

<b>ASSESSMENT 3 BRIEF</b>	
<b>Subject Code and Title</b>	REM502 Research Methodologies
<b>Assessment</b>	Research Proposal
<b>Individual/Group</b>	Individual
<b>Length &amp; Duration</b>	Research Proposal: 2,500 words (+/- 10%) Presentation (5-7 mins)
<b>Learning Outcomes</b>	<p>The Subject Learning Outcomes demonstrated by successful completion of the task below include:</p> <ul style="list-style-type: none"> <li>c) Develop ICT models, frameworks, and hypotheses to discover relationships between research variables.</li> <li>d) Employ suitable research methodologies to guide data collection, execution and analysis methods for the study.</li> <li>e) Integrate ethical principles related to the design of R&amp;D solutions.</li> <li>f) Present research findings to influence and guide key stakeholders.</li> </ul>
<b>Submission</b>	Research Proposal: Due by 11:55 pm AEST/AEDT Sunday end of Module 12 (Week 12) Presentation will be delivered in class in Week 12
<b>Weighting</b>	40%.
<b>Total Marks</b>	100 marks.

## Task Summary

This task is an individual assessment and accounts for 40% of your overall grade. It is designed to provide the direction of your future research project. You are required to develop the research proposal based on the research problem and question(s) formulated in Assessment Task 1 and the methodology and research tools determined in Assessment Task 2.

Ensure that you take into consideration the University ethos “Here for Good” in your research. approach. Please refer to the Task Instructions section below for details on how to complete this task.

## Context

This assessment task, a Research Proposal and Presentation, is the final assessment task for this subject. This assessment requires you to prepare a report and presentation that outlines your proposed research project.

The Research Proposal and Presentation should prepare you to produce clear specifications regarding the what, when, where, why and how of your research project.

## Task Instructions

This assessment task consists of two parts:

### 1. Research Proposal Presentation

Create and present a 5–7-minute presentation in either PowerPoint or as a PDF containing the following information:

- **Title** slide
  - Include your name and student number along with the Title of the Project Proposal (retrieved from Assessment task 1 and redrafted based on the feedback of your learning facilitator).
- **Introduction**
  - Research problem statement.
  - Research questions (retrieved from Assessment 1 and redrafted based on the feedback of your learning facilitator).
  - Aims and objectives.
- **Positioning the work in the field** (Findings from the critical Literature review)
  - Use figures which includes tables, charts, graphs, infographics, etc. rather than words.
  - Bullet points.
- **Proposed Methodology**
  - Use diagrams and examples of data visualisation to show your approach.
- **Methods**
  - Show examples of your research instrument/tools (e.g., a sample of the survey questions used).
  - Outline any ethical issues that may arise and how you plan to overcome them.
- **Tentative conclusion**
  - Show how your proposed methodology will answer the research questions.
- **Timeline**
  - Both the report and the presentation should include a timeline (which assumes a 12-week production cycle) showing a breakdown of the tasks involved and when they should be completed. A Gantt chart would be an appropriate tool to use for this section.
- **References** (no need to talk about the references, just show the slide). Remember to follow APA style guidelines.

Submit your Presentation slides in the Assessment area in Blackboard by the due date.

## 2. Research Proposal Report

The Report that forms part of this assessment task should contain the following sections:

- **Title:** Usually a single, concise sentence that accurately reflects the topic of the proposed research.
- **Introduction:** Provides the background and context for the proposed research. It includes the:
  - o research questions
  - o aims and objectives, and
  - o hypothesis.

The introduction should also address how the research project addresses the University ethos “Here for Good”. The introduction should be 1-2 paragraphs in length.

- **Literature Review** using the resources you identified in Assessment task 1, write a literature review that situates your research project in the existing field. Outline the larger context for the research. Determine what research gap your project fills. Feel free to include any/all of the following:
  - o Conceptual diagrams.
  - o Flow charts.
  - o Interface research.
  - o Code snippets or pattern.

Ensure that you use APA style in-text referencing throughout your report. Your literature review should be 1,000-1,500 words long.

- **Methodology and Methods**

Outline which research methodology (e.g., qualitative, quantitative or mixed methods) will be used for your research project. Describe which methods you intend to use. Outline the software design. Relate the methodologies and methods to the research question(s) – which methods are being used to address the research question(s)? What tools/research instruments are you planning on using?

How do you plan on triangulating your data? What ethical issues need to be taken into consideration? How has ethics influenced the development of your research tools?

Feel free to include any/all of the following:

- o Conceptual diagrams.
- o Flow charts.
- o Interface research.
- o Code snippets or patterns.

For this section, you will need to REWRITE and edit the work that you submitted for the previous assessment task. DO NOT SELF-PLAGIARISE.

- **Conclusion**

A one paragraph summary of the research proposal linking research questions with proposed methodology.

- **Proposed Timeline** (assuming 12 weeks duration) outlining major deliverables. Gantt chart is recommended.

- **Referencing**

It is essential that you use appropriate APA style for citing and referencing sources

used in your research. Please see more information on reference here:  
[http://library.laureate.net.au/research\\_skills/referencing](http://library.laureate.net.au/research_skills/referencing)

- **Appendices**

Appendices contain any tools/research instruments that you have developed. Please use different appendices (e.g., Appendix A, Appendix B) for different instruments. Appendices do NOT count towards your word count.

## **Submission Instructions**

The Research Proposal Presentation slides can be submitted as PowerPoint slides or as a PDF. The Research Proposal Report and Presentation slides will be submitted via the Assessment link in the main navigation menu in **REM502 Research Methodologies**. The Learning Facilitator will provide feedback via the Grade Centre in the Blackboard Learning Management System. Feedback can be viewed in My Grades.

The presentation will take place during the normal class time in Week 12 (Module 12) or the students may submit the link to the pre-recorded presentation in one of the appendices of the final report.

## **Academic Integrity Declaration**

I declare that except where I have referenced, the work I am submitting for this assessment task is my own work. I have read and am aware of Torrens University Australia Academic Integrity Policy and Procedure viewable online at <http://www.torrens.edu.au/policies-and-forms>.

I am aware that I need to keep a copy of all submitted material and their drafts, and I will do so accordingly.

## Assessment Rubric

Assessment Attributes	Fail (Yet to achieve minimum standard) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75-84%	High Distinction (Exceptional) 85-100%
<i>Abstract</i>  <b>Percentage of this criterion = 5%</b>	Is missing or the description is not relevant to the topic and would require major revisions.	Describes a somewhat novel topic and is lacking in clarity, rationale or significance. It is somewhat clear and needs several revisions.	Describes a novel approach, method, or concept but provides only a partial description of rationale and significance. Vaguely suggests the implications of the findings. Some sections of the abstract require minor modifications.	Describes novel approaches, methods and /or concepts and provides a good, complete description of rationale and significance. Suggests the implications/applications of the findings. All sections of the abstract describe the project and are well-written.	Precisely describes novel approaches, methods and /or concepts and provides an excellent, complete description of rationale and significance. Suggests the implications/applications of the findings. All sections of the abstract clearly describe the project and are exceptionally well-written.
<i>Introduction</i>  <b>Percentage of this criterion = 5%</b>	Background information on the topic is missing.  The purpose of the proposal is unclear.  The aims and objectives need major revisions to reflect the research questions.  Structure of the	Provides the reader with a background information on the topic.  The purpose of the proposal is clearly presented.  The aims and objectives need minor revisions to reflect the research questions that are loosely derived from the research gaps.  Structure of the report	Provides the reader with a good background information on the topic.  The purpose of the proposal is clearly presented.  The revised aims and objectives somewhat reflect the research questions that are derived from the research gaps.	Provides the reader with very good background information on the topic.  The purpose of the proposal is very well presented.  The revised aims and objectives reflect the research questions that are derived from the research gaps.  Structure of the report is	Provides the reader with excellent background information on the topic.  The purpose of the proposal is expertly presented.  The revised aims and objectives reflect the research questions that are derived from the research gaps.

	report is missing.	is somewhat outlined.	Structure of the report is generally outlined.	mostly outlined.	Structure of the report is completely outlined.
<i>Literature Review</i>  <b>Percentage of this criterion = 5%</b>	The literature review does not situate the research proposal in the existing field. It does not state the research gap that the proposal aims to address.	The literature review loosely situates the research proposal in the existing field. Weakly states the research gap that the proposal aims to address.	The literature review situates the research proposal in the existing field. It states the research gap that the proposal aims to address in a satisfactory manner.	The literature review proficiently situates the research proposal in the existing field. It clearly states the research gap that the proposal aims to address.	The literature review skillfully situates the research proposal in the existing field. It clearly and expertly states the research gap that the proposal aims to address.
<i>Methodology and Methods</i>  <b>Percentage of this criterion = 20%</b>	Has not identified appropriate research methodologies or methods. Justification for the proposed methodology is not provided.	Has identified appropriate methodologies and methods but has limited understanding of methodological approach. Justification for the proposed methodology is provided but basic. Research tools developed are appropriate to the methodologies but need major redrafting and are not fully related to research questions.	Has identified appropriate methodologies and methods and demonstrates good understanding of both.  Good justification for the proposed methodology is provided.  Research tools developed are appropriate to the methodologies but could be further refined and better related to research questions.	Has identified appropriate methodologies and methods and demonstrates very good understanding of both.  Very good justification for the proposed research methodology is provided.  Research tools developed are appropriate to the methodologies and clearly related to research questions.	Has identified appropriate methodologies and methods and demonstrates excellent understanding of both.  Thorough justification for the proposed research methodology is provided. Research tools are fully developed and tested ,are appropriate to the research methodologies, and clearly related to research questions.

<i>Conclusion</i>  <b>Percentage of this criterion = 10%</b>	Conclusion does not address how methodology resolves the research question.	Conclusion addresses how methodology resolves the research question in a basic manner.	Conclusion clearly addresses how methodology resolves the research question.	Conclusion fully addresses how methodology resolves the research question.	Conclusion expertly addresses how methodology resolves the research question.
<i>Proposed timeline</i>  <b>Percentage of this criterion = 5%</b>	Missing proposed timeline.	Proposed timeline is included for some of the events. A project management tool such as Gantt Chart or equivalent has not been used.	Complete proposed timeline is included for most of the events without any overlaps.  A project management tool such as Gantt Chart or equivalent that illustrates work completed over a period of time planned for the work used somewhat effectively.	Complete proposed timeline spread over uniformly is included for each event with some overlaps.  A project management tool such as Gantt Chart or equivalent that illustrates work completed over a period of time planned for the work used most effectively.	An accurate, complete proposed timeline spread over uniformly is included for each event with efficient overlaps.  A project management tool such as Gantt Chart or other equivalent tool that illustrates work completed over a period of time planned for the work used very effectively.

Assessment Attributes	Fail (Yet to achieve minimum standard) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75-84%	High Distinction (Exceptional) 85-100%
<i>Effective Communication (Written)</i>  <b>Percentage of this criterion = 20%</b>	<p>Presents information which is not clearly organised or easy to follow.</p> <p>Meaning is repeatedly obscured by errors in the in the communication of ideas, including errors in structure and logical sequence, that render information, arguments and evidence unclear and illogical. Specialised language and terminology are rarely or inaccurately employed.</p> <p>Many errors in spelling, grammar, and/or punctuation.</p>	<p>Communicates in a mostly readable manner that largely adheres to the given format.</p> <p>Meaning is sometimes difficult to follow. Information, arguments and evidence are structured and sequenced in a way that is not always clear and logical.</p> <p>Generally employs specialised language and terminology with accuracy.</p> <p>Some errors in spelling, grammar and/or punctuation.</p>	<p>Communicates in a coherent and readable manner that adheres to the given format.</p> <p>Meaning is mostly fairly to follow. Information, arguments and evidence are well structured and sequenced in a way that is clear and logical.</p> <p>Accurately employs specialised language and terminology.</p> <p>Occasional minor errors present in spelling, grammar and/or punctuation.</p>	<p>Communicates coherently and concisely in a manner that adheres to the given format.</p> <p>Meaning is mostly easy to follow. Information, arguments and evidence are structured and sequenced in a way that is, clear, logical and persuasive.</p> <p>Accurately employs a wide range of specialised language and terminology.</p> <p>Occasional minor errors in spelling, grammar and/or punctuation.</p>	<p>Communicates eloquently.</p> <p>Meaning is expressed coherently, concisely and creatively within the given format.</p> <p>Discerningly selects and precisely employs a wide range of specialised language and terminology.</p> <p>Spelling, grammar and punctuation are free from errors.</p>
<i>Visual aids and delivery</i>  <b>Percentage of this criterion = 25%</b>	<p>Presentation slides contain errors of fact, spelling and grammatical errors and are poorly designed.</p> <p>The elements</p>	<p>Presentation slides contain some spelling and grammatical errors and need improvement in design.</p> <p>The elements noted</p>	<p>Presentation slides contain few spelling and grammatical errors and are well designed.</p> <p>The elements noted in the task</p>	<p>Presentation slides contain almost no spelling and grammatical errors and are very well designed.</p> <p>The elements noted</p>	<p>Presentation slides contain no spelling and grammatical errors and are extremely well designed.</p> <p>The elements noted</p>



	noted in the task outline are missing or not addressed.	in the task outline are not fully addressed.	outline are addressed.	in the task outline are expertly addressed.	in the task outline are addressed to an outstanding level.
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Assessment Attributes	Fail (Yet to achieve minimum standard) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75-84%	High Distinction (Exceptional) 85-100%
	Presentation does not appear to have been rehearsed.	The presentation does not appear to have been well rehearsed.	The presentation appears to have been rehearsed.	The presentation appears to have been very well rehearsed.	The presentation appears to have been extremely well rehearsed.
<i>Correct citation of key resources and evidence</i>  <b>Percentage of this criterion = 5%</b>	Demonstrates inconsistent use of credible and relevant sources to support and develop ideas. Shows no evidence of scope within the organisation for sourcing evidence.  Citation and referencing are omitted or do not follow APA guidelines for most in-text citations and/or reference list entries.	Demonstrates use of credible and relevant sources to support and develop some ideas. Shows evidence of little scope within the organisation for sourcing evidence.  Most in-text citations and/or reference list entries follow APA guidelines. Some errors are present.	Demonstrates use of credible and relevant sources to support and develop most ideas. Shows evidence of adequate scope within the organisation for sourcing evidence.  Almost all in-text citations and reference list entries follow APA guidelines; only a few citations and referencing errors are present.	Demonstrates use of credible and relevant sources to support and develop almost all ideas. Shows evidence of very good scope within and outside of the organisation for sourcing evidence. Almost all in-text citations and reference list entries follow APA guidelines; only one or two citation and referencing errors.	Demonstrates use of credible and relevant sources to support and develop all ideas. Shows evidence of excellent scope within and outside of the organisation for sourcing evidence. All in-text citations and reference list entries follow APA guidelines; no citation or referencing errors.

**The following Subject Learning Outcomes  
are addressed in this assessment task**

SLO c)	Develop ICT models, frameworks, and hypotheses to discover relationships between research variables.
SLO d)	Employ suitable research methodologies to guide data collection, execution and analysis methods for the study.
SLO e)	Integrate ethical principles related to the design of R&D solutions.
SLO f)	Present research findings to influence and guide key stakeholders.