

## SELF-ASSESSMENT TOOL FOR RESEARCH PROPOSAL

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In Social Psychology, “Self-Assessment” is defined as the process of critically observing one’s own self in order to assess important aspects of one’s personality<sup>1</sup>. Self-assessment can be practiced in every field. In Education Psychology, self-assessment refers to the mechanism by which student assesses his/ her own learning, judging their attained knowledge and skill, along with devising ways to improve them<sup>2</sup>. Every assessment, whether conducted by the instructor or the student involves two key aspects: the apprehension about what is considered “good work” i.e., establishing a set criterion and the capability to decide whether the

work done meets that criteria<sup>3</sup>. This can help individuals monitor their work, identify their weakness and strength, come up with ways to improve themselves by overcoming their weaknesses<sup>4</sup>.

There are several ways in which teachers can introduce self-assessment in their students; by orally asking them how they perceive their learning and performance. Student-led three-way conferences in which students present their reflection on leaning to teachers and parents, graphic organisers, and rubrics etc.<sup>4</sup>.

COMPONENT	SUB COMPONENT	EXCEPTIONAL	ADEQUATE	CAN BE IMPROVED	NEEDS TO BE REVISED
<b>Title/ Topic (5%)</b>		<b>5%</b> <b>Title</b> is concise. It accurately indicates the subject and scope of the study. <b>Grammatically</b> correct.	<b>3-4%</b> <b>Title</b> is long. But focuses on the research. <b>Grammatically</b> correct.	<b>2%</b> <b>Title</b> is too long. Contains unnecessary information. <b>Grammatically</b> correct.	<b>0 - 1%</b> <b>Title</b> is too short. Non-specific. Does not make <b>grammatical</b> sense.
<b>Introduction (25%)</b>	<b>Background</b>	<b>5%</b> Identifies specifically the “ <b>need</b> ” for study. Establishes a specific <b>framework</b> for research. Characterizes the exact <b>audience</b> of the research. Describes exactly where the <b>research is headed</b> .	<b>3-4%</b> Identifies the “ <b>need</b> ” for study. Implies a <b>framework</b> for research. Describes the potential <b>audience</b> of research. Gives an idea where the <b>research is headed</b> .	<b>2%</b> Proposes the “ <b>need</b> ” for study. Gives a vague idea about <b>framework</b> for research. Suggests the possible <b>audience</b> of research. Gives a vague indication of where the <b>research is headed</b> .	<b>0 - 1%</b> Does not identify the “ <b>need</b> ” for study. Does not give <b>framework</b> for research. Does not define the <b>audience</b> of research. Does not indicate where the <b>research is headed</b> .
	<b>Literature Review</b>	<b>5%</b> Contains all five components: <b>1. Cites</b> literature relevant to the current research. <b>2. Compares</b> arguments found in literature. What have	<b>3-4%</b> One of the following five components is missing: <b>1. Cites</b> literature relevant to the current research. <b>2. Compares</b> arguments found in	<b>2%</b> Two or three of the following five components are missing: <b>1. Cites</b> literature relevant to the current research. <b>2. Compares</b> arguments found in	<b>0 - 1%</b> Contains only one of the following five components: <b>1. Cites</b> literature relevant to the current research. <b>2. Compares</b> arguments found in

	5%	3-4%	2%	0 - 1%
<p>authors agreed to?</p> <p><b>3. Contrasts</b> arguments found in literature. What have authors disagreed to?</p> <p><b>4. Critiques</b> the given literature intelligently.</p> <p><b>5. Connects</b> literature to the given proposed study and explains the need of research.</p>	<p>literature. What have authors agreed to?</p> <p><b>3. Contrasts</b> arguments found in literature. What have authors disagreed to?</p> <p><b>4. Critiques</b> the given literature intelligently.</p> <p><b>5. Connects</b> literature to the given proposed study and explains the need of research.</p>	<p>literature. What have authors agreed to?</p> <p><b>3. Contrasts</b> arguments found in literature. What have authors disagreed to?</p> <p><b>4. Critiques</b> the given literature intelligently.</p> <p><b>5. Connects</b> literature to the given proposed study and explains the need of research.</p>	<p>literature. What have authors agreed to?</p> <p><b>3. Contrasts</b> arguments found in literature. What have authors disagreed to?</p> <p><b>4. Critiques</b> the given literature intelligently.</p> <p><b>5. Connects</b> literature to the given proposed study and explains the need of research</p>	
<b>Problem Statement</b>	<p>The statement is <b>concise</b> and <b>focussed</b>. It thoroughly explains the <b>gap</b> in the literature. Expresses a focussed <b>rationale</b> of the study and how it will fill the gap. Clearly <b>defines</b> the “Who”, “When”, “Where”, “What” and “Why” of the study.</p>	<p>The statement is <b>long</b> but <b>focussed</b>. It points out a <b>gap</b> in literature but does not explain it. Describes a clear <b>rationale</b> but does not indicate how it will fill the gap in literature.</p>	<p>The statement is <b>long</b> and <b>generic</b>. It describes the potential <b>gap</b> in literature. It gives a generic <b>rationale</b> of the study.</p>	<p>It has any or all of these features: The statement is too <b>long/ short</b> and <b>vague</b>. It does not identify “<b>gap</b>” in the current literature. It does not give the <b>rationale</b> of the study. Does not <b>define</b> the “Who”, “When”, “Where”, “What” and “Why” of the study.</p>
<b>Aims and Objectives</b>	<p><b>General objective</b> is added which gives a clear indication of what this research will achieve. <b>Specific objectives</b> are added which systematically address all aspects of “Problem statement”.</p>	<p><b>General objective</b> is added which gives a broad indication of what this research hopes to achieve. <b>Specific objectives</b> are added which systematically address most aspects of “Problem statement”.</p>	<p><b>General objective</b> is added which is ambiguous. <b>Specific objective</b> is added which collectively address “Problem Statement”.</p>	<p><b>General objective</b> is too broad / beyond the scope of the study. <b>Specific objectives</b> are not added.</p>
<b>Hypothesis</b>	<p>It is a concise and focussed <b>statement</b>. Hypothesis has all the following features: It is stated in <b>declarative</b> form. It specifies expected relationship between <b>variables</b>. It provides explanation for the predicted <b>outcome</b>. It is <b>testable</b>.</p>	<p>It is a specific <b>statement</b>. Hypothesis has four out of these five features: It is stated in <b>declarative</b> form. It specifies expected relationship between <b>variables</b>. It provides explanation for the predicted <b>outcome</b>. It is <b>testable</b>.</p>	<p>It is a generic and long <b>statement</b>. Hypothesis has any three of these five features: It is stated in <b>declarative</b> form. It specifies expected relationship between <b>variables</b>. It provides explanation for the predicted <b>outcome</b>. It is <b>testable</b>. It is consistent with the</p>	<p>It is a vague <b>statement</b> (beyond the scope of current research). It is not stated in <b>declarative</b> form. Hypothesis has any / all of the following features: It does not specify any expected relationship between <b>variables</b>. It does not provide</p>

		5%	3-4%	2%	0 - 1%
		It is consistent with the <b>objectives</b> .	It is consistent with the <b>objectives</b> .	<b>objectives</b> .	any explanation for the predicted <b>outcome</b> . It is not <b>testable</b> . It is not consistent with the <b>objectives</b> of the study.
<b>Research Methodology (35%)</b>	<b>Sample</b>	Provides justification for <b>sample selection</b> , Provides detailed method of <b>sample size</b> determination and <b>sampling procedure</b> .	Provides criteria for <b>sample selection</b> , Provides method of <b>sample size</b> determination and <b>sampling procedure</b> .	Describes the sample but does not provide justification for <b>sample selection</b> . Provides <b>sample size</b> and a brief <b>sampling procedure</b> .	Does not provide justification for <b>sample selection</b> , Does not provide method of <b>sample size</b> determination and <b>sampling procedure</b> .
	<b>Methodology</b>	Defines the specific <b>type of research</b> according to classification; basic or applied, qualitative, quantitative or mixed etc. and justifies reason for choosing it. Provides a detailed description and justification of <b>site</b> , <b>duration</b> and <b>technique</b> of data collection. The selected methodology tests all aspects of <b>hypothesis</b> .	Defines the specific <b>type of research</b> according to classification; basic or applied, qualitative, quantitative or mixed etc. Provides a detailed description of <b>site</b> , <b>duration</b> and <b>technique</b> of data collection. The selected methodology appropriately tests the <b>hypothesis</b> .	Describes the basic <b>type of research</b> ; qualitative or quantitative. Provides a generic description of <b>site</b> , <b>duration</b> and <b>technique</b> of data collection. The selected methodology tests selective parts of the <b>hypothesis</b> .	Does not define the <b>type of research</b> . Provides a vague description of <b>site</b> , <b>duration</b> and <b>technique</b> of data collection. Or does not provide any of these three components. Not suited for testing the current <b>hypothesis</b> .
	<b>Ethical / Legal considerations</b>	Includes all current and future <b>ethical implications</b> and <b>conflicts of interest</b> , which will be presented to the Institutional Review Board for approval.	Includes all current <b>ethical implications</b> and <b>conflicts of interest</b> which will be presented to the Institutional Review Board for approval.	Includes few current <b>ethical implications</b> and <b>conflicts of interest</b> which will be presented to the Institutional Review Board for approval.	<b>Ethical implications</b> and <b>potential conflict of interests</b> are not relevant to the project or they are not declared.
	<b>Statistical Analysis (Data interpretation)</b>	Clearly states and justifies all the procedures, <b>tools</b> and SPSS version that will be used for analysing and synthesizing the collected data and justify reason for selecting that method.	Appropriately states the procedures and <b>tools</b> that will be used for analysing and synthesizing the collected data.	Broadly states the <b>tools</b> that will be used for analysing and synthesizing the collected data.	Poorly describes the <b>tools</b> to be used for data analysis. And / Or Does not describe the procedure to be used for data analysis.

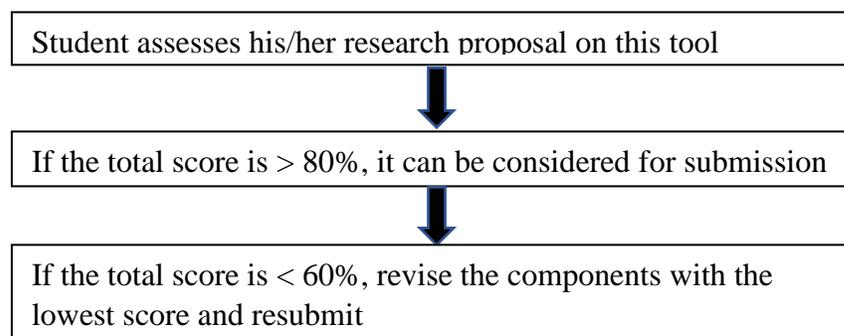
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		5%	3-4%	2%	0 - 1%
	<b>Timeline</b>	Provides a <b>summary</b> of the planned program of work that highlights all significant <b>phases</b> of the project. Identifies <b>potential problems</b> that might occur and ways to surmount them.	Provides a <b>summary</b> of the planned program of work that highlights major <b>phases</b> of the project. Identifies <b>potential problems</b> that might occur.	Provides a broad timeline of major <b>phases</b> of the project. Does not identify <b>potential problems</b> that might occur.	The timeline is impractical. Does not specify the <b>phases</b> of the project.
	<b>Budget estimate</b>	Provides justification and details of the estimated <b>costs</b> and requirements of the project. Costs are <b>reasonable</b> and can easily be <b>verified</b> by both scientific and non-scientific personnel.	Provides details of the estimated <b>costs</b> and requirements of the project. Costs are <b>reasonable</b> and can be <b>verified</b> by scientific experts.	Provides a broad range of estimated <b>cost</b> of all requirements. Budget is too high.	<b>Cost</b> estimate is not provided. OR Estimate is <b>unreasonable</b> and non- <b>verifiable</b> .
	<b>Limitations</b>	Major <b>limitations</b> of current proposal are recognized. <b>Response</b> is provided on how the study addresses each one.	Most major <b>limitations</b> are recognized. <b>Response</b> is provided on how study will address most of them.	Some <b>limitations</b> are recognized. Attempt to <b>respond on</b> how the study addresses them.	<b>Limitations</b> are not adequately addressed. <b>Response</b> is limited or void.
	<b>Conclusion (5%)</b>	The conclusion is <b>focussed</b> . It gives a good <b>recap</b> of the study. It emphasizes why the study is <b>unique</b> . It states the ways in which the study will contribute to further <b>knowledge</b> about the research topic. It highlights all potential <b>implications</b> emerging from the study.	The conclusion is <b>focussed</b> . The conclusion provides brief <b>recap</b> of the study. It emphasizes why the study is <b>unique</b> . It suggests ways in which the study can contribute to further <b>knowledge</b> about the research topic. It contains limited reference to the broader scope and <b>implications</b> of the study.	The conclusion is <b>generic</b> . It only provides brief <b>recap</b> of the current study. It does not emphasize why the study is <b>unique</b> . It does not state the ways in which the study will contribute to further <b>knowledge</b> about the research topic. It does not highlight <b>implications</b> of the study.	Conclusion is <b>vague</b> . It does not completely provide the <b>recap</b> of the study. It does not emphasize why the study is <b>unique</b> . It does not state the ways in which the study will contribute to further <b>knowledge</b> about the research topic. It does not highlight <b>implications</b> of the study.
<b>References (10%)</b>	<b>In text citations</b>	Citations are intrusive and appropriately placed after every new information (text-source integrity). Written in correct <b>format</b> .	Information is cited but citations are awkwardly placed (too many citations). Written in correct <b>format</b> .	All relevant information is not cited (very few citations). Written in correct <b>format</b> .	Draft contains any or all of these features: In text citations are missing. Written in incorrect <b>format</b> .

Reference list	5%	3-4%	2%	0 - 1%
	List is <b>relevant</b> . List is broad enough to support the introduction. Written in correct <b>format</b> .	List is <b>relevant</b> . But contains limited number of articles. Written in correct <b>format</b> .	List is <b>relevant</b> . But contains insignificant articles. Written in correct <b>format</b> .	Draft contains any or all of these features: List is <b>irrelevant</b> . List has inadequate number of articles. Written in incorrect <b>format</b> .
Manuscript Write-up (20%)	20%	12-16%	8%	0-4%
	<b>Title page</b> is written in correct APA format. Effective <b>transitions</b> are used. Draft has a professional <b>format</b> . Draft is <b>concise</b> , to the point, without repetition. Free of <b>spelling</b> and <b>grammatical</b> errors. <b>Plagiarism</b> is less than 10%.	<b>Title page</b> approximates APA format. Basic <b>transitions</b> are used. Draft has a structured <b>format</b> . Draft has appropriate word <b>length</b> . Minimal <b>spelling</b> and <b>grammatical</b> errors. <b>Plagiarism</b> is less than 15%.	<b>Title page</b> deviates from APA format. Inadequate <b>transitions</b> . Draft has a rambling <b>format</b> . Too <b>lengthy</b> draft filled with unnecessary information. <b>Spelling</b> and <b>grammatical</b> errors are noticeable. <b>Plagiarism</b> is between 15 and 40%.	<b>Title page</b> is not written in correct format. Draft contains any or all of these features: Contents of draft are not organized properly. Does not follow any <b>format</b> . Draft is too <b>lengthy</b> or too short. Excessive <b>spelling</b> mistakes. Sentences are difficult to comprehend <b>grammatically</b> . <b>Plagiarism</b> is more than 40%.
<b>TOTAL</b>	<b>100%</b>	<b>60-80%</b>	<b>40%</b>	<b>0-20%</b>

## MECHANISM OF USE

This self-assessment tool can be used for students before submitting their research proposals to supervisors.



## REFERENCES

1. Bourke R. Liberating the learner through self-assessment. *Camb J Educ*. 2016 Jan 2;46(1):97–111.
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3. Borg S, Edmett A. Developing a self-assessment tool for English language teachers. *Lang Teach Res*. 2019 Sep 9;23(5):655–679.
4. Nikou SA, Economides AA. The impact of paper-based, computer-based and mobile-based self-assessment on students' science motivation and achievement. *Comput Hum Behav*. 2016 Feb 1;55:1241–1248.