



# PSYO944

## Research Proposal

S1 Day 2016

*Department of Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Mark Wiggins <a href="mailto:mark.wiggins@mq.edu.au">mark.wiggins@mq.edu.au</a>
Credit points 8
Prerequisites Admission to DOrgPsych or MOrgPsych
Corequisites
Co-badged status
Unit description This unit is designed to investigate and discuss theoretical, conceptual and methodological issues, finalise project measures and procedures, and complete a research proposal, literature review, and an application for ethics approval to conduct empirical research.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The principles of academic writing.

Specific skill outcomes: • Prepare a research ethics application; • Develop a research proposal; • Develop a coherent and comprehensive literature review; and Present a research proposal for discussion.

Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Ethics Application</a>	30%	10 May 2016
<a href="#">Thesis Presentation</a>	20%	27 May 2016
<a href="#">Research Proposal</a>	50%	29 May 2016
<a href="#">Attendance</a>	0%	1 April 2016, 27 May 2016

### Ethics Application

Due: **10 May 2016**

Weighting: **30%**

Description: Competence in professional ethics includes understanding how legal and ethical principles apply to data collection. This task involves the completion of the Research Ethics Application Form (human ethics) available from: [http://www.research.mq.edu.au/researchers/ethics/human\\_ethics](http://www.research.mq.edu.au/researchers/ethics/human_ethics). Be aware that if some project details are unclear or subject to change, this can be flagged in an application, and amendments can be submitted to a full application whether or not it was originally accepted.

Requirements: Students undertaking research must be compliant with ethical procedures, and must have their plans evaluated by a designated ethics committee. As this process can be slow, students are expected to begin preparing their ethics application early in Semester 1. This exercise requires the submission of three documents:

Part 1: Application. You must submit

- One PDF copy of submitted ethics application
- One PDF copy of an email from the ethics committee indicating the application has been received

Part 2: Approval. You must submit

- One PDF copy of an email from the ethics committee confirming the application has been approved

If any document cannot be provided by the due dates (e.g. the application is incomplete, or no receipt email has been received, or the application has not been approved), you must notify the unit convenor before the due date.

Standards: Applications are evaluated by the appropriate university research committee.

Feedback: Feedback will be provided by the appropriate university research committee.

On successful completion you will be able to:

- Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The

principles of academic writing.

- Specific skill outcomes: • Prepare a research ethics application; • Develop a research proposal; • Develop a coherent and comprehensive literature review; and Present a research proposal for discussion.
- Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

## Thesis Presentation

Due: **27 May 2016**

Weighting: **20%**

Description: Researchers have to be able to communicate their work to others, and not just in writing. This task is based on the PhD student competition called the three minute thesis (3MT). Founded by UQ in 2008, 3MT has become an international event that promotes good oral communication of student research. This assessment task therefore, involves students giving a short, prepared presentation that captures the essence of their research projects.

Requirements: Students have three minutes to formally present the most important aspects of the background, design, and contribution of their research projects.

Rules include: • A single static PowerPoint slide is permitted. No slide transitions, animations or 'movement' of any description are allowed. The slide is to be presented from the beginning of the oration. • No additional electronic media (e.g. sound and video files) are permitted. • No additional props (e.g. costumes, musical instruments, equipment) permitted. • Presenters will be cut off at the 3 minute mark. Try to finish in under 3 minutes. • Presentations are to be spoken word (e.g., no poems, raps or songs). • Presentations are to commence from the stage/podium area. • Presentations are considered to have commenced when a presenter starts their presentation through either movement or speech.

Standards: Presentations are evaluated against two criteria.

Comprehension & Content: • Did the presentation provide an understanding of the background to the research question being addressed and its significance? • Did the presentation follow a clear and logical sequence? • Were the thesis topic and research significance communicated in language appropriate to a non-specialist audience? • Did the speaker avoid scientific jargon, explain terminology and provide adequate background information to illustrate points? • Did the presenter spend adequate time on each element of their presentation - or did they elaborate for too long on one aspect or was the presentation rushed?

Engagement & Communication: • Did the oration make the audience want to know more? • Was the presenter careful not to trivialise or generalise their research? • Did the presenter convey enthusiasm for their research? • Did the presenter capture and maintain their audience's attention? • Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance? • Did the PPT slide enhance the presentation? Was it clear, legible, and concise?

Feedback: Feedback will be provided on the day of presentations.

On successful completion you will be able to:

- Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The principles of academic writing.
- Specific skill outcomes: • Prepare a research ethics application; • Develop a research proposal; • Develop a coherent and comprehensive literature review; and Present a research proposal for discussion.
- Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

## Research Proposal

Due: **29 May 2016**

Weighting: **50%**

Description: This assessment task involves the development of a research proposal for an industry audience. Researchers must be able to plan how to manage and execute their research projects. Beyond this, research competency includes the ability to understand the scope and context of a research question, how a research study contributes to the literature, and what potential the findings have to influence practice. Researchers must be able to persuade others of the importance of their work, given the resource and opportunity costs associated with research projects.

Requirements: The proposal would generally include a background, research question, brief literature review, proposed methodology, proposed analysis, expected outcomes, timeline, and estimates of the costs involved. You are encouraged to discuss the structure of your proposal with your supervisor, in case elements need to be tailored to your specific industrial or organisational setting.

Standards: Proposals are evaluated in terms of understanding, clarity, and completeness in relation to: clarity and logic of the background, research question, and brief literature review; proposed methodology; proposed analysis and analysis rationale; expected outcomes; and timeline and cost estimates. Importantly, proposals are expected to be written for an industry audience familiar with the research process.

Feedback: Feedback will be provided within two weeks of the due date (on-time submissions only).

On successful completion you will be able to:

- Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The

principles of academic writing.

- Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

## Attendance

Due: **1 April 2016, 27 May 2016**

Weighting: **0%**

Description/Standards: Students are expected to attend all on-campus classes. Learning objectives and assessment activities are based on the requirement of a minimum 80% class attendance.

Requirements: Students who are absent for more than 20% of classes must submit a Request for Special Consideration form (and Professional Authority if reason is medical, clearly stating the reasons for the absence and/or non-submission). The form is available online. Failure to comply with these requirements may result in automatic failure.

On successful completion you will be able to:

- Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The principles of academic writing.
- Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

## Delivery and Resources

Classes are offered as workshops, beginning at 9.00am and concluding at or before 5.00pm.

Supervisors remain the primary source for domain-specific advice and support for students throughout this unit. Students are expected to meet with their supervisors regularly throughout the semester to ensure the appropriate direction of the research. In practice, the assessments for this unit will have been read and reviewed on a number of occasions by supervisors and therefore, the submissions will be examined from the perspective of quality control. It is assumed that students will have received feedback on a regular basis from their supervisors throughout the semester.

## Unit Schedule

The Unit Schedule is Available on iLearn

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Specific skill outcomes: • Prepare a research ethics application; • Develop a research proposal; • Develop a coherent and comprehensive literature review; and Present a research proposal for discussion.
- Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

#### Assessment task

- Research Proposal

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcome

- Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The principles of academic writing.



## Assessment tasks

- Ethics Application
- Thesis Presentation
- Research Proposal
- Attendance

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The principles of academic writing.
- Specific skill outcomes: • Prepare a research ethics application; • Develop a research proposal; • Develop a coherent and comprehensive literature review; and Present a research proposal for discussion.
- Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

## Assessment tasks

- Ethics Application
- Thesis Presentation
- Research Proposal
- Attendance

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The principles of academic writing.
- Specific skill outcomes: • Prepare a research ethics application; • Develop a research proposal; • Develop a coherent and comprehensive literature review; and Present a research proposal for discussion.
- Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

## Assessment tasks

- Thesis Presentation
- Research Proposal
- Attendance

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The principles of academic writing.
- Specific skill outcomes: • Prepare a research ethics application; • Develop a research proposal; • Develop a coherent and comprehensive literature review; and Present a research proposal for discussion.
- Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

## Assessment tasks

- Ethics Application
- Thesis Presentation

- Research Proposal

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Knowledge outcomes: • The role of ethics in research; • The different research paradigms in organisational psychology; • The distinction between descriptive and experimental research; • The opportunities and constraints in data analysis; and The principles of academic writing.
- Specific skill outcomes: • Prepare a research ethics application; • Develop a research proposal; • Develop a coherent and comprehensive literature review; and Present a research proposal for discussion.
- Generic skill outcomes: • Academic literacy; • Creative thinking and problem-solving skills; • Interpersonal and team skills; • Communication skills; and Critical analysis skills.

### Assessment tasks

- Ethics Application
- Attendance

## Changes since First Published

Date	Description
21/02/2016	I confused the unit numbers in the previous submission.