

Author name and affiliation

Background and Context

- Context of your study
- Significance of the topic

Tips: Consider using short sentences and bullet points. Long paragraphs are hard to read.

Research Purposes & Questions

To investigate how well the new teaching approach was accepted by students and its impact on learning.

Research question 1 (e.g., Student acceptance)

Research question 2 (e.g., Student engagement)

Research question 3 (e.g., Student content learning)

Literature Review/Theoretical Framework

- Theoretical framework
 - Example 1: Backward design
 - Example 2: Multimedia learning theory
- Key findings reported by other researchers in literature
 - Key finding1
 - Key finding2
- Identified gaps in literature, if any
 - Gap 1
 - Gap 2

Program Descriptions

Briefly summarize the program design and components.

Pre-class

- Self-paced online learning
 - Animated videos; games; slides
- Online quiz on Canvas
 - 10 questions; MCQ, short answers

In-class

- Group project and presentation
- Case-based discussion

Assessment

- Quiz, presentation, reflection paper

Research Methods

Research design: Mixed methods design

Participants: Demographic (gender, etc.)

Data collection

- Survey
 - 10 questions: 4-point Likert scale; open-ended
 - Administered in 2018/02; Qualtrics
 - 130 respondents (92% response rate): 70 female; 60 male
- Focus group
 - 6 questions focused on perceived effectiveness /challenges
 - 5 students (2 female; 3 male)

Data analysis

- Quantitative: T-test, regression, chi-square
- Qualitative: Open coding to identify themes
- Compare and contrast quan & qual data

Findings

Findings for RQ 1

- Key findings from quan or qual data.

Findings for RQ 2

- Key findings from quan or qual data.

Findings for RQ 3

- Key findings from quan or qual data.

Tips: Present key patterns and findings in a table and/or graphics as needed.

Discussion and Conclusion

- Implications of your findings
- Limitations of study (e.g., no control group, small sample size)

Future Directions

- Future direction 1 (e.g., use a control group)
- Future direction 2 (e.g., use a larger sample size)