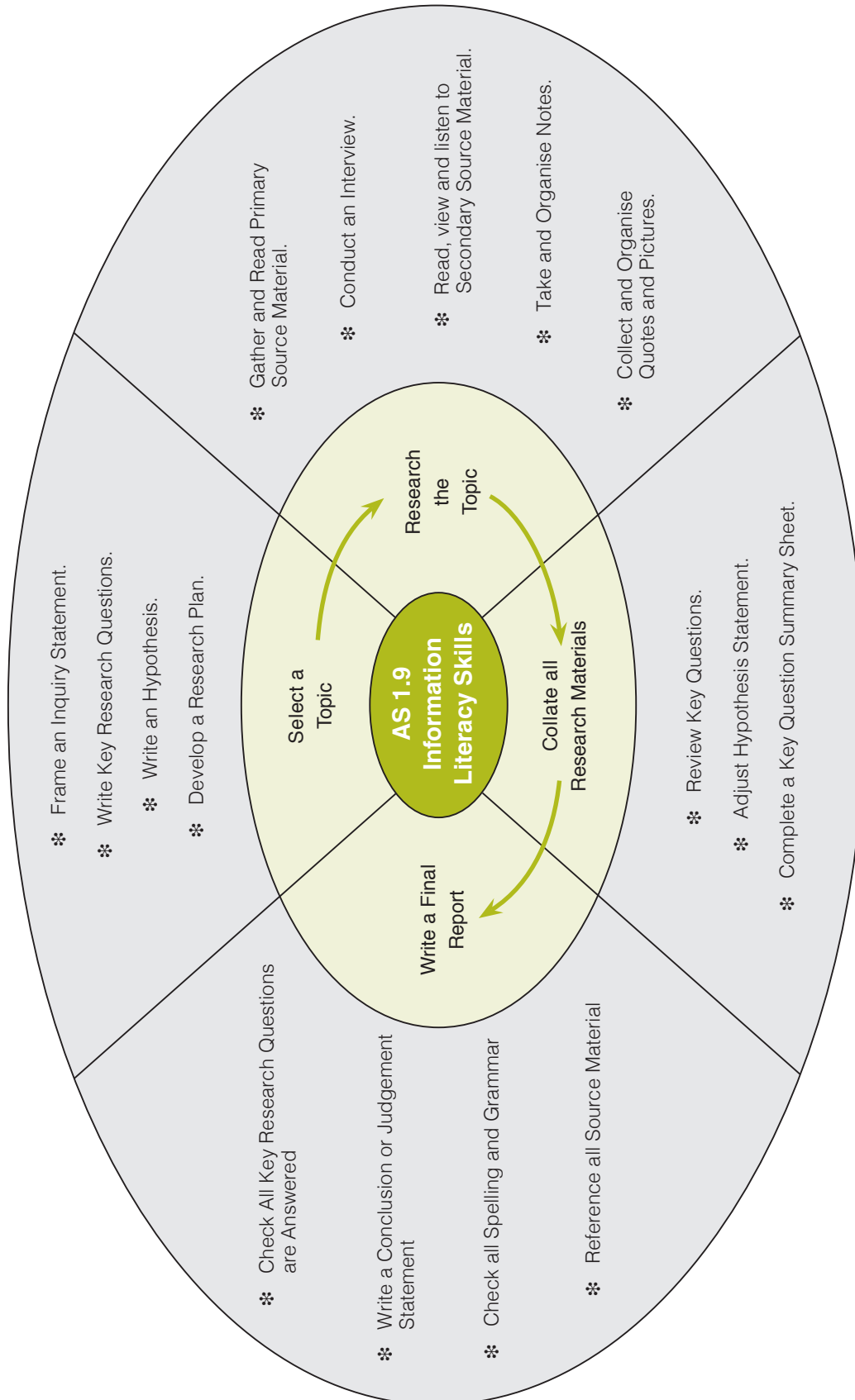


3 The Research Process

Key Elements of the Research Process



11 Four Key Questions

Task 6 Writing Your Key Questions

1 There is room below for five questions. Choose four initially because you can't predict which will lead you to the most interesting and important discoveries. Often the process of investigation will uncover a side to the subject that you hadn't even thought of. If you do come up with something more interesting, cross out one question and use the fifth space for a new question. Four questions are enough otherwise your search and reporting tasks will become too big!

Key Question One

.....

Key Question Two

.....

Key Question Three

.....

Key Question Four

.....

Key Question Five

.....



At various times during the research process you need to check with your teacher that you are 'on course'. Firstly, you need to know that you have made good choices of topic and key questions before you spend time and energy on collecting information. Your teacher needs to know that you are using 'appropriate processes', so at this point you should check-in with your teacher and get approval of work to date.

TEACHER CHECKPOINT

Topic approved by teacher

Key Questions approved by teacher

Identifying Sources of Information

There are two key types of sources of information that you can refer to. Your sources need to be a mixture of both types.

A **Primary Source** is : information that is original, (e.g. a diary, photographs, a letter, an email, blog, transcribed speech, taped or digital voice recording). For example a fireman's account of a fire he attended is a primary source of information about the fire.

A **Secondary Source** is : information gleaned from an article, website, etc that is based on the author's original research and which is presented as a fact. For example information contained in an article about the fire, written by a newspaper reporter who talked to the fireman the next day, is a secondary source of information about the fire.

Publishing Tools - There is a difference between the tools used to record the information and the source of the information itself. For example, the internet is not the source of information, it is only tool for publishing and distributing information.

Task 7 Sorting the Sources from the Tools

1 Label the following items : P = Primary Source, S= Secondary Source, T= Tool

- | | | | |
|---|-------|--|-------|
| a) Teenager's diary entry | ..... | b) Brochure | ..... |
| c) www. blah.net.nz | ..... | d) The New Zealand Atlas | ..... |
| e) Recorded interview on Radio New Zealand | ..... | f) Mum's ipad | ..... |
| g) Article in Mana magazine | ..... | h) Statistics for schools on Statistics NZ website | ..... |
| i) Portrait of an ancestor by famous artist | ..... | j) Notes from your interview with a grandparent | ..... |

The Imprint Page

When considering the usefulness of a book or magazine for your own research you need to quickly examine the various parts of the printed work in order to find out whether or not it is current. The imprint page, which can usually be found at the front of the book (at the back for this book) will tell you :

- the title of the book or periodical (magazine),
- the author(s) or editor(s) name(s),
- the year of publication and year of the most recent edition,
- the publishing company's name,
- the copyright statement which tells you what you may or may not do with the text,
- the International Standard Book Number (ISBN),
- the origin of the book or magazine i.e. where it was published.

Task 10 Exploring the Imprint Page

- 1 Find the imprint page at the back of this Sigma Workbook and answer the following questions :
 - a) Where you would normally expect to find the imprint page?
 - b) What is the title of this book?
 - c) The authors' names are :
 - d) The year of publication of this book is :
 - e) The publishing company's name is :
 - f) Which of these is the copyright symbol? (circle it) @ © ™ ® # ¥ £
 - g) The ISBN number is the 'International Standard Book Number'. It is an individual number carried by every book produced anywhere in the world. It also identifies the country of publication, the publisher. Find this workbook's ISBN and write it out here :
.....
 - h) How could I contact the designer of the cover?
 - i) Who printed and bound this book?

Exploring Parts of a Book

Other parts of the book that are important for you to know about and use are :

- Table of Contents**
This is found in the first few pages of the book and lists the chapter headings and the pages on which they start.
- The Appendix**
The appendix, which exist in some books, is where additional information is provided, for example charts, statistics and tables.
- The Bibliography or References**
This section is usually found at the back of the book just before the index and lists the sources the author used to write the book. Notice in the following example how the books and newspaper references, in a book about the environment, are listed alphabetically by the last name of the writer. Examples :

Campbell, Hamish, *Technically it's just an aftershock*, **New Zealand Herald**, 23 February 2011.
 Hulme, Keri, *The Silences Between : Moeraki Conversations*, **Auckland University Press**, Auckland, 1982.
 Young, David, *Faces of the River : New Zealand's Living Water*, **TVNZ Publishing**, Auckland, 1986
- The Index**
The index contains an alphabetically ordered, itemised list of all of the topics and names referred to in the book, together with the relevant page number. Example :

B Body language	pgs 121, 147, 165
Bold lettering	pgs 127, 141
Bubble/Balloon Speech	pgs 65-66, 102, 105

Task 16 Skim Reading an Article

1a) Skim the following article with the Topic and Key Questions from Task 14 in mind, then answer the questions below.

Skimming means that you read the whole article quickly to get a feel for the topic and what it is about. Study the title, the first and last sentence of each paragraph, the photograph and the side bar, heading and conclusion. Time yourself skimming the article.

**Learning curves**

How to get new drivers ready for the road by Kathryn Webster

"Anything you can do to give your teen a safer time has to be a good idea," says Ali Mau. Her 16-year old daughter Paris is learning to drive. Ali's determination to prepare her as well as she possibly can before handing over the car keys is a sentiment all parents can relate to.

"I can afford to pay for lessons for her," says Ali. "For some people it will be too expensive but I plan for Paris to have at least half a dozen lessons from a professional."

Ali grew up in Australia, where the trend was to have professionals teach you to drive. When she came to New Zealand 20 years ago, one of the things that surprised her was the Kiwi tradition of having parents or siblings do the honours. She understands the tests involved in getting a driver licence have been more rigorous in Australia than here, too. "Although with the changes to New Zealand rules, it might be the same now – and I hope that's the case. I would rather it was hard."

She's right - it has become harder to pass your restricted licence. And they're on the right track as a family confronted with the business of learning to drive. They're taking it seriously and slowly.

Before the changes to the driver licensing system in 2011, someone with their learner licence was expected to get around 30 to 40 hours' supervised practice in order to gain the skills necessary to pass the restricted licence test. Now, it's a lot more. The AA recommends a learner driver has five professional lessons, at least, and 10 to 20 hours' supervised practice in between.

"That's significant," says Jim Furneaux, Principal Advisor of Driver Training for New Zealand Transport Agency. "To get the experience you need to pass the test takes longer because the focus is not on people being at a high standard when they get their full licence, it's to be at a high standard at restricted level, when they start to drive solo."

Those first few months, when they are no longer being supervised by someone beside them in the car is a particularly dangerous time for new drivers.

"Crash statistics all over the world show that the first six months of driving solo is where the spike is. So we are trying to make sure that people are at the highest driving level possible, to minimise that spike."

And New Zealand has one of the highest rates of road deaths among young people in the developed world. Demanding more supervised practice, increasing the difficulty of the tests and raising the minimum driving age to 16 will address this issue head on.

Everyone concedes it's early days: "This new system has only been in place for two and a half years so it's too early to tell how effective these new measure are but it's trending in the right direction," says Jim.

Another contributing factor to the cultural shift in how New Zealanders approach driver training is making information accessible; giving learner drivers what they need to know, explaining what the tests will focus on and what practice is appropriate. Budding drivers can access the road code, practice theory tests and engage in simulated driving skill programmes online. Taking advantage of online media comes completely naturally to the generation of people learning to drive these days.