

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Research Postgraduate Programme
Course Title	: Development of Research Proposal
Course Code	: EDD8010
Department	: Graduate School
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Quantitative or Qualitative Research Methods or equivalent)
Medium of Instruction	: English
Level	: 8

Part II

1. Synopsis

This course builds upon the foundation of quantitative and qualitative research methods as well as conceptualization of research to guide students in the development of a research proposal. Students will develop the ability and capacity to select and apply appropriate research strategies for addressing issues from a diverse array of educational, social and related situations. Upon completion of the course, candidates should have worked out a draft research proposal and made a presentation in the Qualifying Examination. This course is also intended to help student researchers to structure and write their thesis and research articles better. The focus will be on the process of actually structuring and writing proposal as well as papers, or bigger projects such as a thesis (but less with research methodology or strategies for managing the project), on argumentation, logical reasoning, structure, and the like. In addition, students will develop the capability of knowledge transfer when they are preparing for the proposal presentation and this will be further strengthened when they are preparing for the viva examination of the thesis.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

- CILO1 Demonstrate the ability to critically select and apply appropriate and relevant research strategies for addressing issues from a diverse array of - situations in the disciplinary areas of education, social sciences and humanities and transfer the academic and professional knowledge, ideas, techniques, and expertise to the broader community in education and related areas;
- CILO2 Develop competence in planning and formulating research in education, social

- science and humanities;
- CILO3 Construct a methodologically sound research proposal reflecting thorough consideration of major components in research design and different research approaches;
- CILO4 Demonstrate an understanding of the knowledge and skills of ethical principles in conducting research in education, social sciences and humanities; and
- CILO5 Develop effective writing skills in constructing successful text-based theses and journal articles in disciplines such as social science, education, and humanities

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Developing a research plan: <ul style="list-style-type: none"> • definition and purpose of a research plan; • general considerations in a research plan; and • components of a research plan. 	<i>CILO_{1,2}</i>	<ul style="list-style-type: none"> • Problem-Based Learning Activities • Seminars, workshops and conferences on related topics and generic skills • Supervisor consultation • Self-directed learning
Factors affecting research design: internal validity, external validity, reliability, credibility, transferability, ethical issues	<i>CILO_{2, 3, 4}</i>	<ul style="list-style-type: none"> • Problem-Based Learning Activities • Seminars, workshops and conferences on related topics and generic skills • Supervisor consultation • Self-directed learning
Sections of a proposal, a thesis or an article: <ul style="list-style-type: none"> • Abstract -- as a means of structuring and clarifying one's research concerns (both for the researcher and for readers), and essential points of a good abstract; • Introduction -- writing an argument (eg, a structured literature review) from documentary sources; • Aim and Objectives; • Significance and impact of the study; • Research Methods; • Results -- the main findings, with 	<i>CILO_{1, 2, 3, 4}</i>	<ul style="list-style-type: none"> • Problem-Based Learning Activities • Seminars, workshops and conferences on related topics and generic skills • Supervisor consultation • Self-directed learning

<p>special reference to the research aim and objectives;</p> <ul style="list-style-type: none"> • Discussion -- how do the results differ from or the same as other / previous studies; any practical and/or theoretical implications; limitations; and • Conclusion – what is new 		
<p>Writing skills:</p> <ul style="list-style-type: none"> • general guidelines; • format and style; • the use of language and terminology; • different ways of defending an argument; and • the use of a purpose/content rubric to structure, manage and tighten one's writing 	<i>CILO</i> ₅	<ul style="list-style-type: none"> • Problem-Based Learning Activities • Seminars, workshops and conferences on related topics and generic skills • Supervisor consultation • Self-directed learning

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) A draft proposal of about 6,000 to 8,000 words is required. The draft proposal will form the basis of the Thesis. The proposal should be able to delineate the major components of a research design and is assessed in the light of a sound understanding of the rationale and assumptions of the approach(es) adopted, the writing of clear problem statement, research hypothesis and research question(s), mastery of the process and phases of conducting research, methods of data collection and analysis, limitations, and relevant claims and conclusion of the research.	70%	<i>CILO</i> _{1, 2, 3, 5}
(b) Presentation in Qualifying Examination		<i>CILO</i> _{1, 2, 3}
(c) Students are also required to submit the ethics application, the format and content of which should be consistent with the Institutional standard adopted by the Research and Development Office.	20%	<i>CILO</i> ₄
(d) Students are required to attend at least 6 seminars, workshops or conferences (2 knowledge transfer related and 4 thesis writing related). Students are required to provide the proof of their attendance in the seminars, workshops or	10%	<i>CILO</i> _{1, 2, 3}

conferences in order to meet this requirement. In addition, to demonstrate the capability of knowledge transfer, students are required to make a presentation that aims to share and transfer the academic and professional knowledge, ideas, techniques, and expertise to the broader community in education and related areas.		
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5. Required Text(s)

No prescribed texts.

6. Recommended Readings

Books

Writing research proposals

Punch K. F. (2016) *Developing Effective Research Proposals* (3rd Ed.). Sage Publications.

Introduction to research design

Blaikie, N.W. (2009). *Designing social research: The logic of anticipation* (2nd Ed.). Oxford: Polity Press.

Lodico, M.G., Spaulding, D.T. & Voegtle, K.H. (2010). *Methods in educational research: From theory to practice* (2nd Ed.). John Wiley & Sons.

Evaluation of educational research

Mertens, D.M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (4th Ed.). Thousand Oaks, CA: Sage Publications

Combining qualitative and quantitative designs

Johnson, B. & Christensen. L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). Thousand Oaks, CA: Sage Publications

Creswell, J.W. & Clark, V.L.P. (2011). *Designing and conducting mixed methods research*. (2nd Ed.). Thousand Oaks, CA: Sage Publications

Research Ethics

Sales, B.D. & Folkman, S. (Eds.) (2000). *Ethics in research with human participants*. APA.

Writing

Weston, A. (2009) *A Rulebook for Arguments*. 4th Edition. Indianapolis: Hackett.

I now try to search a book about Knowledge Transfer.

Journal articles

Additional journal articles may be prescribed by individual members of the supervision team.

7. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity*. (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

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