Clarifying and Getting Feedback on Your Research Problem
Making your question

- Measurable
- Focused
- Clear
Goals:
- Broad
- Achievement can usually be inferred, but not measured

Outcomes
- Achieved results or consequences of what was learned
- Behaviors and/or products generated by students after instruction and are the objects of assessment
- MEASURABLE
Should I continue to use daily quizzes?

- Do they increase reading compliance?
- How do students perceive their value?
- Do they increase long-term retention of key ideas?
- Do the quizzes have an effect on student attendance and/or punctuality?
- Do the students use the feedback they get on the quizzes to improve their learning?
- What effect do the quizzes have on students’ confidence levels?
<table>
<thead>
<tr>
<th>Question</th>
<th>vs.</th>
<th>Question</th>
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<tbody>
<tr>
<td>Do students learn more in small classes?</td>
<td>Do students enrolled in Psych 101 sections with fewer than 25</td>
<td>Did students enrolled in sections of SWK 512 that required reading logs</td>
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<td>students earn higher scores on the comprehensive exam than those</td>
<td>earn higher average scores on reading quizzes and papers than students</td>
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<td>enrolled in sections with more than 25 students?</td>
<td>enrolled in sections that did not? For those sections that required</td>
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<td>them, how much average instructor time was required to provide feedback</td>
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<td>on the logs?</td>
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<tr>
<td>Is it worth the bother to assign reading logs?</td>
<td>vs.</td>
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</table>
Complete the worksheet on clarifying the research question: Making the project clear, focused, and manageable

Share and get/give feedback