

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 personality¹. 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 them². 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 criteria³. This can help individuals monitor their work, identify their weakness and strength, come up with ways to improve themselves by overcoming their weaknesses⁴.

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.⁴.

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

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

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

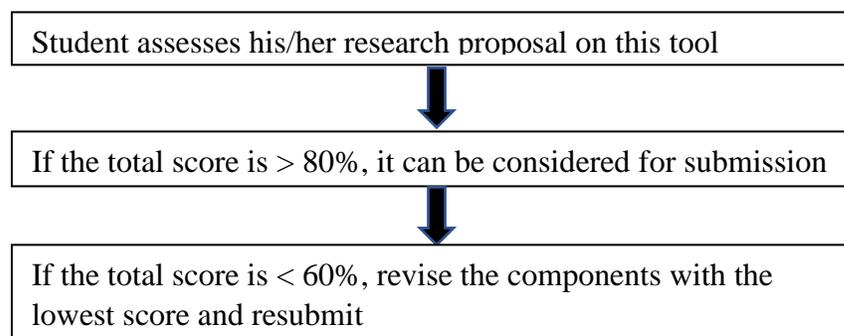
SELF-ASSESSMENT TOOL FOR RESEARCH PROPOSAL

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

Reference list	5%	3-4%	2%	0 - 1%
	List is relevant . List is broad enough to support the introduction. Written in correct format .	List is relevant . But contains limited number of articles. Written in correct format .	List is relevant . But contains insignificant articles. Written in correct format .	Draft contains any or all of these features: List is irrelevant . List has inadequate number of articles. Written in incorrect format .
Manuscript Write-up (20%)	20%	12-16%	8%	0-4%
	Title page is written in correct APA format. Effective transitions are used. Draft has a professional format . Draft is concise , to the point, without repetition. Free of spelling and grammatical errors. Plagiarism is less than 10%.	Title page approximates APA format. Basic transitions are used. Draft has a structured format . Draft has appropriate word length . Minimal spelling and grammatical errors. Plagiarism is less than 15%.	Title page deviates from APA format. Inadequate transitions . Draft has a rambling format . Too lengthy draft filled with unnecessary information. Spelling and grammatical errors are noticeable. Plagiarism is between 15 and 40%.	Title page 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 format . Draft is too lengthy or too short. Excessive spelling mistakes. Sentences are difficult to comprehend grammatically . Plagiarism is more than 40%.
TOTAL	100%	60-80%	40%	0-20%

MECHANISM OF USE

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



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