RESEARCH PROPOSAL

Complete Sample Proposal Presentation — PDF

Slide-by-slide sample content • Speaker notes • Viva questions • Appendices

Illustrative topic:

Mobile Learning Use and Study Engagement among Grade 9 Students in a Selected Secondary School in Bangladesh

This is a model, not a completed study. Replace sample details and citation placeholders with your own verified information. Do not present invented results as real findings.

Educational Research | Presentation Sample

How to Use This Sample

This sample shows what can go on each slide and what a presenter might say. The topic is illustrative. The school, participants, schedule, and budget must be finalized only after reviewing literature, obtaining access, and meeting institutional requirements.

Sample study at a glance

Item	Illustrative plan
Title	Mobile Learning Use and Study Engagement among Grade 9 Students in a Selected Secondary School in Bangladesh
Approach / design	Quantitative; cross-sectional descriptive-correlational survey (proposed)
Participants	Eligible Grade 9 students in one selected secondary school
Data source	Questionnaire; final measure to be selected/adapted and checked
Analysis	Descriptive statistics and a suitable association analysis if justified
Status	Illustrative plan only; approvals and actual access must be confirmed

Presentation sequence

Slides	Focus
1–4	Title, background, problem statement, research gap
5–8	Aim, objectives, questions, significance, scope and definitions
9–12	Literature, framework, design, population, sample
13–16	Instruments, analysis, ethics, limitations
17–21	Timeline, budget, contribution, references, Q&A;
Appendices	Questionnaire blueprint, consent checklist, viva questions

SLIDE 1 — Title Slide

- Mobile Learning Use and Study Engagement among Grade 9 Students in a Selected Secondary School in Bangladesh
- Presented by: [Your Full Name]
- Department / Institution: [Name]
- Supervisor: [Name]
- Date: [Presentation Date]

Speaker notes: Introduce the proposed study, then briefly outline the problem, objectives, method, ethics, and feasibility.

Design suggestion: Keep the title readable. Add an institution logo only if you have permission.

SLIDE 2 — Background of the Study

- Mobile devices can provide access to educational videos, e-books, practice activities, and online learning resources.
- Access alone does not guarantee meaningful learning; use may vary by purpose, connectivity, skills, and support.
- A study in a defined school context can describe how learners report using mobile resources and how this relates to engagement.
- Findings from one school would not automatically represent all students in Bangladesh.

Speaker notes: Move from the broad topic to the specific school setting. Support factual claims in your final version with current literature.

Design suggestion: Use a simple relevant visual and cite it if it is not your own.

SLIDE 3 — Statement of the Problem

- Students may use mobile devices for different purposes, including school-related learning and non-learning activities.
- The selected school may have limited documented evidence about students' frequency and purpose of mobile learning use.
- It is useful to examine whether reported use is associated with engagement rather than assuming that more use means better engagement.
- The study proposes to investigate these questions using a defined sample and a planned data collection procedure.

Speaker notes: Verify the local problem with school context and literature. Do not state an unverified assumption as an established fact.

Design suggestion: Show the sequence: context → evidence needed → research question.

SLIDE 4 — Research Gap and Rationale

- Review studies on mobile learning and student engagement.
- Compare their populations, settings, measures, methods, and findings.
- Check whether the specific population and setting selected for this proposal are adequately represented.
- Write a narrow, evidence-based gap statement and support it with verified citations.

Speaker notes: Insert two to four real studies here. Explain what they addressed and what remains unresolved in your context.

Design suggestion: A small evidence table can show author/year, context, finding, and remaining question.

SLIDE 5 — Aim and Objectives

- Aim: To examine mobile learning use and study engagement among Grade 9 students in a selected secondary school.
- Objective 1: Describe how frequently students report using mobile learning resources for study.
- Objective 2: Describe students' reported study engagement.
- Objective 3: Examine the association, if any, between reported mobile learning use and engagement.

Speaker notes: Read the aim, then explain each objective. Each objective must be answerable through the planned data and analysis.

Design suggestion: Use a numbered list and avoid long paragraphs.

SLIDE 6 — Research Questions and Hypotheses

- RQ1: How frequently do participating students report using mobile learning resources for study?
- RQ2: What levels of study engagement do participants report?
- RQ3: Is there an association between reported mobile learning use and study engagement?
- Optional: H■ states no association; H■ states an association, if hypotheses are appropriate for your programme.

Speaker notes: Use hypotheses only if they fit the design and departmental requirements. An observational association does not prove causation.

Design suggestion: Align each question with the objective it answers.

SLIDE 7 — Significance of the Study

- Students: may help describe how learning resources are used for study.
- Teachers: may offer context-specific information for classroom guidance.
- School leaders: may inform discussions about digital learning access and support.
- Researchers: may provide a local evidence base and identify further questions.
- These are possible contributions, not guaranteed outcomes.

Speaker notes: Explain who may use the findings and what decisions they could inform. Avoid promising improved grades unless the design tests that claim.

Design suggestion: Use four short stakeholder boxes.

SLIDE 8 — Scope and Operational Definitions

- Setting: one selected secondary school in Bangladesh; name it only after permission.
- Participants: eligible Grade 9 students meeting inclusion and consent requirements.
- Mobile learning use: mobile-device use for learning activities, measured as defined in the final instrument.
- Study engagement: a clearly defined construct measured with a suitable instrument.
- Boundary: the proposed study examines reported use and engagement, not causal impact.

Speaker notes: Define abstract terms so they can be measured. Identify the exact instrument and its suitability in the final proposal.

Design suggestion: Use a two-column term/definition layout.

SLIDE 9 — Brief Literature Review

- Theme 1: student access to and use of mobile learning resources.
- Theme 2: definitions and measurement of study engagement.
- Theme 3: factors such as connectivity, digital skills, teacher support, and study routines.
- Synthesize similarities, differences, methods, and limitations across studies.
- Add verified in-text citations: [Author, Year], [Author, Year], [Author, Year].

Speaker notes: These are themes to investigate, not findings to assert without sources. Replace placeholders with studies you have read and verified.

Design suggestion: Keep the slide concise and cite sources in readable text.

SLIDE 10 — Conceptual Framework

- Proposed predictor: reported mobile learning use, defined by frequency and/or purpose.
- Proposed outcome: reported study engagement, measured with the selected instrument.
- Context variables may include device/connectivity access, digital skills, and learning support.
- Revise the framework after the literature review and instrument selection.

Speaker notes: The framework represents relationships to be examined; it does not establish that one variable causes another.

Design suggestion: Suggested diagram: Mobile learning use ↔ Study engagement, with contextual factors shown below.

SLIDE 11 — Research Design

- Approach: quantitative (proposed).
- Design: cross-sectional survey with a descriptive-correlational component.
- Reason: collect data at one time to describe use and engagement and examine an association.
- A cross-sectional association cannot establish temporal order or causal effects.

Speaker notes: Explain why the design fits the research questions. If your real purpose is to explore experiences in depth, consider qualitative methods.

Design suggestion: Show design → data type → analysis.

SLIDE 12 — Population, Sample, and Sampling

- Target population: Grade 9 students in the selected school; define the accessible population precisely.
- Choose a sampling method based on the available student list, permissions, and study purpose.
- Random sampling may be possible with a complete eligible list; otherwise justify an alternative and its limitations.
- Determine sample size using design, precision or power where appropriate, expected response, and practical constraints.
- Do not state a final sample number until it is justified.

Speaker notes: A sample size should not be selected only because it is a convenient round number. Explain recruitment and how pressure on students will be avoided.

Design suggestion: Flow: eligible students → invitation and consent → participating sample.

SLIDE 13 — Instrument and Data Collection

- Possible instrument: structured questionnaire with sections on relevant background, mobile learning use, and engagement.
- Select or adapt measures after checking suitability, language, scoring, evidence, and permission requirements.
- Pilot-test where permitted to assess clarity and completion time.
- Procedure: approvals → invitations → consent/assent → administration → checking and secure storage.
- Keep identifying information separate from responses where possible.

Speaker notes: Do not call an instrument valid or reliable without appropriate evidence. Explain how the chosen measure will be checked.

Design suggestion: Present the procedure as a numbered timeline.

SLIDE 14 — Data Analysis Plan

- Screen data for completeness, duplicates, coding issues, and missing responses using a defined plan.
- RQ1: summarize frequency and purpose using suitable counts, percentages, or scale summaries.
- RQ2: summarize engagement using the selected measure's scoring rules and suitable descriptive statistics.
- RQ3: select a suitable association test/model after considering variable types, assumptions, design, and sample size.
- Report uncertainty where appropriate; avoid causal conclusions.

Speaker notes: The exact test depends on the finalized measures and data structure. Name software only if it is relevant and available.

Design suggestion: Use a table mapping each question to data and analysis.

SLIDE 15 — Ethics and Participant Protection

- Obtain required institutional ethics review and school/authority permission before data collection.
- Explain the study in age-appropriate language; participation must be voluntary.
- Follow required guardian permission and student assent procedures for minors.
- Protect privacy, collect only necessary data, restrict access, and report findings responsibly.
- Minimize risk and avoid pressure from teachers or researchers in authority.
- State data storage, retention, access, and disposal procedures.

Speaker notes: Confirm requirements with your institution and relevant authorities. Do not begin recruitment before required approvals.

Design suggestion: Checklist: consent, privacy, safety, data security.

SLIDE 16 — Limitations and Delimitations

- Possible limitation: self-report may be affected by recall or social-desirability bias.
- Possible limitation: one-school data may not generalize to other settings.
- Possible limitation: cross-sectional data cannot establish causality.
- Delimitation: the study is intentionally restricted to a defined grade and setting.
- Mitigation: clear questions, privacy, transparent description, and cautious interpretation.

Speaker notes: Only include limitations that genuinely apply to your final design. Distinguish constraints from deliberate boundaries.

Design suggestion: Use a two-column issue/response layout.

SLIDE 17 — Work Plan / Timeline

- Phase 1: refine proposal and review literature.
- Phase 2: ethics review and school permissions.
- Phase 3: instrument selection/adaptation and pilot, subject to approval.
- Phase 4: recruitment and data collection.
- Phase 5: data cleaning and analysis.
- Phase 6: interpretation, writing, revision, and presentation.

Speaker notes: Replace phases with dated months/weeks that fit your academic calendar. Include contingency time for delays.

Design suggestion: A simple Gantt chart is effective.

SLIDE 18 — Illustrative Budget

- Potential costs: local travel, printing, communication/data, materials, transcription or software if needed.
- Calculate each estimate as quantity × unit cost and state the currency.
- Include only costs that are necessary and permitted.
- Template: Travel [amount]; Printing [amount]; Communication [amount]; Materials [amount]; Total [amount].
- Do not submit placeholders as a final budget.

Speaker notes: A budget should be realistic and transparent. If a category costs nothing, handle it according to institutional rules.

Design suggestion: Use a table: item, calculation, estimated cost.

SLIDE 19 — Expected Contribution and Conclusion

- The study may describe how participants report using mobile learning resources.
- It may provide context-specific information about reported engagement.
- It may identify questions for future research or school-level discussion.
- Conclusions will depend on the quality of data and limits of the design.
- The plan should be focused, feasible, ethical, and aligned from question to analysis.

Speaker notes: Use cautious wording such as “may help” or “is expected to describe.” Do not present hypothetical results as findings.

Design suggestion: End with three takeaways.

SLIDE 20 — References

- Add complete details for every source cited in the presentation.
- Use the style required by your department.
- Verify author, year, title, journal/book details, volume, issue, pages, DOI or stable URL.
- Only include sources you have actually read and checked.
- Remove all [Author, Year] placeholders before submission.

Speaker notes: This sample does not invent citations. Conduct a real literature search and replace placeholders with verified sources.

Design suggestion: Use readable type; split the list across two slides if needed.

SLIDE 21 — Thank You / Questions

- Thank you
- Questions and discussion
- [Your name and contact, if appropriate]

Speaker notes: Invite questions. Listen fully, answer directly, explain the logic of your plan, and acknowledge limitations honestly.

Design suggestion: Keep the final slide simple.

Proposal Defense / Viva: Sample Questions

1. Why did you choose this topic?

Answer framework: Explain its educational relevance, documented literature gap, and feasibility. Do not rely only on personal interest.

2. What is the exact research gap?

Answer framework: Describe what reviewed studies addressed and what remains underexplored in your defined context; cite verified studies.

3. Why use a quantitative survey?

Answer framework: Explain how the questions concern reported frequency, engagement, and association. If you need deep experience accounts, reconsider the approach.

4. Why this sample and setting?

Answer framework: Describe the target population, access, eligibility, sampling frame, sample-size rationale, and limits on generalization.

5. How will you measure engagement?

Answer framework: Name the selected measure, define the construct, explain scoring, and discuss evidence of suitability and measurement quality.

6. Which statistical test will you use?

Answer framework: Explain that the final choice depends on variable types, design, assumptions, and sample size.

7. How will you protect students?

Answer framework: Explain approvals, guardian permission and student assent where required, voluntary participation, privacy, and secure storage.

8. Can this study prove mobile learning causes engagement?

Answer framework: No. A cross-sectional correlational design can examine association but cannot establish causation or temporal direction.

9. What are the likely limitations?

Answer framework: Discuss limitations that truly apply, such as self-report or one setting, and explain how you will report them.

10. What if you cannot access the school?

Answer framework: Seek permission early and discuss an approved alternative setting or revised scope with your supervisor and ethics body before changing the plan.

Appendix A — Questionnaire Blueprint

This is a blueprint, not a validated instrument. Review and pilot the final questions where appropriate, and follow institutional requirements.

Section	Purpose	Illustrative item / response
A. Background	Collect only necessary non-identifying information	Grade: 9; avoid collecting names unless essential
B. Mobile learning use	Frequency and purpose of educational resource use	“How often do you use a mobile device for school-related learning?” Never / Rarely / Sometimes / Often / Very often
C. Study engagement	Measure a clearly defined engagement construct	Use an established measure or develop items with evidence checks
D. Optional comment	Identify context or barriers	“What helps or makes it difficult to use mobile resources for learning?”

Questionnaire design reminders

- Use neutral wording and one idea per question.
- Do not assume every student owns a smartphone or has reliable internet.
- Make response options clear and appropriate to the participants.
- Do not claim validity without evidence; check whether a scale requires permission.

Appendix B — Participant Information / Consent Checklist

Adapt this checklist to institution-approved templates. It is not a substitute for ethics review or legal advice.

- Study title and researcher/supervisor contact details.
- Purpose and what participation involves.
- Expected duration, procedures, and any sensitive questions or recordings.
- Foreseeable risks and possible benefits without overpromising.
- Statement that participation is voluntary and declining will not affect grades or services.
- Withdrawal process and any limits after data are anonymized or analyzed.
- Data collected, access, storage, retention, disposal, and reporting.
- How participants can ask questions or raise concerns.
- Required consent, assent, guardian permission, and approval details as directed by the institution.

Appendix C — Objective-to-Method Alignment

Objective	Data source	Possible analysis	Caution
Describe mobile learning frequency	Questionnaire items	Counts, percentages, suitable summaries	Use response categories consistently
Describe reported engagement	Selected engagement measure	Instrument scoring and descriptive statistics	Follow scoring guidance
Examine association	Paired measures from participants	Appropriate test/model after assumptions are checked	Association is not causation

Final quality checklist

- Replace the sample topic and setting with your real study.
- Verify the problem and research gap with current scholarly sources.
- Insert real citations and a complete reference list.
- Align every objective with data collection and analysis.
- Justify the instrument, sampling method, and sample size.
- Confirm ethics approval and permissions before recruitment.
- Use a realistic schedule and budget based on actual costs.
- Rehearse within the required time and prepare for questions.

Further reading: standard research-methods texts such as Creswell & Creswell, *Research Design*, and Cohen, Manion & Morrison, *Research Methods in Education* may be useful. Verify the exact edition and publication details before formal citation. Consult your institution's proposal format and current research ethics guidance.