

SoTL

Generating Your Research Question



Identifying your research question is a critical first step in your SoTL study. The clearer and more precise your research question(s) is, the easier it is to determine your inclusion criteria, what literature to review, which research method is best suitable, what data to collect, and which analyses to utilize. Nelson (2012) suggests the following steps to help generate research questions:

Identify the general idea/problem you would like to investigate. (Consider: what do you want to better understand in your classes, or your teaching? What do you want to know about how students learn or about teaching practices and their impact?)

Based on the general idea or area you identified, write one or more specific research questions.

Pick your favorite(s) of the “specific” related research questions and rewrite them to be *even more detailed*. Be as precise as possible; for example, identify a specific aspect or part of the pedagogy or concept that you want to better understand or describe how you would know if learning improved?

Identify the question(s) that make the most sense to you and ask your colleagues to review them, then put the revised question(s) here.

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Examples



Identify the general idea/problem you would like to investigate. (Consider: what do you want to better understand in your classes, or your teaching? What do you want to know about how students learn or about teaching practices and their impact?)

Does listening-while-reading affect students' reading abilities?

Based on the general idea or area you identified, write one or more specific research questions.

Does listening-while-reading impact students' reading Fluency?

Pick your favorite(s) of the "specific" related research questions and rewrite them to be *even more detailed*. Be as precise as possible; for example, identify a specific aspect or part of the pedagogy or concept that you want to better understand or describe how you would know if learning improved?

Will students' performance in a word-per-minute reading task improve?

Will students' performance in a reading accuracy task improve?

Identify the question(s) that make the most sense to you, then put the revised question(s) here. these are your research questions.

Will students' performance in a word-per-minute reading task improve after 12-weeks using a taught listening-while Reading methodology?

Will students' performance in a reading accuracy task improve after a 12-week using a taught listening-while Reading methodology?