

CONSISTENCY WORKSHEET

TITLE:

WHAT: List the variables or Constructs the study explores here.

1

2

3

4

WHO: List the people, groups, sample or population from which the variables come.

1

2

HOW: List the research design of the study. It is the phrase that most explain how data on the constructs are collected.

WHERE: words tell us where the people and the data was collected, such as in a nation, region, a military organization, or 3rd grade classrooms in Detroit.

Pull all these (what, who, how and where) into a title

PROBLEM:

The problem section highlights the relevant literature, data, trends or related information that justifies the study. Sometimes called the purpose statement, or the introduction with a short problem statement, this section tells **WHY** the study should or was done. It gives the reader the main reasons for the study.

PURPOSE:

This purpose section states succinctly **WHAT** will be done or was done to address the problem. The **WHAT** statement should be one or two paragraphs. It is a link between the longer **WHY** section and the next section on research questions.

RESEARCH QUESTIONS

Research questions summarize in at least one but often up to four or five questions the main inquiry for which data was collected. Using key words in the title and key relationships noted in the problem and purpose help craft questions consistent with the aim of the study. These questions can then be used to rework the title, problem and purpose.

Trends:

Data:

Literature:

Others:

1.

2.

3.

4.

CONSISTENCY RUBRIC

Use consistency rubric to evaluate your above statements

AREA	BEST	GOOD	NEEDS IMPROVEMENT
TITLE	Has 4 or more of the elements that show WHAT, WHO, HOW, WHERE, and WHEN of this study and is parsimonious (less than 25 words)	Has 4 or more of the elements that show WHAT, WHO, HOW, WHERE, and WHEN of this study and is parsimonious (less than 25 words)	Has 4 or more of the elements that show WHAT, WHO, HOW, WHERE, and WHEN of this study and is parsimonious (less than 25 words)
WHY	Contain proficient expression of the need importance of the study Show a clear connection to relevant literature, data, trends or related Information to back justification of study, and create a strong argument for the research	Contain a clear purpose of study but with less than sufficient relevant literature, trends, or data. Able to connect relevant literature, data and information to purpose, but fails to create a strong argument for study	Contain ambiguous purpose of study with minimal relevant literature, data or information, and lacks justification of study. The study lacks basic argument for the proposed research
WHAT	Contain excellent and clearly stated plan followed (or data collection method or what the study did) to fill the gap or solve the problem created by the WHY—need of study	Contain a fairly clear plan followed (or data collection method or what the study did) to fill the gap or solve the problem created by the WHY—need of study	Contain a poor plan followed (or data collection method or what the study did) to fill the gap or solve the problem created by the WHY —need of study
RESEARCH QUESTION	Contain excellent and clearly stated plan followed (or data collection method or what the study did) to fill the gap or solve the problem created by the WHY—need of study	Contain some variables and show relationships between the WHY and WHAT statements of the study	Contain some variables but does not show relationships between the WHY and WHAT statements of the study
OVERALL	All the key words in the title show up in the WHY section, the WHAT section and the Research Questions	Most of the key words in the title show up in the WHY section, the WHAT section and the Research Questions	Few of the key words in the title show up in the WHY section, the WHAT section and the Research Questions

Newman, I., & Covrig, D. (2012). Building consistency between title, problem, purpose and research questions to improve the quality of research plans and reports. *New Horizons in Adult and Human Resource Development*, (forthcoming)
<http://education.fiu.edu/newhorizons/>

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