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RESEARCH METHODS



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Introduction



This booklet is designed to be a guide in how you may use the different research methods when locating and identifying information for the process required in the Research Project.

It is not a definitive resource; there are many other ways to research and document your findings. One of the most important resources is the people around you; ask questions to find out information. Never underestimate the knowledge around you.

As you work through the Research Project one of the vital processes you need to maintain is the documentation of your journal. Always write in as much detail as possible HOW you find the information; this will support you when you write the evaluation. Remember it is about the process involved in researching the topic that is the focus.

Reminders

Identify what research processes you have used:

Are there any more resources you could research that will add meaning to your project?

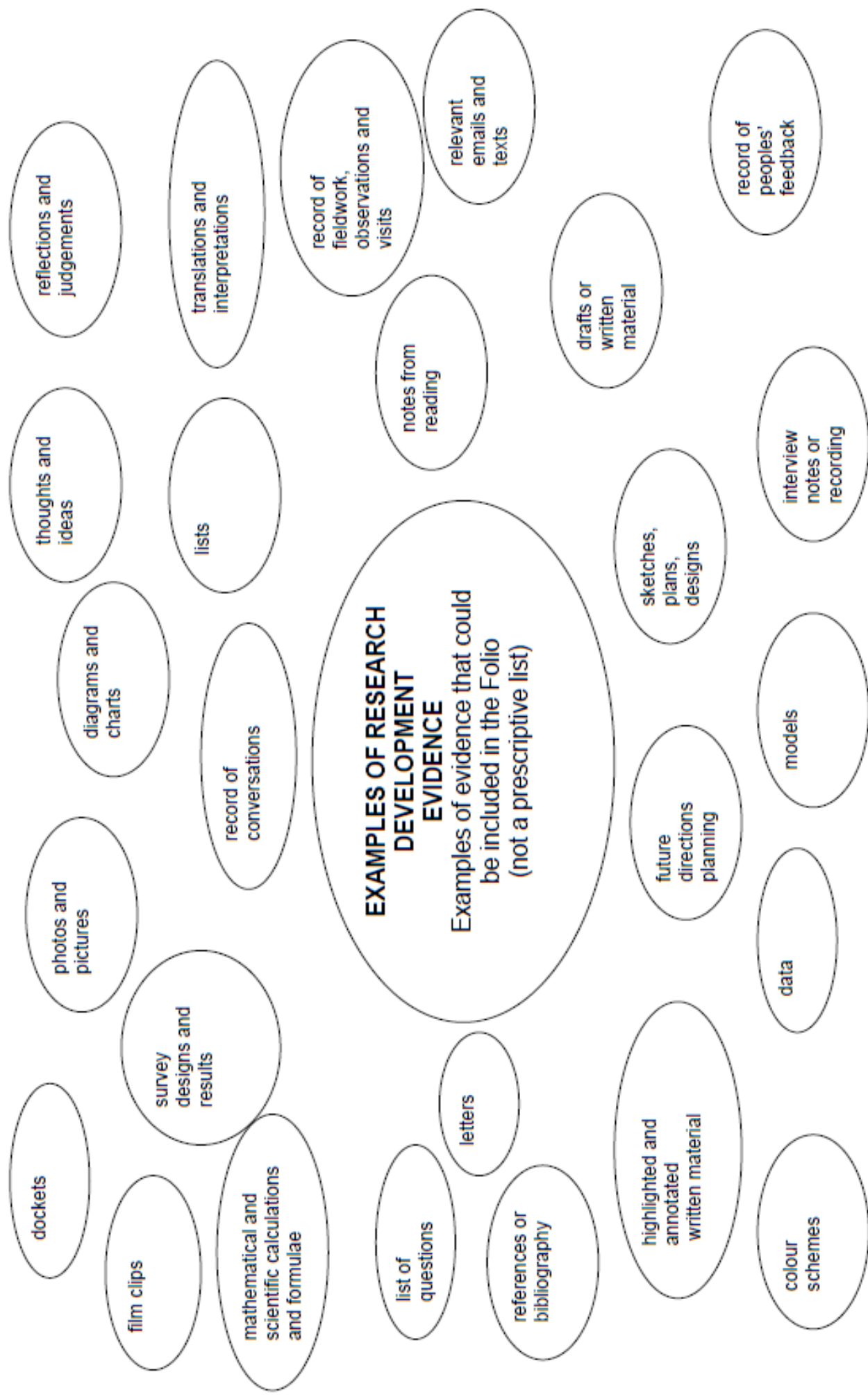
Research Concepts

The research process may start in different places, depending on the question and the resources available. These are the different parts of the Research Project:

- Locating
- Selecting and Comparing - use at least two different documents
- Analysing - combine with comparing to refine your findings
- Organising
- Presenting
- Evaluating

What questions and resources will you need to use to develop each aspect? How did you develop each area?

Locating	Selecting and Comparing	Analysing
Organising	Presenting	Evaluating



Critical Analysis of Information Sources



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Critical Analysis Questions	Information Source 1	Information Source 2	Information Source 3	Information Source 4

Ethical Considerations



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One way of looking at ethical issues is to consider what the issues are and take positive action to deal with them.

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



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- **Economics**
- **Trusting others**
- **Honouring commitment**
- **Internal procedures**
- **Copyright and plagiarism**
- **Audience**
- **Legalities**
- **Safety**
- **Privacy and permission**
- **Responsibility**
- **Outside 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 be school or family expense. The ethics here involve carefully considering the effect of the 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 same time know when 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 schedule so 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 when organising outside or school activities and using school facilities or equipment. Relevant permission forms completed by parents and booking sheets for facilities and 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. Examples of 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.

Ethical Considerations



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Audience: is about considering the needs or sensitivity of people who will be reading or 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 raising activities. Students will need to carefully 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 well being 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 to consider 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. The ethical 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 be responsible 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.

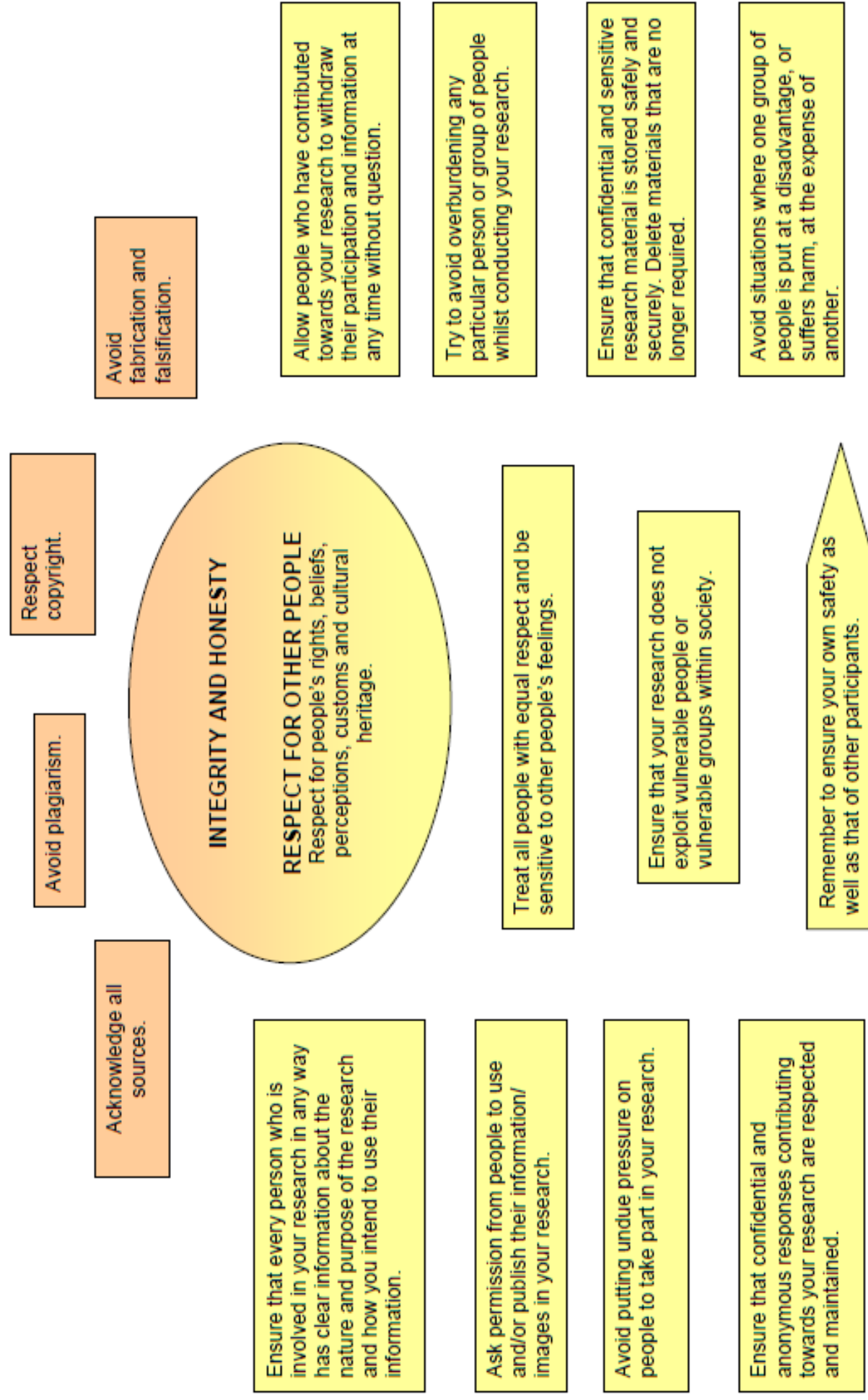
You need to consider the ethics of representing your school and your community. Is the learning activity you are about to implement above board morally as well as legally?

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)? Ethically they should know all this before they make a commitment.

Outside ethics: include the following of policies, protocols and procedures in places like 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 ethics that 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 habits or characteristics of Australian Fauna to the appropriate authorities would be 'ethically' correct.

C. ETHICAL RESEARCH AND THE RESEARCH PROJECT: WHAT DOES THIS MEAN IN PRACTICE?

Every person involved in research activities needs to be protected from harm



Ethical Dimension

Example of survey letter and permission form



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Dear

First of all I would like to thank you for agreeing to be interviewed/surveyed for the purpose of my Research Project. The Research Project is a subject that allows students to investigate a topic or question related to something they are interested in. My research is based around the question, "Is it necessary to warm up before playing sport, specifically Netball?"

It is important that I obtain permission from every person I interview or survey so that I will be able to use the information provided in my final written paper. Can you please fill in the permission slip below so that I can use the information you give me.

✂ _____

Name:.....

I understand that the information I provide in this interview/survey will be used in the final written paper for the Research Project of I give permission for the contents of this interview to be used for this reason.

Signed:..... Date:.....

Primary and Secondary Sources



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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:



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- annual report
- artefacts (e.g. fossils, clothing)
- 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
- 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)
- tape recording
- video recordings

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)

Primary and Secondary Sources



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Secondary sources are accounts compiled by somebody who was not present at the time 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 other books 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 primary sources 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 of education; 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

Where to find primary sources

First hand

Depending on what you are investigating, you can collect some primary sources yourself. For example:

1. an oral history or a survey that you conduct
2. an interview or a video that you record
3. pamphlets, an annual report, or a program guide that you collect.

Archives

Archives collect unpublished material (primary sources). They may provide digitised versions of some sources online. Examples of archives include:

- State Records of South Australia, 'Primary sources for students', <http://www.archives.sa.gov.au/readingroom/aids/students.html>, accessed 6 January 2010
- National Archives of Australia, <http://www.naa.gov.au/>
- University of Adelaide Archives, <http://www.adelaide.edu.au/records/archives/>.

Primary and Secondary Sources



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Libraries

Libraries collect published material, which is not usually a primary source. However, state libraries also collect material of interest to the state. For example, the State Library of South Australia collects South Australian material, which includes some published and unpublished primary source materials (e.g. pamphlets, maps, menus, theatre programs, letters, diaries, minutes, photographs, and oral histories).

This material is listed in the library catalogue. Some materials, such as photographs, have been digitised and can be accessed via the online catalogue. Others can only be accessed in the library.

Examples of online library sources are:

- State Library of South Australia, <http://www.slsa.sa.gov.au>, accessed 6 January 2010.
Includes SA Memory online exhibition, historic South Australian newspapers, more than 100 000 photographs, historic South Australian documents
- Picture Australia, <http://www.pictureaustralia.org/>, accessed 6 January 2010.
Through Picture Australia, the National Library of Australia makes available the photograph collections of a large number of contributing cultural organisations in Australia and New Zealand, including the state and national libraries and university libraries.
- 'American memory', Library of Congress, <http://memory.loc.gov/ammem/index.html>, accessed 6 January 2010.
Includes historical photos, maps, documents, letters, speeches, recordings, videos, and prints.
'Chronicling America', Library of Congress, <http://chroniclingamerica.loc.gov/>
- Online gallery, British Library, <http://www.bl.uk/onlinegallery/virtualbooks/index.html>
Includes maps, photographs, virtual books (rare books, manuscripts).

Directories

Directories of primary source collections (these are called tertiary sources) can be found by searching the Internet. For example:

- 'EuroDocs: Online Sources for European History', http://eudocs.lib.byu.edu/index.php/Main_Page, accessed 6 January 2010
- 'Primary Sources in the Humanities and Social Sciences: Online Collections, Stauffer Humanities and Social Sciences Library, Queen's University, <http://library.queensu.ca/research/guide/primary-sources/websites> .

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'Primary sources guide', University of Western Australia, <http://libguides.library.uwa.edu.au/content.php?pid=76424&sid=566155>, accessed 6 January 2010.

'Primary sources', University of New England Library, <http://www.une.edu.au/library/eskillsplus/research/primary.php>. A teaching module with self-test questions.

Primary and Secondary Sources



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Using Primary Sources in the Classroom, Library of Congress Website, <http://memory.loc.gov/learn/lessons/primary.html>, accessed 6 January 2010.

Using Primary Sources, National Archives of Australia website, http://www.naa.gov.au/education/challenge/primary_sources.html, accessed 11 January 2007.

What are Primary Sources?, UCLA Institute on Primary Resources, <http://ipr.ues.gseis.ucla.edu/info/definition.html>, accessed 6 January 2010.

Letter Writing



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Letter writing

A letter written in good taste strikes a balance between the conventional format and the writer's own personal style. While it is convenient for the reader to read a letter structured in the conventional format, as outlined below, slight adaptations are accepted.

1. **Address Heading** This is the writer's full address.
2. **Date** This is the month, day and year that the letter is written on.
3. **Inside Address** The recipient's full name and address. Generally, informal letters do not include an inside address.
4. **Attention** With formal letters, the "Attention: [full name of recipient]" is placed two spaces below the inside address.
5. **Greeting** Also known as the "salutation," this is the introductory phrase, "Dear [name of recipient]." Either a comma or a colon can be used at the end of this phrase. Today, a comma is more extensively used, with the exception of the use of a title only, not a proper name. (i.e. "Dear Member:"). In this case, the use of a colon would be more appropriate.
6. **Subject line** A word or phrase to indicate the main subject of the letter, which is preceded by the word "**Subject:**" or "**Re:**" (Latin for "matter"). Subject lines may be emphasized by underlining, using bold font, or all capital letters. They can be alternatively located directly after the "inside address," before the "greeting." Informal or social letters rarely include a subject line.
7. **Body** The complete text of the letter; the subject matter content.
8. **Closing** This is the farewell phrase or word that precedes the signature and is followed by a comma. Closing should reflect a type of farewell or goodbye as writer signs off. Examples: "Yours truly," "Sincerely yours," "Regards," etc. ***Note:** "Thank you," is not considered an appropriate closing for a formal or business letter.
9. **Signature** The signed name of the writer. Formal or business letters include the full name of the writer printed below the signed name and most often include the writer's title and/or professional designations.

Letter Writing



For example:

3519 Front Street
Mount Barker, SA 5251

October 31, 2010

Ms. L Format
Water Conservation Foundation
100 Searching Way
Mt Barker, SA 5251

Dear Ms Format,

I am a Year 12 student St Francis de Sales College in Mt Barker and as part of my studies I am researching the topic; How to maintain water quality in the Laratinga Wetlands.

I have started to collect information about the Laratinga Wetlands from the Mt Barker Distract Council and as your Foundation is part of the quality control assurance process of the wetlands I was hoping that you could complete a survey at a convenient time so that I may further develop my understanding and awareness of the water quality controls that are in place.

I am enclosing the survey for your consideration. I have enclosed a self-addressed envelop for the return of my survey.

If it is suitable I would appreciate being able to talk with you at your convenience. My contact phone number is 0000 0000.

Thank you very much for considering my request. This is an important part of my research project and your input into the process will assist my completion of the task.

I look forward to speaking you.

Yours Sincerely,

Signature

Water Hyacinth

Encl. Survey and self-addressed envelope

Survey Writing

Survey Writing

A survey can be formatted in a variety of ways. Decide what you actually want to find out before you plan the survey and then what kinds of responses you need to obtain the information.

Look at different kinds of surveys and ask for guidance from other people when drafting the survey and before you give the final paper out. Remember to check the ethical considerations before starting.

One of the most useful websites is: <https://www.surveymonkey.com/>

This has guidelines for writing questions and responses. There is also information about how to collate information in graphs and with statistics.

Some ideas:

Multiple Choice (Only One Answer) Which of the following is the most important characteristic for a supervisor?

☐

Multiple Choice (Only One Answer)

Which of the following is the most important characteristic for a supervisor?

☐

Approachable

☐

Qualified

☐

Honest

☐

Believable

☐

Successful

You can tell the difference between a question that allows only one answer versus multiple answers because of the shape of the answer choice buttons. If it allows only one answer choice, the buttons will be circles. If it allows multiple answers, the buttons will be squares.

Multiple Choice (Multiple Answers)

Which of the following is the most important characteristic for a supervisor?

☐

Multiple Choice (Multiple Answers)

Which of the following is the most important characteristic for a supervisor?

☐

Approachable

☐

Qualified

☐

Honest

☐

Believable

☐

Successful

Survey Writing

Matrix of Choices (One Answer Allowed)

The following qualities are important in my supervisor:

1 Extremely Important

2 Very Important

3 Somewhat Important

4 Slightly Important

5 Not Important at All

	1 Extremely Important	2 Very Important	3 Somewhat Important	4 Slightly Important	5 Not Important at All
APPROACHABLE Matrix of Choices (One Answer Allowed) The following qualities are important in my supervisor: APPROACHABLE 1 Extremely Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QUALIFIED QUALIFIED 1 Extremely Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HONEST HONEST 1 Extremely Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BELIEVABLE BELIEVABLE 1 Extremely Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PAGE: MULTIPLE CHOICE QUESTION EXAMPLES

1. Multiple Choice (Only One Answer)

		answered question	1,275
		skipped question	2,599
		Response Percent	Response Count
Approachable		30.0%	382
Qualified		26.3%	335
Honest		24.7%	315
Believable		10.4%	133

Observation



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Observation techniques

Observation is an important skill used to support your awareness of the area of research you may be undertaking.

Remember to consider the ethical dimensions of the situation and always seek permission from the people you are observing, showing respect to decisions the way they undertake their work.

Keep the focus on what you are trying to find out through the observation:

- List some questions/ideas that you may have about the issue
- Have a format for recording your observations (paper/notes/recording/audio/visual)
- Be aware that new information may occur; keep detailed notes
- Keep your eyes and ears open and your face passive; you are there to learn

What other things may you look for? How will you document this?

Can you compare your observations to assess their validity?

What format will you use to write your observations down?

Research Process

Research is understood to include:

- applied practical investigations and trials
- formal academic research
- explanatory enquiries

Types of research:

Laboratory: primary and quantitative	Library: secondary and archival	Field: primary and qualitative
<ul style="list-style-type: none">• Controlled experiments• Quasi experimental• Survey designs• Casual comparative	<ul style="list-style-type: none">• Meta analysis• Theoretical studies• Commentaries and critiques• Reviews	<ul style="list-style-type: none">• Ethnology• Case studies• Action research• Narrative enquiry• Discourse analysis

Methods of research:

The concept of hybridised research will develop due to the combination of research methods.

Action Research



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Researching through doing/trial and error/documenting the process

Action Research	Methodology	Validation and evidence	Focus Capabilities developed and demonstrated
Learning to do a first oil painting	Trial and error Samples of 'errors' and how to improve Assessment of various paints Feedback from others Interviews of 'experts' Ethical considerations	Photos/videos/ + recorded oral explanation Verbal feedback from another	Personal Development
	Experimentation	Photos/videos/ + recorded oral explanation Verbal feedback from another	
Growing organic vegetables in range of soil types and conditions as opposed to chemically supported produce	Testing and observing Recording Taste tests; comparisons with other same type vegetables but from different conditions Comparisons between organic and chemically aided produce	Records of observation/ photographic evidence of process and product	Work
Learning to skateboard	Repeated practice and documenting changes and improvements Studying/reading how to surf Assessing the quality of the equipment Working with an experienced instructor Trying different styles/technologies/board/evaluating Evaluating the best conditions under which to learn Examining weather forecasts for safety	Keeping records (electronic/photographic/audio/ written) Demonstrations Verbal feedback Teaching other people Explanation of skill improvement Interviews with people in the industry	Personal Development

Different topics of interest may be added to Action Research depending on the focus of the research. Add any ideas to the blank columns.

Participatory Research



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Research through active participation in an on-going event/experience

Immersion/Participatory experimental research	Methodology	Validation	Capabilities developed and demonstrated
Participation (e.g. work experience, caring for a parent, leading a youth camp, Duke of Edinburgh Awards, leading a band)	Observation notes/mobile photos/video recordings Interview Journals Permissions/Ethics	Photos, diaries Comments from others present, oral evidence Dated journal entries	Personal Development Citizenship
Staying overseas on student exchange (e.g. Rotary exchange, language immersion program) Participation in Australian programs; e.g. Australian Music Camp, National Science School	Observation notes/mobile photos/video recordings Interview Journals Practice records Program documents Liaison records	Photos, diaries Comments from others /family present, oral evidence, letters, record of language learning Collation of annotated materials such as pamphlets Dated journal entries	
Ongoing experiences such as being homeless, being a young mother, stay in hospital long-term, refugee family, being involved in a family business	Journals (oral or written) Stories Photos Ethical approaches Consultation Permissions	Interviews, storied, diaries Journal Photos	
Musical production Rehabilitation of roadside verges/Planting Australia Cleanup Australia Volunteering for zoo /tourist guide/CFS/St John's Youth shelter	Reflection on own experiences/ interviewing others What do they do there? How long? Why? Why that particular place? Contextualise time and place of experience- then and now	Photos Journal Interview transcripts with dates Stories/interviews with parents/grandparents/people	

Different topics of interest may be added to Participatory Research depending on the focus of the research.

Add any ideas to the blank columns.

Story and Cultural Research

Using story as research/investigating aspect of one's own culture

Story and Cultural research	Methodology	Validation	Capabilities developed and demonstrated
Indigenous stories relevant to each group	Permissions Consultation Ethical processes Interviewing keepers of stories Checking/verifying word meanings	Permission from relevant elders, aunties etc Records of interviews/ transcripts	Personal Development Citizenship
Family stories	Permissions/consultation Interviews Photographs Recording		
Youth culture/surfing culture/skateboarding culture/music	Gathering cultural objects or evidence of cultural objects Interviewing Texting photos		
Web-stories	Participating in constructing a website Keeping entries		
Avatar and web-based games	Participating in games Moving from level to level Records of skills development		
Meeting place for youth outside of school	Reflection on own experiences/ Interviewing others What do they do there? How long? Why? Why that particular place?	Photos Journal/electronic/written/ verbal Interview transcripts with dates Stories from others	Personal Development/ possibly Citizenship

Different topics of interest may be added to Story and Cultural Research depending on the focus of the research. Add any ideas to the blank columns.

Enterprise Research

Participating in a Business or studying a Business

Enterprise research	Methodology	Validation	Capabilities developed and demonstrated
Starting a small business	Observations Interviews of business people Photographs Maps of location Brainstorming Mind Maps	Written/photographic evidence Notes records Business work log	Work Citizenship
Working out a computer recording system for family business	Liaise and obtain information from IT dept at school Internet research on various systems	Copies of emails/letters etc Notes on different types of systems available and comparisons/evaluations Show examples from internet	Work Citizenship
Designing an advertising campaign for a friend's small business	Brainstorming ideas Mind Maps Looking at examples from campaigns Visits to PR company Show others and survey	Notes Evaluation of these campaigns Interview transcripts Photos/videos	Work
Preparing a folio of work to present to an advertising company			

Different topics of interest may be added to Enterprise Research depending on the focus of the research. Add any ideas to the blank columns.

Technological Research

Applied or theoretical research with a technological basis

Technological Research	Methodology	Validation	Capabilities developed and demonstrated
i.e. building a robot, mechanical pump, repairing an old clock etc	Locate information (internet/unis/tech workshops/TAFE) Consult experts Planning/brainstorming Narrowing ideas and getting a focus Designing and re-drafting Budgets for parts Location/costing of parts and tools	Drawings/plans/feedback from experts on drawings/plans Receipts Journal Blog of progress Records of conversations/emails/texts Photographic records' of each stage	Work [Technical skills Analytical skills Time Management Technological literacy Evaluation]
Fixing or building a car engine/construction i.e. pedal prix car	Drawings Journals of progress DVD Feedback from interactive websites such as [Flickr.....] Checking ideas with experts Building the product Drafting a prototype Evaluating and improving	Photographs Bibliography Pamphlets Interview transcripts	Work Personal Development
Building wood fired pizza oven	Using websites for planning and feedback Drafting plans Interviewing people in the business Identifying different products	Cooked results Taste test Compare to other wood fired ovens	Work
Finding out how a security alarm works	Interviewing businesses Interviewing home owners Statistics from business/insurances/police		Work
Developing a new software program/computer game	Interview software developers Research books/websites Compare programs	Effectiveness of program	

Different topics of interest may be added to Technological Research depending on the focus of the research. Add any ideas to the blank columns.

Family Research

Using one's family experiences or family history as the basis of research

Family and intergenerational Research	Methodology	Validation	Capabilities developed and demonstrated
Researching a family tree	Archival research Interviews with family members Email networking Visiting consulates/libraries Visiting cemeteries Migration museum/maritime records Genealogy sites	Interview transcripts/recordings/notes Journal/electronic or written or audio Photos	Personal Development Citizenship
Great-grandfather's [or relative] war experiences	Interviews Library research Recordings and oral history War memorials	Photographs- all annotated Objects/letters Diaries Passports Medals/uniforms	Citizenship
Family's culture in their country of origin	Internet research Interviews parents/relatives Visit food establishments festivals	Interview transcripts or videos Stories from relatives Reflection on stories Evaluation of transmission of culture	Citizenship
Loss of culture and language in moving to a different country	Examine and compare early life and present time Influence on present location/assimilation	Check statistical information Interview comparisons	Citizenship
Looking at fashions and lifestyles from a previous generation	Research early magazines Stereotypical types Libraries Publishing houses Op shops	Documented timeline of fashions Photos/examples	Personal development
Surviving the wars/ the Great Depression/ moments in history	Read different primary and secondary sources Films/books/biographies	Analysis of comparison	Citizenship Personal development

Different topics of interest may be added to Family Research depending on the focus of the research.

Add any ideas to the blank columns.

Subject Based Research



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Using a favourite subject for the basis of research or extending and deepening research already begun as part of a subject investigation

Subject Based Research	Methodology	Validation	Capabilities developed and demonstrated
Cell division (Biology) Refine question i.e. What has cancer got to do with cell division?	Practical Archival research Formulation of hypothesis Stating key findings Link to current research Research journals Collection of data	Photographs Experiment notes Diagrams Evaluating key findings	Work
Oral history of the Adelaide market stall holders (history)	Interviews (council/stall holders/growers) Library research Market visits Trace market history; books/records Link with other changes in Adelaide's history Obtaining permission/phone calls/letters	Photographic evidence Video evidence Transcripts Letters / documents Recordings/workers Newspaper articles	Citizenship
How is language and culture kept alive by recently arrived refugees? (language)	Contact relevant associations record/evaluate personal experiences Contact Religious/welfare /government groups, support facilities Library; history of peoples	Memorabilia Artifacts Letters Photos Interview transcripts	Citizenship Personal development
Making a set of kitchen utensils (technology)	Drafting Design brief Produce materials Safety and food practices awareness	Photos Material identifications	Personal development Work
The public appeal of the South Australia Art Gallery (art)	Interview curators about rationale of art displays Look at attendance numbers from special exhibitions Interview members of public/friends of the gallery Letters of permission Observations of visitors Vision of Art Gallery	Interviews Journals Newspaper articles Exhibition programs Pamphlets	Personal development Citizenship
Why Tourists visit the Barossa Valley (tourism)	Web-based research Interviews/surveys Visit tourism centre State Govt. support Survey visitors	Comparisons between info/statistics	Personal development Communication
Compare the acoustic properties of the Adelaide Festival Theatre and the Adelaide Town Hall (Music)	Interviews Visit venues/history and architectural properties when built Purpose of buildings Performance qualities	Architectural drawings/terminology Acoustical information Comparisons	Personal development Work Communication

Different topics of interest may be added to Subject based Research depending on the focus of the research. Add any ideas to the blank columns.

Planning Template

Using a possible topic for your research project, create a plan for your research, identifying the kind[s] of research you may undertake – remember you may ‘hybridise’ your research type

Planning Identify the Research Options	Methodology	Validation	Capabilities developed and demonstrated
Option 1			
Option 2			
Option 3			
Other considerations: Ethics:			
OHSW			

References: work has been developed using ‘Types of Research’ from the SACE board 2009



Resource Centre

Study Guide

1

The Principles of Referencing

Why do I have to reference?

"Referencing is used to acknowledge that an idea (or the exact words) used within a piece of writing, is that of another person. Referencing shows respect for other people's intellectual rights and avoids plagiarism. Referencing also enables the reader to follow up the work of other authors referred to in the writing." (SACE SA, 2010)

What should I reference?

1. A reference is required every time you use someone else's ideas or information

2. A reference is required if you :

- quote (use someone's exact words)
- paraphrase (use their ideas in your own words)
- summarise (use a brief account of their ideas)
- copy (use their figures, table or structure)

(Uni SA Online Education Support, 2009)

3. Each reference must be shown **twice**:

- each time you use it ***in the text*** of your assignment (the in-text reference)

AND

- listed once ***in the reference list*** at the end of the assignment

Which referencing system should I use?

At St Francis de Sales College we use the Harvard referencing system (author, date system) for most subjects. Ask your teacher if you are unsure about the system you should use.

2 The techniques of in-text referencing

Direct Quotation

It is best to use a direct quotation whenever...

- The original language is official, legal or scientific terminology,
- The original language is especially expressive, beautiful, or otherwise significant,
- It is necessary to present someone's exact words without any interpretation or change,
- You wish first to present an author's exact words, then to give your interpretation of those words.

Paraphrasing

Paraphrasing gives you the opportunity to explain the original source by...

- Putting someone else's thoughts into your own words,
- Making those thoughts clearer and more to the point,
- Applying thoughts from one context to another context,
- Giving further examples of how the idea works.

How to Paraphrase

Paraphrasing is using your own words and sentence structure. However, the intent of the original passage must remain the same, which means that the writer does not distort the author's meaning with his/her own opinions.

A paraphrase should be approximately the same length as the original.

Summarizing

How to Summarize

Like a paraphrase, a summary puts the original passage into the writer's own words and sentence structure without changing the meaning.

Since a summary shortens the original passage and focuses on its main points, partial quotes may be used along with the writer's own words in order to highlight critical information.

(Riley, Shewanda n.d)

2 The techniques of in-text referencing

How to *quote* a large piece of text from another author

Set out the *quotation* in a separate block of text, by:

- indenting from the margin
- using a smaller font size or italicising the text

Example

At the time of the European colonisation the Australian landscape was portrayed as untouched wilderness. In fact, Indigenous Australians were using various techniques, particularly fire, to manage the land:

... the explorers were *not pushing out into wilderness, they were trekking through country that had been in human occupation for hundreds of generations. It was land that had been skilfully managed and shaped by continuous and creative use of fire.* (Reynolds 2000, p.20)

Indent from the margin

Use a different font than the rest of the text (eg. make smaller or *italicise*)

How to *quote* a few words from an author

Include the words in the normal setting of the sentence.

Example

Reynolds (2000) argues that the Australian landscape was 'skilfully managed and shaped' (p. 20) by Aboriginal people through the use of fire.

Use single quotation marks around the quoted words.

Add page number after the quote, plus author and year of publication if not referred to earlier in the sentence.

How to acknowledge another author's ideas without quoting their exact words

When paraphrasing another person's words — putting them into your own words — you must still acknowledge your source, because you are referring to someone else's ideas or claims.

When referring to an idea or studies that are not your own, back up your claim with documentary evidence.

<p>Refer to the author in your sentence.</p>	<p>Follow with year of publication and page number in brackets.</p>
<p>Example More recent studies, including those by Ward and Foot (1999, p.6), note increasing dissatisfaction with how the taxation system handles superannuation.</p>	

(SACE SA, 2010)

3

The reference list

What is a reference list?

The **reference list** is a list of all the *sources* you have *used* in your work. It should be placed at the end of your work.

A bibliography is a list of all the sources that you may have read but did not include as an in-text reference, this is *not* your reference list. Keep a bibliography as you research to help you locate information and create your reference list at the end.

What do I include in a reference list?

The basic elements of a reference list include:

CREATOR Author <i>or</i> Editor <i>or</i> Compiler <i>and/or</i> Translator	TEXT DETAILS <i>Title</i> Edition Page numbers Volume / Issue no. URL	PUBLICATION DETAILS Publisher Place Date
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(SACE SA, 2010)

Is there any particular way of setting out the reference list?

This varies depending on the type of information source. The Harvard system always starts with author and date.

The basic principles for most publications are Author, Date, Title, Publisher, Place. However more information may be required for other types of publications.

The list should be arranged in alphabetical order by the first word (usually the author's surname).

3

The reference list - examples

Writing a reference for books

Author's surname (comma space) and initial or full name (no punctuation)	Year the book was published (End with comma)	Title of text (in italics) (end with a comma)	Publisher (end with a comma)	Place of Publication (end with a full stop if no page numbers are added) (end with a comma if page numbers are added)	Page Number (p. = page pp. = pages) (full stop after p or pp, space) (end with a full stop)
Flannery, T	2006,	<i>We are the Weather Makers,</i>	The Text Publishing Company,	Australia,	p. 5.

Writing a reference for on-line sources

Author's surname /Company/Group (comma space) and initial or full name (no punctuation)	Year the cite was created or updated (end with comma)	Title of Homepage (in italics) (end with a comma)	Date viewed (end with a comma)	URL (in <brackets>) (end with full stop.)
Missouri Botanical Garden	2005,	<i>What's it like where you live?</i>	26 February 2009,	< http://www.mbgnet.net/>.

Writing a reference for encyclopaedias

Author's surname (comma space) and initial or full name (no punctuation) (Leave blank if none)	Year the encyclopaedia was published (End with comma)	Subject of article (in inverted commas) (end with a comma)	Title of Encyclopaedia (in italics) (end with a comma)	Volume Number or Alphabet Number (vol. = volume) (full stop after vol, space) (end with comma)	Publisher (end with comma)	Place of publication (end with a full stop)
If no author put the subject of the article BEFORE the year of publication						
Griffin, DJ	1999,	'Crayfish and allies',	<i>The Australian encyclopaedia,</i>	Vol. 2,	Grolier Australia,	Sydney.

Writing a reference for on-line images, sounds/video clips

Author's surname /Company/Group (comma space) and initial or full name (no punctuation)	Year the site was created or revised (end with comma)	Title of image/sound/video clip (in inverted commas) (end with comma)	Title of homepage (in italics) (end with comma)	Type of media (end with comma)	Organisation responsible for site (end with comma)	Date viewed (end with comma)	URL (in <brackets>) (end with full stop.)
O'Mera, S	1997,	'Martian terrain near pathfinder',	"Economic record",	online picture,	NASA	26 February 2009,	< http://photojournal.jpl.nasa.gov/tiff/PIA00610.tif >.

Writing a reference for pictures and images from books

Author's surname /Company/Group (comma space) and initial or full name (&)	Photographer/Illustrator Surname (comma space) and initial or full name (in brackets either (photographer) or (ill.))	Year of publication (end with comma)	Type of media (end with comma)	Publisher (end with comma)	Place of publication (end with a full stop)
Johnson, T & J	McLeod, M (photographer)	1997,	picture,	Jacaranda Press,	Brisbane.

How this looks as a Reference List

Flannery, T 2006, *We are the Weather Makers*, The Text Publishing Company, Australia, p. 5.

Griffin, DJ 1999, 'Crayfish and allies', *The Australian encyclopaedia*, Vol. 2, Grolier Australia, Sydney

Johnson, T & J, McLeod, M (photographer) 1997, picture, Jacaranda Press, Brisbane

Missouri Botanical Garden 2005, *What's it like where you live?*, 26 February 2009, < <http://www.mbgnet.net/>>

O'Mera, S, 1997, 'Martian terrain near pathfinder', "Economic record", online picture, NASA, 26 February 2009, <<http://photojournal.jpl.nasa.gov/tiff/PIA00610.tif>>.

For more information

There are many on-line guides to referencing in the Harvard Style. Remember that each institution may differ slightly; keep your referencing consistent throughout.

Check the SACE website for the SACE guidelines to referencing:

<http://www.sace.sa.edu.au/the-sace/students-families/about-the-sace>

When preparing your reference list there are a number of tools available to you to enable you to be consistent in your approach. Each computer desktop in the school has a CiteAce5 icon which gives you access to a referencing program.



You can also access the **SLASA Harvard Online Referencing Generator** at the following website http://www.slasa.asn.au/org/senior_index.html alternatively you can access this via the Resource Centre intranet site.

There are also reference/bibliography forms kept in the Resource Centre at the front desk.

Reference List - A list of sources used to compile this guide

Duff, Andrea & Stevenson, Marie 2009, *University of South Australia*, 03 April, viewed 24 May 2010,

<<http://www.unisanet.unisa.edu.au/learn/LearningConnection/?PATH=/Resources/la/The+Harvard+Referencing+Guide+-+Modules/&default=Welcome.htm>>.

Riley, Shewanda n.d., 'Direct Quoting, Paraphrasing and Summarizing', *Mountain View*, viewed 24 May 2010,

<http://www.mountainviewclasses.com/mla_powerpoint_revised.ppt>.

Roccisano, M 2010, 'GUIDELINES FOR REFERENCING', *South Australian Certificate of Education: About the SACE: Research Advice*, Adelaide, viewed 29 January 2011,

<<http://www.sace.sa.edu.au/the-sace/students-families/about-the-sace>>.

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<[http://www.unisanet.unisa.edu.au/Resources/nursing/Professional%20Issues%201%20assignment%203%20workshop/Prof%20issues%201%20assignment%203%20.ppt#295,2,Key Characteristics of Academic Writing](http://www.unisanet.unisa.edu.au/Resources/nursing/Professional%20Issues%201%20assignment%203%20workshop/Prof%20issues%201%20assignment%203%20.ppt#295,2,Key%20Characteristics%20of%20Academic%20Writing)>.