

Research Project Outline

Introduction

The introduction outlines the line of inquiry, research question, or problem of practice. It describes the scope of the project, including geographic region, target population, and relevant contextual factors (i.e., social, cultural, historical, political, economic, etc.).

Authors' Positionality and Theoretical Framework

This section situates the researcher within the study by outlining their social location, professional role, lived experiences, and relationships to the topic. Positionality acknowledges how identity markers—such as race, class, gender, ability, and cultural background—shape the researcher's worldview, access, and interpretations. It also includes reflection on power, privilege, and potential bias. The theoretical framework articulates the lens through which the project is designed and analyzed (e.g., critical pedagogy, decolonial theory, trauma-informed practice, feminist theory, constructivism). Together, this section provides transparency and rigor by clarifying how the researcher's standpoint influences the inquiry process.

Literature Review

The literature review explores existing literature (i.e., published research and theories) related to your chosen topic and line of inquiry. It provides a broad and critical understanding of the educational issue drawing on scholarly literature, policy documents, and, where appropriate, lived experience and practitioner knowledge. The review will identify key themes, gaps, and debates in the field, helping to contextualize the project within relevant academic and professional conversations.

Methodology and Methods

This section explains the overall research approach (methodology) and the specific strategies or tools used to gather and analyze data (methods). The methodology reflects the philosophical stance and logic guiding the project—for example, practitioner inquiry, autoethnography, critical discourse analysis, or design-based research—and aligns with the project's goals and context. The methods describe how information was collected, such as through curriculum analysis, reflective journaling, document review, arts-based artifacts, or observations. This section also outlines how ethical considerations, trustworthiness, and reflexivity were addressed to ensure integrity in the research process.

Application

This section is taking that related literature and research findings and applying them, purposefully, to practice. Acceptable outputs may include—but are not limited to—development of K-12 curriculum, creation of open educational resources (OER), design and facilitation of a workshop or symposium, authorship of a children's book or educational toolkit, autoethnographic or narrative inquiry. Other creative, practice-based, or community-oriented outputs are also welcome with supervisory approval.

Conclusion

A conclusion section, that identifies learning, next steps, and areas of continued interest.

References

Students should expect to be reading between 35 and 50 academic publications to support their project goals.

Formatting

In accordance with APA 7th edition guidelines.