

# DG400 Advanced Research Methodology - Written Research Project

## Evaluation based on RSD Marking Rubric

**Learning objectives:** to design and conduct *independent, field-based* research

- develop a research question/s
- identify research methods best suited for investigating different research questions
- collect the information
- analyse the information
- report (in written form) on the results and findings

**Coursework Weighting:** 30%

**Page Limit:** up to 6,000 words (no less than 5,000)

**Date Due:** Week 12

**Submission Guidelines:** Submit your assignment to the Drop box 4 on Moodle.

Students are expected to conduct field-based research to investigate the research question/problem stated in their proposal. Empirical research is part of this project in which students must undertake fieldwork by using quantitative and/or qualitative methods for primary data collection (i.e. structured questionnaires, interviews, focus groups, archival research, etc.). Students' final submission should demonstrate evidence of field observation and primary data collection as well as analysis and interpretation of the information gathered for the project. Fieldwork material should be integrated with the scholarly literature and appropriate theoretical concepts with the aim to provide a relevant and concise research paper.

**The final paper must include:**

- I. **Introduction** - describes the general topic, the purpose and rationale of the research. Here the *research question* must be clearly and concisely stated.

In this section the student **should:**

- show her/his ability to embark upon an inquiry by deciding upon a relevant research question/s.
- clarify why it is relevant to investigate this specific research question (rationale for the research).
- briefly illustrate what to expect in the body of the paper and how this relates to your essay question.
- briefly mention research methodology and method/s to be used and rationale for their use

**This section is assessed under the RSD Criteria for Evaluation 1**

- II. **Literature Review section** - shows student's ability to situate her/his own research within the scholarly literature on the topic.

In this section the student **should:**

- show not only that he/she has engaged in extensive reading but also that she/he has understood and is able to analyse those readings

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- ask questions to the readings: “How is my research fitting into the existing knowledge on the topic?” “What is the contribution that my research can bring to the existing research on the topic?”

- include definition/s of key terms/concepts (if needed) and clearly illustrate the theoretical framework for the research

**This section is assessed under the RSD Criteria for Evaluation 2 and 3**

III. **Methods section**

In this section the student **should:**

- illustrates the methodological approach for the research
- describe and discuss sampling method/s and how primary data was collected
- discuss the rationale for the method/s used
- discuss method/s for data analysis

**This section is assessed under the RSD Criteria for Evaluation 4**

IV. **Findings and discussion section** - illustrates and discusses findings of the research based on the primary data collected.

In this section the student **should:**

- present primary findings in an analytical form rather than just as raw data
- link her/his analysis back to the literature as well as to the theory and general argument.

**This section is assessed under the RSD Criteria for Evaluation 5 and 6**

V. **Conclusion** - summarizes the key message/s of the research and may suggest further research questions or potential recommendations.

In this section the student **should:**

- return to the question stated in the introduction to bring the argument full circle. How does the paper answers the question/s asked in the introduction?
- clarify how do the findings match or contradict the rest of the literature in the field?
- highlight the contribution/s that her/his research brings to existing knowledge

**This section is assessed under the RSD Criteria for Evaluation 5 and 7**

VI. **A list of references**, which lists all of the references used

**This section is assessed under the RSD Criteria for Evaluation 7**

## Marking Rubric based on the RSD framework

Criteria for evaluation	D (40-49%)	C/C+(50-63%)	B/B+(64-77%)	A/A+(78-100%)
<p><b>1. Embark &amp; clarify Introduction and research question</b></p> <p>This first criterion evaluates student's ability to embark upon an inquiry by deciding upon a relevant research question/s. <b>(6%)</b></p>	<p>Inadequate introduction of the topic; inappropriate research question/s. Rationale for the research is missing. Research methodology and method/s are not introduced</p>	<p>Adequate introduction of topic yet the research question/s lack of focus. Rationale for the research is missing or very poorly addressed. Research methodology and method/s are not clearly introduced.</p>	<p>Good introduction of the topic and main ideas; clear research question/s but not a clear explanation of the rationale. Research methodology and method/s are well introduced here.</p>	<p>Clear, focused, engaging and creative introduction of the topic and research question/s with a clear and sharp rationale for research. Clear and concise introduction of the methodology and methods for research and of their rationale.</p>
<p><b>2. Find and generate information (secondary sources) Building the Literature review</b></p> <p>This second criterion evaluates student's ability to select secondary data relevant for your topic <b>(12%)</b></p>	<p>References used to frame the discussion and approach are inappropriate. Uses mainly non-peer-reviewed information</p>	<p>An adequate number of academic references are used to frame the discussion and inform approach but not accurate relevance</p>	<p>Various appropriate references are used to inform the approach to the proposed research; local examples are used but there is lack of lacks wider/global literature to frame the case. Student shows some ability to locate key references.</p>	<p>Several relevant references from a wide range of sources are used to inform approach to proposed project; global/regional/local examples cited to substantiate the argument/s when needed.</p>
<p><b>3. Evaluate &amp; reflect on your Literature Review</b></p> <p>This third criterion evaluates student's ability to evaluate appropriate resources and to situate the research within the identified scholarly literature on the topic <b>(14%)</b></p>	<p>Background literature is minimally surveyed</p>	<p>Background literature is superficially surveyed and consists mainly of an annotated bibliography; poor critical engagement with the readings</p>	<p>Background literature is been suitably examined; some critical engagement with the readings; attempts to situate own research within the identified scholarly literature.</p>	<p>Background literature is broadly examined; engages critically with sources; identifies gaps in the literature and situates well own research within scholarly literature</p>
<p><b>4. Find and generate data – fieldwork</b></p> <p>This fourth criterion evaluates student's capacity to identify and apply an appropriate method of data collection; to select an appropriate sample of respondents.</p>	<p>Lack of understanding of research methods; selected methods have severely limited the project feasibility &amp; final delivery of outcomes.</p>	<p>Selected methods and approach to sampling and data collection have allowed for the collection of scarce information.</p>	<p>Selected methods and approach to sampling and data collection have allowed for the collection of sufficient information.</p>	<p>Selected methods and approach were innovative/creative and highly effective in the collection of rich data and delivery of outcomes</p>

<b>(26%)</b>				
<p><b>5. Analyse &amp; Synthesise</b></p> <p>This criterion evaluates student's capacity to illustrate and discuss research findings in an analytical/critical manner</p> <p><b>(30%)</b></p>	<p>Poor analysis with no critical reflection on the topic; lack of synthesis</p>	<p>Broadly answers the research question/s but mainly reproduces existing knowledge from literature with minimal integration &amp; interpretation. Limited use and integration of knowledge from the course to engage constructively in the analysis</p>	<p>Synthesizes and analyses primary data and answers the research question/s adequately but there is need for further work on:</p> <ul style="list-style-type: none"> <li>- the link with the broader discourse developed in the literature</li> <li>- on the interpretation of the information</li> <li>- on the constructive integration of knowledge from the course</li> </ul>	<p>Answers the research question/s fully and thoroughly. Synthesizes and links findings to the existing literature; engages with the knowledge from the course and constructively integrates it in the analysis; fills identified gaps and develops new perspectives</p>
<p><b>6. Organise and manage</b></p> <p>This criterion evaluates student's capacity to organise the information and to manage the writing process within the guidelines provided. It evaluates the:</p> <ul style="list-style-type: none"> <li>-Organisation and coding of the primary data</li> <li>-Layout of the paper</li> </ul> <p><b>(6%)</b></p>	<ul style="list-style-type: none"> <li>-no evidence of primary data collection and organization in view of the analysis</li> <li>- the layout has minimal degree of compliance with required rules &amp; structure</li> </ul> <p>Little logical structure &amp; organization of ideas: lack of organisation into clearly defined paragraphs; no clear links between sections</p> <ul style="list-style-type: none"> <li>-Does not adheres to essay <u>word length</u> and deadline</li> <li>-<u>Hard-copy</u> includes insufficient evidence of fieldwork</li> </ul> <p><u>Title:</u> not reflecting the content of the paper</p>	<ul style="list-style-type: none"> <li>-some evidence of data coding but only at a descriptive stage</li> <li>- The layout has moderate degree of compliance with required rules and structure but lacks of clear and logical of links between sections</li> </ul> <p>Does not adheres to essay <u>word length</u></p> <p><u>Hard-copy</u> includes adequate evidence of fieldwork</p> <p><u>Title:</u> Generic and misleading</p>	<ul style="list-style-type: none"> <li>-evidence of good organization of the collected data and coding/analysis</li> <li>-the layout complies with most of the required rules and structure but the flow of the discourse appears fragmented at times</li> </ul> <p>Adheres to essay <u>word length</u> and submits essay on time</p> <p><u>Hard-copy</u> includes evidence of fieldwork</p> <p><u>Title:</u> Reflects the content</p>	<ul style="list-style-type: none"> <li>-abundant evidence of organization and analytical coding of the primary data</li> <li>-the layout is fully compliant with the required rules and structure;</li> <li>-links between sections are fully developed; there is an excellent flow of the discourse</li> </ul> <p>Adheres to essay <u>word length</u> and submits essay on time</p> <p><u>Hard-copy</u> includes plentiful evidence of fieldwork</p> <p><u>Title:</u> Reflects the content; appealing/creative</p>
<p><b>7. Communication &amp; presentation of results</b></p> <p>This criterion evaluates the student's capacity to present final research results in a clear and concise style</p> <p><b>(6%)</b></p>	<p>Lack of clarity, poor written expression; Prolixity; Grammatical Errors</p> <p><u>Referencing:</u> Little to no adherence to scholarly conventions of referencing.</p>	<p>Adequate written expression but not always keeps to the point</p> <p><u>Referencing:</u> Adequate adherence to scholarly conventions of referencing.</p>	<p>Developed skills in written expression. Clarity &amp; succinctness</p> <p><u>Referencing:</u> Adherence to scholarly conventions of referencing.</p>	<p>Highly developed skills in written expression; very clear articulation of ideas &amp; succinctness</p> <p><u>Referencing:</u> Consistent adherence to scholarly conventions of referencing.</p>

