

## RESEARCH PROPOSAL

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|----------------|--|
|                |  |
| Student Number |  |
| Date submitted |  |

**Title of Research** (this must reflect the essence of your proposed research question, study design and study population. Maximum of 20 words and not included in word count).

**Please state your main research question(s) and/or hypothesis/hypotheses** (not included in word count).

Research question:

Does to teachers help to reduce racial prejudice when teaching a new year ?

Hypothesis:

Providing teachers with will reduce racial prejudice during teacher questioning.

**Project Summary:** This should be written in non-technical language and should give a clear account of what you intend to do, why it matters, and what difference it will make. It should not exceed 250 words and should be suitable for a wider, non-technical audience.

Prejudice and discrimination are often based on race and ethnicity. Prejudice and discrimination can be displayed in the classroom through teacher choice, such as deciding who to ask questions to. The purpose of the proposed study is to time.

This research matters because it is known that humans rely more on stereotypes when they know people less well (Stangor, 2016). Coupled with the fact that busy classrooms can allow biases to unconsciously take over a teacher's actions (Peterson et. al, 2016), it is easy to see how potentially difficult situations could result in teachers All teachers will have to , so this research is important for all teachers.

The difference this project could make is that [REDACTED] in terms of [REDACTED] especially when [REDACTED].

Should the project be a success then t [REDACTED].

### Research Proposal (3,750 words $\pm 10\%$ )

*Please ensure that you address each subsection of this form.*

**A. Case for the importance of the project.** *This should make the argument for your research proposal as an issue that needs addressing, supported by empirical evidence to justify your claims.*

If a person is prejudiced then it means they direct an attitude at another person due to the group (e.g. gender) the other person belongs to (Brewer and Brown, 1998). Prejudices can be divided into two constructs, implicit and explicit. Implicit prejudices are uncontrollable, automatic and difficult to control; they occur without conscious thought (Kite and Whitley, 2016). Explicit prejudices, however, are conscious attitudes (Dasgupta, 2009). Teacher [REDACTED] is of concern in this research.

Teachers can be prejudiced towards students in a variety of ways. For example, a teacher may display implicit ethnic prejudice (Van den Bergh et. al. 2010), implicit prejudice against obese students (Maccann and Roberts, 2013) or explicit prejudice based on obesity (Peters and Jones, 2010). While teacher prejudice can result in positive outcomes for some pupils (Vezzali and Giovannini, 2010), even positive prejudice can have a negative impact on those not receiving the prejudice. However, much prejudice in the classroom is not positive. Teacher prejudice has been linked to lower academic results (Maccann and Roberts, 2013), less opportunities within school (Huss-Keeler, 1997) and homophobic prejudice slowing the development of self-identity (Macgillivray, 2004).

This research is primarily focused on [REDACTED] has been chosen due to the well documented impact ethnic prejudice on the teachers' part can have on the ethnic achievement gap (Peterson et. al, 2016 and van den Bergh et. al, 2010). The research will focus on the primary to secondary transition, as [REDACTED]. This research is not concerned with the [REDACTED], only with reducing them.

[REDACTED] prejudicial attitudes in the classroom. Stangor (2016) suggested that people are more likely to use stereotypes (beliefs and opinions that people hold against particular groups; Hilton & von Hippel, 1996) which inform prejudicial attitudes (Kite and Whitley, 2016) when they know people less well. When [REDACTED] [REDACTED] can also unconsciously take over when there is a busy classroom (Peterson et. al, 2016). A busy classroom may mean that teachers have little or no time to control implicit prejudice (van den Bergh et. al, 2010). It is well within the realms of possibility that a classroom may be busy when teaching a new class.

It is easy to see how teacher prejudice can occur when teaching a new class, and the impacts can have serious ramifications. This research is important because it may help [REDACTED]

This research will explore how [REDACTED]

There may be an argument that this [REDACTED] [REDACTED]. However, [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED].

**B. Aims and Objectives.** *Based upon the Case for Importance above, you should clearly set out the aims and objectives of your research study and identify how they will directly address your main research question(s) and/or hypothesis/hypotheses.*

- Research question - Does [REDACTED] [REDACTED]?
- Hypothesis - Providing [REDACTED] will reduce racial prejudice during [REDACTED].

The aims of this research are as follows:

Aim 1 – to explore [REDACTED]

Aim 2 – to identify [REDACTED]

The research question asks if [REDACTED]. The first aim looks to achieve this in [REDACTED]. In line with the hypothesis, it is expected that [REDACTED].

The second aim is important because [REDACTED]. Therefore, the information passed between schools needs to be collected and disseminated in the most effective way to ensure that it is useful first time. If a secondary school does not find the information useful then it may create extra workload for primary teachers (who need to resend the information in a different way) and extra for workload for secondary teachers (who need to read the information again). It is for these reasons [REDACTED] that this second aim is viewed as being a crucial part of the study. There is little value in a research finding that shows [REDACTED].

**C. Methods, Approaches, and Activities.** *Please provide brief details of the anticipated design (e.g., between, within, mixed, regression, focus groups, interviews, experimental, questionnaires) and main procedure for your study (it should be clear from this how you are actually planning to carry out your study, and what will be happening to your participants).*

A mixed methods approach will be employed in this study. Mixed methods research involves using qualitative and quantitative data collection methods in order to improve the validity of findings (Schoonenboom, 2018). The methods used will be [REDACTED].

The sample size of [REDACTED] has been calculated using a nomogram created by Inrayan and Malhotra (2010), based on Buderer's formula (1996). With the confidence level set at 95%, absolute precision at 0.05 and specificity at 0.8, the [REDACTED]. It is possible to [REDACTED].

[REDACTED] I estimate that [REDACTED]. Therefore, f [REDACTED].

The [REDACTED] will be selected using stratified sampling, so that the sample reflects the characteristics of [REDACTED]. In this case, the approximate percentage of male and female teachers in relation to [REDACTED], will be matched as closely as possible. There may be difficulty doing this as it depends on [REDACTED], but this exact information cannot be known until [REDACTED]. The sample will try to reflect [REDACTED].

There will be [REDACTED] sections to this research. In the first section of the study, [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]. The purpose of [REDACTED]  
[REDACTED]. In line with the hypothesis, it is expected that t [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]. Therefore, participants will be told [REDACTED]  
[REDACTED]  
[REDACTED].

There are potential issues with this research design. [REDACTED]  
[REDACTED], which could result in [REDACTED]  
[REDACTED]. An alternative approach could be to [REDACTED]  
[REDACTED]. However, it would be difficult to quantify how much of an impact [REDACTED]  
[REDACTED], which would also call into question the validity of the findings. This could be mitigated by o [REDACTED]  
[REDACTED]. For these reasons it has been decided that [REDACTED]  
both control and experimental groups will be the most effective and reliable data collection method.

The second section of the study will involve [REDACTED]. The questionnaire will contain [REDACTED], using a Likert scale. A Likert scale is appropriate because they can be used to measure attitudes and perception (Thomas, 2017). The purpose of this [REDACTED]  
[REDACTED]  
[REDACTED] This second section of the research will help the researcher to fulfil aims one and two. This questionnaire will take place in the final 10 minutes of each

lesson, while all pupils are still in the room. The teacher will be asked not to communicate about the questionnaire with the pupils during this time.

The final part of the study will be [REDACTED]. These interviews will be semi-structured and will focus on [REDACTED]. Interviews will be semi-structured as it allows the researcher to cover a list of questions, with the freedom to follow up those questions where necessary (Thomas, 2017). This second section of the research will help the researcher to fulfil aims one and two.

**D. Outcomes, Outputs, and Dissemination.** *In this section you should identify what you expect the observable outcomes to be; who your key stakeholders for dissemination are; and how you will engage them with the research findings.*

If the hypothesis is accurate then it is important to disseminate the findings so that they can be applied in educational settings. The British Educational Research Association (BERA) say that 'researchers have a responsibility to make the results of their research public for the benefit of educational professionals' (2018), and that is what is intended for this research.

In order for the findings of this research to be effective it requires participation from [REDACTED].  
[REDACTED]  
[REDACTED].  
Approaching [REDACTED] will be the first avenue of dissemination, as they [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]). A cascade model of dissemination will be used in order to show the findings of this research and to train others to use the research effectively (Hughes, 2003). The cascade model works by [REDACTED]  
[REDACTED]. The reason that this model of dissemination has been chosen is that [REDACTED]  
[REDACTED].  
[REDACTED]. By using the cascade model of dissemination, the research can be delivered and the process of [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED], completing the cascade model.

This method for dissemination will [REDACTED]  
[REDACTED]  
[REDACTED]. In order for the findings to make it [REDACTED]  
[REDACTED]. However, this may be a far lengthier process than the route described

above. It may be better to approach [REDACTED] in national education policy.

Another method for dissemination that could be used in this case is through [REDACTED] Journal of Educational Psychology. While the research and findings may not reach [REDACTED], they will present the research to academics who may [REDACTED]. This may [REDACTED] [REDACTED] providing open access to the research findings.

*E. **Ethical Considerations.** What are the main ethical issues that you will need to address in this study? You are required to identify them and clearly set out how you will address them to remove or mitigate these issues.*

The British Educational Research Association's (BERA, 2018) ethical guidelines will be used as the ethics guide for this study (BERA, 2018).

In line with BERA (2018) recommendations:

1. Participants written voluntary consent [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

2. Participants may withdraw [REDACTED]  
3. Participants will be briefed on [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

This non-disclosure approach is sanctioned by BERA as long as it [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

4. Participants will be debriefed once [REDACTED]. This is to ensure that [REDACTED]  
[REDACTED].

5. Consent will allow for the reuse [REDACTED]  
[REDACTED]. This is especially important [REDACTED]

- [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]. Anonymisation will help to [REDACTED]  
[REDACTED].
6. The researcher will not conduct the research in [REDACTED]  
[REDACTED] conflict of interest
  7. The research design may [REDACTED]. BERA recommends that [REDACTED]  
[REDACTED] to mitigate the effects of the research. This will however be difficult in this case as the research design concerns the first lesson with a new class, which cannot be replicated once the research has concluded.
  8. The General Data Protection Regulation (GDPR, 2018) will be complied with in regard to data storage and [REDACTED]. Participants will be made aware that [REDACTED]  
[REDACTED]. Data will be stored [REDACTED]  
[REDACTED]. After a period of 1 [REDACTED]  
[REDACTED].
  9. Participant confidentiality may [REDACTED]  
[REDACTED].

In addition to BERA (2018) guidelines:

10. The researchers will [REDACTED] (DBS) check and will [REDACTED] o  
[REDACTED] safeguarding policies.
11. The research [REDACTED] guidelines.
12. The [REDACTED] piloted first in order to ensure [REDACTED]  
[REDACTED].

**F. Timetable of Activities.** *Your research study may take up to 18 months to complete (including dissemination of findings). Please set out a timeline of activities, with key milestones indicated, to show how your study will be carried out. You may include a **Gantt Chart** as an Appendix to this form to display your timeline, but a narrative must also be included here that addresses key milestones.*

This research will take approximately [REDACTED]. The key milestones are outlined [REDACTED] s  
a Gantt chart in [REDACTED]  
[REDACTED] visually representing how long different tasks will take to complete in a project (Cook and Upton, 2014).

This research project will be split into [REDACTED]. The first section is [REDACTED]

[REDACTED]. This will be done in the form of [REDACTED]

The second section of this research is [REDACTED]

[REDACTED] questionnaires [REDACTED] take place in the first 5 teaching days of the new term. The semi-structured interviews with [REDACTED] will take place [REDACTED].

The final section is data analysis and dissemination. [REDACTED] has been allocated to data analysis, with a further [REDACTED] for writing up the findings. [REDACTED]

[REDACTED] the data will be shared in a variety of ways. This will include [REDACTED] [REDACTED] have been allocated for dissemination of findings.

#### G. Reference List (not included in word count).

British Educational Research Association [BERA] (2018). *Ethical Guidelines for Educational Research*, fourth edition, London. <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>

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Tenenbaum, H. R., & Ruck, M. D. (2007). Are teachers' expectations different for racial minority than for European American students? A meta-analysis. *Journal of Educational Psychology*, 99, 253e273. <http://dx.doi.org/10.1037/0022-0663.99.2.253>.

Van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M. J., & Holland, R. W. (2010). The implicit prejudiced attitudes of teachers: relations to teacher expectations and the ethnic achievement gap. *American Educational Research Journal*, 47, 497e527. <http://dx.doi.org/10.3102/0002831209353594>.

**H. Appendix** (not included in word count).

*Appendices 1*

Word Count: 4356