# Unit 4: Development of a Research Proposal

The student will select a topic to develop an abbreviated research proposal.

Teacher’s name

Date

Class Number/Room

LESSON #1: **Define the Research Problem/Develop a Research Plan with Abbreviated Literature Review/The Research Proposal**

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| **OVERVIEW** | | **Materials** |
| Engagement: Samples of applied research papers into the process and value provided for future policy decisions.    Exploration**:** Students search for research products and analyze the different steps of the process.  Explanation: Teacher content on federal and local agencies and authority and responsibility for improving resiliency by encouraging research and learning from case studies.  Elaboration: Examine the roles, functions, and significance of historical events and pre-event/post-event research efforts.  Evaluation: In-class reflective discussions and brief papers as learning journals. | | * Video and player * Internet enabled devices * Agency information organizer   **Textbooks: (and readings)**  Leedy & Ormrod: Chapter 2 (review)  Define the Problem  <https://courses.lumenlearning.com/boundless-sociology/chapter/the-research-process/>  Leedy & Ormrod: Chapters 3, 4, and 5 (review)  Develop the Research Plan  <http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2008_10_10/caredit.a0800148>  Leedy & Ormrod: Chapter 13 (review)  Develop the Research Proposal  <https://studylib.net/doc/5875262/unit-overview-for-step-4a---key-elements-of-a-research-pr> |
| **Objective/Goals** | **Prerequisites** | **Outcome** |
| 1. Demonstrate the process for identifying a research problem. 2. Demonstrate the process for identifying key concepts for a literature review. 3. Present a research plan outline. 4. Produce a basic research proposal with an abbreviated literature review. | None- Intro | Class discussion of various case studies and case study discovery and process. Creation of key parts and process of an abbreviated research paper. |
| **PLAN** | | **Key Points for Teaching:**  Teacher Resources:  Leedy & Ormrod: Chapters 1 and 2  Guide to Scientific Writing  <http://ugresearchsci.ucla.edu/writingscience.htm>  Case Study Research Design <https://explorable.com/case-study-research-design>  Doing Case Study Research <http://psychoarshad.com/file/file-download/99/>  Case Study Outline <http://enhancements.abmp.com/Format_for_Case_Studies.pdf>  A Research Guide for Students: Presentation Tips for Public Speaking <http://www.aresearchguide.com/3tips.html>  Drabek: Chapter 12  FEMA: Crisis Response and Disaster Resilience 2030  <https://fas.org/irp/agency/dhs/fema/crisis.pdf>  Private-Public Partnerships <https://www.fema.gov/sites/default/files/2020-11/fema_building_private-public_partnerships_guide_11-10-20.pdf>  Drabek: Chapters 8-11  Cultural Influences on Disaster Management: A Case Study of the Mt. Pinatubo Eruption <http://www.ijmed.org/articles/383/download/>  Concept Paper: Importance of Cultural Competency in Disaster Management <https://www.hsdl.org/?view&did=6108>  Drabek, T. (2013). *The human side of disaster* (2nd ed.). CRC Press.  The Impact of Disasters <https://sciencing.com/impact-natural-disasters-5502440.html>  Social impact <https://www.annualreviews.org/doi/abs/10.1146/annurev-soc-121919-054827>  What is sociology? <https://www.asanet.org/about/what-sociology#:~:text=SOCIOLOGY%20is%20the%20study%20of,people%20interact%20within%20these%20contexts> |
| **Engage (10 min) Video Warm-up:**  Global threats, and disasters  **Approach:** The teacher describes the history of research methods and research of disasters in society and specifically, the disasters where evidence of prior research was effectively applied. Attention is made to the importance of a quality research methodology. | |
| **Exploration (30 min)**  Assign report-out to the class individually or in groups: option to assign multiple significant historical disasters and outcomes based upon application of prior research. Find sample lists of research topics. | |
| **Explanation (10 min)**  Teacher content should include a review of the role of the government (federal, state, local) in encouraging and supporting research in disaster planning. | |
| **Elaboration (20 min)**  Quickly review key research projects found via an online search.  In a classroom exercise, develop a list of key research products and a potential list for follow-up research or unexplored topics.  Select a “Critical Thinking” exercise from the text. | |
| **Eval (5 min)**  Submit the research problem for approval  Submit the research plan outline  Submit the research proposal  Individual student performance assessment should be based on participation and contribution to full class discussions and the quality of the final research proposal. (**Note:** The submissions of the research problem and research plan outline are to help guide the student in the process.) | |