

## Proposal

**Unit Title:** Proposal

### Purpose:

- To study and present the various designs and methods accepted in the larger research community.
- To engage in Safe and Ethical research practices
- To compose a Proposal for an Academic Inquiry

[Resources Link](#)

## Target Standards (Essential Knowledge)

**1.4B1:** Methods for data collection, analysis, innovation, and/or interpretation should be aligned with the research question/project goal.

**1.4B2:** Methods of inquiry may include research methods or artistic processes.

**1.4B5:** Based on the research question or project goal, methods of data or information collection may be qualitative; may be quantitative; or could include a combination of both qualitative and quantitative

**1.4B7:** Scholars identify reasons for choosing a sample of information, a population, or artifacts and understand the limits of the inferences or conclusions made based on the sample chosen.

**1.4B10:** Scholars can combine qualitative and quantitative data/information to triangulate and corroborate trends, patterns, correlations, and/or theme

**1.4C1:** Scholars carefully plan methods of inquiry, analysis, and other feasible research activities taking into account deadlines, priorities, risks, setbacks, and the availability of others.

**1.4C2:** Scholars learn that setbacks are inevitable; they need to focus on the essential goals of the inquiry or project and be prepared to try alternate approaches or look to other disciplines in order to achieve them.

**1.4D1:** Scholars have ethical and moral responsibilities when they conduct research.

**1.4D2:** There are laws, rules, and guidelines that govern the conduct of researchers, in particular when studies involve humans and animals. Accordingly, scholars gain approval to conduct research with humans through an institutional review board (IRB).

**4.5A1:** When making choices and proposing solutions, the advantages and disadvantages of the options should be weighed against the goal within its context.

**5.1A1[R]:** Inquiries result in conclusions that can be presented in different formats and that typically have the following elements: Method, process, or

## AP Research: Unit of Study 2 | 2024

approach: explains and provides justification for the chosen method, process, or approach

**5.1F1:** Scholars effectively articulate the rationale for inquiry choices in relation to the completed work.

**5.3A3:** Scholars are mindful of the rationale behind the chosen method for data collection, information gathering, analysis, production, and presentation.

| Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Content Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Students will...</p> <ul style="list-style-type: none"> <li>● study and present the various designs and methods accepted in the larger research community.</li> <li>● study the various ethics issues in research.</li> <li>● study the various concerns regarding validity.</li> <li>● organize their own research design and method in an outline.</li> <li>● compose the method procedure of their academic paper.</li> <li>● develop the appendices of their academic paper to outline the artifacts that they plan to use during the application of their research.</li> <li>● gain knowledge regarding the importance of the IRB and how this will alter their research plans.</li> <li>● complete their Inquiry Proposal Form required by the College Board.</li> </ul> | <p><b><u>Key Texts:</u></b></p> <ul style="list-style-type: none"> <li>● <i>AP Research Course and Exam Description</i></li> <li>● Booth, W. C., Colomb, G. G., &amp; Williams, J. M. (2008). <i>The Craft of Research</i>. Chicago: University of Chicago Press.</li> <li>● Graff, G., &amp; Birkenstein, C. (2010). <i>They say / I say: The moves that matter in academic writing</i>: Norton.</li> <li>● Greene, S., &amp; Lidinsky, A. (2016). <i>From Inquiry to Academic Writing: A Text and Reader</i>: Bedford/St. Martin's.</li> <li>● Various academic papers (philosophical texts, writing guides, peer-review articles) for specific lessons.</li> <li>● Some student research will be directed to /accomplished in EBSCOhost.</li> </ul> |
| Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>● How does my research question shape how I go about trying to answer it?</li> <li>● How do I keep my study ethical and valid while conducting research and/or gathering data?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Target Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>● Explore/Explain/Create</li> <li>● Design</li> <li>● Method</li> <li>● Triangulation</li> <li>● Quantitative</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

- Qualitative
- Feasibility
- Ethics
- Validity
- Nonmaleficence
- Debriefing
- Dehoaxing
- Informed Consent
- Justification
- Participants
- Subjects
- Ethical Considerations
- Instruments
- Procedure
- Procedure
- Instruments
- Appendix
- Artifacts
- Institutional Review Board (IRB)
- Debriefing
- Informed Consent
- Waiver

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**Instructional Planning and Delivery**

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| <p><b><u>Beginning of Unit Teaching and Learning Strategies</u></b></p> <ul style="list-style-type: none"> <li>● Discipline Cadre Revision of Literature Review</li> </ul> <p><b>Research Methodology</b></p> <ul style="list-style-type: none"> <li>● Correlating the Research Question with Design</li> <li>● Primary and Secondary</li> <li>● Explore, Explain, and Create</li> </ul> <p><b>Design Introduction and Application</b></p> <ul style="list-style-type: none"> <li>● Design is the umbrella term to focus a research project into a broad vein of study. This leads to the method chosen as some methods are unacceptable based on a particular design.</li> </ul> <p><b>Method Introduction and Application</b></p> <ul style="list-style-type: none"> <li>● Methods are the direct ways in which researchers will collect data. These methods need to correlate within the field of study, research question, and research design. Students should defend their choice of method within their academic paper and their oral presentation.</li> </ul> | <p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Discipline Cadre Revision of Literature Review</li> <li>● Selection of Design, Method, and Instruments</li> <li>● Workbook Lessons</li> <li>● PREP Reflections</li> </ul> |
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| <p><b><u>Middle of Unit Teaching and Learning Strategies</u></b></p> <p><b>Instruments Introduction and Application</b></p> <ul style="list-style-type: none"> <li>Quantitative and Qualitative Data</li> <li>Triangulation</li> </ul> <p><b>Research Ethics and Validity</b></p> <ul style="list-style-type: none"> <li>Students are instructed to build a presentation that describes research ethics and/or validity</li> </ul> <p><b>Research Ethics in Primary and Secondary Research</b></p> <ul style="list-style-type: none"> <li>Ethics could include: Research Misconduct, Treatment of Participants, Ethical Dilemmas, Ethical Guidelines, Benefice and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People’s Rights and Dignity, Institutional Approval, Informed Consent, Dispensing Informed Consent, Deception, Debriefing, Confidentiality, Nonhuman Research</li> </ul> <p><b>Research Validity in Primary and Secondary Research</b></p> <ul style="list-style-type: none"> <li>Validity should include: Internal Validity, External Validity, Construct</li> </ul> | <p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li>Method Outline</li> <li>PREP Reflections</li> </ul>                                                                 |
| <p><b><u>End of Unit Teaching and Learning Strategies</u></b></p> <p><b>Components of Methods Presentations</b></p> <ul style="list-style-type: none"> <li>Overall Research Design with Justification (81, Leedy/Ormrod)</li> <li>Method of Research (Specific ways of collecting data)</li> <li>Description of Participants/Subjects</li> <li>Ethical Considerations (if needed)</li> <li>Description of Instruments (Detailed)... Validity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li>Method Appendices (Procedure and Instruments)</li> <li>IRB Submission Document</li> <li>PREP Reflections</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Procedure (Others must be able to reproduce the experiment)...Step-by-step guide</li> </ul> <p><b>Method Outline</b></p> <ul style="list-style-type: none"> <li>• Individuals build an outline of their method component</li> </ul> <p><b>Composition of Method Procedure</b></p> <ul style="list-style-type: none"> <li>• Students create the steps needed to gather data</li> </ul> <p><b>Composition of Method Instruments</b></p> <ul style="list-style-type: none"> <li>• Artifacts that will bolster the research process             <ul style="list-style-type: none"> <li>○ (i.e. surveys, interview questions, quant/qual data tables, etc.)</li> </ul> </li> </ul> <p><b>IRB/Inquiry Proposal Inquiry Submission Writing</b></p> <ul style="list-style-type: none"> <li>• Students work on IRB submission</li> </ul> <p><b>IRB/Inquiry Proposal Inquiry Submission Writing</b></p> <ul style="list-style-type: none"> <li>• Students conduct peer reviews of IRB submission</li> <li>• Students use peer reviews to make corrections</li> </ul> <p><b>IRB/Inquiry Proposal Inquiry Submission Writing</b></p> <ul style="list-style-type: none"> <li>• Students complete IRB submission and enter into Google Drive</li> </ul> <p><b>Proposal Form Signing Day!</b></p> <ul style="list-style-type: none"> <li>• Students submit a Proposal for an Academic Inquiry to the building principal</li> </ul> |  |
| Summative Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Academic Paper: Proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

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