



College of Education and Human Development

EDUC 701 Educational Research and Design

Credits: 3 | Location: Online (Canvas)

Term: Accelerated Fall 2026 | October 5–December 13, 2026

Instructor Information



Instructor: Chris Padesky, PhD

Email: christopher.padesky@chaminade.edu

Office Hours: Thursdays, 11:30 a.m.–12:30 p.m. (Hawai'i time), and by appointment.

Course Access: [Canvas](#)

Communication: Email is the best way to reach me.

Feedback Grading and Email

I will grade assignments within one week of the due date, except during holidays. Check Canvas regularly and use feedback to improve later work.

I may not see comments you leave in response to my feedback in Canvas. If you would like a response, email me at christopher.padesky@chaminade.edu.

I respond to email within two business days. If you have not received a response within that time, please email me again. If you have a question about the course or an assignment, please include the course name or number in the email subject line. When relevant, include a hyperlink or screenshot of the assignment you have questions about.

Course Description and Materials

About the Course

You will investigate educational questions, evaluate research, and develop an ethical, feasible research proposal. The course examines qualitative, quantitative, and mixed methods approaches and guides you through an introduction, literature review, and methods section.

Develop one proposal and defend its design. [University course description](#)

Materials

Required textbook: Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE.

Additional readings, videos, and learning activities are linked in Canvas. Locate peer-reviewed studies for your topic through Chaminade library resources, ERIC, and Google Scholar.

You need Canvas, Google Docs or a word processor, spreadsheet tools, and a microphone or webcam.

Time Allocation

Plan for 135 hours of learning, averaging 13.5 hours per week. Estimates include preparation and assignment completion; reuse your work and count the same effort once.

Learning Activity	What the Time Includes	Hours
Orientation and planning	Course hub, overviews, planning, and wrap-ups	5.5
Course readings and activities	Read sources, study examples, and develop research decisions	50.5
Guided practice and labs	Apply concepts and prepare material for assignments	13
Practice discussions	Initial posts and peer replies in Weeks 1–8	8.5
Knowledge checks	Ten checks and review of feedback	2.5
Weekly written assignments	Draft, revise, and submit the weekly written work	28.5
Defense and final revision	Video, question exchange, final proposal, and revision memo	11
Creswell reading and journal	Read, write entries, and review and submit the journal	15.5
Total		135

Learning Outcomes

Course Learning Outcomes

By the end of EDUC 701, you will be able to:

1. Describe the systematic inquiry performed through appropriate research methods, including quantitative, qualitative, and mixed methods research.
2. Identify and critique empirical research relevant to a topic of personal or professional interest.
3. Examine the ethical issues of conducting research.
4. Synthesize the concepts of reviewed educational research using appropriate academic prose.
5. Develop a proposed plan for academic research.

Program Learning Outcomes

EDUC 701 supports the following graduate education program outcomes:

1. Analyze your professional and intellectual development and its relationship to effective educational practice.
2. Critique major learning theories, education literature, and research methodologies.
3. Compose academic prose for a variety of audiences.
4. Promote academic and professional dialogue within a community of learners.
5. Use education research to make informed decisions about adaptation and change.
6. Employ professionalism and ethical standards of conduct.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

EDUC 701 emphasizes integral, quality education through careful research, thoughtful analysis, and clear academic writing. Peer review supports family spirit and professional dialogue. Ethical study design connects the course to service, justice, and peace by considering whose voices

are represented, how participants are protected, and how research may affect communities. Revising a proposal in response to evidence supports adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. Provide an Integral, Quality Education (Na‘auao): Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina): ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

In this course, Na‘auao is reflected in careful study and responsible use of evidence. ‘Ohana guides respectful peer feedback, and Aloha guides attention to participant dignity and community wellbeing. Students consider local knowledge, cultural context, and the limits of applying findings across settings.

Alignment of Course Learning Outcomes

Numbers refer to the program outcomes and values listed above.

Alignment	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2, 5	2, 5	4	2, 3	2, 4, 5
PLOs	2, 5	2, 5	6	2, 3, 4	3, 5, 6
Native Hawaiian Values	2, 5	2, 5	4	2, 3	2, 4, 5

Course Work and Grading

The course has 550 graded points. Weekly assignments build toward one research proposal, a video defense, and a final revision. Use earlier drafts and feedback as you move forward. Full directions and rubrics are in Canvas; open project guides are available from the course hub at the beginning of the term.

Week	Assignment	Task and Scope	Points
1	Topic Feasibility Brief	Write 300–400 words defining the problem, question, context, feasibility, and researcher perspective. Short paragraphs or bullets are welcome.	25
2	Search Strategy and Preliminary Source Set	Document ERIC and Google Scholar searches. Select five sources, including at least three empirical studies; add a 75–100 word search-bias reflection.	30
3	Research Article Analysis	Analyze one empirical study in 500–650 words, about 2 pages. Use concise sections and include the article locator.	40
4	Comparative Research Design and Bias Audit	Submit one concise comparison table and a 100–150 word design-fit statement; about 500–700 words total. No separate essay.	40
5	Evidence Matrix and Synthesis Map	Use at least five sources, including four empirical studies, in one concise matrix. Add 250–350 words of synthesis and a 50–75 word gap note.	45
6	Literature Review and Evidence Synthesis	Write about 3 double-spaced pages (750–900 words) using six to eight scholarly sources, including five empirical studies. Attach the matrix.	80
7	Ethical Methods Blueprint	Write about 3 double-spaced pages (750–900 words). Put the alignment table and draft instruments or protocols in an appendix.	40
8	Written Research Proposal	Write about 8 double-spaced pages (2,000–2,400 words). Use at least six scholarly sources, including five empirical studies. Attach supporting tables and draft instruments.	120
9	Video Proposal Defense Forum	Post an 8–10 minute captioned defense, slides, and a 100–150 word proposal summary.	45

Week	Assignment	Task and Scope	Points
10	Peer Defense Questions	Post two specific questions of 100–175 words each in the Week 9 forum; submit the text-entry receipt.	10
10	Responses to Defense Questions	Post two responses of 150–250 words each in the Week 9 forum; submit the text-entry receipt.	20
10	Final Proposal and Revision Memo	Upload the revised proposal, still about 8 double-spaced pages, and a 150–250 word memo documenting three substantive revisions.	5
10	Creswell Learning Journal	Keep ten chapter responses of about 150–200 words each in one Google Doc; submit the link once in Week 10.	50
	Total		550

The full proposal targets about eight double-spaced pages of main text: introduction (about 2 pages), literature review (about 3), and methods (about 3). Include a 75–100 word opening summary within the introduction; no separate abstract is required. Use 12-point Times New Roman, 1-inch margins, and APA 7 student-paper formatting. The title page, references, and supporting appendices are separate from the eight-page target. Reuse the evidence matrix, alignment table, and needed draft instruments; keep appendices to supporting tools. Lengths are guides: focus on clear reasoning and avoid repetition.

The Week 8 proposal receives the full 120-point evaluation. The 5-point final submission recognizes completion and documented revision after the defense.

Creswell Learning Journal

Create one Google Doc titled EDUC 701 Learning Journal – First Last. Use a heading for each chapter number and title, and date each response. In the assigned week, read the chapter and answer its Canvas prompt in about 150–200 words. Explain a chapter idea, apply it to your research topic or a study example, and include a page number or ebook section locator. Paragraphs or clear bullets are welcome.

Keep all ten entries in the same document. There are no weekly journal uploads or weekly journal grades. You may revise entries as your thinking develops. Use the journal to support your proposal and defense in Weeks 8–9.

Share the document with christopher.padesky@chaminade.edu as a Commenter, keeping access restricted to you and the instructor. Submit the link to the Week 10 Canvas assignment by Sunday, December 13, 2026, at 11:59 p.m. Hawai'i time. If your account prevents sharing, upload a DOCX or PDF export instead.

The completed journal receives one final grade of 50 points: 5 points for each chapter entry. Each entry earns up to 2 points for accurate understanding, 2 for a specific application that answers the prompt, and 1 for clarity and a usable page or section locator. The full rubric and all ten prompts are available from Start Here throughout the course.

Final Grades

Your final percentage is $\text{points earned} \div 550 \times 100$. Grades are submitted through [Chaminade Self-Service](#).

A: 90% and above • B: 80–<90% • C: 70–<80% • D: 60–<70% • F: below 60%

Learning and Participation

Your Weekly Routine

1. Read the weekly overview and work through the learning pages and guided practice.
2. Complete the required Check Your Understanding quiz. Each check has 12 questions; earn at least 10 of 12. Attempts are unlimited, automatic feedback is provided, and the highest score is retained.
3. Complete the discussion and graded assignment for the week. Use the submission location and rubric shown in Canvas.

The ten knowledge checks and the practice discussions in Weeks 1–8 are required but excluded from the 550-point final grade. Each practice discussion requires an initial post and one substantive peer reply. The Week 9 Video Proposal Defense Forum is graded and worth 45 points.

Keep guided-practice notes, tables, and drafts for the related assignment. No separate practice upload is required unless an assignment explicitly requests it.

Access and Working Ahead

You may begin later weeks early; completing an earlier week is not required to open a later one. Within each weekly module, complete the required pages and activities in the listed order, including the knowledge check with a score of at least 10 of 12. The project guides in the course hub remain available for planning from the start.

Video Defense and Peer Exchange

Post an 8–10 minute video with accurate captions and attach your slides in PPTX or PDF format in Week 9. Include your title, exact research question, a 100–150 word proposal summary, and one decision or limitation you expect classmates may question. Check that classmates can open both files without requesting access.

In Week 10, post two defense questions, then two substantive responses, and use the exchange to revise your proposal. Questions are about 100–175 words each; responses are

about 150–250 words each. Post the exchange in the Week 9 forum and submit the required text-entry receipts in the Week 10 assignments.

Normally, ask questions of two classmates. In a class of two, ask two distinct questions of the other presenter. If fewer than two questions appear under your video by noon on Thursday, December 10, use the backup prompts in Canvas to complete two responses. If no peer video is available by the question deadline, email me and submit the assigned practice questions about your own proposal.

Weekly Schedule

All deadlines are at 11:59 p.m. Hawai'i time. During Weeks 1–7, knowledge checks are due Wednesday, initial discussion posts Thursday, and peer replies and graded assignments Sunday.

Week 8 uses an earlier holiday-week sequence: knowledge check Tuesday, November 24; initial post Wednesday, November 25; peer reply Saturday, November 28; proposal Sunday, November 29. Weeks 9 and 10 follow the dates shown below.

Week and Dates	Focus	Graded Work and Key Deadlines
Week 1 (Oct. 5–11)	Researchable topics and questions Read Ch. 1 and 7. Write one journal entry per chapter.	Sun. Oct. 11: Topic Feasibility Brief
Week 2 (Oct. 12–18)	Finding and selecting research Read Ch. 2. Write one journal entry per chapter.	Sun. Oct. 18: Search Strategy and Preliminary Source Set
Week 3 (Oct. 19–25)	Analyzing an empirical study Read Ch. 3. Write one journal entry per chapter.	Sun. Oct. 25: Research Article Analysis
Week 4 (Oct. 26–Nov. 1)	Research design, quality, and bias Read Ch. 8 and 9. Write one journal entry per chapter.	Sun. Nov. 1: Comparative Research Design and Bias Audit

Week and Dates	Focus	Graded Work and Key Deadlines
Week 5 (Nov. 2–8)	Organizing and synthesizing evidence Read Ch. 4. Write one journal entry per chapter.	Sun. Nov. 8: Evidence Matrix and Synthesis Map
Week 6 (Nov. 9–15)	Writing the literature review and gap Read Ch. 5 and 6. Write one journal entry per chapter.	Sun. Nov. 15: Literature Review and Evidence Synthesis
Week 7 (Nov. 16–22)	Ethical and feasible methods Read Ch. 10. Write one journal entry per chapter.	Sun. Nov. 22: Ethical Methods Blueprint
Week 8 (Nov. 23–29)	Writing and reviewing the proposal Review Ch. 5–9 as needed; revise journal entries.	Sun. Nov. 29: Written Research Proposal
Week 9 (Nov. 30–Dec. 6)	Preparing the video defense Use journal entries to prepare the defense.	Sun. Dec. 6: Video Proposal Defense Forum Sun. Dec. 6: knowledge check
Week 10 (Dec. 7–13)	Defense exchange and final revision Review and submit all ten journal entries.	Wed. Dec. 9: Peer Defense Questions Fri. Dec. 11: Responses to Defense Questions Sun. Dec. 13: Final Proposal and Revision Memo Sun. Dec. 13: knowledge check Sun. Dec. 13: Creswell Learning Journal

Course Policies

Late Work

Late work requires instructor approval. Approved assignments submitted one day after the due date receive a 10% deduction; those submitted two days late receive a 25% deduction.

Unexcused late assignments will not be accepted. If there is an emergency, contact me before the assignment's due date. No work will be accepted after the last day of the course, December 13, 2026.

Syllabus Changes

I reserve the right to modify this syllabus. Changes to course requirements or the schedule will be communicated through Canvas announcements. Check announcements regularly and ask if a requirement or deadline is unclear.

Communication and Submissions

Communicate with classmates and the instructor using courtesy, politeness, and appropriate professional behavior. Bullying, harassment, demeaning or derogatory comments, and other aggressive behavior are unacceptable in person, online, or through other forms of communication.

Keep identifying information about real students, teachers, schools, and prospective participants out of your submissions. Email me if recording, file access, or a course resource creates an accessibility barrier.

Writing and Source Use

Write clearly and concisely, using appropriate grammar, spelling, punctuation, and style. Develop ideas coherently, analyze borrowed material carefully, and acknowledge sources in every format.

Professional Ethics

The Model Code of Ethics for Educators is integrated throughout this course and the program. Responsibility to the profession, professional competence, students, the school community, and the responsible use of technology guide our work.

Research Ethics and Approval

This course produces a research proposal. Do not recruit participants, obtain consent, pilot instruments with prospective participants, or collect research data unless the responsible institution has provided the required determination or approval. Address consent, privacy, data security, power relationships, cultural context, and limits on claims in the proposed study.

Before conducting research, follow the institution's requirements for review, permissions, and training. See [Chaminade Institutional Review Board guidance](#).

Professional responsibilities are described in the [Model Code of Ethics for Educators](#).

Research and Writing Websites

Use these resources to find studies, evaluate evidence, and prepare academic writing. Assigned selections and related tasks are identified in Canvas.

[Sullivan Family Library](#). Chaminade research databases, library services, and help locating scholarly sources.

[ERIC](#). Search education research and locate peer-reviewed studies.

[Google Scholar](#). Search scholarly publications and follow citations to related research.

[NC State Scholarly Articles Guide](#). Learn how to identify and read the sections of a research article.

[Purdue OWL Synthesis Guide](#). Move from separate source summaries to an explanation across studies.

[UNC Literature Reviews Guide](#). Plan the organization, purpose, and argument of a literature review.

[APA Style](#). Guidance for citations, references, clear writing, and responsible reporting.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

At the discretion of the instructor, students may be required to share additional materials such as previous drafts, notes/outlines and any available evidence of the revision history for their paper or assignment. An instructor does not need certainty regarding whether or not a student used AI to request extra evidence of learning from that student in their class. If an instructor has reasonable and documentable concerns that a student's work does not demonstrate "knowledge, judgment, analysis or skill," to the degree required, the instructor may require that student to complete additional work or a different type of assignment as a means of demonstrating the student's learning and attainment. This could mean, for example, that a student might be required to make an oral presentation, rewrite or revise a paper, complete a new assignment, or otherwise provide some reasonable demonstration of their mastery of the learning goals of the assignment in question. Requesting extra evidence of learning when a student may not have demonstrated learning is part of the normal scope of an instructor's teaching responsibilities, and doing so does not require a finding of AI use or academic dishonesty. However, if an instructor determines based on preponderance of evidence that a

student more likely than not has used AI in violation of the university's Academic Honesty Policy, an instructor may recommend that a finding of academic misconduct and its associated sanctions be made as provided in this policy. Students reserve the right to appeal findings or sanctions through the university's academic grievance process.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#).

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards

of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Accessibility Services (Kōkua 'Ike)

Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.

ada@chaminade.edu

chaminade.edu/ada-accommodations

[Accessibility Services Sign up](#)

Tutoring & Academic Coaching (Kōkua 'Ike)

Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.

<https://chaminade.edu/tutoring-academic-coaching-services>

Career Services

Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.

chaminade.edu/career-services

Basic Needs Resources

Support for food insecurity, housing instability, and other basic needs.

chaminade.edu/basic-needs/

Title IX / Nondiscrimination

Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.

chaminade.edu/titleix/resources-and-support/

Hazing Prevention

Confidential support, crisis intervention, and reporting for any type of abuse including hazing.

hazingpreventionnetwork.org/athlete-helpline/

CUH Alert Emergency Notification

Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.

chaminade.edu

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events

[SafeSwords Webpage](#)