3. Demonstrate an understanding of common types of sampling and identify appropriate methods for specific research scenarios.
4. Analyze and evaluate the components of research methods presented in a research proposal.
5. Apply knowledge of ethical research methods, processes, and procedures to develop a strong research question.

Program Learning Outcomes (PLOs)

1. To develop Learners' professional competency and skills in Biblical learning theory and leadership practice.
2. To develop Learners' competency in research and methods in Biblical learning theory and leadership.
3. To integrate Learners' Biblical worldview and perspective on transformative learning and leadership.
4. To prepare Learners for advanced level coursework.

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.

4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator, and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO #1-5 / PLO #2,4 / ALO #3,4
Reading Content Assessments	(20 points each x 10)	200 Points	CLO #1-5 / PLO #2,3 / ALO #1,3
Interaction Assessments	(10 points each x 10)	100 Points	CLO #1-5 / PLO #2,4 / ALO #1-5
Course Content Assessment		250 Points	CLO #1-5 / PLO #2,4 / ALO #1,5
Competency Assessment		250 Points	CLO #1,2 / PLO #1,2 / ALO#1,4,5
Total Available Points		1000 Points	

[View the Agathon UAF Grading Policy and Assessment Rubrics Here](#)

VII. GRADING SCALE

91-100%	A
81-90%	B
71-80%	C
61-70%	D
0-60%	F

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	60 hours
Total Hours of Minor Assessments:	20 hours
Total Hours of Major Assessment:	20 hours
Total Hours of Competency	40 hours

Equivalent of 3 Credit Hours (160 hours of total course time per credit hour)