

**Research Methods  
EDKP 605  
Fall 2023**

3 credits; Currie Gymnasium, Room 304,  
Mondays, 11:35pm to 2:25pm

**General Information:**

<b>Professor</b>	<b>Office</b>	<b>Phone:</b>	<b>E-mail:</b>
Shane Sweet, Ph.D. (pronouns: he/him)	Currie Gym, 203	Ext 09903	shane.sweet@mcgill.ca

**Course Description:**

The purpose of this course is to help students develop essential skills required to generate new knowledge and evaluate current knowledge claims in research concerning kinesiology and physical education (KPE) topics or issues. The course is constructed to highlight key issues that pervade the nature of KPE research, and to provide students with the opportunity to think constructively about scientific research and how this research is disseminated. A portion of the constructive thinking process concerns the identification and understanding of assumptions made by researchers in the pursuit of new knowledge (or evaluation of old knowledge claims) within the KPE disciplines. A compliment to the understanding of assumptions is the comprehension of the diversification inherent within the field of KPE's research and multidisciplinary approaches to understanding human movement. This course will provide students with the opportunity to examine their assumptions about research and consider a range of methodological issues that pervade research in KPE. Furthermore, students will be able to critically assess the methods of disseminating research in KPE to the public.

As such, this course represents a critical examination of philosophical issues, current paradigms, and research methodology related to conducting research in Kinesiology and Physical Education.

**Course Objectives:**

1. To introduce the student to select philosophical issues in KPE research;
2. To introduce the student to select methodological issues in KPE research;
3. To provide each student with an opportunity to enhance his/her understanding of how theories/methods of science can be used to answer research question(s) within KPE;
4. To provide insight into the notion of scientific review and opportunities for the development of constructive skills when evaluating knowledge claims;
5. To assist the student in the selection of a research problem suitable for scientific inquiry in KPE.
6. To introduce the student to methods of knowledge translation and dissemination

**Course Materials:**

Readings will be posted on myCourses.

McGill Skillsets offers workshop that may help you for individual and group work, including for your eventual Master's: <https://www.mcgill.ca/skillsets/>

**Course Evaluation (see Appendix for details)**

	<b>Due Date</b>	<b>% of Final Grade</b>
<b>Core Assignments</b>		
Assignment 1: Ethics Certificate	October 2nd, 2023	5%
Assignment 2: Database search, literature gaps, research question	October 16 <sup>th</sup> , 2023	10%
Assignment 3: Methods Section	November 13 <sup>th</sup> , 2023	10%
<b>Research breadth assignments</b>		
Research design group presentation - Group and presentation topic submission - Presentation	October 2nd, 2023  October 30 <sup>th</sup> , 2023	15%
Peer evaluation assignment	Identify your own deadline (latest deadline is November 17 <sup>th</sup> , 2023)	10%
<b>Research Proposal Assignments</b>		
Research Proposal Summary and Knowledge Product	November 30 <sup>th</sup> , 2023	20%
Research Proposal Poster	November 30 <sup>th</sup> , 2023 or December 4 <sup>th</sup> , 2023	20%
<b>Participation</b>	N/A	10%

**Language of Submission**

“In accord with McGill University’s [Charter of Student Rights](#), students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.”  
(Approved by Senate on 21 January 2009)

« Conformément à [la Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. »

### **Policy statement: Academic Integrity**

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#).” (Approved by Senate on 29 January 2003) (See McGill’s [guide to academic honesty](#) for more information.)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#).»

### **Expectations for Student Participation and Evaluation of Participation**

This is a graduate class, as such, students are expected to attend every class for its entire duration. If you miss one class without a valid reason, up to 5% will be deducted from your participation grade. Please see Prof Sweet in advance if you expect to miss a class or contact him by email prior to the start of class if you have an illness.

Participation is measured by attendance to course, engagement with the material, participation in the group and individual active learning activities, and quality (rather than quantity) of questions, comments, and contributions to discussions. Your readiness to learn and general attitude and respect towards your classmates and myself will also be considered.

### **Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Instructor</b>	<b>Readings</b>
Week 1: September 11, 2023	<b>Part 1:</b> Introduction to course & research methods <b>Part 2:</b> Research philosophy <b>Part 3:</b> Intro to Equity, diversity, and inclusion (EDI) considerations in research	Sweet	Part 2: Tamminen & Poucher (2020)  Part 3: <a href="#">Point of View Affects How Science is Done</a> ; <a href="#">Language Matters: Considering Microaggressions in Science</a>

Week 2: September 18, 2023	<p><b>Part 1:</b> How to develop a research question</p> <p><b>Part 2 :</b> Critical thinking and your literature review</p>	<p>Sweet</p> <p>Sweet</p>	<p><b>All required:</b> Meltzoff 2018 (pp. 23-32) Riva 2012 Willig (2008)</p> <p><b>Required: Meltzoff 2018</b> Supplemental: Galvan (2017) (Note: chapter 5 guideline will be used in class)</p>
Week 3: September 25, 2023	<p><b>Part 1:</b> Ethical research</p> <p><b>Part 2:</b> Research ethics and research ethics boards</p>	<p>Andersen</p> <p>Lepore</p>	No readings
Week 4: October 2, 2023	<p><b>Part 1:</b> Introduction to research – literature reviews &amp; reference management.</p> <p><b>Part 2:</b> Scientific Writing</p>	<p>Veronica Bergsten (Librarian)</p> <p>Usselman</p>	No readings
October 9, 2023	No classes - Thanksgiving		
Week 5: October 16, 2023	Introduction to quantitative research	Sweet	<p><b>Required: Thomas - Chapter 16 (2 pages) and 18</b> Supplemental (online at McGill library): Frey, B. B. (Ed.). (2018). The sage encyclopedia of educational research, measurement, and evaluation. SAGE Publications.</p>
Week 6: October 23, 2023	Introduction to qualitative research	Sweet (Qualitative)	<p><b>Required: Sparkes &amp; Smith (2013)</b> Supplemental : Poucher (2020) (note : this article is a must read for students doing qual research)</p>
Week 7: October 30, 2023	<b>Research Designs and Approaches Blitz</b>	605 Students	

Week 8: November 6, 2023	<b>Part 1:</b> Sampling (1hr) <b>Part 2:</b> Lab tours: Methods and data collection in KPE (2hrs)	See table below for labs and topics	Chapter 7 - Sampling
Week 9: November 13, 2023	<b>Part 1:</b> Revisiting Equity, diversity, and inclusion (EDI) considerations in research  <b>Part 2:</b> Mixed Methods	Sweet  Harvey (TBC)	Part 1: Nixon 2019  Part 2: Harvey (2020)
Week 10: November 20, 2023	<b>Part 1:</b> Knowledge translation: Creating a KT plan, KT options, lay audience writing  <b>Part 2:</b> Poster Peer Feedback <b>Part 3:</b> Research Q&A (45 min)	Sweet  Sweet	Lavis (2003) KT planning tool
Week 11: November 27, 2023	<b>Part 1:</b> Community partnerships  <b>Part 2:</b> Graduate Student Research Perspectives	Sweet & Koch  Gabby Bédard Marina Cummiskey Felix Girard Marc Glaude Carson Graham Brittany Schwende	Gainforth (2021) Koch (2020)
Week 12: November 30, 2023	Research Proposal Presentations	Sweet	
Week 13: December 4, 2023	Research Proposal Presentations	Sweet	

### **KPE Lab Tour**

<b><u>Professor</u></b>	<b><u>Presenter</u></b>	<b><u>Method/Approach</u></b>
Lindsay Duncan	Brad Crocker	Eye tracking
Shane Sweet	Gabby Bédard	Ecological momentary assessment (Pathverse App)
Julie Côté		EMG or ultrasound or both. Sex differences.
Caroline Paquette	Alexandra Potvin-Desrochers	TMS or split-belt treadmill

Charlotte Usselman	Yasmine Coovadia	ECG and blood pressure; Vascular ultrasound
Tyler Churchward-Venne	Sarkis Hannaian	Muscle Biopsy

### **Equity, Diversity and Inclusion**

I wholeheartedly support equity, diversity and inclusion in all settings, including in the academic setting. Having said that, I may not have the opportunity to know your individual experiences and backgrounds. I will try to get to know everyone and do my best to promote an inclusive environment. If I have unintentionally made anyone feel excluded, please come speak with me. Education is the best way for us to learn and grow to ensure that everyone has an opportunity for a safe space during your time at McGill and, specifically, in my classes. Please do not hesitate to approach me on any matters related to equity, diversity, and inclusion. I hope the first lecture will help set-up an inclusive environment.

### **Policy regarding the use of email**

All emails and electronic correspondence will be sent through myCourses. It is your responsibility to verify, at least twice a week, the email address that is linked with myCourses (your McGill University email by default). I recommend students with questions about class material and assignments seek assistance from the me before/after class or by appointment. Remember that your classmates are your first line of correspondence. If you email me, please have the course code EDKP 605 as the subject line of your emails to ensure a prompt reply. I reserve the right **NOT** to answer any assignment-related questions asked via email one to two business days prior to the deadline of an evaluation (and especially on weekends).

### **Writing support**

As a graduate course, there is a heavy writing component to this course. McGill offers course to help with academic writing. If you want to strengthen your writing skills, you can visit the writing support (courses, writing groups, etc.) offerings by McGill's Graphos: <https://www.mcgill.ca/graphos/courses>

### **Office for Students with Disabilities**

If you experience barriers to learning in this course, do not hesitate to discuss them with me and contact [Student Accessibility & Achievement](#) for support.

### **End-of-course evaluations (Mercury)**

“[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”

I also review all my end-of-course evaluations seriously with the goal of improving this course from year to year. Your constructive feedback is greatly appreciated.

**Accommodation of religious days.**

Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict. Possible solutions include: a) rescheduling the evaluation, or b) preparing an alternative evaluation for that particular student, or c) shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation. When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean, who may request official documentation confirming the student's religious affiliation. The Associate Dean will convey the decision to the instructor and student. For undergraduate students in the Faculty of Education, the Executive Director Student Affairs should be contacted.

**Grading for the course**

Grading is based on guidelines presented in the McGill University Calendar:

A	85-100%
A-	80-84%
B+	75-79%
B	70-74%
B-	65-69%
C+	60-64%
C	55-59%
D	50-54%
F	0-49%

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## Core Written Assignments (3 total = 25%)

### Assignment #1: Ethics (5%)

The purpose of this assignment is to complete one of two ethics training certificates. This assignment will help you to pre-emptively consider the ethical components of your research. It may help identify the ethical considerations that you may need to speak with your supervisor. McGill research ethic boards (and some scholarships upon being awarded) also requires that researchers have an ethics training certificate.

Complete one of the following certificates:

- TCPS Core 2: Course on research ethics <https://tcps2core.ca/welcome>
- FRQ Tutorial in Research Ethics (complete Level 1 and Level 3 only) <https://ethique.msss.gouv.qc.ca/didacticiel/?lang=en>

Tasks: (a) Complete one of the two research training certificates. If you have one of them, complete the other training certificate (date of completion should be no sooner than August 31<sup>st</sup>, 2023). If you have both prior to this date, please email me). I recommend you start the ethics training on day 1 of the semester. They are lengthy to complete.

Components: (a) Submit one ethics certificate dated no earlier than August 31<sup>st</sup>, 2023.

Due date: October 2<sup>nd</sup>, 2023 at 11:30am on myCourses

Rubric: 5 points for submitting the certificate

### Assignment #2: Database search, literature gaps, research question (10%)

The purpose of this assignment is to apply course content and lessons to identify an important area of research based on the literature and to write strong research questions. It also provides students an opportunity to practice writing the background/context sections of scholarship applications. These scholarship applications are often between 1 to 2 pages (single space) for both background and methodology sections. Finally, the assignment provides students a starting point for the final assignment of this course: thesis proposal.

Tasks: (a) Conduct a literature search on a topic related to your thesis (or potential topic); (b) read 8 to 10 articles identified in the literature search to identify important gaps and links between articles; (c) write a research question that would answer that gap.

Components: (a) a written report that summarizes the research and research gaps to set-up your research question (or questions). The report should be written as an introduction/background section of a scholarship application; (b) an appendix of the literature search conducted utilizing strategies for the class and database search (e.g., keywords, decision tree; screen shots of database search); (c) an appendix of the how you connected the studies and/or identified gaps (e.g., concept map, pictures of hand notes connecting studies; screen shots of notes)

Guidelines: (a) Report: 2 pages, double space (excluding reference page), ¾ margins, ID only on top right hand corner. (b) Appendices: ¾ margins, no page limit (note that I will not read the written report if it is beyond 2 pages).

Due date: October 16<sup>th</sup>, 2023 at 11:30am on myCourses

Rubric (10 points): 1 point for respecting guidelines and writing clarity, 6 points for written report on its ability to present the information logically. The summary of the literature clearly sets-up the research question. The research question(s) meets expectations outlined in the class; 1.5 points for appropriate use of literature search tools/databases; 1.5 points for clear demonstration on how the studies interconnected.

### **Assignment 3: Methods section**

The purpose of this assignment is to use the knowledge from class and/or your independent readings to identify the research design, sampling technique, and data collection procedures that is most appropriate for your proposed Master's/PhD thesis. It provides students the opportunity to practice writing parts of the methodology section that may inform your final assignment of this course and for scholarship applications.

Components: (a) Research question (can be copy-paste from previous assignment or modified if research question changed); (b) Write a research methodology section that contains your research design, participants (including sampling methods), procedures, and measures/materials (if applicable). (c) In a separate section, provide a brief rationale for selecting the research design and sampling procedure (approximately ½ page).

Guidelines: Maximum 2.5 pages (2 pages for component (a) and (b), and half page for component (c), double space, ¾ margins, ID only on top right-hand corner

Due date: November 13<sup>th</sup>, 2023 at 11:30am on myCourses

Rubric (10 points): 1 point for respecting guidelines and writing clarity, 6 points for written report on the required methodology sections. The sections should be written to the standard expected for scholarship applications. The research design, sampling, and procedures should clearly align with the research question. Students should think about writing succinctly to ensure they include all components without going over the page limit.; 3 points for rationale that is based on research arguments/reasons (not because their supervisor told them).

## Appendix B: Research breadth assignments (25%)

### Research Design and Approaches Presentation (15%)

The purpose of this assignment is to have students directly learn and teach one research design or approach. The active engagement in learning a research design and identify effective strategy to teach fellow students helps solidify one`s learning. It also provides students the opportunity to prepare for an oral presentation ahead of the research proposal presentation. By working in groups of 3 or 4, the students will be able to share responsibilities and learn to work within a team, as it often happens in research.

Components: (a) Identify a group of 3 or 4 classmates; (b) select a research design or approach from the list below or propose one to Prof Sweet by October 2nd, 2023; (c) learn the research design and approach; (d) prepare a 15-minute group presentation.

Groups: All group members will receive the same grade. Here are a few resources to support and facilitate group work:

- Getting started with group work:  
[https://www.mcgill.ca/tls/files/tls/getting\\_started\\_with\\_group\\_work\\_final.pdf](https://www.mcgill.ca/tls/files/tls/getting_started_with_group_work_final.pdf)
- Assigning roles in group work:  
[https://www.mcgill.ca/tls/files/tls/assigning\\_roles\\_in\\_group\\_work\\_final.pdf](https://www.mcgill.ca/tls/files/tls/assigning_roles_in_group_work_final.pdf)
- Study Group Toolkit (although you are not setting up a study group, some resources in this toolkit could be helpful): <https://www.mcgill.ca/tls/study-group-toolkit>
- See McGill Skillset resource page listed in the course outline for workshop opportunities.

Guidelines: A 15-minute group presentation and 5 minutes of questions. All members of the group need to present at least 2 minutes. Presentation needs to include a summary of the research design and applied to an example related to kinesiology and physical education. The goal of this presentation is to expose and teach your fellow classmates on a component of research methods that we did not cover in the course. You are largely being evaluated on your ability to teach the research design/approach in 15 minutes.

Here are a few considerations when designing your presentation.

- Explicit link materials taught about the research design to examples shared in the presentation.
- Less is often more: focus on teaching the key components of the research design/approach. Then, clearly show how these key components (or one key element) are applied in KPE. In 15-min, you don't have time to show it all – select what you believe is most important for others to learn and understand.
- Focus on the components that is related to research methodology, data collection, or research processes. Do not need to focus on data analysis or interpretation of data. You want your audience to know how to use/apply the research design/approach.

Due date: October 30<sup>th</sup>, 2023, please submit powerpoint presentation or other visual aids on myCourses.

Rubric (20%):

	<b>Poor...</b>	<b>...Excellent</b>	<b>Total</b>
Research design knowledge	<ul style="list-style-type: none"> <li>• Missing important information,</li> <li>• Presentation of knowledge is incoherent</li> <li>• Most presenters have little understanding of the topic,</li> <li>• I and the audience are confused as per the content and its application,</li> <li>• Presenters were not able to answer questions;</li> <li>• Presenters tried to present too much information in 15 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Important information presented and synthesized well,</li> <li>• Research design/approach was well articulated,</li> <li>• All presenters have a clear understanding of the topic,</li> <li>• I and audience have a clear understanding of how to apply the design/approach;</li> <li>• Presenters answered questions clearly and provided justification to their answers</li> </ul>	/10
KPE related example	<ul style="list-style-type: none"> <li>• No example given or example was not related to KPE;</li> <li>• Example was rushed and links to the topic and KPE were unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent example applied to the KPE context;</li> <li>• Links between research design/approach and KPE were strong;</li> <li>• The example helped solidify student's understanding of the topic</li> </ul>	/7
Presentation style	No time spent preparing, too long/too short, no visuals, too fast/too slow	Appropriate length, preparation evident, visual representation of the paper topic, appropriate speed	/3

List of topics

<b>Quantitative Designs and Approaches</b>	<b>Qualitative Designs and Approaches</b>
Correlational	Interviewing
Mediators and moderators	Phenomenology
Time series design including Single subject designs	Case Study
Randomized controlled trials	Narrative Study
Within subject designs	Interpretative Phenomenology Analysis
Longitudinal research	Grounded Theory
Program evaluation including the RE-AIM framework	Methodological coherence
Meta analysis	Media analyses
Instrument/measures validity and reliability	Participatory action research
Feasibility and pilot studies	Types of content analyses

Blind and double blind experiments	Photo elicitation or scrapbooking
Multi (inter, trans) disciplinary research	Rigour and trustworthiness
Types of comparison groups (e.g., active control, attention control, placebo, etc)	Post-structural/post-modern/post-human paradigm

### Peer evaluation assignment (10%)

The purpose of this assignment is to provide a pair of students the opportunity to reflect on the application and use of a course topic, write a brief critical reflection on the advantages or challenges in applying or integrating this knowledge in their context, and provide themselves critical feedback and evaluation.

Graduate school typically has less structure than an undergraduate program. This change requires students to lead their own academic paths and teaching as well as set their own deadlines. Therefore, this assignment is designed to help students gain some exposure to independent learning and critical feedback provision.

Components: (a) Pair up with a fellow classmate; (b) select a course topic (from lectures or readings) that you both wish to reflect on and apply your research topic/area. Decide on a date that you will submit this assignment to Prof Sweet by submitting the topic and deadline date on a Word document on myCourses; (c) Each person writes a 1 to 2 page critical reflection; (d) Evaluate your partner's critical reflection using comment bubbles that includes a grade on 5; (e) each student submits the commented assignment on myCourses.

Here are some examples of assignment topics and questions that may guide a reflection:

- (a) **Research philosophies:** Think through their current research philosophies and challenge yourself in your thinking about knowledge and research. Questions to guide the critical reflection: What is my research philosophy and why did I select that philosophy? How does it align with my research area, and how will that shape my research? Which other research philosophy would challenge my way of thinking about research and why?
- (b) **Research ethics:** What is ONE important ethical consideration for your research area and/or study. Why is that consideration relevant and important to your research, how do you address that consideration, and why you chose that approach to address ethical consideration?
- (c) **Equity, Diversity, and Inclusion:** How will you work to recognize and work on implicit biases? What approach may you take in your research journey to promote equity, diversity, and inclusion within your research, your lab, this department or outside academia? How are or have you advocated for equity, diversity, and inclusion within and/or outside of academia? How can that advocacy support or advance your research or research field?
- (d) **Research designs:** What is one research design that you wish to use for a future study [not your (potential) thesis topic]? Why is that research design so intriguing and how do you see it applied to your context?

When writing a critical reflection:

- Depth rather than breadth typically matters. It is an opportunity to think deeply about a specific topic. Spend time to think through your reflection before starting to write.
- You can consult course readings and notes and resources that are beyond this course.
- Continuously ask yourself why is the topic interesting, why is a certain experience valuable in the context of the topic
- Here is a resource from the University of Waterloo that provides a framework to approach thinking about and writing a reflection: <https://uwaterloo.ca/writing-and-communication-centre/critical-reflection>.
- Please also see the rubric for peer evaluation below for additional guidance.

Guidelines: Maximum 2 pages; double space, ¾ margins, ID only on top right hand corner  
Due date: Self-selected – latest date is November 17<sup>th</sup>, 2023

Rubric for peer evaluation (10 points): Grade your peer's reflection out of 10 points using this criteria. 1 point for respecting guidelines, 1 points writing clarity, 8 points for reflection process. The reflection is specific to the students and their research rather than a general understanding of the topic; the text does not contain definitions; the text provides an in-depth reflection of one idea than listing many ideas (depth rather than breadth is covered).

I am not looking for micro-editing of the writing assignment, but comments that can either help the writing or the reflection process. You might think about the TAG acronym for commenting on peers' work:

- **T**ell something good.
- **A**sk a question.
- **G**ive a concrete suggestion.

I am looking for quality critical feedback. Quality critical feedback is providing key areas that were done well and other areas that may need improvement. The goal is to help the peer grow in their reflection process or in their writing ability. Quality critical feedback is not about the amount of feedback provided but about the constructive comments provided. Constructive comments articulate why something is done well (e.g., Great job with this paragraph. It was clearly written and all sentences flowed) or needs improvement (e.g., Although you mentioned that this research design was important, there was no elaboration on why it was important.) A score of 10 means that the text is PERFECT – no typos, reflections levels surpasses expectations, and represents a text that you would show to others as an exceptional example of the assignment. The same grade for each peer may happen but is not expected or the norm.

Rubric for instructor evaluation (10 points):

- 5 points for reflection: The peer evaluator score will be scored out of 5.
- 5 points for quality critical feedback evaluation: Only three grade options are provided for this evaluation. Think of this evaluation as pass or fail. 0 points if the evaluation of the assignment is poor and no constructive feedback is provided. 2.5 points if evaluation of the assignment is different than my evaluation and few constructive feedback is provided. 5 points if evaluation of the assignment is similar to my evaluation and good to excellent constructive feedback is provided.

## **Appendix C: Research Proposal and Poster Presentation (40%)**

### **Overview**

A major portion of scientific advancement in kinesiology and physical education is developed through grant-funded programs of research. As graduate students in this area you will have access to funding opportunities in the form of scholarship, bursaries, grants-in-aid, and perhaps, standard research grants within your own area of academic interest. The purpose of this assignment is to provide you with an opportunity to develop your own research proposal for the purposes of addressing a topic that is of interest to you, and to present this proposal in the form of a research poster.

### **Research Proposal (20%)**

All research proposal submissions will follow the protocol outlined below that is amended from the standard research funding programs at CIHR, SSHRC, and NSERC. Proposals should be for a typical Master's/PhD project in your area (i.e., one study). Each submission should not exceed 1 page in length, use 12 times new roman font, 3/4 inch margins, include single-spaced lines, and where suitable include headings or subheadings to improve the transmission of information contained in the research plan. No cover page is required. Please include the student identification number in the header along with an abbreviated title for the research proposal. A separate page can be attached that includes only references used in the research summary. Students are asked to submit an electronic copy of this research proposal and poster (see below) by **11:30am on November 30<sup>th</sup>, 2023**. This material will be evaluated using a pre-determined grading rubric.

Each submission should address the following areas within the space allotted:

1. **Background:** This section includes an overview of previous or related studies that inform the development of the research question(s) to be addressed within this plan of study. It provides the context of the proposed research including links to gaps in the existent knowledge base.
2. **Purpose, Research Question(s), and/or Hypotheses:** This section includes a clear and concise statement that illustrates the purpose of the work, the research question(s) to be addressed within the proposed plan of study, and expected outcomes (as appropriate).
3. **Methods:** This section describes the program of research undertaken to address the objectives outlined in the previous section. This section describes the study's methodology in detail including design, participants, measures/instruments, procedures (e.g., experimental and control conditions; qualitative data collection methods), and proposed analyses.
4. **Significance:** This section describes what is unique about the investigation, and the wider impacts the results of the proposed work are expected to have (e.g. public health, policy, treatment, prevention, etc.)
5. **References.**

### **Research Presentation (20%)**

All students will be required to prepare a research poster in the format of a conference presentation. The material from the research proposal will be integrated into the poster, and the poster will serve as a guide for an 8-minute presentation (+ 2 minutes of questions). The verbal presentation of the pertinent information is graded based on the rubric provided.

### Grading Rubric for Research Proposal (Written)

	<b>Poor...</b>	<b>...Excellent</b>	<b>Total</b>
Title	Complex, unclear, uses unnecessary words, longer than 12 words, doesn't include the focus of the study	Brief, uses only important words, is drafted as single or double title, uses 12 words or less, includes the focus of the study	/1
Topic	Not feasible, resources would be difficult to gather, participants may not want to volunteer (benefits do not outweigh costs), not interesting to others	Feasible, participants would be willing to participate, resources are available, researcher is knowledgeable (or interested) in the topic, feasible, interesting to others	/1
Review of literature	Doesn't limit scope of inquiry, no scientific sources, no mentioning of other studies that address the problem, no deficiencies in previous literature highlighted, no importance of the study, the merits of quantitative and/or qualitative research methods are not considered, review does not focus on the major independent and dependent variables	Limits scope of inquiry, scientific sources are used and are complimentary, the problem is framed, integrative, Research problem identified, inclusion of studies that address the problem, deficiencies of previous research outlined, the importance of the study is made clear, review is appropriate based on the weight of the qualitative and/or quantitative components, is related to the major independent and dependent variables	/6
Research questions, objectives, hypotheses	Inconsistent with topic, purpose, and/or method; language inconsistent with method	Consistent with topic, purpose, and method; language consistent with method	/2
Methods	Not clear, not consistent with purpose/strategies/methods, no identification of measures, procedures not feasible, population not described, sampling technique not clear, research design not clear, analysis strategies not appropriate	Clear progression, consistent with purpose/strategies/methods, identification of measures, procedures are feasible (and ethical), population and sampling clearly described, research design clear and appropriate, analysis strategies are logical and consistent with methods/topic	/8
Analyses	Not consistent with hypotheses or research questions; not appropriate	Consistent with research questions and hypotheses; appropriate for method and research questions	/1
Writing style	Limited flow, no direction, spelling and grammar errors; inconsistent terminology used throughout, no coherence, few empirical references	Clear flow and direction, thoughts are easy to follow and link well between paragraphs, no spelling and grammar errors, consistent terminology used throughout proposal, coherent, many appropriate academic references	/1

Total marks:     /20 (proposal)

**Rubric: Presentation (total 20 marks)**

	<b>Poor...</b>	<b>...Excellent</b>	<b>Total</b>
Material	No important information given, no summary, no focus, format unclear, not audience-specific	Important information presented and synthesized well, summarizes paper content, clear format, focused, easy to follow, audience-specific	/6
Topic knowledge	Demonstrates little understanding of the topic, little understanding of research methods; does not answer questions	Clear understanding of the topic, research methods are discussed appropriately; answers questions clearly and provides justification	/6
Presentation style	No time spent preparing, too long/too short, no visuals, too fast/too slow	Appropriate length, preparation evident, visual representation of the paper topic, appropriate speed	/3
Poster	No information provided in poster, poor design, no flow of ideas	Pertinent information is provided in poster, well-designed, clear and consistent with research proposal; flow of ideas	/5