**Culminating Activity:**

**Project Overview**

In this report, you will have the opportunity to comprehensively explore a topic of special interest about individual and/or family development. This project will take place in five phases, which will be completed in sequence throughout the semester/school year. Your report will be based on the Social Science Research Model outlined below. You will explore secondary research on your topic, formulate a research hypothesis, conduct primary research, and then form a conclusion. Due dates for each of the five phases are listed on the next page of this package.

**Social Science Research Model**

#### Secondary Research

### Topic Area Research Question Literature Review

### 

#### 

#### Primary Research

Research Question/ Questionnaire Data Collection

Hypothesis Interviews

 Experiment

       Observations

Discussion and Analysis of

Primary and Secondary Research

Your final report (Phase 5) will be organized under the following headings:

|  |  |  |
| --- | --- | --- |
| * Title Page * Abstract * Introduction | * Review of Literature * Method * Results | * Discussion * References * Appendices |

**Culminating Activity – Phase 1:**

**Research Proposal**

Remember, you are approaching your Culminating Activity for this course as a Social Science Researcher. Include the following information in your research proposal.

**Topic**

* Choose a statement that you, the researcher, want to investigate.

**Research Question**

* Outline the basis, or guiding purpose, of your research.
* Ask a question for which you want an answer by the end of your research.
* *Theoretical Connection:* Write one or two sentences explaining which theory best reflects your research question.

**Introduction**

* Go into more depth about your question.
* What is the overall importance of your question to the study of the family? Provide three reasons why it is important to study this topic; how will your study contribute to our understanding of the family?
* Who will be your research sample? What research methods will you use for your primary research?

**Possible Limitations**

* List any factors that might limit your research (for example, based on time, money, limited sample group).

**Resources**

* Include a copy of the first page of the academic resources that you have consulted for your research proposal. Remember that these should come from academic journals, or they should be magazine/newspaper articles that are based on research.

**Phase 1 should be approximately one page in length!**

Culminating Activity – Phase 1:

**Research Proposal: Expectations and Rubric**

**Expectations**

Overall

* use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
* communicate the results of their inquiries effectively.

Specific

* formulate research questions reflecting specific theoretical frameworks;
* conduct an independent study of an issue concerning individuals or families in a diverse society.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Level 4**  **(80–100%)** | **Level 3**  **(70–79%)** | **Level 2**  **(60–69%** | **Level 1**  **(50–59%** |
| **Knowledge/**  **Understanding** | - Demonstrates thorough and insightful understanding of research question and theoretical perspective. | - Demonstrates considerable understanding of research question and theoretical perspective. | - Demonstrates some understanding of research question and theoretical perspective. | - Demonstrates limited understanding of research question and theoretical perspective. |
| **Thinking** | - Applies in an excellent way all of the skills involved in choosing an appropriate topic, formulating a research question based on a specific theoretical perspec-tive, and discussing limitations. Chooses a wide variety of valid secondary sources on which to base the proposal. | - Applies very well most of the skills involved in choosing an appropriate topic, formulating a research question based on a specific theoretical perspec-tive, and discussing limitations. Chooses valid secondary sources on which to base the proposal. | - Applies some of the skills involved in choosing an appropriate topic, formulating a research question based on a specific theoretical perspec-tive, and discussing limitations. Chooses a few valid secondary sources on which to base the proposal. | - Applies in a limited way few of the skills involved in choosing an appropriate topic, formulating a research question based on a specific theoretical perspec-tive, and discussing limitations. |
| **Communication** | - Writes a well- organized proposal for research with a high degree of clarity and fluency. | - Writes a well- organized proposal for research with considerable clarity and fluency. | - Writes a research proposal with some clarity. | - Writes a research proposal with limited clarity. |
| **Application** | - Transfers concepts of the social science research process to own topic very effectively. | - Transfers concepts of the social science research process to own topic with considerable effectiveness. | - Transfers concepts of the social science research process to own topic with some effectiveness. | - Transfers the concepts of the social science research process to own topic with limited effectiveness. |

**Comments and Suggestions:**

**Culminating Activity – Phase 2:**

**Review of Literature**

This is a paper that summarizes your findings in the literature, and that is organized according to how it answers your research question. This paper must:

* use APA citation method of parenthetical referencing
* include a complete reference list of all sources referred to in your review of literature in APA format

Save your Review of Literature for revision and later inclusion in your final report.

Using the sample topic “Teenage Pregnancy,” the following is a suggestion for how you might organize your paper.

**Sample exploratory question: “What are some of the challenges facing teens who have children?”**

**Introduction**

A summary of at least three subtopics you have discovered in your research. You can devote a sentence or two to each subtopic.

**Subtopic One (e.g., social stigma)**

At least two or three paragraphs discussing the findings related to social stigma around teenaged girls being pregnant. Remember to use in-text citations whenever you say something that isn’t common knowledge.

**Subtopic Two (e.g., economic difficulties)**

At least two or three paragraphs discussing some of the economic difficulties faced by teens who get pregnant.

**Subtopic Three (e.g., health issues)**

Two or three paragraphs on various health issues that both mothers and babies face when young girls become pregnant.

**Conclusion**

Remember, you aren’t arguing a thesis. You are discussing what you have found in the literature. In your conclusion, you can just provide a brief summary of what you have found in your area of research.

## What’s the Difference between a

## Literature Review and an Essay?

|  |  |
| --- | --- |
| **Essay** | **Literature Review** |
| Has a title. | Title: Review of Literature |
| Has an introduction. | Has a brief introduction. |
| Has body with headings. | Has body with headings. |
| Should contain personal opinion. | Does not contain personal opinion.  It’s not an argument. You don’t have to convince the reader. |
| Could be written entirely off the top of your head, with no reference to other resources. | Is a logical organization of facts and ideas lifted from published information. |
| Could include direct quotations to introduce a paragraph or your next thought. | Consists of quotations and paraphrasing of published information linked together with connecting phrases. |
| All direct quotations must be acknowledged, usually by footnoting at the bottom of a page or at the end of the essay. | Every lifted fact or idea must be referenced using correct format (e.g., APA format) throughout the paper, directly before or after the fact or idea.  Uses in-text citations. |
| Usually quite descriptive and detailed. | Very concise.  Much less descriptive. |
| Uses many adjectives. | Pared down to the facts. |

## Individuals and Families in a Diverse Society –

## Preliminary Research at Stations:

## Where and How You Can Find Information

#### Part 1: Online Searching

#### Search Techniques

1. **Phrase Searching:** using quotations around a string of words

Examples: “effects of divorce on children”

“domestic violence in First Nations communities”

“incidence of alcohol abuse among teens”

1. **Boolean Searching:** using AND, OR

Examples: divorce AND children

domestic violence AND First Nations communities

alcohol abuse AND Canadian teens

1. **Synonyms:** different words that have same or similar meanings

Examples: conflict – struggle – warfare

domestic violence – abuse

alternative – option – substitute

# Search Tips

1. Use broad search terms during the early stages of research. This way, you get a broad overview of your topic.
2. When searching online, be prepared to modify your search terms (for example, use synonyms), even if you find what you’re looking for after the first try.

# Brainstorming Search Strings

Create three search strings you will use when searching online (this means write out three different ways to search on your topic), using the three search techniques above:

# 1.

2.

3.

#### Part 2: Stations to Visit for Preliminary Research

#### You will visit five stations:

* Textbook (check out the index and Table of Contents)
* Reference books in the Library
* Non-fiction books in the Library
* *Canadian Points of View* Database
* *Canadian Social Trends* Database

###### Station One

###### Accessing Your Textbook: Individuals and Families in a Diverse Society

* Go to ***Table of Contents*** *and* ***Index*** *to search for ideas related to your topic****.***

**Your Results:**

Either indicate that there was nothing available, or list the page numbers that are useful:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### Station Two

###### Accessing Encyclopedias:

* Go to ***Library web page*** > ***Gale Cengage > Gale TDSB Virtual Reference Library > Social Science****.*
* Click on one Encyclopedia (i.e., Encyclopedia of Marriage and Family), click on *eBook Index*, enter search term or scroll through topic list.

**Your Results:**

Either indicate that there was nothing available, or list the title of the encyclopedia and the title of the article:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### **Password: trillium**

###### Station Three

###### Accessing Non-Fiction Books:

* Go to ***Library web page*** > ***Library Catalogue****.*
* Do not be too specific with your keywords or you will yield no results.
* Once you get a book, peruse the “Table of Contents” and the “Index” to get more specific ideas about your topic.

**Your Results:**

Either indicate that there was nothing available, or list the title and call number of one useful book:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Station Four*

###### Accessing Canadian Points of View:

* Go to ***Library web page*** > EBSCO Resources > Canadian Points of View.
* Click on View All Topics.

OR

* Search by using your own search terms.

**Your Results:**

Either indicate that there was nothing available, or list the title of one useful newspaper article, magazine article, essay or journal source:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### **Username: tdsb Password: second**

###### Station Five

###### Accessing Canadian Social Trends:

* Go to ***Library web page >*** EBSCO Resources > Canadian Reference Centre.
* In the search bar type in *JN “Canadian Social Trends” AND your topic.*
* Example: **JN “Canadian Social Trends” AND divorce**

**Your Results:**

Either indicate that there was nothing available, or list the title of one (or more) useful article:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### **Username: tdsb Password: second**

**Academic Journals – Compared to Magazines**

This table shows you some of the outward differences, but by far the most important difference is the fact that articles published in academic journals are peer reviewed (checked and approved by knowledgeable scholars), while magazines articles are not.

|  |  |  |
| --- | --- | --- |
|  | **Academic Journals** | **Magazines** |
| **Purpose** | To distribute highly specific knowledge to experts and students; contributors are publishing in order to establish or improve their professional resumé or reputation. | To make money by supplying a platform to advertisers who want to reach a particular audience; from a certain blunt perspective, the articles only exist in order to trick you into looking at the advertisements. |
| **Frequency** | Annual, semi-annual, or quarterly. | Monthly, weekly or even daily. |
| **Medium** | Online and/or print. | Online and/or print. |
| **On Paper** | Most have a square binding.  Spine may contain the issue information.  Inside, the paper is plain, not glossy.  References, footnotes. | Folded with a staple along the centre line.  Splashy cover; lots of large headline text.  Lots of glossy, full-page colour ads.  No footnotes. |
| **Citations** | Each article concludes with a Reference List (i.e., “Works Cited” or “Bibliography”); article includes (in footnotes, endnotes, or parenthetical notes) full publication data on all outside sources— including the page numbers for direct quotations or paraphrasing. | Possibly a “suggested reading” list, but no formal bibliography, and no footnotes; the article may refer to “a recent government study” or may give the title of a book, but it won't specify the page number where a specific quotation or fact can be found in those outside sources. |
| **Online** | Site is hosted by a university (“.edu”) or possibly a non-profit group (“.org”). Looks plain, possibly even amateurish. Home page does not change on a regular basis. | Domain name ends in “.com.” Flashing graphics and marginal gizmos that encourage you to spend your money.  Fancy and exciting home page. |
| **Ads** | If any, they are directed toward specialists (job openings for researchers, upcoming conferences, other journals). | Colourful and splashy ads for everything from cars to cigarettes to the latest movies. |
| **Authors** | Mostly university professors, graduate students (paid by their universities to **write about their own original achievements** in the lab or classroom). | Reporters, journalist, “staff writer,” correspondent (paid by the magazine, to **write about what somebody else is doing**—*not* about their own original achievements in the lab or classroom). |
| **Audience** | Experts and students. | The general public (or some subset, such as Mac users or sports fans). |
| **Articles** | Titles are long and boring: *A Psychological Case Study of Y2K-related Fears among College-educated Workers in the Midwest*; each takes up about ten pages of dense prose; long sentences full of semicolons; long paragraphs. | Titles are short and snappy: *How America survived Y2K*; sometimes only one or two sentences to a paragraph; much easier to read than most academic articles. |
| **Contents:** | Academic articles, book reviews, and letters to the editor are the largest sections; you may find an occasional interview with an important figure; a “peer review” board has investigated and challenged every one of the author’s conclusions; research assistants have double-checked all facts, quotations, calculations, and claims. | May include humour, fiction, product reviews, a sports section, movie reviews, celebrity interviews, book reviews, current events, international news, etc.; an editor has checked and circled all spelling and grammatical errors; facts *may* be checked. |

Adapted from: [jerz.setonhill.edu/writing/academic/sources/journals/vs\_magazines.htm](http://jerz.setonhill.edu/writing/academic/sources/journals/vs_magazines.htm)

**Periodicals/Journals Appropriate for the Study of the Family**

|  |  |
| --- | --- |
| **Journal** | **Where to Find It on TDSB Library Databases** |
| Canadian Ethnic Studies | **VRL:** CPI.Q, Expanded Academic Index  **EBSCO:** Canadian Reference Centre, Academic Search Premier |
| Canadian Public Policy | **VRL:** CPI.Q, Expanded Academic Index  **EBSCO:** Academic Search Premier |
| Canadian Journal of Behavioural Studies | **VRL:** CPI.Q, Expanded Academic Index |
| Canadian Journal on Aging | **VRL:** CPI.Q |
| Canadian Review of Sociology and Anthropology | **VRL:** CPI.Q, Expanded Academic Index  **EBSCO:** Canadian Reference Centre, Academic Search Premier |
| Canadian Social Trends | **VRL:** CPI.Q, Expanded Academic Index  **EBSCO:** Canadian Reference Centre, Academic Search Premier |
| Canadian Women’s Studies | **VRL:** Expanded Academic Index |
| Families in Society: The Journal of Contemporary Human Services | **VRL:** CPI.Q, Expanded Academic Index, General Reference Centre  **EBSCO:** Academic Search Premier |
| Family Planning Perspective | **VRL:** Expanded Academic Index  **EBSCO:** Academic Search Premier |
| The International Journal of Child Abuse and Neglect |  |
| Journal of Child Development |  |
| Journal of Ethnic and Racial Studies |  |
| Journal of Health and Social Behaviour | **VRL:** Expanded Academic Index |
| Journal of Marriage and the Family | **VRL:** Expanded Academic Index |
| Journal of Personality and Social Psychology | **VRL:** Expanded Academic Index |
| Journal of Social Issues | **VRL:** Expanded Academic Index, General Reference Centre |
| Women’s Studies | **VRL:** Expanded Academic Index |
| Women’s Studies: International Forum | **VRL:** Expanded Academic Index |

**Culminating Activity – Phase 2:**

**Outline**

**Introduction**

State your research question and briefly introduce the subtopics you are presenting. You should have a minimum of three. Use this outline to guide your writing. Use point-form notes to fill it in and include it with your Phase 2 submission.

**Research question:**

**Introduction** (summarize your three main findings)**:**

**Subtopic One:**

**Subtopic Two:**

**Conclusion** (provide a brief reiteration of your findings)**:**

**Culminating Activity – Phase 2:**

**Student Checklist**

Prior to handing in your literature review for evaluation, please review this checklist to ensure that you have included all of the components of this phase.

\_\_\_\_ You have a title page.

\_\_\_\_ Your chosen topic is the only topic of the literature review.

\_\_\_\_ You have reported only what has been researched; you have not included opinion.

\_\_\_\_ You have consulted a variety of valid resources for your literature review.

\_\_\_\_ Your literature review starts with a strong introduction.

\_\_\_\_ You have used transition words to move from one point to another.

\_\_\_\_ Each source you have used has been accurately documented using APA format.

\_\_\_\_ Your research notes have been carefully organized and are being handed in with your literature review.

\_\_\_\_ You have answered your research question based on the review you have done.

\_\_\_\_ You have a strong conclusion to end your literature review.

\_\_\_\_ You have checked spelling and grammar.

\_\_\_\_ A complete edit has been done (i.e., someone else has read your paper).

\_\_\_\_ Include a complete APA reference list.

\_\_\_\_ Have you received an answer to any questions you may have had while completing this literature review

Culminating Activity – Phase 2:

Review of Literature: Expectations and Rubric

Expectations

Overall

* use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
* communicate results of inquiries effectively.

Specific

* select and access secondary sources reflecting a variety of viewpoints;
* conduct an independent study of an issue concerning individuals or families in a diverse society, and report the results, using a social science format and documenting sources accurately.

| **Criteria** | **Level 4**  **(80–100%)** | **Level 3**  **(70–79%)** | **Level 2**  **(60–69%** | **Level 1**  **(50–59%** |
| --- | --- | --- | --- | --- |
| **Knowledge/** Understanding | - Literature review demonstrates a thorough and insightful understanding of chosen topic.  - Research is extensive, research based, and focused. | - Literature review demonstrates a considerable understanding of chosen topic.  - Research is accurate, research based, and focused. | - Literature review demonstrates some understanding of chosen topic.  - Research is somewhat accurate, relevant, and focused. | - Literature review demonstrates a limited understanding of chosen topic.  - Research is limited; lacks accuracy, relevance, and focus. |
| **Thinking** | - Sources are highly diverse and very relevant.  - Analyzes, interprets, and evaluates the selected information with a high degree of effectiveness | - Sources are diverse and relevant.  - Analyzes, interprets, and evaluates the selected information with considerable effectiveness. | - Sources are somewhat appropriate.  - Analyzes, interprets, and evaluates the selected information with some effectiveness. | - Sources are too few or inappropriate.  - Analyzes, interprets, and evaluates the selected information with limited effectiveness. |
| **Communication** | - Summarizes research and ideas as a review of literature with a high degree of clarity and confidence.  - Main ideas are well articulated, with clear supporting evidence.  - Extremely clear introduction and conclusion are included. | - Summarizes research and ideas as a review of literature with considerable clarity.  - Main ideas are articulated with supporting evidence.  - Clear introduction and conclusion are included. | - Summarizes research and ideas as a review of literature with some clarity.  - Main ideas are included with some effectiveness.  - Introduction and conclusion are somewhat clear. | - Summarizes research and ideas as a review of literature with limited clarity.  - Main ideas are included with limited effectiveness.  - Introduction and conclusion have limited clarity. |
| **Application** | - Demonstrates excellent note-making skills.  - Documents sources, using in-text citations and reference list in APA format, with a high degree of effectiveness.  - Applies a method of organizing research notes efficiently.  - Answers own research question with a high degree of effectiveness. | - Demonstrates very effective note-making skills.  - Documents sources, using in-text citations and reference list in APA format, with considerable effectiveness.  - Applies a method of organizing research notes with considerable skill.  - Answers own research question with considerable effectiveness. | - Demonstrates somewhat effective note-making skills.  - Documents sources, using in-text citations and reference list in APA format, with some effectiveness.  - Applies a method of organizing research notes with some skill.  - Answers own research question with some effectiveness. | - Demonstrates limited note-making skills.  - Documents sources, using in-text citations and reference list in APA format, with limited effectiveness.  -Applies a method of organizing research notes with limited skill.  - Answers one’s own research question with limited effectiveness. |

**Comments and Suggestions:**

Culminating Activity – Phase 3:

Designing Primary Research

You have conducted your secondary research and now it is time to design and conduct your own primary research. For Phase 3:

1. You will submit a research proposal.
2. You will submit your research instrument.
3. You will also have a conference with your teacher, showing your completed proposal and research instrument. **These must be approved before you can begin collecting your data.**

**Research Proposal**

1. Describe your sample: How many people will participate in your study? Describe relevant demographic information (e.g., age of participants, gender, cultural background).

2. Describe the research method(s) you will be using. Justify why the method(s) you selected is/are suitable for answering your research question. For example, if you have chosen to do interviews, explain why interviews might meet your needs more effectively than surveys.

**Research Instrument**

Attach a copy of your questionnaire or interview questions.

***Guidelines for Surveys:***

Your survey must include at least 10 questions.

You will need to survey 15 to 20 people in your study.

You must include an introductory page in which you:

* thank the person for participating in your study
* state how long the survey will take to complete
* tell the participant that if he or she does not wish to answer a particular question, it can be left blank. He or she can stop participating in the study at any time.
* tell the participant that he or she will be asked for his or her name and contact information in order to verify participation in your study. Identifying information will be separated from personal survey responses, and only the teacher will have access to the list of participants and their contact information.
* include your name and your teacher’s name

Follow information in this package about formulating good survey questions.

***Guidelines for Interviews***

If you choose to do interviews, you will need to do full interviews of three to five people.

Your interview must include at least ten questions.

You will need to ask for permission to record all interviews before you begin. All interviews need to be recorded as proof of their authenticity.

With Phase 3, include an interview confirmation form as reproduced below:

INTERVIEW CONFIRMATION FORM

Your signature below will confirm that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has completed his/her interview with you, which is a mandatory part of his/her Culminating Activity for Individuals and Families in a Diverse Society.

Sincere thanks for volunteering your time to participate in this project. Our students realize how valuable your time is and are most grateful for your contributions to their research project. Thank you for sharing your expertise, knowledge, and experience. Should you have any further questions, please feel free to call me at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thank you,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Name Printed School

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Agency Position in the Agency

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number Date of Interview

**Guidelines for Creating Closed Questions**

1. **Closed questions should be unidimensional**. That is, they should ask about only **one** topic at a time. An example of a “double-barreled” question: “Do you approve or disapprove of abortion in cases of incest OR threats to the mother’s health?
2. **Provide all answers to closed questions.** 
   1. A respondent’s answer should fit into only ONE category.
   2. All possible responses should be provided, even if you have to add a category “other, please specify.”
3. **Consider as many alternative responses as you can in advance**. For example, people can be married, widowed, divorced, separated, common-law, single (never married), or something else (you’d be surprised).
4. **Avoid condensing numerical responses into grouped categories**. For example, ask how many times someone attends a religious service per month, or how many years post-secondary education an individual has had. Grouped categories lose information, and the computer will collapse information later anyway.  
     
   The exception to this rule is income categories. This provides greater confidentiality, and it’s difficult to know your income if you have changed jobs or have several different jobs.
5. **Use a mix of question formats in order to avoid response effects.** For example, a popular format is the “Likert” item, where people are asked if they strongly agree, agree, are undecided, disagree, or strongly disagree with a statement. If your questions are all like this, people tend to choose the same thing and want to neither strongly agree nor disagree.
6. **Don’t use hypothetical situations.** The answers are generally unreliable because people haven’t had enough time to think about them.
7. **Try to keep the number of response alternatives to a minimum—especially if you are interviewing.** People can’t process that much information.
8. **Use specific time frames when you ask about behaviours**. For example, how many cigarettes did you smoke during the past week?
9. **Also, use specific place frames**. For example, if you want to know what country someone was born in, ask, “In which country were you born?”
10. **Make sure that the question stem is consistent with the provided responses**. For example, if the stem reads “how often,” make sure that all of the responses provide a time frame (e.g., 3 times per week).
11. **If you have a very complicated question stem, break the question up**. For example, “What do you think should be done about the environment? Tell me all the actions that you would approve.

A. Recycling B. Carpools C. Mandatory thermostat controls, etc.:  
How could you break this up into smaller questions?

1. **Avoid jargon, technical terms, or abbreviations**. Use plain language.
2. **Use full sentences.** If you are trying to ascertain someone’s gender and your question reads, “sex?,” you may get more than you bargained for.
3. **Avoid “red flag” words,** that is, words that are filled with too much emotion or align with strongly held values. For example, you wouldn’t ask, “Do you approve of the murder of unborn babies?”

**Guidelines for Creating Open-Ended Questions**

There’s a trick to constructing open-ended questions that you are able to code into your results.

**Ask open-ended questions that encourage a complete and full answer**. Use phrases such as “what are…” and “How do you feel about….”

**Good**: “What do you like best about cafeteria food?”

**Bad**: “Do you like cafeteria food?”

**Worksheet for Designing Your Research**

1. What is the objective of your study, i.e., what is/are your research question(s)?
2. Whom are you going to survey? This is also called your sample set. Consider who is best suited to answer your questions. For example, it may be teenagers, parents/guardians, mothers, or fathers.
3. Consider closed questions versus open questions.
   1. Closed questions: **advantages**
   2. Closed questions: **disadvantages**
   3. Open questions: **disadvantages**
   4. Open questions: **advantages**
   5. Write an example of an open question and a closed question dealing with your topic.

Culminating Activity – Phase 3:

Designing Primary Research: Expectations and Rubric

**Expectations**

Overall

* use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
* communicate the results of their inquiries effectively.

Specific

* demonstrate an understanding of research methodologies, appropriate research ethics, and specific theoretical perspectives for conducting primary research (e.g., interviews, surveys and questionnaires, observation, experiment);
* conduct an independent study of an issue concerning individuals or families in a diverse society, and report the results, using a social science format and documenting sources accurately.

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| **Criteria** | **Level 4**  **(80–100%)** | **Level 3**  **(70–79%)** | **Level 2**  **(60–69%** | **Level 1**  **(50–59%** |
| **Knowledge/** Understanding | - Consistently uses appropriate research terminology.  - Shows an insightful understanding of the social science research model. | - Regularly uses appropriate research terminology.  - Shows considerable understanding of the social science research model. | - Sometimes uses appropriate research terminology.  - Shows some understanding of the social science research model. | - Shows limited understanding of research terminology.  - Shows limited understanding of the social science research model. |
| **Thinking** | - Provides insightful explanation for the research methodology chosen.  - The research methodology clearly relates to the research question. | - Provides good explanation for the research methodology chosen.  - The research methodology clearly relates to the research question. | - Provides some explanation for the research methodology chosen.  - The research methodology relates somewhat to the research question. | - Provides limited explanation for the research methodology chosen.  - The research methodology does not relate to the research question. |
| **Communication** | - All survey/ interview questions are clearly written and all directly relate to the research question. | - Most survey/ interview questions are clearly written and directly relate to the research question. | - Some survey/ interview questions are clearly written and relate somewhat to the research question. | - Few survey/ interview questions are clearly written and few directly relate to the research question. |
| **Application** | - Shows insightful application of under-standing of guidelines for creating good survey/interview questions. | - Shows clear application of under-standing of guidelines for creating good survey/interview questions. | - Applies some understanding of guidelines for creating good survey/interview questions. | - Shows limited understanding of guidelines for creating good survey/interview questions. |

**Comments and Suggestions:**

Culminating Activity – Phase 4:

Data Collection and Preliminary Data Analysis

To this point, you have written your literature review and collected primary data to support your thesis. Now you will analyze the primary data that you have gathered.

For Phase 4, you will submit:

1. your research proposal
2. your research instrument
3. your collated results
4. your written analysis

In this phase, you will be expected to complete two tasks:

1. Analyze data that you collected in Phase 3. You will be required to present your findings in a systematic way. This means you could include charts and graphs of data, or you could use anecdotal summaries of interviews, to accompany and support the report-style summary of your findings.

2. Compare the results of your primary research (Phase 3) to your literature review (Phase 2).

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| *Helpful Hints*  It is critical that you highlight the key findings from your primary research. Be careful to present only facts, and do not include opinions or interpretations. Brevity and conciseness are important; however, do not exclude any relevant information. Ensure that all of your findings in some way make logical connections with the organizing sections identified in Phase 2 (literature review).  Suggestions for analysis:   * 1. Group the data according to commonalities. For example, you may wish to group your surveys into male and female responses, or by age categories. You may group your data more than once. For group example, you may first group by gender, then by age, and then by occupation. After the data has been categorized, you will then need to look for trends, similarities, and differences. Do not make any generalizations or explain your data.   2. When examining the data, you may need to calculate certain statistics that will allow you to better report your data: mean (average), median (the middle ranking), and mode (the most frequent response), are the most commonly used statistics. You will also find it beneficial to calculate percentages to report your data. Rather than saying that “12 out of 24” people responded in a certain way, it is much better to report that “50 percent” did.   3. When summarizing the results of open-ended questions, you will need to identify major themes. Different-coloured highlighting pens may help you to organize your information. A rule of thumb is that if three people mention it independently, it is worth repeating. |

Culminating Activity – Phase 4:

Data Collection and Preliminary Data Analysis:

Expectations and Rubric

**Expectations**

Overall

* use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society.

Specific

* demonstrate an understanding of research methodologies, appropriate research ethics, and specific theoretical perspectives for conducting primary research (e.g., interviews, surveys and questionnaires, observation, experiment);
* conduct an independent study of an issue concerning individuals or families in a diverse society, and report the results, using a social science format and documenting sources accurately.

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| **Criteria** | **Level 4**  **(80–100%)** | **Level 3**  **(70–79%)** | **Level 2**  **(60–69%** | **Level 1**  **(50–59%** |
| **Knowledge/** Understanding | - Statistical analysis or anecdotal summary of data is presented with a high degree of effectiveness. | - Statistical analysis or anecdotal summary of data is presented with considerable effectiveness. | - Statistical analysis or anecdotal summary of data is presented with some effectiveness. | - Statistical analysis or anecdotal summary of data is presented with a limited degree of effectiveness. |
| **Thinking** | - Summarizes key results with extensive skill.  - Compares key results of primary research with literature review with extensive skill. | - Summarizes key results with considerable skill.  - Compares key results of primary research with litera-ture review with considerable skill | - Summarizes key results with some skill.  - Compares key results of primary research with literature review with some skill. | - Summarizes key results with limited skill.  - Compares key results of primary research with literature review with limited skill. |
| **Communication** | - Communicates summaries and analysis with considerable skill.  - Uses organizer to identify comparisons extensively. | - Communicates summaries and analysis with skill.  - Uses organizer to identify comparisons. | - Communicates summaries and analysis with some skill.  - Uses organizer to identify comparisons with some skill. | - Communicates summaries and analysis with limited skill.  - Uses organizer to identify comparisons with limited skill. |
| **Application** | - Independently applies appropriate skills involved in the written presentation of primary data. | - Applies appropriate skills involved in the written presentation of primary data with some guidance. | - Applies appro-priate skills involved in the written pre-sentation of primary data with direction and guidance. | - Applies few of the appropriate skills involved in the written presentation of primary data. |

**Comments and Suggestions:**

**Culminating Activity – Phase 5A:**

Discussion and Critical Analysis of Research Findings

In this final section of your culminating activity, you will demonstrate your level of understanding of the research you have just completed.

This phase brings all components together into one paper. In Phase 2, you wrote a literature review, and in Phase 4, you analyzed the data you collected in Phase 3. In Phase 5, you must explain the correlation between your “review of literature” information and the “primary research” findings. Your paper should include an analysis, interpretation, and evaluation of the data collected in your review of the literature and primary research phases. It should discuss opposing points of view, discrepancies in the study results, and suggest possible explanations.

You should continue to maintain the headings of your paper:

* Abstract
* Introduction
* Literature Review
* Primary Research
* Analysis
* Final Analysis
* Conclusions/Recommendations.

Comments need to be included on the validity and reliability of the sources of information used as a base for your overall findings In this stage you need to be able to offer explanations to support your conclusions. Are your findings consistent with those of other researchers? If not, why do you think this is so (e.g., research design, sample size, type of sample).

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| In the previous section of this culminating activity, you began to analyze your data. In this final section, you will do four things:   * Summarize your findings. * Report on the trends, similarities, and differences, etc., identified during your research. You may wish to include quotations at this time. * Apply what you learned about your topic when doing your review of the literature to the findings of your primary research (your surveys/questionnaires). * Remember to use **APA** referencing style when referring to research conducted by others. |

Clearly identify the implications of your findings. Why is this information important? Relate your findings back to your original purpose. What does it all mean? Suggest implications for those who study the family, the government, schools, social service agencies, etc.

Include a discussion of the limitations of your study. Identify the problems with your research design and sampling technique (e.g., sample too small, not a random sample, only females responded). What are the implications of these limitations and how do they affect the validity of your research?

**Conclusions and/or Recommendations**

Your conclusion should contain a restatement of the goals of your study, and indicate how your goals, or research statement, have been proven or refuted. Be sure to include recommendations for further study of those aspects of the topic that you were unable to investigate. You need to make suggestions on how changes or improvements could be made to your report if you were to start all over again.

**Culminating Activity – Phase 5A:**

**Student Checklist**

Prior to handing in your final culminating activity for evaluation, please review this checklist to ensure that you have included all of the components of this phase.

\_\_\_\_ A cover page

\_\_\_\_ An abstract

\_\_\_\_ An introduction including a statement of the research question and any background research

\_\_\_\_ A review of literature, including secondary sources

\_\_\_\_ Research methods, including a description of those used

\_\_\_\_ A summary of findings of your primary research

\_\_\_\_ A comparison of the results of your primary and secondary research, and what may result in differences; limitations of your research; implications of your research

\_\_\_\_ A conclusion, which may include further research questions

\_\_\_\_ Appendices

\_\_\_\_ References cited using APA format (bibliography)

Culminating Activity – Phase 5A:

Discussion and Critical Analysis of Research Findings:

Expectations and Rubric

**Expectations**

Overall

* use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
* communicate results of inquiries effectively.

Specific

* demonstrate an understanding of research methodologies, appropriate research ethics, and specific theoretical perspectives for conducting primary research (e.g., interviews, surveys and questionnaires, observation, experiment);
* conduct an independent study of an issue concerning individuals or families in a diverse society, and report the results, using a social science format and documenting sources accurately;
* select and access secondary sources reflecting a variety of viewpoints.

| **Criteria** | **Level 4**  **(80–100%)** | **Level 3**  **(70–79%)** | **Level 2**  **(60–69%** | **Level 1**  **(50–59%** |
| --- | --- | --- | --- | --- |
| **Knowledge/** Understanding | - Demonstrates a thorough and insightful summary of chosen topic.  - Research is extensive, research based, and focused. | - Demonstrates a considerable summary of chosen topic.  - Research is accurate, research based, and focused. | - Demonstrates some summary of chosen topic.  - Research is some-what accurate, relevant, and focused. | - Demonstrates a limited summary of chosen topic.  - Research is limited, relying on opinion or only case studies. |
| **Thinking** | - Interpretation of literature review and data analysis have been completed with a high degree of clarity and confidence. | - Interpretation of literature review and data analysis have been completed. | - Interpretation of literature review and data analysis have been somewhat completed. | - Interpretation of literature review and data analysis have been completed in a limited manner. |
| **Communication** | - Summarizes literature review and data analysis with a high degree of clarity and confidence.  - Main ideas are well articulated with clear supporting evidence.  - Extremely clear introduction and conclusion are included. | - Summarizes literature review and data analysis with considerable clarity.  - There are distinct main ideas with supporting details.  - Clear introduction and conclusion are included. | - Summarizes literature review and data analysis with some clarity.  - Main and supporting ideas are included with some effectiveness.  - Introduction and conclusion are somewhat clear. | - Summarizes literature review and data analysis with limited clarity.  - Main and supporting ideas are included with limited effectiveness.  - Introduction and conclusion have limited clarity. |
| **Application** | - Documents sources, using in-text citations and reference list in APA format with a high degree of effectiveness.  - Answers own research question with a high degree of effectiveness. | - Documents sources, using in-text citations and reference list in APA format with considerable effectiveness.  - Answers own research question with considerable effectiveness. | - Documents sources, using in-text citations and reference list in APA format with some effectiveness.  - Answers own research question with some effectiveness. | - Documents sources, using in-text citations and reference list in APA format limited effectiveness.  - Answers own research question with limited effectiveness. |

**Comments and Suggestions:**