



**St Francis de Sales**  
**COLLEGE**

## **Research Project**

### **Assessment Type 1: Folio**

#### **Section 1: Initiating and Planning the Research**

##### **Contents:**

**Identifying areas of interest**

**Lotus Diagram/Mind map/Work breakdown Structure**

**Defining the topic**

**Refining the research topic**

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## Initiating and planning the research

In this stage of the Research Project you are required to plan your research by making decisions, seeking help, responding to and creating opportunities, and solving problems.

### Step 1: Identify areas of interest

- a) This can be done individually or in a small group so that you can get feedback from other people who may have ideas about your topic.
- b) Think carefully about something you really like doing, something challenging or something that you want to learn more about and it is not covered in a course at school.

Topic	Topic	Topic

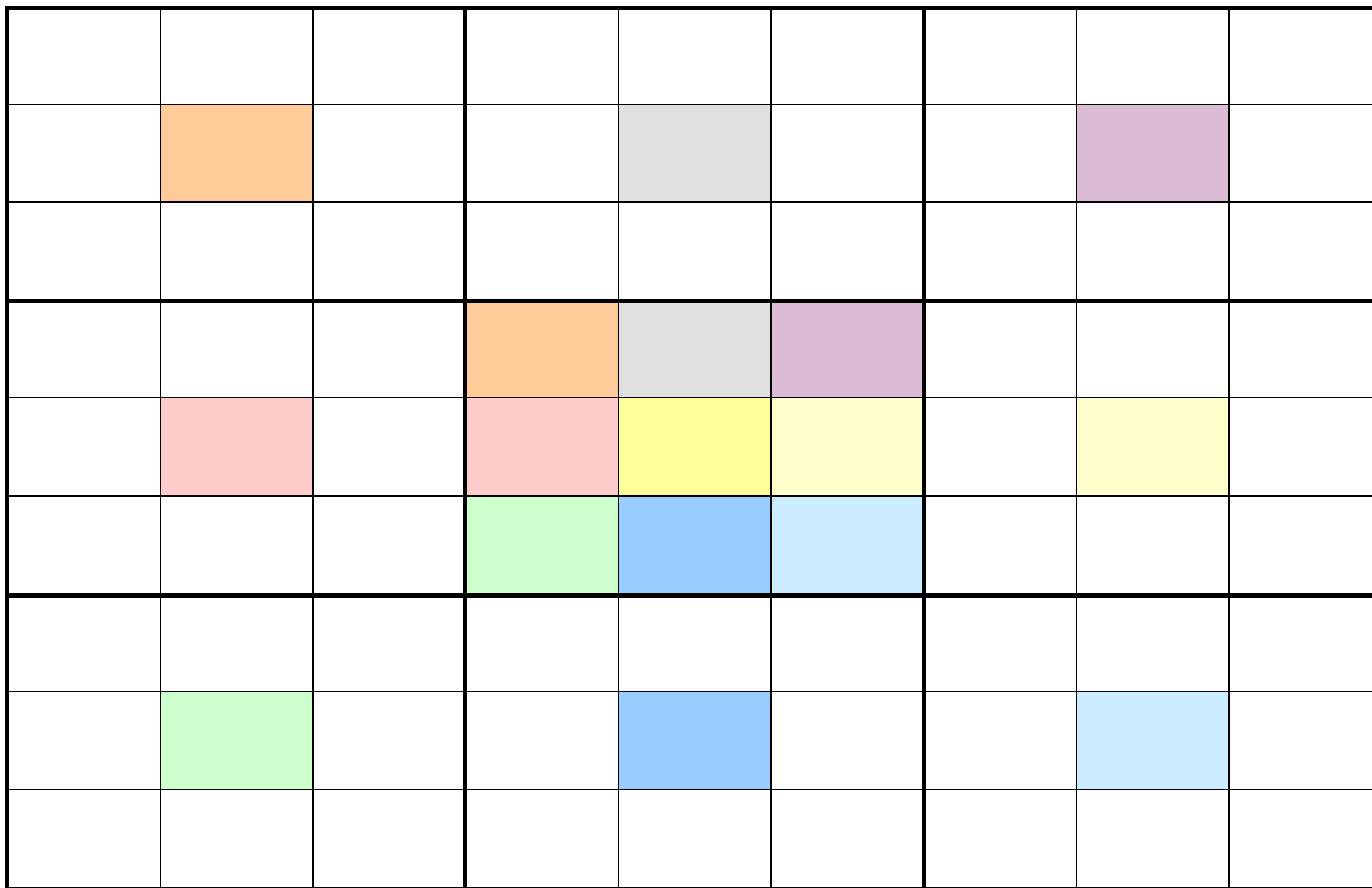
- c) Write down the areas of interest in the lotus diagram or draw a mind map and brainstorm ideas that you know about and need to find out about
- d) Identify the definite focus of your topic and explore some of the ideas that you could use to research

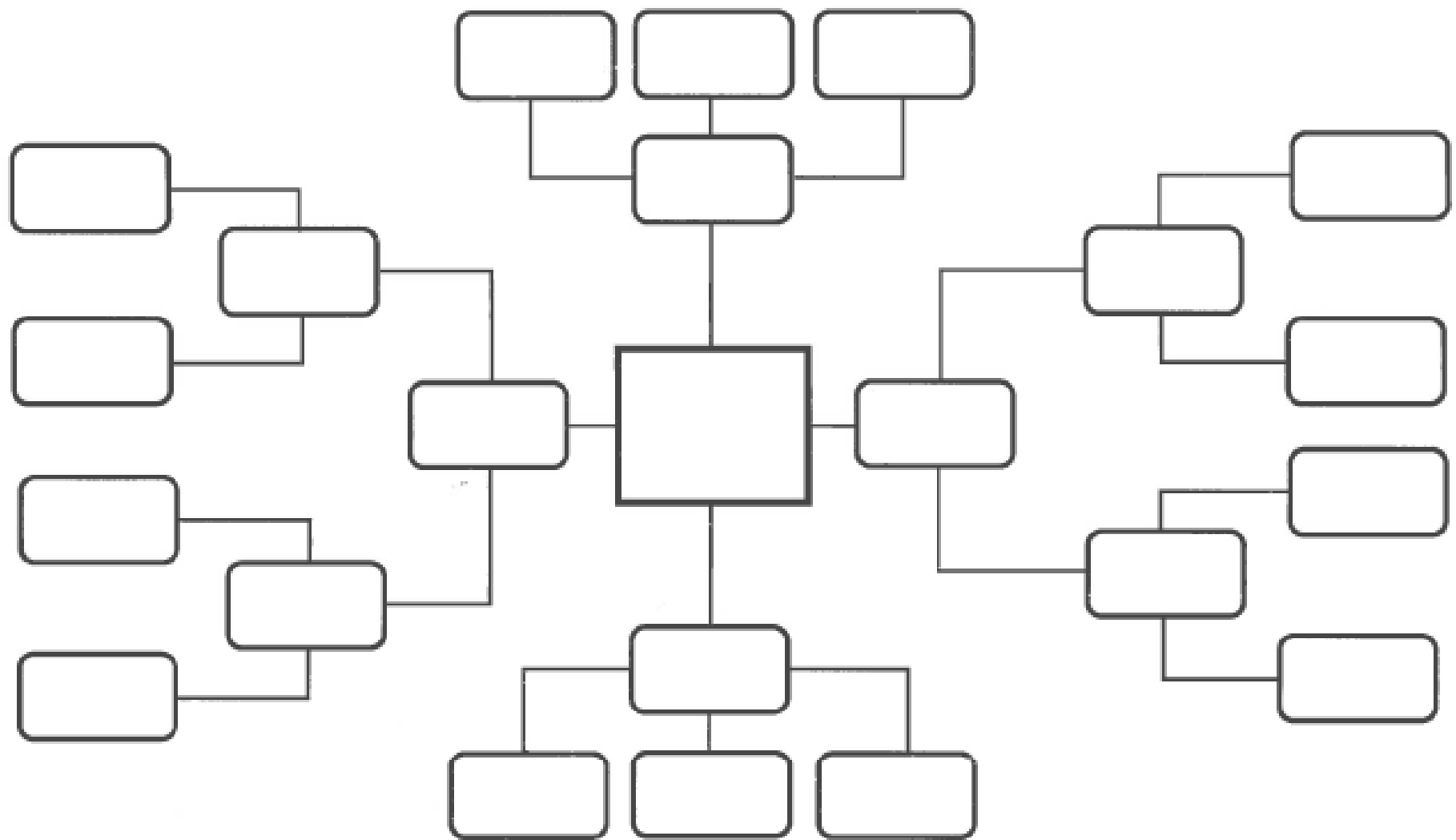
**Ask yourself:** What are the different ways I can find information out about my topics?

There are many different and creative ways of finding information out.

These may involve:

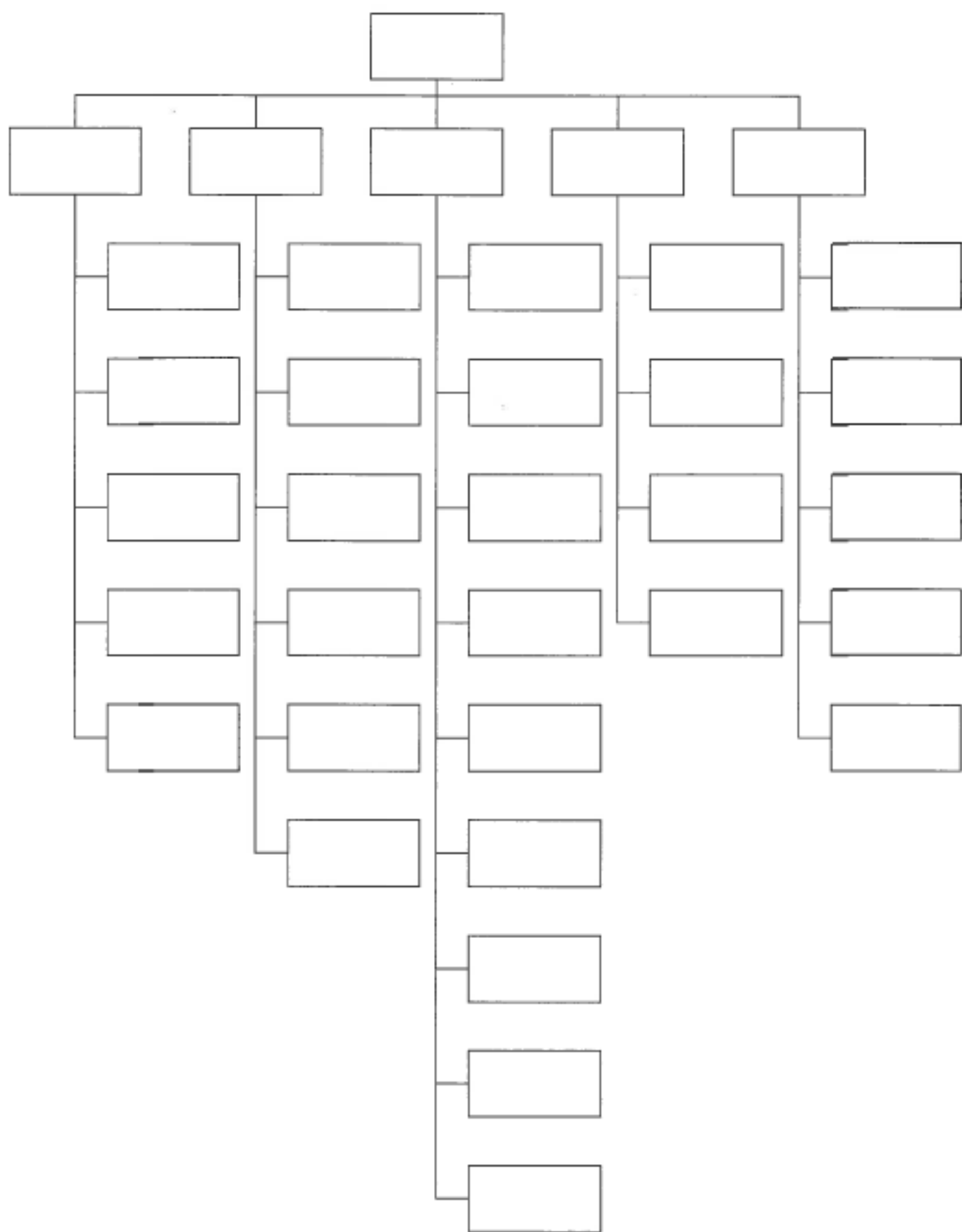
- Library books
- Internet sites
- Visits to Museums, Galleries, Universities, workplaces, retail/wholesale shops, sporting venues, medical clinics,
- Interviews
- Surveys
- Emails
- Lectures
- Concerts/performances/Exhibitions





Subject:

Date:



## Step 2: Decide and define the topic on which you will focus your research

Before you decide on the topic that you will do use some of these ideas to research the main concepts so that you have a good idea that information is available to use.

***Ask yourself: Where will I find the information? What research processes are available?***

**Think outside the school: who, where, what, how, safety, manageable**

Write down the source that you use: the site, the place or person you speak with and include the date. This will help to develop a reference list and support your journal for future work.

Some helpful internet sites:

[www.search-cube.com](http://www.search-cube.com)

<http://taggalaxy.de/>

<http://bubble.us> (a free on-line tool but you need to create an account to save work)

**Reminder: ask yourself – is this topic manageable and achievable?**

**If the answer is yes and you really want to explore the topic then consider these ideas:**

**Some Guidelines:**

A research topic:

- could be an idea or issue, a technical or practical challenge, an artefact, a problem, or a question
- may be a new topic that is not related to a subject or course
- may be a topic that is linked to an existing subject or course. Work that has been previously assessed for another subject or course cannot be used in this subject. However, information gained or ideas expressed in one assessment task can be extended in another assessment task. For example, you can use the research data on a particular topic in another subject as part of your research project.

In choosing a research topic, you should identify the potential value of the research to yourself and, where applicable, to others.

It is also important to understand the **context** of the **learning capability** as well as your **chosen capability** within the research topic.

At the back of this booklet read through the capabilities and discuss how you will address them with the topics you have selected. **This will help you understand what skills and knowledge you are developing through the research project (and it will help you to write the evaluation!)**

Therefore, as you decide your topic/question, identify the aspects of the learning capability you will address and your chosen capability.

Choose the topic that **interests** you the most and one you want to **learn more** about. Use your planning form to help you decide. Remember to choose one that can be managed and you can identify where to locate the sources of information from.

**Focus topic:**

**How will you address the capabilities?**

Capability: Learning

Capability:

**Focus questions:**

**What are some of the questions you could use to find out about your topic?**

**Specific questions:** **work out at least three questions/statements that could be used to research**

**Reflective questions:**

What do I know about my topic?

Is my topic/question manageable in the timeframe (research development is due by week 10 of term 1)?

Use a planning guide to help you work out what you want to look at.

Are there any ethical issues that I may need to consider at the moment? What are ethical issues?

Identify people/organisations who can help: On and off campus

How will you contact them?

Identify sources to use and how to use them: As well as the internet where can I find information?

### Step 3: Plan your research

This is the second stage of the first section of the Research Framework, it accompanies Step 1: defining the research topic.

#### Considerations:

- consider and select the research processes [web-based, survey, books, interviews, articles, pamphlets, visits, magazines, newspapers, archives, media] that are appropriate to your research topic
- investigate and propose safe and ethical research processes
- identify knowledge and skills that are specific to your research topic
- identify people with who you will need to work with (teachers, community/business expert, peer group) and negotiate how you are going to work together
- plan the research in manageable parts; use a planning form
- identify the other capability [besides **learning**] (communication, personal development, citizenship, or work) that you will address and its relevance to your research
- consider how you will present the research outcome

**Use a planning form or create one that will show how you are going to research your topic. This form is an important step in the formation of the Research Project and can be used as evidence in the Folio as well as providing a logical and informative process of how you are working.**

Processes:

**Write the **refined question/statement** you are going to research:**

**What are the possible *knowledge and skills* that you are aware of that are specific to your research topic?**

**What do you already think you know about your topic?**

[Discuss this with different people and write down what ideas are suggested. Think outside the square; identify all possibilities and then decide what may be your focus.]

**Identify the possible research processes: *think about who you can contact outside of the school, can you visit places? Email experts? Interview, survey?***



**What are the safe and ethical research considerations that must be considered to enable the research to be valid?** As part of developing the ethical dimension you will find a permission form in the Research Methods book. This is an important step in learning how to acknowledge and learn from people whilst respecting the confidential nature of the information that is shared.

**Return to the planning sheet and add or change the information to support your research.**

### Notes to remember:

1. Rewrite the mind map/lotus diagram or work place structure breakdown with as much detail as you can and put this in your folio.
2. Draw a plan of the 10 weeks of research, thinking about what you will need to do to start and where this may lead you; this will be revised every week and must be kept.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**The combination of Steps 1 and 2 meets the Assessment design criteria:**

Criteria	Specific features	
Planning	P1	Consideration and identification of a research topic <ul style="list-style-type: none"><li>• Exploration of the research topic within an area of interest</li><li>• Refinement of a particular research topic</li></ul>
	P2	Planning of research processes appropriate to the research topic <ul style="list-style-type: none"><li>• Identification, selection, and design of research processes appropriate to the research topic</li><li>• Due attention to ethical and manageable research processes</li></ul>

**Assessment:**

**Proposal**

You are required to present a proposal using all of the processes described in Steps 1 and 2.

The proposal should be approximately 500 words in written or approximately 3 minutes or an oral presentation: (live or recorded)

You need to provide evidence of:

- considering, identifying, and defining a research topic and outlining your initial ideas for the research
- consider a capability that is likely to be relevant to your research project
- negotiate processes for working with other people
- consider and select the research processes that are likely to be appropriate to your research topic (for example: valid, ethical and manageable research processes)

**Planning**

**Assessment Type 1: Folio**

- |          |   |
|----------|---|
| <b>A</b> | P1 Thorough consideration and refinement of a research topic.<br>P2 Thorough planning of research processes that are highly appropriate to the research topic.                                |
| <b>B</b> | P1 Consideration of the main area of research and some refinement of a research topic.<br>P2 Considered planning of research processes that are appropriate to the research topic.            |
| <b>C</b> | P1 Adequate consideration of a broad research topic, but little evidence of refining the topic.<br>P2 Satisfactory planning of research processes that are appropriate to the research topic. |
| <b>D</b> | P1 Basic consideration and identification of some aspects of a research topic.<br>P2 Partial planning of research processes that may be appropriate to the research topic.                    |
| <b>E</b> | P1 Attempted consideration and identification of an area of interest.<br>P2 Attempted planning of an aspect of the research process.  |

Capability	How it's developed by completing the Research Project
<b>Learning</b>	<ul style="list-style-type: none"> <li>• locate, collect, organise, evaluate, analyse, and use information</li> <li>• develop their knowledge and understanding of a range of research processes</li> <li>• keep records of their research, such as a journal, a weblog (blog), an e-portfolio, scientific notes, or annotated photographic evidence</li> <li>• consider and respond to feedback from teachers, peers, and others</li> <li>• consider ethical research processes, including respecting the rights and work of others, acknowledging sources, and observing protocols when approaching people and organisations</li> <li>• develop their ability to think critically and ethically</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• interact with teachers, parents, peers, and experts in their area of interest</li> <li>• ask questions, express opinions, and take different perspectives into account</li> <li>• use appropriate language and forms of communication in different contexts, and for different purposes and audiences</li> <li>• use clear language to communicate their ideas and the research outcome</li> <li>• improve their skills in literacy and numeracy, and the use of information and communication technologies</li> <li>• understand the nature of the communication capability and its relevance to their research, for example <ul style="list-style-type: none"> <li>– the relationship between language and culture</li> <li>– communication as a social and cultural practice</li> </ul> </li> <li>• how contemporary information and communication technologies affect communication</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• become involved in, and contribute to, the community</li> <li>• consider issues that are important to the community, such as social, environmental, economic, or political matters</li> <li>• understand Australia's cultural, linguistic, social, and religious diversity</li> <li>• learn to value and respect other people's perspectives and rights</li> <li>• take actions that reflect their appreciation of values such as democracy, equity, and justice</li> <li>• take and/or advocate social action that contributes to community objectives</li> <li>• understand the nature of the citizenship capability and its relevance to their research, for example <ul style="list-style-type: none"> <li>– how decisions are made at local, national, and/or global levels</li> <li>– how shared knowledge allows people to communicate, live, and work together</li> </ul> </li> <li>• what global citizenship might involve</li> </ul>

<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• build self-confidence, self-awareness, and interpersonal and intrapersonal skills</li> <li>• show initiative and use their creative abilities</li> <li>• improve their skills in planning, problem-solving, and managing a complex extended project</li> <li>• develop their personal attributes including resilience, persistence, resourcefulness, empathy, and respect for others</li> <li>• understand the nature of the personal development capability and its relevance to their research, for example <ul style="list-style-type: none"> <li>– the notion and construction of identity</li> <li>– respect for diversity and an openness to different perspectives and experiences</li> </ul> </li> <li>• learning about their own well-being, while learning about physical, social, emotional, spiritual, and environmental matters</li> </ul>
<b>Work</b>	<ul style="list-style-type: none"> <li>• participate responsibly in learning, work, and community life</li> <li>• build links with others, locally, nationally, or globally</li> <li>• understand workplace practices and procedures</li> <li>• consider key influences in the changing labour market</li> <li>• understand entrepreneurial enterprise</li> <li>• develop skills in the use of information and communication technologies that are used in workplaces</li> <li>• understand the place of creativity in the workplace</li> <li>• understand the nature of the work capability and its relevance to their research, for example <ul style="list-style-type: none"> <li>– the role of paid, unpaid, and volunteer work in communities</li> <li>– how an understanding of languages, cultures, and histories affects people's work behaviours</li> </ul> </li> <li>• developing employability skills</li> </ul>

## Planning Proforma

This sheet may be used as a guide to help you with your planning for the Research development section of the Folio.

Use your plan to help you with the direction of where your research may lead, not just writing in what you did.

An example:

Week	Plan	Reflect.....	Follow up.....
1	<p>In week 1 I need to look up the definitions of the words that I do not understand and write them down in my journal.</p> <p>I will start working out what kinds of research I will undertake so that I can plan when to prepare any interviews or emails I will need.</p> <p>I will start to research using the internet to find at least 3 different papers on my topic so that I can compare the information to determine the validity.</p>	<p>I kept the definitions on a separate page so that I can refer to them.</p> <p>I have made a page to collect all the references and sites I use for my bibliography.</p> <p>I need to get a folder to use to keep all of my work in and write the date on each paper I find or write down.</p>	<p>I have analysed one of the papers I found on the internet and need to make a table to do critical analysis of each paper so that I can check the information quickly and form a summary.</p> <p>I need to gain a good knowledge of my topic so next week I will check the library and ask friends if anyone knows someone who works in my topic area.</p>
2	<p>I spoke with my teacher and we have found a contact person who I email for an interview. I will need to work out what kinds of questions to ask so I will have to read a lot more about my topic. I will need to seek permission to interview and use the information from the interview (ethical dimension)</p>	<p>I have written down the key findings about my topic and know have a list of questions I need to ask the person whom I am going to interview.</p>	<p>I have organised the interview and need to get permission to leave school to go. I am going to find another person to interview so that I can obtain more information.</p> <p>I need to remember to keep a table of my findings and also think about my next step more carefully.</p>

This table shows only some ideas; you are looking for key findings about your topic as well as analysing the information as you find it. This is really important because it will help you think more specifically about your research question and to discover as much information that is relevant.