This course supports the assessment for RPT1. The course covers 1 competency and represents 2 competency units.

Introduction

Overview
As a professional in your field, you should be familiar with research proposals for several reasons, including

- conducting the research or evaluation needed for your graduate degree,
- consuming research to keep your professional practice informed,
- knowing which research is valuable and which is not, and
- reviewing the research proposed by others so you can make informed, correct decisions.

Research can significantly contribute to practice. More and more, practitioners are being asked to gather data to learn the answers to questions that affect professional practice. This course will expose you to the principles of scientific inquiry that are used in the study of professional problems. Some of the reasons why knowledge of research is important for practitioners include the following:

- to become familiar with sources of data and information to help improve professional practice
- to stay informed in a society that is driven by scientific inquiry
- to learn how to read and critically evaluate published research
- to learn how to design and conduct research to answer questions that are important to improving professional practice

This course is designed to walk you through the process of designing a research proposal. Although the Research Proposal performance assessment has four tasks, it focuses on the final task, which is the complete proposal. The first three tasks are segments of the final task.

A research proposal starter table is provided for this course and is a useful tool for you to jot down ideas for your research proposal. It is recommended that you download the table and fill it out as much as you can before you start this course. This pre-learning activity will help you with your work in the weeks ahead. You will revise the table as you go through this course.

Watch the following video introduction for this course:

Competencies
This course provides guidance to help you demonstrate the following 1 competency:

- Competency 508.3.6: Research Proposal
  The graduate completes a research proposal.
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, so you are welcome to contact them as soon as you begin. 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:

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 Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Text


Optional VitalSource E-Text
The following textbook is recommended for students performing action research but is not
required reading. This text is supplemental and will not be linked specifically in any of the activities, but you have access to this resource in e-text form by clicking the linked title provided below.


**Other Learning Resources**

You will use the following learning resources for this course.

**WGU Library E-Reserves**
This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. Follow these directions for accessing the [WGU Library E-Reserves](#).

**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.

**Overview of Research Proposal**

The purpose of a proposal is usually to get approval before research is conducted. All the elements in the proposal should be clearly written to avoid confusion or rejection. Through the proposal, you explain to the reviewer

- why you want to conduct the research (the purpose and importance),
- how you will conduct the research (the design and procedure),
- how you will collect and interpret data (data collection and data analysis), and
- what the expected results are.

In Foundations of Research, you learned that research is defined as "the systematic application of the scientific method to the study of problems" (Gay, Mills, & Airasian, 2009). The scientific method in the link below is an orderly process consisting of the following five steps:

1. problem statement
2. formulation of hypothesis
3. collection of data
4. analysis of data
5. conclusions

This scientific method will be the basis for your research proposal, with some variations depending on the research method you choose for your proposal. Based on the scientific method, a list of components is commonly included in a research proposal.
Components of a Research Proposal:

- Abstract
- Statement of the problem
  - Research questions
- Literature review
  - Hypothesis (or predictions)
- Methodology
  - Subjects or participants
  - Data collection and instruments
  - Research design
  - Procedure
- Data analysis

Note: The text in the first level of bullets represents main headings, which are centered; the text in the second level of bullets represents subheadings, which are aligned to the left. This heading structure is in line with APA style and should be used in your research proposal. To review APA style, visit the Purdue OWL: APA Formatting and Style Guide.

**Overview of Research Plan**

You have stated your research problem. Now you need to select a research method.

Refer to "Research Paradigms and Research Methods" in the Foundations of Research course and open the link below to review the various research methods under each of the three research paradigms.

- **Figure 2. Classification of Research**

This topic addresses the following competency:

- **Competency 508.3.6: Research Proposal**
  The graduate completes a research proposal.

**Overview of Research Plan: Reading**

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

- chapter 4 ("Preparing and Evaluating a Research Plan")

**Overview of Research Plan: Message Board**

Post to the message board the type of research you are considering and why.

**Brainstorming Ideas for Your Research Proposal**

Review the following in *Educational Research: Competencies for Analysis and Applications*, which discusses the importance of a research plan and its components:
• chapter 4 ("Preparing and Evaluating a Research Plan")

While reading, you should take notes (use the "Notes" feature within this course). A research table is provided to help you brainstorm your research. It is highly recommended that you fill out the table with your ideas for each component before you start the activities in the "Review of Quantitative Research Methods" section (based on the knowledge you obtained when preparing for Foundations of Research). You will revise the table in the sections that follow.

Quantitative Research

This section reviews some of the most commonly-used quantitative research methods:

• survey research
• correlational research,
• causal-comparative research
• experimental research (including single-subject experimental research)

This section also reviews the various components of a quantitative research method. In Foundations of Research, you learned the purpose and characteristics of each research method. For this course, you will review each method so that you can select the method that is most appropriate for your topic. Once you have decided on a method, you will study the details of that method in order to design a sound research study.

Experimental Research

When you want to investigate if a type of instruction or an instructional strategy is effective in improving students' test scores in a certain subject, experimental research is an appropriate method.

Well-designed true experimental research can establish a cause-effect relationship. However, in many situations, especially in education, a true experimental design may not be possible. To overcome this limitation, some variations are available to meet different research needs. Read the chapters that discuss various group designs as well as the steps involved in conducting such research.

This topic addresses the following competency:

• Competency 508.3.6: Research Proposal
  The graduate completes a research proposal.

Experimental Research: Reading

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

• chapter 10 ("Experimental Research")
• chapter 11 ("Single-Subject Experimental Research")

Review the examples listed on the following pages:
The majority of research concepts are related to experimental research. The following is a list of questions that you need to consider when designing an experimental research study:

- How many groups will you have?
- How are you going to assign students into groups?
- What group design is most appropriate for your research topic and purpose? (See pages 253–262 of *Educational Research: Competencies for Analysis and Applications*.)
- What is the difference between single-variable design and factorial design?
- What is the difference between true experimental design and quasi-experimental design?
- What are the advantages and disadvantages of using a pretest?
- What is your independent variable?
- What is your dependent variable?
- How are you going to control any extraneous variables?
- How can you control major threats to the internal and external validity of your experiment?

Take notes while reviewing the chapters, and revise the [research proposal starter table](#) if you plan to design an experimental research study.

**Survey Research**

Survey research is also referred to as "descriptive research" in *Educational Research: Competencies for Analysis and Applications*.

According to *Educational Research: Competencies for Analysis and Applications*, survey research "determines and reports the way things are; it involves collecting numerical data to test hypothesis or answer questions about the current status of the subject of study" (Gay, Mills, & Airasian, 2009, p. 9). There is no manipulation of variables or control of laboratory setting.

The purpose is to "gather information about a group's beliefs, attitudes, behaviors, and demographic composition" (Gay, Mills, & Airasian, 2009, p. 176).

Because survey research typically relies on self-reporting from participants, its results are less desirable than those from experimental research. However, in education, survey research using questionnaires is a popular tool for gathering data about the participants' attitudes, motivations, current skills levels, or demographic information. Thus, questionnaires are often used in action research, formative evaluation, or experimental research.

This topic addresses the following competency:

- **Competency 508.3.6: Research Proposal**
  The graduate completes a research proposal.
Read the following in *Educational Research: Competencies for Analysis and Applications*:

- chapter 7 (“Survey Research”)

Review the example of survey research listed on the following pages:

- pages 189–92

If you plan to design survey research, complete the research proposal starter table and consider the following questions:

- What is the purpose of survey research?
- In what situation is survey research appropriate?
- What are the procedures involved in constructing a questionnaire?
- What type of data will a questionnaire collect?
- What data analysis techniques are used in survey research?

**Correlational Research**

The purpose of correlational research is to find out if there is a strong correlation between two variables. Correlational research does not ascertain effectiveness of a new type of instruction or strategy; rather, it is often used to explore the relationship between an independent variable and a dependent variable—especially when experimental research is too costly or not possible early in the research stage.

Very often, correlational research serves as a springboard for future experimental research. The relation between two variables is represented by the correlation coefficient \( r \), with a value ranging from -1 to 1. The \( r \) value indicates how strong the association or relation is between two variables. When \( r \) is 0, there is no relation at all. The closer the \( r \) is to -1 or 1, the stronger the relation between the two variables. If you use a computer program to run a correlation analysis with multiple variables, it will produce a correlation matrix with a correlation coefficient for each possible pair of variables.

This topic addresses the following competency:

- **Competency 508.3.6: Research Proposal**
  The graduate completes a research proposal.

**Correlational Research: Reading**

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

- chapter 8 (“Correlational Research”)

Review the example of correlational research on the following pages:

- pages 210–215
If you plan to design correlational research, complete the research proposal starter table and consider the following questions:

- What is the purpose of correlational research?
- In what situation is correlational research appropriate?
- How is correlational research different from survey research?
- What type of data do you collect for correlational research?
- How is data collected for correlational analysis?
- When do you use Pearson $r$ as the method for computing a coefficient?
- When do you use Spearman rho as the method for computing a coefficient?
- Does a high correlation between two variables indicate a causal relation?
- What are the major steps involved in basic correlational research?
- What data analysis techniques are used in correlational research?

Use the "Notes" feature for this activity.

Correlational Research: Message Board

Are you considering correlational research? Why or why not? Share your response with others in the course message board.

Causal-Comparative Research

Causal-comparative research is a unique method that uses existing data to examine causal relations between variables. The established groups already differ on some variables, and causal-comparative research attempts to "identify the major factor that has led to this difference" (Gay, Mills, & Airasian, 2009, p. 218).

Causal-comparative research is similar to correlation research in that it does not manipulate any variables, and it is used to help identify variables that you can further explore by conducting experimental research. It differs from correlational research in that it attempts to establish a cause-effect relationship.

Causal-comparative research focuses on the differences between groups, and correlational research focuses on relations among variables (Gay, Mills, & Airasian, 2009, p. 218). The major difference between causal-comparative research and experimental research is that the independent variable in experimental research is manipulated. The advantage of causal-comparative research is the ability to use existing data to identify some important variable that might help improve students' performance in a subject area—without the hassle and cost of experimental research. The limitation of causal-comparative research is the researcher's limited control over the groups, and thus the inability to establish true cause-effect relation or to generalize the results to the larger population. Actually, the sample is its population.

This topic addresses the following competency:

- Competency 508.3.6: Research Proposal
  The graduate completes a research proposal.

Causal-Comparative Research: Reading
Read the following in *Educational Research: Competencies for Analysis and Applications*:

- **chapter 9** ("Casual-Comparative Research")

Review the example listed on the following pages:

- pages **226–235**

If you plan to design causal-comparative research, complete the research proposal starter table and consider the following questions:

- What is the purpose of causal-comparative research?
- In what situation is causal-comparative research appropriate?
- How does causal-comparative research differ from correlation research or experimental research?
- Why is causal-comparative research called ex post facto?
- What are the limitations of causal-comparative research?
- What are the steps involved in conducting causal-comparative research?
- What are sources of weakness in a causal-comparative study?
- What are the three control techniques for overcoming problems of initial group differences on an extraneous variable?
- What data analysis techniques are commonly used in causal-comparative studies?
- How would you interpret results from a causal-comparative research?

Use the "Notes" feature for this activity.

**Casual-Comparative Research: Message Board**

Are you considering casual-comparative research? Why or why not? Share your response with others in the course message board.

**Qualitative Research**

This section reviews some of the most commonly-used qualitative research methods: narrative research (formerly known as "historical research" in Educational Research), ethnographic research, and case-study research. It also reviews action research. The tools for collecting qualitative data are indispensable in action research. Therefore, it is important that you get very familiar with all the qualitative data collection tools. Action research uses many of the tools for qualitative research.

**Qualitative Data Collection**

Qualitative research is exploratory and understanding-oriented, relying heavily on verbal description. The researcher is the critical source of data collection and interpretation; the researcher is "the primary data collection instrument" (Gay, Mills, & Airasian, 2009, p. 366). The researcher collects data mainly through the following data collection methods or instruments:

- observing
  - participant observation
o non-participant observation
  o recording observation
• interviewing
  o unstructured interviews
  o structured interviews
  o focus groups
  o e-mail interviews
• questionnaires
• examining records
  o archiving documents
  o journals
  o maps
  o videotape and audiotape
  o artifacts

This topic addresses the following competency:

  • **Competency 508.3.6: Research Proposal**
    The graduate completes a research proposal.

**Qualitative Data Collection: Reading**

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

  • chapter 14 (“Qualitative Data Collection”)

Review the following lecture notes on qualitative research:

  • "Qualitative Research"

If you are planning to use any tools to collect qualitative data, list them in the "Instruments" section of your **research proposal starter table**, and consider the following questions:

  • What is protocol for observations? Why is it important? What topics should be included in a protocol?
  • What are the guidelines for recording information and organizing field notes?
  • What are the guidelines for interviews?
  • What are the guidelines for developing a questionnaire?
  • What strategies can be used for ensuring the validity of qualitative research?
  • What is data triangulation in qualitative research?

**Narrative Research, Ethnographic Research, and Case-Study Research**

Narrative research tells stories about people's lives and uses interviews and many other artifacts, such as photographs and memory boxes. The collected data are synthesized into a narrative account.
Ethnographic research is a method for studying "cultural patterns and perspectives of participants in their natural setting" (Gay, Mills, & Airasian, 2009, p. 404). The researcher typically stays in a natural setting for a long period of time observing participants' perspectives and cultural patterns. This method could be used to observe students' behaviors in a class or teachers' teaching patterns in a school. Through ethnographic research, the researcher gains rich insight into a learning site, although this method takes a large amount of time. Ethnographic research is perhaps the most time-consuming research method.

Case-study research focuses on one single entity, which could be an individual, an organization, a class, a school, or a school district. The researcher will define the unit of study. According to *Educational Research: Competencies for Analysis and Applications*, case-study research allows the researcher to answer questions such as "What happened?" and "How or why did it happen?" It also allows the researcher to study processes, such as how a program has been implemented (Gay, Mills, & Airasian, 2009). Case-study research is more flexible and manageable than the other two qualitative research methods. Elements of case-study research are used in action research, since the latter combines elements from both qualitative and quantitative research.

This topic addresses the following competency:

- **Competency 508.3.6: Research Proposal**
  The graduate completes a research proposal.

**Narrative, Ethnographic, and Case-Study Research: Reading**

Read the following in *Educational Research*:

- chapters 15 ("Narrative Research")
- chapter16 ("Ethnographic Research")
- chapter 17 ("Case Study Research")

Review the examples listed at the end of each chapter.

While reading, consider the following questions:

- What are the steps involved in conducting qualitative research?
- What data collection techniques are appropriate for each of the three qualitative research methods?

Post your responses in the message board.

**Action Research**

Action research has become an increasingly popular research method. In *Foundations of Research*, you learned the purpose and characteristics of action research. In this subject, you will review action research in more detail to learn the steps and common techniques used in conducting it.
Experimental design is a powerful research method for establishing cause-effect relation and an ideal design to ascertain the effect of an instructional strategy or method on a dependent variable. However, in many real-life situations, randomly assigning students into either the experimental group or control group is not possible.

**Introduction to Action Research**

Usually, teachers do not randomly assign students to different groups, for fear of depriving some students of potential benefits of a teaching method. It is also believed that human behaviors are more complex than numerical data can possibly describe. In addition, traditional research using experimental design is somewhat detached from daily classroom problems. As a result, action research has become an important method for practitioners to reflect on and investigate daily classroom issues without many of the constraints of experimental design. Action research is "a dynamic and responsive model" that can be adapted to "provide teacher researchers with 'provocative and constructive ways' of thinking of their work" (Gay, Mills, & Airasian, 2009, p. 489).

This topic addresses the following competency:

- **Competency 508.3.6: Research Proposal**
  The graduate completes a research proposal.

**Action Research: Reading**

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

- chapter 20 ("Action Research")

Review the examples at the end of the chapter on the following pages:

- pages 497–505

If you plan to design an action research study, complete the research proposal starter table and consider the following four steps involved in conducting action research:

1. Identify an area of focus.
2. Collect data.
3. Analyze and interpret data.
4. Develop an action plan.

Data collection for action research can use various instruments or methods since it is a mixed-method approach. Data can be collected using an objective test such as pre- and posttests, observations, surveys, interviews, teacher reflections or journals, students' writing samples, etc. For this course, action research requires at least three sources of data for data triangulation "to obtain a more complete picture of what is being studied and to cross-check information" (Gay, Mills, & Airasian, 2009, p. 377).

However, you do not need to use all the available data collection tools. The more tools you
propose to use, the more errors might occur. For each data collection tool, you need to describe how you will analyze the data collected from it. Never include a data collection instrument in the data collection section without a plan for analyzing its data in the data analysis section.

**Action Research: Message Board**

Are you considering action research? Why or why not? Please share your answers with others in the course of study message board.

**Data Analysis**

Even though you will not actually collect the data, you need to describe your plan for data analysis. This topic is extremely important but difficult. You will need to clearly and precisely describe what techniques you will use to analyze your data. It is recommended that you repeat your purpose here first, and then describe how you will organize the data after they are collected. For qualitative data, you will likely organize the data into meaningful categories to display some patterns or themes. For quantitative data, you may choose one of the following: correlation analysis, ANOVA or ANCOVA, t-test, or chi-square. Describe what you expect to find from the analysis and what the expected results will reveal.

Try to answer the following key questions regarding your data analysis in this section:

- What is the purpose of the research?
- How are you going to organize the data after it is collected?
- What method(s) will you use to analyze the data?
- What is the rationale behind the use of a particular analysis method(s)?
- What results would you expect the data analysis method(s) to produce?
- How would you interpret the expected results?

Record your findings in the notes section or in your personal study journal. If your data analysis has not answered these questions, the section is still missing some information and you need to revise it.

**How to Choose the Appropriate Data Analysis Techniques**

In order to select appropriate data analysis techniques, you need to have a clear idea of the type of research method you have chosen and the type of data you propose to collect. The main purpose of the research proposal starter table is to allow you to grasp all of these critical elements and line them up in a straight line. If you get one element wrong, an expert, such as the Research Fundamentals course instructor, will be able to tell that the line of elements is not straight; it is crooked, and you need to straighten it.

Refer to the data analysis section of Foundations of Research and review carefully the concepts discussed in that section. The table in the "Data Analysis Techniques: Reading" section is created to give some quick tips of what analysis techniques can be used for a particular instrument or method. Some information from Foundations of Research is also listed in the activities in this topic for quick reference.
This topic addresses the following competency:

- **Competency 508.3.6: Research Proposal**
  The graduate completes a research proposal.

**Data Analysis Techniques: Reading**

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

- chapter 12 ("Descriptive Statistics")
- chapter 13 ("Inferential Statistics")
- chapter 18 ("Qualitative Research: Data Analysis and Interpretation")

**Instruments/Methods, Data Types, and Data Analysis Techniques**

<table>
<thead>
<tr>
<th>Instruments / Method</th>
<th>Data Type</th>
<th>Variable</th>
<th>Data Analysis Technique</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Objective Test (pre- and posttest)</td>
<td>Quantitative, numerical</td>
<td>Interval</td>
<td>T-test ANOVA ANCOVA Correlation</td>
<td>T-test is for two groups only; ANOVA and ANCOVA are for two or more groups; partial out the initial group differences; correlation is for finding out relation between variables.</td>
</tr>
<tr>
<td>Questionnaire (using Likert scale)</td>
<td>Quantitative, numerical</td>
<td>Ordinal</td>
<td>Descriptive Chi square (test of significance)</td>
<td>Chi square, an inferential statistical technique, is used for nominal or ordinal data.</td>
</tr>
<tr>
<td>Questionnaire (questions)</td>
<td>Qualitative</td>
<td>Nominal</td>
<td>Categorical analysis</td>
<td>Coding Classifying Finding patterns</td>
</tr>
<tr>
<td>Field Notes from Observations or Interviews</td>
<td>Qualitative</td>
<td>Nominal</td>
<td>Categorical analysis</td>
<td>Coding Classifying Finding patterns</td>
</tr>
<tr>
<td>Journals, writing samples</td>
<td>Qualitative</td>
<td>Nominal</td>
<td>Categorical analysis</td>
<td>Coding Classifying Finding patterns</td>
</tr>
</tbody>
</table>

Note: This table is *NOT* in APA style. APA-style tables do not have vertical and middle horizontal lines. See the Purdue OWL APA Formatting and Style Guide

Review the following items:

- Commonly-Used Tests of Significance
- Qualitative Data Analysis During Data Collection
Writing the Proposal

By now, you should have completed the research proposal starter table. If you are in a program that requires a written capstone, you can discuss with your capstone facilitator whether the plan looks good. The Research Fundamentals course instructor can help you with your plan. After you have finalized your research plan, you may start to write each section.

How to Write Each Component

Use the plan you have created in the research proposal starter table and start to write your research proposal. Follow the suggestions or comments for each of the activities in this topic.

This topic addresses the following competency:

- Competency 508.3.6: Research Proposal
  The graduate completes a research proposal.

Write a Research Proposal

Use the following outline with headings in line with APA Style. Be sure to review the Purdue OWL: APA Formatting and Style Guide or consult the most recent copy of the Publication Manual of the American Psychological Association for formatting guidelines. Submit components for each task as required.

Abstract

Examples can be found in many of the example papers in Educational Research: Competencies for Analysis and Applications in the first opening paragraph or on page 523.

- Introduction

The suggested length is 2–3 paragraphs. Examples can be found on page 100 and page 524 in Educational Research: Competencies for Analysis and Applications.

Problem Statement

- Research Questions

Make a list of your research questions. Do not list too many questions; focus on two or three. Examples of research questions for correlation study and a causal-comparative study can be found on page 211 and page 227 in Educational Research: Competencies for Analysis and Applications. An example for qualitative case study research can be found on page 438. Compare the different ways the questions are asked.

Literature Review

If your topic is still the same as what you proposed in the Literature Reviews for Educational Research course, you can use the literature review you created for Task 3 of Literature Reviews for Educational Research. Insert the review here, and modify it as necessary. Good examples of...
literature reviews can be found in some of the example studies at the end of some chapters in *Educational Research: Competencies for Analysis and Applications*.

- **Hypothesis**

A hypothesis is for quantitative research. If your design is qualitative or action research, you may make predictions instead of formal hypotheses. Please review the model that is recommended on page 73 in *Educational Research: Competencies for Analysis and Applications*.

The following is an example of hypothesis:

- Students in the experimental group who receive computer-based instruction will score higher on the post test than students in the control group who receive lecture-based instruction do.

Read chapter 2 of *Educational Research: Competencies for Analysis and Applications* for more examples.

**Methodology**

- **Participants**

Describe your participants and how you will select them.

- Role and Bias of Researcher
- Research Design

In many ways, this subsection is similar to material listed in an abstract. It should describe the basic structure of your study, the rationale behind the use of the design, and the purpose of the research. Not all research reports include this section; however, it is a good habit to include it in the proposal.

- **Data Collection Instruments**

Pre- and Posttest
Observation
Interview

- Research Procedure

**Data Analysis**

An example of data analysis description for a correlational research can be found on page 213 in *Educational Research: Competencies for Analysis and Applications*. Examples for qualitative research can be found on pages 418-419 and pages 438-439.
Conclusion
Include a reflection statement about the process of creating this research proposal (suggested length of 2–3 paragraphs).

- Statement of Resource
- Project Timeline
- Action Plan and Conclusion

For all research designs, include

- your data collection instrument(s) in an appendix and
- all in-text citations and references in APA format.

Final Steps

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