****Expo 2016 — The Research Project explained****

**With the Research Project obviously the student is at the centre of the learning so as a student it’s up to you to decide what you want to find out and how you’re going to go about finding that information out through research processes.**

**So by research we’re not necessarily talking about pure academic microscopes lab coat type research here, it can be interpreted very broadly. It could be a practical type research, it could be artistic, it could be like a scientific experiment. The idea is to engage with learning to find information.**

**So when you start your research you will decide on a broad topic and then you’ll go through a process of refining that topic down to a researchable question. So in terms of the framework up here on the screen, you’ve got Part 1 where you’re initiating and planning your research, so that’s when you’re deciding on what you’re going to do. And with the developing of the research in Part 2, that’s when the student will actually go out and actually find the information so they’ll engage in what we call research processes. So that’s activities that’s going to generate information so it could be talking to people, it could be going on the internet and searching, it could be in library, it could be actually making something in the backyard. If you are finding something out then you are researching for the purposes of this subject.**

**So Part 2 is going to be the big part. Part 1 is fairly straight forward, you’ll decide on what you want to do, that could evolve over time and Part 2 when you’re developing it, that could take around a term or so of time. That could take about 8 to 10 weeks because you are finding information. Once you’ve found it all you’ll need to engage in a way of answering your question so you need to present your findings, so that’s Part 3. And then Part 4 is at the end when you’re looking back over the whole thing, over the whole process, the whole journey, you’ll need to evaluate your learning so you’ll evaluate how you went about your research, you’ll evaluate how you solve problems when they came up – surely they did come up – you’ll evaluate how well you answered your question type of thing.**

**So that framework that I’ve just described is structured around assessment tasks. So the students will need to present three pieces of evidence for assessment. The first one is called a Folio. In Part 1, we’re working out what we’re going to do, how we’re going to go about it. In Part 2 of the Research Framework, we’ve actually gone out and done it, we’ve developed our research. So we’ve found information. And all of that evidence is collected in this thing called a Folio. Now this could be a massive amount of work, ok, it could be folders and folders and folders of stuff. Or it could be much more refined. Each school will approach this differently. For our purposes, from the SACE Board’s purposes, what we need at the end when you’re going to hand in your work, we need 10 pages of evidence. So it could look like something like this: so this is a collection of information that’s been sifted and sorted; they’ve done masses of work in the background but this is what we’re handing up for assessment. This is what the teacher’s going to mark. What does the future hold for Australia’s Indigenous languages?**

**And you will notice that you’ve got diagrams on there, you’ve got text, you’ve got information organised in sections. You’ve got a whole heap of information all around this topic. So if you think of the information that they’ve found and then the analysis of that information; the organisation of that information; how that information is sort of structured and organised for the student, that’s all collected in what’s called the Folio. And that’s worth 30% of the student’s mark.**

**So just like any other Year 12 subject and all the other SACE subjects, there are performance standards, there’s criteria for assessment and the teacher needs to use that criteria to come up with a mark and they do they do a great job.**

**So you’ve spent a term or so finding information that will help us answer our question. Now we need to sort of take out the best bits – the most important bits – from that research – the pieces- and then reorder them, and use them, synthesise them to create something new. And that something new is the answer to the research question. And so the student then produces that answer in what’s called a Research Outcome. This is worth 40%, so this is the culmination of their research. They spend a lot of time finding information, analysing it, sorting it out and all that sort of stuff and now they’re going to present their findings. So just telling us what they’ve found out isn’t enough, they need to be able to piece it altogether in a way which resolves their research. In other words, they need to answer their research question and just presenting the information isn’t enough, they need to be able to tell us where they got that information from. They need to substantiate their claims; they need to be able to substantiate their key findings.**

**How the student does that – the format of that – is up to them. So when the subject first started, it was very safe to say everyone’s going to write and that’s what everyone is going to do. And that was fine and that’s still fine, that’s still relevant today and that’s perfectly fine. More and more students are now being more creative in how they present their findings, they’re making videos, they’re presenting creative reports, creative posters, magazine articles – a whole range of different ways of showing their evidence of their learning.**

**So this student here she’s decided to do a topic, a question around social networking affecting body image. She could’ve written a report, she could’ve done an oral presentation, she could have done a YouTube video, she’s decided to present it in a way like a newspaper article. Within every single one of those paragraphs that you can sort of see up there, there would be six or seven footnotes, six or seven references to her research. So if she’s making a claim that you know a particular media source has this particularly effect on someone, she’s able to provide that through evidence in her research. This student here, they love chickens – and who doesn’t – they’ve decided to do a chicken coop. They could have done a very straight forward sort of topic, they’ve had to research, they’ve decided to present their findings, their Research Outcome in the format of a magazine. So they’ve taken all the photos themselves, they’ve researched this style of presentation and they’ve put together a very high-quality piece of work that answers their research question and shows where they’ve got their information from. So if you notice at the bottom there, well if you notice you’ve got features and you’ve got, you know, the text and within that text there’ll be a whole heaps of references to information, the highlight the blue highlight and the footnotes etcetera etcetera etcetera – that’s where they get their evidence from. So they’re substantiating their claims.**

**Ok? So, student decides that they want to do a particular topic, they frame that into a question, they go out and they find their information and now they’re going to present their findings. We have two different sorts of Research Project: we have Research Project B, should start with A, but they do Research Project B which is what the vast majority of students will do. Fifteen thousand students a year will do Research Project B. About fifteen hundred to two thousand students will do Research Project A. The only difference is in the external assessment. Now the external assessment is the third assessment that the students will hand up. So they’ll hand up a folio, they’ll hand up a Research Outcome – hopefully it’s creative – and they’ll hand up something else for their third piece. In RPA (Research Project A) they’ll hand up what’s called a review. So essentially it’s looking back at their learning and they will tell the reader with evidence from their research, the things that they’ve learnt. You know, what knowledge and skills have I learnt from doing this subject? How have I solved problems while doing this subject? When I look back on my magazine article I did on my chickens, you know, how could I make that better? What would I do differently next time? That sort of thing. They’re talking about the knowledge and skills they’ve learnt, the decisions that they made and the quality of the research outcome. Like I said, the vast majority of students will do RPB which is the university entrance and what they’ll do is called an evaluation. Now they’ll do a similar sort of thing to what you do in RPA except they’re evaluating how they went about finding their information; they’ll evaluate their research processes. So when they decided to go and interview people and they went and decided to survey people, when they went on the internet and found a whole heap of articles etcetera, we need the student to tell us whether those activities were the best thing for them to do in their situation. So was the information they found you know valid, was it reliable, was it useful? Those sorts of things. So the student will talk about that. The student will also talk about when they were faced with problems along the way, what they did about that and whether those actions that they did were good or not. And then they’ll talk about the Research Outcome, similar to RPA, but more an evaluative type thing. This is way down the track for the students, this will be the last thing they do, the best support for the students will be the teachers. The main message is choose something that you love to do, make sure it’s got some depth and breadth to it and try to think about how you’re going to present that information both in a folio and in a Research Outcome.**

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