King's

King's Baptist
Grammar School

Research Project

2024

STAGE 2 RESEARCH PROJECT B TIMELINE 2024

Week	Student Tasks	Assessment Check list
1	OVERVIEW & INTRODUCTION Writing the Research Question Timeline for research **Submit topic approval form for feedback** Plan Processes [Topic Approval Form]	
2	PLANNING - Research processes, ethics, outcome type, audience Breaking topic into sub-qustions Selecting Capability **Submit proposal draft** [Research Development]	
3	Research Source Analysis 1 [Research Development]	
4	Research **Submit completed proposal** [Research Development] Source Analysis 2	
5	Research Source Analysis 3 [Research Development]	
6	**Formal discussion/checkpoint (week 6)** **Interviews/surveys/group forums** [Research development]	
7	**Interviews/surveys/group forums** Capability reflection [Research Development]	
8	**Draft Folio Evidence (10 pages)** submitted Research Outcome begun **(2000 words or 12 minutes)** [Research Development]	
9	Research Outcome continues	
10	Research Outcome continues **Finalise Folio Evidence (10 pages) and submit – no further work on Folio until other Assessment Types are completed**	
	Term 2 holidays	
1	Folio Conferencing	
2	Submit final Research Outcome at the end of the week **Start Evaluation (150 word summary and 1500 word evaluation)**	
3	**E 1 draft due**	
4	**E 2 & 3 draft due**	
5	**Submit Evaluation beginning of the week and Folio by the end of the week**	

NOTE TO STUDENTS: Your individual RP teacher may vary this timeline and specify dates to suit the class and individuals as needed, but ultimately THERE IS NO FLEXIBILITY WITH SACE DEADLINES

Introduction to Research Project In the Research Project, you will have the opportunity to study an area of interest in depth. It will require you to use your creativity and initiative, while developing the research and presentation skills you will need in further study or work.

There is a useful link on the SACE website: Students and families FAQs | Research Project | SACE - Research Project - South Australian Certificate of Education

Introduction to Research

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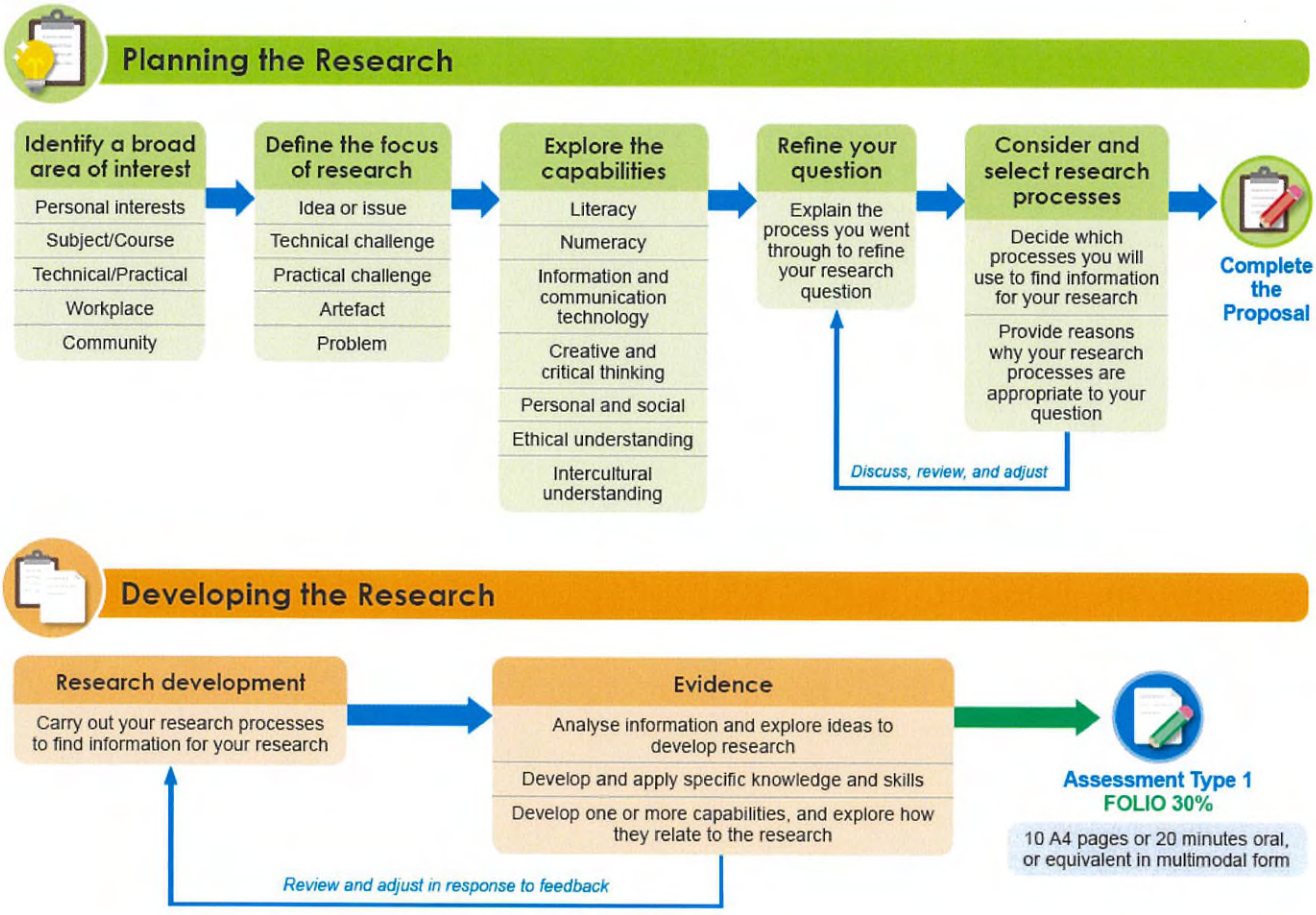
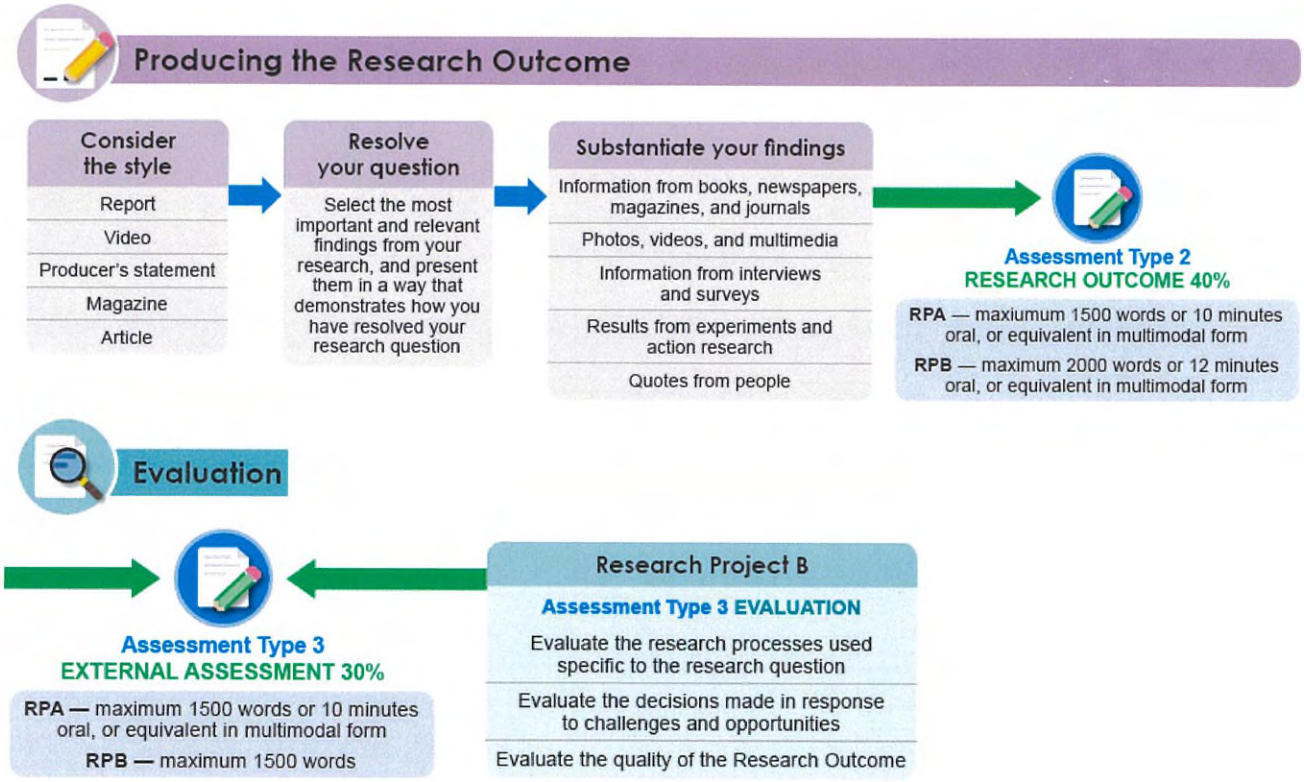
What is meant by 'research'? For the purposes of the Research Project, the term 'research' is used broadly as a search for knowledge, skills and understanding. This research may include practical or technical investigations, formal research, or exploratory enquiries.

There are many different approaches to research and a wide range of terminology amongst researchers; however, a research framework, specific to the Research Project has been identified in the Research Project subject outline.





What are research processes and how do they fit into this framework?

Research processes are the activities undertaken to carry out the research (Part 2).

The research processes include the ways in which appropriate information is located,collected, analysed and selected, from, for example:

- Print media – books, academic journals, magazines, newspapers …
- Electronic media - websites, videos, online documents,
- Individuals undertaking activities - observations, fieldwork, focus groups, interviews, surveys or discussions with other people
- Tests - 'trial and error', scientific experiments

These processes are considered and selected during the initiating and planning stage (Part 1).

Selection of the research processes to use includes consideration of the following:

- Appropriateness to the research topic (i.e. validity)
- Manageability – including time and resources
- Safety and ethical matters

Research can be divided into the broad categories of qualitative and quantitative research and a number of approaches can be identified including: action research, ethnographic study, case study, experimental research, and participatory research. Research Project students are likely to use a combination of categories and approaches and may not be aware of the label that researchers may place on the research processes that they use to carry out their research.

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Primary and Secondary Sources

What is a primary source?

A primary source is information and/or records that provide first-hand evidence that can be used to create a picture of what happened at the time. Primary sources may be unpublished.
Primary sources can take various forms, for example:

- annual report
- artwork
- autobiography
- buildings, monuments
- census data
- certificates (e.g. birth, death, marriage)
- contemporary books from the era
- diary
- driving licence
- headstones, cemetery records
- interviews
- journal (from the time)
- letter
- manuscript
- memoirs
- minutes of meetings
- newspaper articles (report at the time of the event, not analysis of the event much later)
- oral histories
- tape recording
- video recordings
- artefacts (e.g. fossils, clothing)
- original artworks
- pamphlets
- personal documents such as wills
- photographs
- primary research data (such as your own surveys or observations)
- radio programs
- records of information collected by government agencies (e.g. application for a driving licence, land title, deed of transfer)
- reports of events at the time of their happening (e.g. war correspondent's video report)
- ritual, dramatisation, performance
- shopping list
- speech (recorded notes, press releases)

Primary sources can be reproduced, for example, in books, on microfilm, on video, or on web pages.

What is a secondary source?

Secondary sources can be thought of as second-hand information. Secondary sources analyse and interpret primary sources. Secondary sources include:

- biographies
- history books
- text books
- journal / magazine articles
- school essays and projects
- documentaries
- legislation
- newspapers (particularly interpretations of primary sources)

Secondary sources are accounts compiled by somebody who was not present at thetime of the event or occurrence. They may write about the event in some later time, or from some other place. For instance, a historian in the present day may write about women's rights in the nineteenth century, describing and analysing primary sources to support his/her argument.
Writers of such books usually refer to other secondary sources as well, such as otherbooks that have been written on the same subject, which have also drawn from primary and secondary sources.

Using primary and secondary sources

One piece of evidence will probably provide an incomplete picture. Think of primarysources as clues. The more clues you find and use as evidence to support your theory, the wider the range of sources and types of sources, the better, richer and more balanced will be the picture you will be able to create. No single piece of evidence should be accepted at face value.

You need to document such things as:

- the author, (e.g. where and how he/she lived; socio-economic status; level ofeducation; who he/she worked for)
- the time, place, and context (e.g. politics, geography)
- the audience for whom the source was constructed
- the message (the purpose of the artefact)
- the underlying ideas and assumptions, and the way they are expressed
- the limitation, usefulness, reliability, validity, and bias
- the meaning and implications of its context and content

The Design of a Research Question

The Research question is the question that you answer in your Research Project.
Given the nature of research, it is recognised that the exact phrasing of the research question can take time to emerge. Defining and refining a research question can be a challenging process. The following outline suggests key steps in the process.

Identifying an area of interest Consider:

- your learning and activities at school (subjects, courses, extra-curricular activities)
- your learning and activities outside school (hobbies, part-time job, interests)
- future plans (further study, work directions, ambitions)
- something you have always wanted to look into.

Considering a question Consider a question that:

- is 'researchable' e.g. that the question involves research processes and 'new' learning
- is personally challenging but achievable within the time frame
- involves safe and ethical practices
- has the potential to lead to some 'key findings'.

Defining a Research Question The Research question should:

- clearly express what your research is about
- provide a focus to guide your investigation
- help you decide upon appropriate research processes (valid, ethical, manageable)
- determine your research outcome

The way you phrase the question that you finally decide upon is very important. It is particularly important to have a clear link between a refined research question and your research outcome.

For example:

Draft 1 Research Question:	Why is there a mystery about the ship, the *Mary Celeste*?
Draft 2 Research Question: *Mary Celeste*?	What are the theories regarding the disappearance of the crew of the
Refined Research Topic: the ship the *Mary Celeste?*	To what extent is mutiny the most likely cause of the abandonment of

- Notice that *Draft 1* leads you towards a description of why a mystery exists. Whilst this is not an incorrect question, it lacks focus upon the 'truth', i.e. the best possible theoryfor the mystery that you are interested in.
- *Draft 2* focuses more upon the actual theories but only requires you to outline eachone. Again, this suggests a more descriptive, rather than analytical, approach.
- The *Refined Research Topic* allows you to show your thinking about the theories. By asking 'to what extent', you are required to make a considered judgement about the mutiny theory in comparison with the other theories. This enables you to demonstratehigher order thinking skills and show the depth of your knowledge and understandingof all the different theories.

Listed below are some possible ways that students could present their research outcome:

- advert
- anthology
- artefact
- article
- artwork
- booklet
- chart
- computer program
- design, diagram
- drama script
- essay
- fashion page
- film
- guidelines
- issue
- key idea/concept
- leaflet
- letter
- model
- performance
- Photo Story presentation
- oral presentation with slides
- question
- radio segment
- report
- scrapbook
- sketch
- song
- speech
- theory
- webcam clips
- webpage
- wiki contributions
- written report

Students consider how the research outcome will show the substantiation of the key findings and how it matches their research question.

Developing the Capabilities

Choosing the right capability (or capabilities) is critical to the success of your research project. Read through the descriptions below and highlight the activities that you think will be relevant to your researchproject; doing this should help you to make your decision. There is no 'correct' number of Capabilities – it is advised however that you don't take on too many, as it will be more difficult to demonstrate development of the Capabilities in the required depth.

The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active andinformed citizens.

The capabilities that have been identified are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

The capabilities enable students to make connections in their learning within and acrosssubjects in a wide range of contexts.

Literacy

In Research Project B, students develop their capability for literacy by, for example:

- communicating with a range of people in a variety of contexts
- asking questions, expressing opinions, and taking different perspectives into account
- using language with increasing awareness, clarity, accuracy, and suitability for a range of audiences, contexts, and purposes
- accessing, analysing, and selecting appropriate primary and secondary sources
- engaging with, and reflecting on, the ways in which texts are created for specific purposes and audiences
- composing a range of texts — written, oral, visual, and multimodal
- reading, viewing, writing, listening, and speaking, using a range of technologies
- developing an understanding that different text types (e.g. website, speech, newspaper article, film, painting, data set, report, set of instructions, or interview) have their own distinctive stylistic features
- acquiring an understanding of the relationships between literacy, language, and culture.

Numeracy

In Research Project B, students develop their capability for numeracy by, for example:

- using appropriate language and representations (e.g. symbols, tables, and graphs) tocommunicate ideas to a range of audiences
- analysing information displayed in a variety of representations and translating informationfrom one representation to another
- justifying the validity of the findings, using everyday language, when appropriate
- applying skills in estimating and calculating, to solve and model everyday problems usingthinking, written, and digital strategies
- interpreting information given in numerical form in diagrams, maps, graphs, and tables
- visualising, identifying, and sorting shapes and objects in the environment
- interpreting patterns and relationships when solving problems
- recognising spatial and geographical features and relationships
- recognising and incorporating statistical information that requires an understanding of thediverse ways in which data are gathered, recorded, and presented.

Information and Communication Technology Capability

In Research Project B, students develop their capability for information communication andtechnology by, for example:

- understanding how contemporary information and communication technologies affectcommunication
- critically analysing the limitations and impacts of current technologies
- considering the implications of potential technologies
- communicating and sharing ideas and information, to collaboratively construct knowledgeand digital solutions
- defining and planning information searches of a range of primary and secondary sourceswhen investigating research questions
- developing an understanding of hardware and software components, and operations ofappropriate systems, including their functions, processes, and devices
- applying information and communication technology knowledge and skills to a range ofmethods to collect and process data, and transmit and produce information
- learning to manage and manipulate electronic sources of data, databases, and softwareapplications
- applying technologies to design and manage projects.

Critical and Creative Thinking

In Research Project B, students develop their capability for critical and creative thinking by,for example:

- thinking critically, logically, ethically, and reflectively
- learning and applying new knowledge and skills
- accessing, organising, using, and evaluating information
- posing questions and identifying and clarifying information and ideas
- developing knowledge and understanding of a range of research processes
- understanding the nature of innovation
- recognising how knowledge changes over time and is influenced by people
- exploring and experiencing creative processes and practices
- designing features that are fit for function (e.g. physical, virtual, or textual)
- investigating the place of creativity in learning, the workplace, and community life
- examining the nature of entrepreneurial enterprise
- reflecting on, adjusting and explaining their thinking, and identifying the reasons for choices,strategies, and actions taken.

Personal and Social Capability

In Research Project B, students develop their capability for self and society by, for example:

- developing a sense of personal identity
- reviewing and planning personal goals
- developing an understanding of, and exercising, individual and shared obligations and rights
- participating actively and responsibly in learning, work, and community life
- establishing and managing relationships in personal and community life, work, and learning
- developing empathy for and understanding of others
- making responsible decisions based on evidence
- working effectively in teams and handling challenging situations constructively
- building links with others, locally, nationally, and/or globally.

Ethical Understanding

In Research Project B, students develop their capability for ethical understanding by, forexample:

- identifying and discussing ethical concepts and issues
- considering ethical and safe research processes, including respecting the rights and work of others, acknowledging sources, and observing protocols when approaching people and organisations
- appreciating the ethical and legal dimensions of research and information
- reflecting on personal ethics and honesty in experience and decision-making
- exploring ideas, rights, obligations, and ethical principles
- considering workplace safety principles, practices, and procedures
- developing ethical sustainable practices in the workplace and the community
- inquiring into ethical issues, selecting and justifying an ethical position, and understanding the experiences, motivations, and viewpoints of others
- debating ethical dilemmas and applying ethical principles in a range of situations.

Intercultural Understanding

In Research Project B, students develop their capability for intercultural understanding by, forexample:

- identifying, observing, analysing, and describing characteristics of their own cultural identities and those of others (e.g. group memberships, traditions, values, religious beliefs, and ways of thinking)
- recognising that culture is dynamic and complex and that there is variability within all cultural, linguistic, and religious groups
- learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others, and cultivate mutual respect
- developing skills to relate to and move between cultures
- acknowledging the social, cultural, linguistic and religious diversity of a nation, including those of Aboriginal and Torres Strait Islander societies in Australia
- recognising the challenges of living in a culturally diverse society and of negotiating, interpreting, and mediating difference.

My chosen Capability/Capabilities:

_____

Reason for choice?

How will you develop your capability/capabilities?

What evidence will you keep of the development of your capability/capabilities?

Ethical Research – Guidelines for Students

When conducting research you must be honest and ethical. You need to follow these guidelines:

1. Be sensitive to other people's feelings.
2. Respect the dignity and worth of all people involved in your research. Be aware of their age, gender, cultural or language background, disability, or socio-economic status.
3. Make sure that people who give you information understand what your research is about and what you want them to do. Make sure that people who give you information understand how the information you get from them will be used.
4. Make sure that you get their permission to use the information that you gather.
5. Make sure that you gain appropriate permission from your school and parent or legal guardian.
6. Keep confidential any personal, identifying information and information that may not have been intended for other people.
7. Use information from the research only for the purpose for which you asked permission.
8. Acknowledge other people's words and ideas, and make sure that the work you produce is your own.
9. Take careful consideration of any legal, cost, or safety matters when you are deciding on your topic or question.
10. Take careful consideration that your research question or topic is appropriate and not offensive to the participants or your supervisors.
11. Have your research questions approved by your teacher before you start your research.
12. Make sure that you feel safe at all times. Do not put yourself at risk. If you have any concerns it may be wise to take an adult with you.

Ethical Considerations for students

One way of looking at ethical issues is to consider what the issues are and take positive action todeal with them. **DO NO HARM** is an excellent mantra:-

- no harm to you - physically, emotionally, mentally, spiritually
- no harm to others - invasion of privacy, personal space, peace of mind, reputation,intellectual property and much more
- no harm to animals, property, finances

The acronym **'ETHICALS PRO'** can be used as a checklist to identify and analyse the ethical issues relevant to your investigation.

Economics **T**rusting others
Honouring commitment **I**nternal
procedures **C**opyright and plagiarism
Audience
Legalities**S**afety
Privacy and permission
Responsibility**O**utside ethics

Economics: is about dealing with the cost of your investigation. Consumables, travel, fees for training or education outside of school, display materials etc. may beschool or family expense. The ethics here involve carefully considering the effect ofthe cost involved to your school or family. To deal with this issue you will need to negotiate what is an acceptable cost.

Trusting others: involves how to deal with your teacher, your mentor, experts, or people who are helping you with your investigation. The ethics here suggest you recognise their expertise, treat them with respect, and take their advice. At the sametime know when it is the right time to voice your own opinion. If important decisions are made by you contrary to others advice, ethically speaking you need to communicate with others involved to explain your reasons.

Honouring commitment: is about making plans, organising key moments, interviews or events and locking in the use of community people, facilities or programs as part of your investigation and then following through with your scheduleso that others are not inconvenienced or let down. The ethics here is about integrity and a commitment to let people know how your plans are manifesting as they could be greatly affected by any changes.

Internal procedures: is conforming to the rules and regulations of your school whenorganising outside or school activities and using school facilities or equipment.
Relevant permission forms completed by parents and booking sheets for facilitiesand equipment should be filled in well in advance.

Copyright and Plagiarism: is about ensuring that your style of investigation is not breaching copyright laws or plagiarism policies of a Stage 2 SACE subject. Examplesof students using other's music, photographs, text, logo, brand name or artwork without permission and using other's work or words as their own must be avoided at all costs. This is a big issue for students who find themselves involved in extensive secondary research due to the nature of their investigation. Clear documentation of copyright permission and accurate acknowledgement of sources of information must be provided.

Audience: is about considering the needs or sensitivity of people who will be readingor viewing/listening to your work. The ethics here involves your consideration of other's belief systems and a quest to not offend others. (eg religious convictions or raunchy materials or attitudes to drugs) Keep in mind that the audience for your final presentation of work will consist of teachers, moderators, mentors and other school personnel. This does not necessarily mean that you do not consider investigating some controversial themes or topics that you find interesting. It is the tasteful or sensitive way such themes are presented which make them culturally acceptable to others.

Legalities: is about organising learning activities, which potentially could lead to breaking the law. Trespassing and vandalism could result from becoming involved in graffiti or street art. Licensing or gambling laws may be breached in organising an event involving the use of alcohol or some fund rasing activities. Students will need tocarefully check that learning activities in and outside of school are in fact legal.
Insurance in cases when you are visiting, touring or on Work Experience is vital.OHW&S issues should always be a prime consideration

Safety: issues can go beyond the legal considerations of OHW&S. Ethical considerations include ensuring the general wellbeing of self and others. Some learning activities may present risks to emotional/mental or physical health or injury. If there are potential risks these should be identified and a plan to avoid or minimise these risks should be implemented. For example if a younger student has been identified to appear in a frightening, supernatural style short film, the ethics here is toconsider the effect on that student when viewing him/herself in the finished film. The solution to this could be that an edited version only is shown to the child.

Privacy: is about respecting investigation participants to their right of privacy. Theethical consideration here is to initiate the communication of an opportunity for interviewees, survey participants, those people photographed or filmed, control experimental personnel etc. to remain nameless or give permission for the use of their name or image. It is best to obtain formal written permission.

Responsibility: is about considering a range of ethical scenarios. You do need to beresponsible about the use of bias in your investigation and have a perspective on this. For example a student's opinion on cruelty to animals is all relative to context and culture. Ethically you should not advocate a particular stance to your peers or younger students on political, religious or philosophical issues. The alternative views should always be presented.

You need to consider the ethics of representing your school and your community. Isthe learning activity you are about to implement above board morally as well as legally?

It is your responsibility to provide information to key participants in your study and your mentor. What is required of them (time, effort, the type of tasks etc.)? Ethicallythey should know all this before they make a commitment.

Outside ethics: include the following of policies, protocols and procedures in placeslike universities, TAFE, the CSIRO, community agencies, and industry. It is possible that an industry or work place you become involved with has their own code of ethicsthat they expect to be followed. The topic or theme you are investigating may have a local or globally accepted ethical stance or procedure that you need to abide by. The reporting of new authenticated findings about the distribution, habitat, breeding habitsor characteristics of Australian Fauna to the appropriate authorities would be 'ethically' correct.

The following provides a structure to assist students to prepare their proposals. It is one approach and should not be interpreted as the recommended or best approach for studentsundertaking the Stage 2 Research Project.

Research Question

Ideally, the research question should be stated clearly and succinctly in one or two sentences.

The research question is often framed as a 'problem' or question in need of an answer. In theResearch Project, the research question can be an idea or issue, a technical or practical challenge, an artefact, a problem or a research question. It is recognised that many researchquestions may change as research develops.

Defining the research question is not always easy and is likely to be determined after consultation with others, including the teacher, who may be involved in your research. Defining the research question helps to focus the research and provides a title for you to communicate your intention to others. It is common for researchers to revise and reformulatetheir research question as their research progresses.

Background

You could briefly explain the reasons for your research. Why are you undertaking the project?At this point you may choose to identify and discuss one or more chosen capabilities as relevant to your research.

This section is an opportunity to show an awareness of ideas and information surroundingyour question, including those from:

- your observations, experience and existing knowledge and skills that are specific to the question. This includes acknowledging links to existing work in this area that you have previously undertaken (i.e. SACE subject or course, or outside of school learning) and how this research is an extension, not a repeat or duplication, of this learning. It may also include acknowledging any assumptions or biases that you may bring to the research.
- the work of others that is relevant to the research question e.g. people with expertise, published sources.

Basically, it is desirable to demonstrate that you know what you're talking about and that the research is worth doing.

Research processes, ethics and chosen capability/capabilities

Research processes may include the overall research method, as well as the different processes that you propose to use to undertake the research. Why have you decided upon these processes? How are they appropriate to the research question? Will they generate valid and worthwhile data and information? Are these accepted methods or approaches linked to particular subjects/courses/ fields of learning? What are some of the limitations? Why are other processes not appropriate?

You may also include:

- consideration of safe and ethical research
- suggestions for working with others
- consideration of a capability, or capabilities, likely to be relevant to the project.

The proposal can be presented in written, oral, or multimodal forms.

Evidence of Learning

The most important thing you need to do to ensure your success in the ResearchProject is to **document everything.** Evidence is essential for all assessment components of the Research Project:

Folio (30%)

Your best evidence of your research **planning** and **development** is selected forModeration.

Outcome (40%)

Your evidence is used to substantiate your key findings and the answer to yourResearch Project question.

Evaluation (30% External)

You evaluate the research process you used, the research decisions you made and the quality of your Outcome (which depends on the amount and type of evidence you used to substantiate your key findings).

Types of Evidence

The type of evidence you collect will depend on the nature of your Research Project.Every Research Project is different and, as an independent learner, you will be able to gather and choose the best evidence which reflects your learning. Regardless of your Research Project, there are some types of evidence that you must collect to ensure your success:

Essential Evidence: Bibliography

You will need to create a bibliography at the start of your Research Project and **add to it every time you find a source of information relevant to your research**. Don't just cut and paste URLs into this, you should take the time to correctly reference your sources using a Reference Generator Correctly referencing sources takes time – do not leave it to the last minute to do this or you will find you have to spend many hours revisiting websites to locate the author, dateetc.

It is highly recommended that you **annotate** (make notes) on your bibliography as you do your research. These comments can be extremely useful as you prepare yourEvaluation and can form evidence for your Folio. It is suggested that you **create a copy of your bibliography in a table format and make notes** under the following headings for each source collected.

Source (Correctly referenced)	Is this source useful? Why or Why not? (How does it help you to answer your Research question/sub topics?)	Did the information you found out lead you to other sources? (Which)? New ideas? New information?	Cross Reference: Is the information similar or different to other sources of information? How?	How did locating, reading, summarising, understanding this source help you to develop you capability(ies)?

Essential Evidence: Key Findings

The purpose of your research is to answer you research question. All research projects should include sub questions or sub topics which guide your research. The information you find out about each sub question or sub topic will ultimately enable you to answer your research project question.

It is highly recommended that you create a "Key Findings" document which you add to as you undertake your research. This will help you to plan and produce your Outcome, which is worth 40% of your grade. The Outcome can take many forms, such as a report, oral/multimodal presentation, or a product (something you made) with a written substantiation (how you made it); the final form or your Outcome will depend on your research question. Regardless of the form of your Outcome, you will need to provide evidence of your key findings for each sub question or sub topic and an overall answer to your research project question.

It will be easier for you to produce your Outcome if you keep track of your key findings as you do your research. It is therefore suggested that you document your key findings in the following format:

Sub questions/topics	**Key findings (can be dot points)**	**Sources of information (correctly referenced)**
Sub question/topic # 1		
Sub question/topic # 2		
Sub question/topic # 3		

Note: you can use parts of your Key Findings document as evidence for your Folio.

Essential Evidence: Journal

Keeping a personal record of your Research Project journey can provide excellent evidence for your Folio and will help you to reflect on the research decisions you made and challenges you experienced (and how you overcame them). These comments will help you to write your Evaluation.

It is suggested that you write in your journal regularly, for example you could write down your goals and plans at the start of the week and reflect on your progress at the end of the week.

It is extremely important that you reflect on the **development of your capability/capabilities.** The journal is an ideal place to do this regularly. This evidence can then be cut and pasted and used as evidence in your Folio, specificallyas evidence of **D4: Understanding and development of one or more capabilities.**

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Multimodal Evidence of Learning

Assessment Type 1 (Folio) and Assessment Type 2 (Research Outcome) can bepresented in a written, oral or multimodal form.

The inclusion of multimodality as an assessment option in the Research Project recognisesthe experience of multimodal texts that many students bring into the classroom, together with rapid changes in technology.

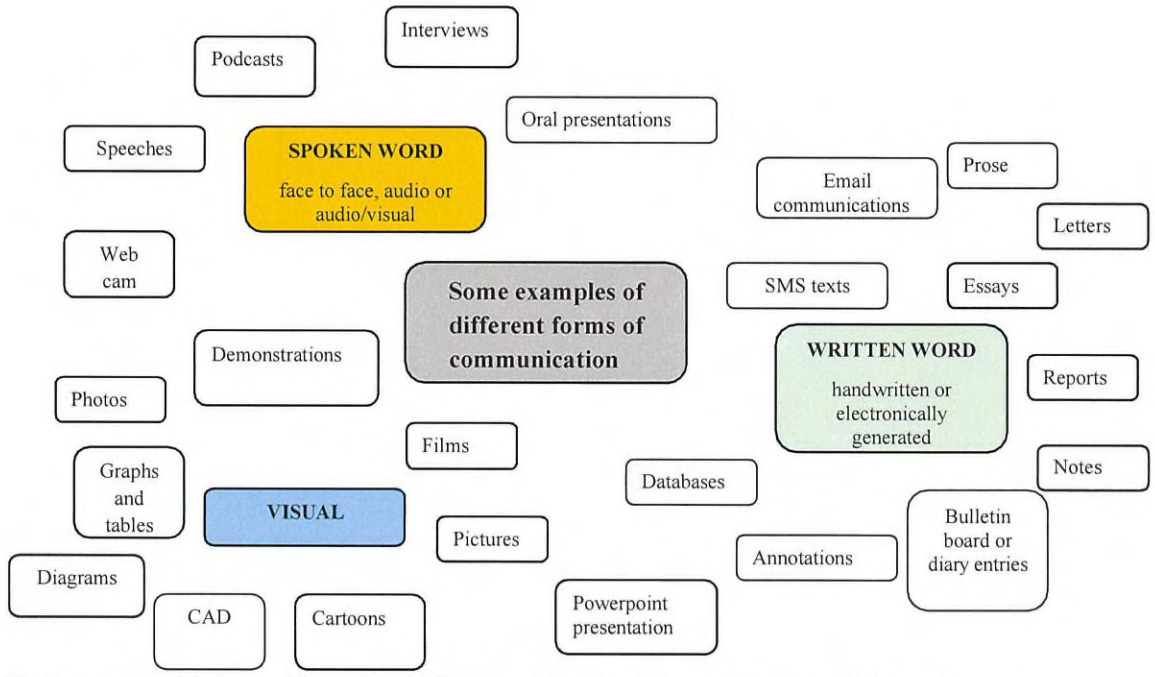
> "...the world that students interact with out of school is assuming another set of skills: the ability to communicate, at least to receive communication, through multimodal, mainly electronic, delivery vehicles. Television, computer games, computer encyclopedias, internet, magazines, film, music-video clips, mobile phones and even many school text books are offering messages in multimodal formats ..." (Vincent, 2004, p1)

Evidence can be presented as:

Written words (handwritten or ICT generated) – prose, reports, letters, journal entries, bullet point notes, powerpoint presentation, annotated diagrams/pictures, etc.

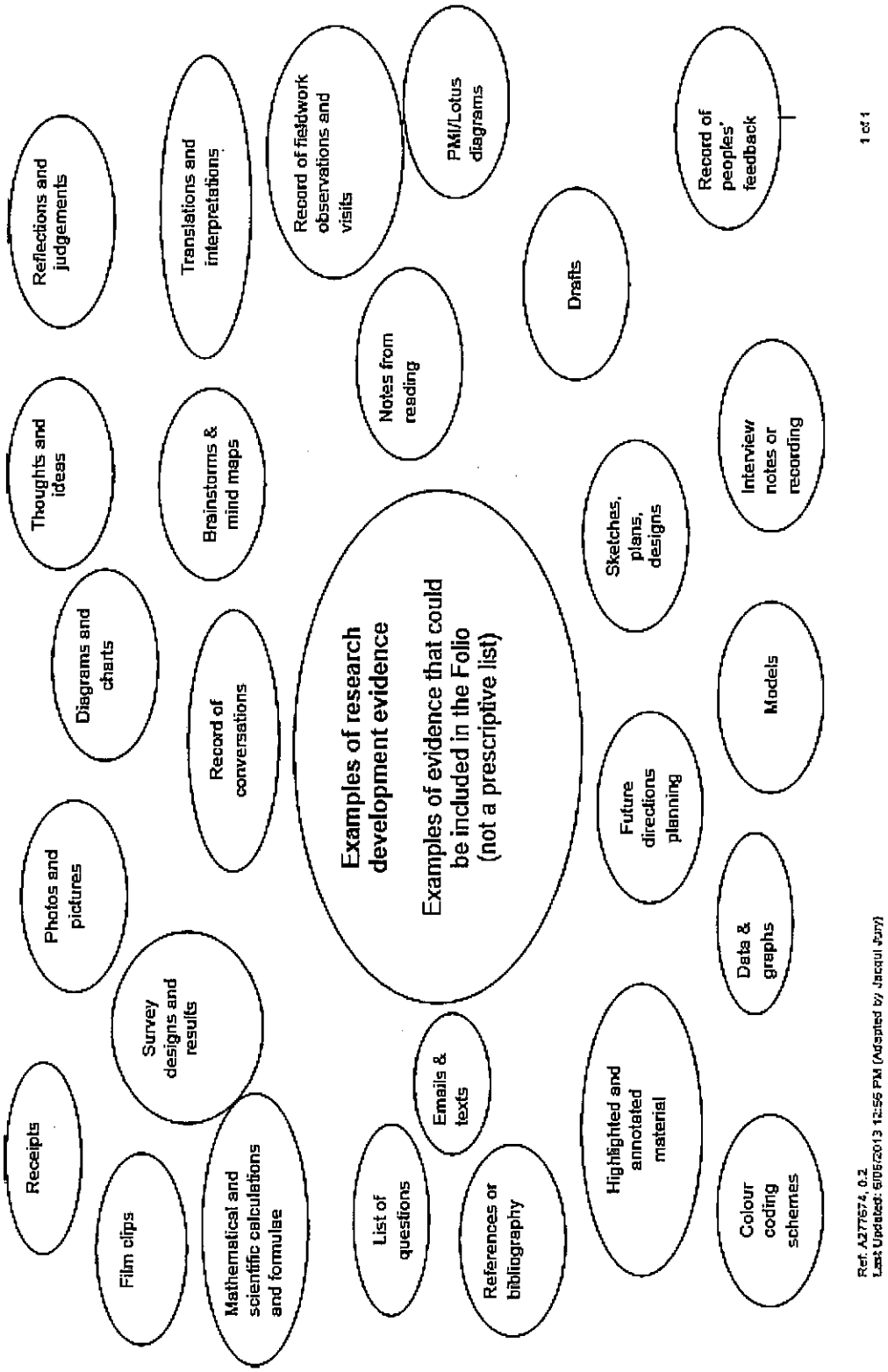
Spoken words (face-to-face, audio or audio/visual) – oral presentation,MP3 recordings, web cam entries, filmed interview/drama performance/activities, commentary on film, etc.

Visual – photos, pictures, representational diagrams, graphs, film,cartoons, etc.



Multimodal evidence of learning is the combination of one or more of these forms.

Aim for variety in your research evidence



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EVALUATING RESEARCH SOURCES

Research is an important part of many assessment types. When gathering research material you must be able to evaluate it for relevance to your topic and your focus. You will need to analyse the material for its facts, arguments, and opinions; select material that is directly applicable to your research; and record the publication details so that you can acknowledge your sources and include them in your reference list.

Although the following guide focuses on evaluating Internet resources (because anyone can, and does, publish on the Internet), the principles apply to all types of resources you might draw on for your research.

Scan By analysing the URL you can usually identify:

- the organisation hosting the web page (after http:// or www.)
- an author's name (further back in the URL, sometimes with a ~)
- the country of posting (a two-letter country name such as .au (Australia), .uk (United Kingdom), .it (Italy), .jp (Japan), .in (India), but no code for the USA, where the Internet originated
- the type of domain. Domain names are no longer an accurate indicator of the type of content. Anyone can now apply for a .com, .info, .biz, .org, or .net domain, so they no longer strictly mean 'commercial organisation', 'information' (can be information about a product), 'small business', 'nonprofit organisation', and 'network provider to subscribing customers'. The sites .gov and .edu are still restricted to government and educational institutions, but personal pages are frequently made available on university sites, and the university does not necessarily stand by the content of those pages.

Scan the page for:

- menu headings and links ('Home', 'About Us', 'Philosophy', 'Biography', 'Contact' [particularly a physical address or phone number], footer)
- last updated statement, or copyright year (currency, site maintenance).

The following table provides a guide to seven types of site.

Type of site	How can I tell?	Examples
Personal home page, social networking page, blog, etc	Often informal. Can be a professional site (e.g. university professor's web page). URL may contain ~, person's name, .net, .com	Facebook pages http://www.climateark.org/blog/ http://blogs.nature.com/climatefeedback/ http://climatechange.foreignpolicyblogs.com/ http://blogs.shell.com/climatechange/ http://stephenschneider.stanford.edu/Climate/ClimateFrameset.html
Special interest site Often presents a particular point of view	Usually a non-profit organisation URL may contain .org 'Home' or 'About Us' page, Blog	http://www.blackdoginstitute.org.au/ http://www.savetheearth.org/about.html www.greenpeace.org.au/ http://users.picknowl.com.au/~sasa/default.htm (Soil Association of South Australia, encourages organic methods of farming and gardening)

Type of site	How can I tell?	Examples
Professional site	URL may contain .org 'Home' or 'About Us' page	http://www.psychology.org.au/ (Australian Psychological Society) http://www.ama.com.au/ (Australian Medical Association)
Educational institution	URL may contain .edu 'Home' or 'About Us' page	http://www.anu.edu.au/index.html (Australian National University) http://www.saceboard.sa.edu.au
Government site	URL may contain .gov	http://www.statehouse.go.ug/ (Uganda) http://www.whitehouse.gov/ (USA) http://www.mofa.go.jp/ (Ministry of Foreign Affairs of Japan) http://www.gov.ru/main/page8.html (Russian Federation) http://eng.kremlin.ru/ (President of Russian Federation
News or journalistic site	URL contains name of news service 'Home' or 'About Us' page	www.abc.net.au http://edition.cnn.com/ http://www.theage.com.au/ http://www.chinadaily.com.cn/
Commercial site	.com, .co, .info, .biz, .net 'Home' or 'About Us' page May include catalogue and/or shopping cart	http://vitalityplusaustralia.com.au/products.asp?id=29 http://blogs.shell.com/climatechange/

Responsibility

Is there an author statement? Is any information about the author provided?

Which company or organisation is responsible for placing the information on the website? Read the About Us and Home pages, and the footer.

Has the article previously been published (e.g. a newspaper article that is provided on special interest site, that acknowledges the author and newspaper)? What were the original publication details? What can you find out about authority and bias of the newspaper?

Credibility

- Does the website provide information about the author (e.g. qualifications, where he works or has worked)?
- What do others say about the author or organisation? Search the Internet.
- What is the author's relationship to the subject? Can this be verified?
- Is the organisation legitimate?
- Are there contact details for the author or organisation (especially a physical address or phone number, not just an email address)?
- Can the information be verified? Are there references, footnotes explaining where the author got his or her information, or links to sources that can back up statements?
- Is there a header or logo that indicates the document was produced by an organisation? Do the pages on the website have a similar look? Are they full of spelling and grammatical errors, or do they appear to have been proofread?

Is the purpose of the web page to:

- inform, give facts or data, teach, explain
- persuade
- sell
- share
- entertain?

Bias

A source that is biased may still be useful. Balance your own argument with information from credible sources with different viewpoints. But consider:

- Does the author use stereotypes, generalisations, or exaggeration?
- Is it a commercial site? Is it trying to sell you something? What is its message?
- Does the author or organisation have a political, commercial, or philosophical purpose?
- Are there other points of view?
- Does it present a balance of views?
- Does the web page provide links to other sites that can back it up?
- Despite bias, is the information still credible and useful?

Currency

Does the issue/topic you are researching require up-to-date information? (Are you researching historical or recent events?)

If so,

- Is the information outdated?
- Is there a date on the article?
- When was the page last updated?
- Are the links still active?
- Is the site well maintained? Look for current news, dates, etc.

Relevance

- Are the first few lines (which are picked up by search engines) describing the page relevant to your topic?
- Can you understand the text?
- Does the information help to answer your research question?
- Do the links take you to relevant information?
- Are there clear guides to the content?

Using Your Evaluated Source

Use the checklist on the following page to sum up your evaluation.

Once you have established that the material is useful, you can feed it into your work in appropriate ways, such as by:

- quoting
  - Use direct quotations only to support or illustrate important points that you are making.
  - Merely quoting large amounts of work will reduce the amount of your work that can be assessed.
- paraphrasing — putting your research sources and notes aside, ask yourself 'Yes, but what is he/she actually saying?' Use your own words.
- conversion into a different format (e.g. diagram, chart).

Always acknowledge your sources, whether quoting, paraphrasing, or converting to a different format. In this way, you become a credible source and avoid plagiarising someone else. For information on referencing return to the research advice page.

Bibliography

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Evaluating websites: Criteria for the classroom, 2007, Lesley University, http://www.lesley.edu/library/guides/research/evaluating_web.html, accessed 11 January 2010.

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Checklist

Responsibility

Recording the following information will help you to acknowledge your sources and write a reference list for your research.

URL _____

Author _____

Title _____

Format _____ Publisher _____

Place _____ Date _____

Date accessed _____

Relevant Yes/No

Recording the following information will enable you to evaluate your source and decide whether, and how, to use it.

Type of site		
❑ Commercial site		❑ News or journalistic site
❑ Educational institution		❑ Professional site
❑ Government site		❑ Special interest site
❑ Personal page (home page, social networking page, blog, etc.)		❑ Other
Credible	Yes/No	Author/organisation is qualified, legitimate, contactable The information is verifiable Care has been taken in producing the document
Biased	Yes/No	
Still useful	Yes/No	
Current	Yes/No/Not relevant	

Interview: How to organise an interview

Step 1:

Be prepared with a list of questions or topics you want to cover. Be sure your questions are neat and organised for quick reference. **Check your questions with your Research ProjectTeacher.**

Step 2:

Arrive on time or a few minutes early, whether the interview is in person or over the phone. Your subject is being gracious by sharing time with you and you should respect this by beingprompt and efficient.

Step 3:

Begin the interview with a minute or two of small talk to help you get acquainted with the interview subject and to set her at ease. This step is especially critical if the two of you havenever met before.

Step 4:

If you are using a recording device (phone, digital recorder, ipad etc) make sure the interviewee knows about it. However, once the interview starts set the recording device in aninconspicuous place. Some people get nervous or self-conscious when they are constantly confronted with a recording device.

Step 5:

Stick to your pre written questions and notes as much as possible. However, if the conversation naturally flows into an area you hadn't planned but the material is something you might be able to use don't be in too much of a hurry to steer back on course. The most interesting answers in an interview are often in response to questions that were never asked!

Step 6:

It is best not to take exhaustive notes during the interview. Try to maintain as much eye contact with the interviewee as possible. Establishing a connection with the person you'reinterviewing is one of the secrets to a great interview.

Step 7:
Sit down at your computer as soon as possible after the interview, play back the recording and take comprehensive notes. Write down anything and everything that you think might beimportant.

Finally, organise your material from the interview according to which aspects of your researchquestion/sub-questions the material has helped you to answer. **Identify the key findings clearly from your interview.**

Research Project B - Unpacking the Specific Features

Development (D1) **AT1: FOLIO**

Has the student shown evidence of engagement in activities, which shows depth and breadth of research, to find information that will assist in the progression of the research?

Synthesis (S1) **AT2: RESEARCH OUTCOME**

Has the student taken the key pieces of their research and used them to present a resolution to the research question?

Evaluation (E1) **AT3: EVALUATION**

Has the student made judgements to clearly assess the effectiveness of research processes used, with a focus on the validity, reliability and usefulness of the process?

Planning (P1) **AT1: FOLIO**

Has the student shown evidence of both the consideration of a possible area for research, and the process undertaken to develop a researchable and manageable research question from a broad topic?

Development (D2) **AT1: FOLIO**

Has the student shown clear evidence of analysis, and exploration of ideas, by considering the key findings, reliability and validity of information from their research?

Synthesis (S2) **AT2: RESEARCH OUTCOME**

Has the student supported the presentation of their key findings with direct evidence from their research?

Planning	Development	Synthesis	Evaluation
P1 Consideration and refinement of a research question. P2 Planning of research processes that are highly appropriate to the research question.	D1 Development of the research. D2 Analysis of information and exploration of ideas to develop the research. D3 Development of knowledge and skills specific to the research question. D4 Understanding and development of one or more capabilities.	S1 Synthesis of knowledge, skills, and ideas to produce a resolution to the research question. S2 Substantiation of key findings relevant to the research outcome. S3 Expression of ideas.	E1 Evaluation of the research processes used, specific to the research question. E2 Evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used. E3 Evaluation of the quality of the research outcome.

Planning (P2) **AT1: FOLIO**

Has the student shown clear evidence of choosing research methods for their research, and why these methods are appropriate to their question?

Development (D4) **AT1: FOLIO**

Has the student shown clear evidence of both understanding and progression in one or more Capabilities?

Evaluation (E2) **AT3: EVALUATION**

Has the student made judgements to clearly assess the effectiveness of the decisions they made, when faced with challenges and opportunities in finding information for their research?

Development (D3) **AT1: FOLIO**

Has the student shown clear evidence of progress in their skills and knowledge in the context of their research?

Synthesis (S3) **AT2: RESEARCH OUTCOME** **AT3: EVALUATION**

Has the student presented information which is logically structured and clear in meaning?

Evaluation (E3) **AT3: EVALUATION**

Has the student made judgements to clearly assess the strengths and limitations of the Research Outcome, with a focus on its substance and, if applicable, its style?

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