Establishing the depth/scope of the project
Things to consider . . .

- Size of your class (if it’s very small, you may want to repeat the study in future sections)

- Are you looking for an immediate result (e.g. exam grade, within the semester) or an enduring effect (retention of understanding)?
For example

- Study of Pitzer College practicum that placed students with Mexican immigrant families

- Researchers wanted to know of “long-term significance” of program, so they conducted a survey of students who had been enrolled in the course at some point in the last nine years

Example of phased study-
“Why University Students Don’t Read”

Phase One

- Determine rate of reading compliance in two sections of a first-year seminar
- Ascertain whether students who claimed to have read the assignment were able to demonstrate a basic level of comprehension of the material they indicated they had read
- Compile a list of reasons why students said they did/did not read assignments
- Solicit advice from noncompliant readers: what should professors do to motivate them to read?

Phase Two

- tested the suggestions given by the noncompliant readers in the first phrase
Your turn

Consider the depth and scope for your project (worksheet)