**项目式学术英语课程**

**学习内容**

**UNIT 1**

**Research Questions**

**ACTIVITY 3**

*Good QUESTIONS are important for any research. To begin with, research questions are essential because they DEFINE an investigation. A well-articulated research question can provide both you and your eventual readers with information about your project*. *It can:*

* define the topic;
* define the nature of the research endeavour — *to discover, explore, explain, describe or compare*;
* define the questions you are interested in — *what, where, how, when, why*;
* define your constructs and variables;
* indicate whether you foresee a relationship between variables — *impacts, increases, decreases, relationships, correlations, causes, etc*.

*Read the titles, abstracts and key words of the papers in READING 1. Work in groups to discover their research questions first and then check how the investigations can be defined by the research questions.*

**READING 1**

**PAPER A**

**Collaborative Learning Practices: Teacher and Student Perceived Obstacles to Effective Student Collaboration**

Ha Le, Jeroen Janssen & Theo Wubbels

*Faculty of Social and Behavioural Sciences, Department of Education, Utrecht University*

**Abstract:** While the educational literature mentions several obstacles affecting the effectiveness of collaborative learning (CL), they have often been investigated through the perceptions of only one actor, either teachers or students. Therefore, some sources of obstacles that teachers and students encounter may not have been revealed. In this study, 19 teachers and 23 students in different disciplines at a pre-service teacher education faculty at a university in Vietnam were interviewed. In total, 47% of the teachers taught science subjects and 53% taught social subjects; 35% of the students majored in science subjects, 57% in social subjects, and 8% in primary education. With regard to study cohorts, 22% of the students were in the first and second year while 78% were in the third and fourth year of their four-year bachelor’s programme. These programmes produce qualified teachers for primary and secondary schools nationwide. Based on grounded theory analysis, four common obstacles to collaboration were identified: students’ lack of collaborative skills, free-riding, competence status, and friendship. Furthermore, the results showed three interrelated antecedents that contribute to these obstacles. Central to the antecedents is the strong focus of the teachers on the cognitive aspects of CL, which led the participating teachers to neglect the collaborative aspects of CL. These antecedents were demonstrated in the ways teachers set CL goals, provided instructions, and assessed student collaboration. This study may be useful for educators, designers, and researchers to foster the quality of student collaboration.

**Keywords:** Collaborative learning; Pedagogical practice; Teacher perceptions; Student perceptions

**PAPER B**

**The Self-Control and Self-Management Scale (SCMS): Development of an Adaptive Self-Regulatory Coping Skills Instrument**

Peter G. Mezo

*Department of Psychology, Memorial University of Newfoundland*

**Abstract:** Self-control and self-management skills (SCMSk) represent a cognitive-behavioral coping skills model that has been successfully applied to assessment and treatment. Nevertheless, no general adult self-report instrument has been developed to measure this important construct. The 16-item Self-Control and Self-Management Scale (SCMS) was developed as a new adult self-report instrument designed to be a general trait measure of SCMSk. In Study 1, the item pool was generated and revised based on the current literature and feedback from content validity experts. In Study 2, based on responses from a multiethnic student sample (*n* = 302), factor analytic procedures and rational item selection were used to produce a reliable and construct valid instrument. The findings of both studies support the further evaluation of the SCMS as a research and applied instrument, and suggest its potential current use in student and counseling settings given obtained relationships with anxiety, depression, and weight-management competencies.

**Keywords:** Self-Control; Self-Management; Self-Regulation; Test development

**PAPER D**

**The Origins of Genocide in Civil War**

Angela D. Nichols

*Florida Atlantic University*

**Abstract:** We know very little about the origins of and ways to prevent genocide from occurring. Despite it being a rare event, 36 cases of genocide or politicide occurred between 1955 and 2000, 80% of which took place during a civil war. The relationship between these two phenomena has been overlooked by both of the respective literatures. I hypothesize that the duration of the civil war, as well as the intensity of the conflict have some bearing on whether or not genocide or politicide occurs. Using a selection model, which allows for the isolation of mechanisms in both stages: entry into civil war and the subsequent escalation to genocide or politicide, I test this argument. Interestingly, once selection into a civil war is accounted for ethnic heterogeneity has a greater statistical and substantive impact on genocide/politicide onset than was previously believed.

**Keywords:** Conflict; Civil war; Genocide; Politicide; Civilian victimization; Ethnic fractionalization

**PAPER E**

**The Effect of Music on the Non-stress Test and Maternal Anxiety**

Hatice Erkun Dolker & Fatma Basar

*Dumlupınar University Medico Services*

*Department of Obstetrics and Gynecology Nursing, Faculty of Health Sciences, Kutahya Health Sciences University*

**Abstract:** This study aimed to determine the effect of music that was listened to by pregnant women during the non-stress test (NST) on the test result and maternal anxiety. The study utilized a non-randomized controlled trial design. Sequential sample selection method was used. The pregnant women in the experimental group listened to music during the NST (20 min). There were significant differences between the two groups in terms of mean numbers of acceleration deceleration and reactive NST results (p = 0.001). There were statistically significant differences between the intergroup mean scores of pre- and post-music in favor of the control group (p = 0.001). This study concluded that music is an effective method of reducing pregnant women’s deceleration numbers and increasing their acceleration numbers and reactive NST rates. The use of music during NSTs can be recommended.

**Keywords:** Music; NST; Anxiety

**PAPER H**

**Parenting and Academic Achievement: Intergenerational Transmission of Educational Advantage**

Josipa Roksa & Daniel Potter

*Department of Sociology, University of Virginia*

**Abstract:** A growing body of research has examined how cultural capital, recently broadened to include not only high-status cultural activities but also a range of different parenting practices, influences children’s educational success. Most of this research assumes that parents’ current class location is the starting point of class transmission. However, does the ability of parents to pass advantages to their children, particularly through specific cultural practices, depend solely on their current class location or also on their class of origin? The authors address this question by defining social background as a combination of parents’ current class location and their own family backgrounds. Using data from the Panel Study of Income Dynamics and its Child Development Supplement, the authors examine how different categories of social back ground are related to parenting practices and children’s academic achievement. The results offer novel insights into the transmission of class advantage across generations and inform debates about the complex processes of cultural reproduction and cultural mobility.

**Keywords:** Social class; Cultural capital; Parenting; Academic achievement

**ACTIVITY 4**

*Along your research journey you are likely to find yourself facing plenty of tangents, detours and diversions, and a well-defined question can help you set BOUNDARIES. Besides, a well-defined, well-articulated research question can provide DIRECTIONS, acting as a blueprint for your project. It will point you towards the theory you need to explore; the literature you need to review; the data you need to gather; and the methods you need to call on. Finally, you need a frame of reference for the ASSESSMENT of your work, which means your question will act as a benchmark for assessing decision-making concerning whether or not choices lead you closer to credible answers to your research question. Look at the research questions of the papers in READING 1 again to find out how a good question can help researchers in setting boundaries, providing directions and making assessment.*

**ACTIVITY 6**

*Have you ever heard of the term “hypothesis”? How is a hypothesis different from a research question? Go back to READING 1 to pick out the paper(s) with hypothesis/hypotheses. Work in groups to decide when a hypothesis is relatively easy to formulate. Consider the following aspects:*

* research questions
* nature of the research questions
* variables
* nature of relationships between the variables

*Then check the papers without hypotheses to decide when a hypothesis will not be appropriate.*

**ACTIVITY 7**

*In order to do research, you need to define your research question so that you can identify the body of literature you need to become conversant with and eventually review. You read and review a body of literature so that you are in a position to form appropriate, researchable questions. So what comes first, the chicken or the egg? Work in groups, with the help of the diagram below, to decide on the relationship between literature reading and research question setting.*

