

# Task 1: Presentation of Research Proposal DUE: Term 1 Week 5 2021

## Outcomes

You will be assessed on:

### Outcomes

- **SE-1** refines and applies the Working Scientifically processes in relation to scientific research
- **SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- **SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- **SE-6** analyses and reports on a contemporary issue or an application of science informed by primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- **SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

### Content (Section 1 of the Scientific Research Portfolio pg 18-19 of NESA Syllabus)

- an action plan with milestones and a timeframe for each stage of the Scientific Research Project
- summaries and annotated extracts of peer-reviewed scientific research and statements of applicability to the Scientific Research Project
- a developing reference list using correct formatting from the chosen format
- a concept map or alternative strategy for generating ideas for the scientific research, including references to literature and justification for their selection
- a refined and justified scientific research question
- a refined and justified scientific hypothesis.

# Task

This task requires students to present their research proposal for 5-10 minutes in a similar manner to a scientific conference and submit a written version of their proposal.

The presentation and written submission should include:

- an introduction to your research proposal (Outline your area of research, why is it important/relevant?)
- research aims and questions
- review of literature (what does the current literature say about your chosen area of study)
- proposed methodology and analysis
- timeline

## Submission:

- Students will be required to present your proposal to the class. You will be given written feedback by your peers.
- Students will be required to submit a written version of their proposal. This is not marked.

## Helpful Websites:

1. <https://www.monash.edu/rlo/graduate-research-writing/write-the-thesis/writing-a-research-proposal>
2. <https://www.westernsydney.edu.au/future/study/how-to-apply/higher-degree-research-candidates/how-to-write-a-research-proposal.html>
3. <https://www.uts.edu.au/research-and-teaching/research-degrees/applying-uts/prepare-your-documents/writing-research>
4. <https://sydney.edu.au/campus-life/student-news/2017/05/30/how-to-write-a-research-proposal-for-a-strong-phd-application.html>
5. <https://international.curtin.edu.au/research-students/writing-research-proposal/>

# Submission of Research Question

Name: \_\_\_\_\_ Roll Call: \_\_\_\_\_

First Round Research Question:

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**Approved**

**Rejected**

Comments:

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# Marking guidelines

Criteria	E	D	C	B	A
<i>Introduction</i>	<ul style="list-style-type: none"> <li>Introduces the problem or area of interest.</li> </ul> <p><b>(1 mark)</b></p>	<ul style="list-style-type: none"> <li>Introduces the problem or area of interest.</li> <li>Describes the relevance of the topic to the researcher and field of knowledge.</li> </ul> <p><b>(2 marks)</b></p>	<ul style="list-style-type: none"> <li>Introduces the problem or area of interest.</li> <li>Describes the relevance of the topic to the researcher and field of knowledge.</li> <li>Convinces the reader of the importance of the research.</li> </ul> <p><b>(3 marks)</b></p>	<ul style="list-style-type: none"> <li>Introduces the problem or area of interest.</li> <li>Explains the relevance of the topic to the researcher and field of knowledge.</li> <li>Convinces the reader of the importance of the research.</li> <li>Identifies the theoretical and practical significance of the research.</li> </ul> <p><b>(4 marks)</b></p>	<ul style="list-style-type: none"> <li>Introduces the problem or area of interest.</li> <li>Explains the relevance of the topic to the researcher and field of knowledge.</li> <li>Convinces the reader of the importance of the research.</li> <li>Identifies the theoretical and practical significance of the research.</li> <li>Speculates on implications of anticipated findings.</li> </ul> <p><b>(5 marks)</b></p>
<i>Research aims and questions</i>	<ul style="list-style-type: none"> <li>Inadequate, with lack of clarity and concision.</li> </ul> <p><b>(1 mark)</b></p>		<ul style="list-style-type: none"> <li>Generally appropriate, clear and concise framing of the research aim and questions.</li> <li>Hypothesis is stated.</li> </ul> <p><b>(2 marks)</b></p>		<ul style="list-style-type: none"> <li>Exceptionally appropriate, clear and concise framing of the research aim and questions</li> <li>Hypothesis is clearly stated and can be adequately tested.</li> </ul> <p><b>(3 marks)</b></p>
<i>Review of Literature</i>	<ul style="list-style-type: none"> <li>The literature review lacks comprehensive coverage of relevant material</li> <li>The purpose of the study is not clearly described</li> <li>There is no connection between the material reviewed and the purpose of the study</li> </ul> <p><b>(1 – 2 marks)</b></p>	<ul style="list-style-type: none"> <li>The literature review is relatively comprehensive and describes some relevant material</li> <li>The purpose of the study is described, but not as clearly as it might be</li> <li>There is some attempt to connect the material reviewed with the purpose of the study</li> <li>Summarises concisely 3-5 literature items (what, when, where, how).</li> </ul> <p><b>(3 – 4 marks)</b></p>	<ul style="list-style-type: none"> <li>The literature review is relatively comprehensive and describes some relevant material</li> <li>The purpose of the study is described.</li> <li>There is a good attempt to connect the material reviewed with the purpose of the study</li> <li>Summarises concisely 5-10 literature items (what, when, where, how).</li> </ul> <p><b>(5 – 6 marks)</b></p>	<ul style="list-style-type: none"> <li>The literature review is comprehensive and describes most relevant material</li> <li>The purpose of the study is adequately described</li> <li>There is a good attempt to connect the material reviewed with the purpose of the study</li> <li>Summarises concisely 5-10 literature items (what, when, where, how).</li> <li>Identifies the gaps, problems and issues unresolved by the literature.</li> </ul> <p><b>(7 – 8 marks)</b></p>	<ul style="list-style-type: none"> <li>The literature review is very comprehensive and describes relevant material</li> <li>The purpose of the study is clearly described</li> <li>There is an excellent connection between the material reviewed and the purpose of the study</li> <li>Summarises concisely 5-10 literature items (what, when, where, how).</li> <li>Identifies the gaps, problems and issues unresolved by the literature.</li> </ul> <p><b>(9 – 10 marks)</b></p>

Criteria	E	D	C	B	A
<i>Methodology and Analysis</i>	<ul style="list-style-type: none"> <li>Selected methodology does not satisfactorily address the identified research problem</li> <li>Inadequate and/or illogical proposal of analysis with little or no demonstration of critical thinking and/or engagement with sources</li> </ul> <b>(1 mark)</b>	<ul style="list-style-type: none"> <li>Methodology goes some way towards addressing the identified research problem</li> <li>Rudimentary proposal of analysis with some deficiencies of logic; passable demonstration of critical thinking; some engagement with sources</li> </ul> <b>(2 marks)</b>	<ul style="list-style-type: none"> <li>Sound methodology for addressing the identified research problem</li> <li>Justifies the methodology in relation to the research topic or problem.</li> <li>Proposal of analysis demonstrated sound logic and some degree of critical thinking and engagement with sources</li> </ul> <b>(3 marks)</b>	<ul style="list-style-type: none"> <li>Very good methodology for addressing the identified research problem</li> <li>Justifies the methodology in relation to the research topic or problem.</li> <li>Highly effective proposal of analysis demonstrating a strong grasp of logical, critical thinking and engagement with sources</li> </ul> <b>(4 marks)</b>	<ul style="list-style-type: none"> <li>Excellent methodology for addressing the identified research problem</li> <li>Justifies the methodology in relation to the research topic or problem.</li> <li>Exceptional proposal of analysis demonstrating an excellent grasp of logic, critical thinking and engagement with sources</li> </ul> <b>(5 marks)</b>
<i>Timeline</i>	<ul style="list-style-type: none"> <li>Inadequately developed timeline that does not reflect the necessary tasks or timelines for their completion</li> </ul> <b>(1 marks)</b>	<ul style="list-style-type: none"> <li>Rudimentary timeline</li> <li>Incorporates some necessary tasks for project completion but with less detail and/or unrealistic timeframes</li> </ul> <b>(2 marks)</b>	<ul style="list-style-type: none"> <li>Thoughtful and realistic timeline</li> <li>Incorporates most necessary tasks for project completion</li> </ul> <b>(3 marks)</b>	<ul style="list-style-type: none"> <li>Highly thoughtful and realistic timeline</li> <li>Incorporates almost all necessary tasks for project completion</li> </ul> <b>(4 marks)</b>	<ul style="list-style-type: none"> <li>Exceptionally thoughtful and realistic timeline</li> <li>Incorporates all necessary tasks for project completion</li> </ul> <b>(5 marks)</b>
<i>Communication</i>	<ul style="list-style-type: none"> <li>The student shows no use of presentation skills, such as eye contact, voice and palm cards.</li> <li>No engagement.</li> </ul> <b>(1 mark)</b>	<ul style="list-style-type: none"> <li>The student demonstrates limited use of presentation skills, such as eye contact, voice and palm cards.</li> <li>Little engagement.</li> </ul> <b>(2 marks)</b>	<ul style="list-style-type: none"> <li>The student demonstrates some use of presentation skills, such as eye contact, voice and palm cards.</li> <li>Some engagement.</li> </ul> <b>(3 marks)</b>	<ul style="list-style-type: none"> <li>The student demonstrates effective use of presentation skills, such as eye contact, voice and palm cards leading to an engaging presentation.</li> </ul> <b>(4 marks)</b>	<ul style="list-style-type: none"> <li>The student demonstrates a highly confident use of presentation skills, such as eye contact, voice and palm cards leading to a highly engaging presentation.</li> </ul> <b>(5 marks)</b>
<b>TOTAL</b>					<b>/33</b>
<b>Comments</b>					

