### Background and Context
- Context of your study
- Significance of the topic
- Tips: Use short phrases; use bullet points

### Research Purposes & Questions
To investigate how well the new approach was accepted by students and impact on learning.

**Research question 1** (e.g., Student acceptance)

**Research question 2** (e.g., Student engagement)

**Research question 3** (e.g., Student content learning)

### Literature Review/Theoretical Framework
- Theoretical framework guiding your study
  - Example: Backward design
  - Example: Multimedia learning theory
- Key findings reported by other researchers
- Identified gaps in literature

### Program/Course Design
**Course and module title**

<table>
<thead>
<tr>
<th>Pre-class</th>
<th>In-class</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>• Example: Self-paced online learning</td>
<td>• Example: Group project and presentation</td>
<td>• Examples: Quiz, presentation, concept map</td>
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<td>• Animated videos; games; slides</td>
<td>• Example: Case-based discussion</td>
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<td>• Online quiz on Canvas</td>
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<tr>
<td>• 10 questions; MCQ, short answers</td>
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<tr>
<td>• Survey</td>
<td>• Data collection</td>
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### Data collection
- **Survey**
  - 10 questions: 4-point Likert scale; open-ended
  - Administered in 2018/02; Qualtrics
  - 130 respondents (92% response rate): 70 female; 60 male
- **Semi-structured focus group**
  - 6 questions focused on perceived effectiveness /challenges
  - 5 students (2 female; 3 male)

### Data analysis
- Quantitative: T-test, regression, chi-square
- Qualitative: Open coding to identify themes
- Compare and contrast quan & qual data

### Discussion and Conclusion
- Implication of your findings
- Implication of your findings
- Limitations of study (e.g., convenient sample, no control group, small sample size)

### Future Directions
- Future direction 1 (e.g., use a control group)
- Future direction 2 (e.g., use a larger sample size)