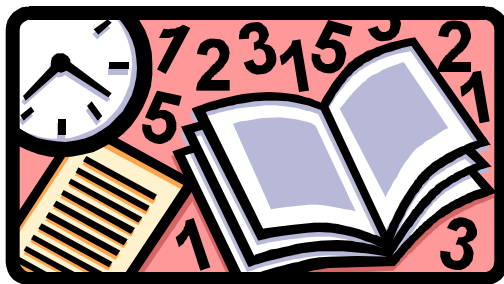


***Social Science Research Skills
in the Family Studies Classroom
Grade 12 Curriculum Support Materials
Individuals and Families in a Diverse Society
HHS4M***

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Individuals and Families in a Diverse Society – HHS4M

The following activities have been developed for the grade 12 course Individuals and Families in a Diverse Society – HHS4M.

The materials created in this documents rely heavily on the use of computer technology to communicate the results of their research. They could all be easily adapted by the teacher if access to computer technology is limited.

Teachers must follow school and board policies about the safe and ethical use of the Internet. They must inform their students about these policies. All web sites identified in this documents were current at the time of publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Primary research forms a significant component of these materials. Students must be instructed in the proper and ethical research techniques. When students are conducting primary research collection they should be instructed to respect an individual's choice to respond to an interview/survey with "no comment" or "no response at all" as a valid answer.

Additional support materials on the use of social science research skills in Family Studies courses can be found in "*Social Science Research Skills in the Family Studies Classroom Overview.*"

Individuals and Families in A Diverse Society [HHS 4M]
Grade 12, University / College Preparation Level
Social Science Research Skills

The following coded expectations in HHS4M incorporate social science research skills:

Self and Others

Overall Expectations

SOV.02 · analyse theories and research on the subject of the development of and the psychological tasks connected with intimate relationships, and summarize their findings;

Specific Expectations

SO2.02 – describe the findings of research on attraction and the development of intimate and love relationships in contemporary Canadian society (e.g., Fisher’s study of childbearing in Canada);

SO2.03 – summarize current research on factors influencing satisfaction within enduring couple relationships (e.g., the impact of children, finances).

Personal and Social Responsibilities

Overall Expectations

PRV.02 · explain decisions and behaviours related to role expectations in intimate relationships;

Specific Expectations

PR2.04 – summarize research on the causes and nature of conflict, and evaluate strategies for managing and resolving conflict in intimate relationships (e.g., decision making, problem solving, negotiating).

Diversity, Interdependence and Global Connections

Overall Expectations

GCV.02 · analyse changes that have occurred in family structure and function throughout the history of the family;

GCV.03 · analyse socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts.

Specific Expectations

GC2.03 – analyse the historical and ethnocultural factors affecting variations in mate-selection, marriage customs, and marital roles.

GC3.02 – analyse the roles of children in the family and society in various cultures and historical periods, taking into consideration expectations for pace of development, rites of passage, participation in education or labour, and the nature of parent-child relationships;

Social Challenges and Social Structures

Overall Expectations

SCV.02 · analyse current issues and trends affecting the dynamics of intimate relationships, and speculate on future directions for individuals and families;

SCV.03 · analyse current issues and trends affecting childrearing and socialization, and speculate on the changing role of children;

Specific Expectations

SO2.02 – describe the findings of research on attraction and the development of intimate and love relationships in contemporary Canadian society (e.g., Fisher’s study of childbearing in Canada);

SO2.03 – summarize current research on factors influencing satisfaction within enduring couple relationships (e.g., the impact of children, finances).

SO3.02 – explain several theoretical perspectives on the role of the parent in the development and socialization of children (e.g., learning theory, social role theory), and describe supporting evidence from published research.

Research and Inquiry Skills

Overall Expectations

- ISV.01** · use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
- ISV.02** · access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society;
- ISV.03** · analyse issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology;
- ISV.04** · communicate the results of their inquiries effectively.

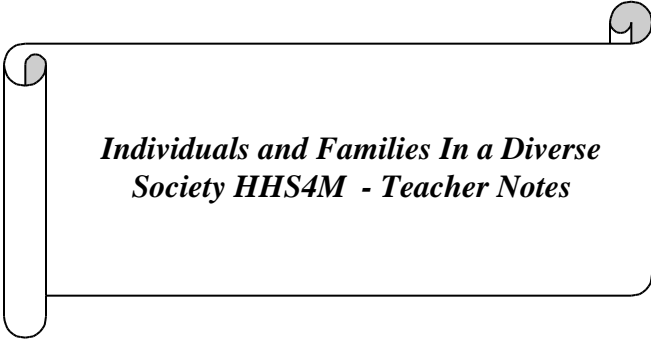
Specific Expectations

- IS1.01** – formulate research questions and develop hypotheses reflecting specific theoretical frameworks;
- IS1.02** – select and access secondary sources reflecting a variety of viewpoints (e.g., academic texts; research reports and journals, such as the *Canadian Journal of Home Economics*, *Family Relations*, and the *Journal of Marriage and the Family*; demographic reports; videos; sources accessed by current information technology);
- IS1.03** – 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);
- IS1.04** – use appropriate current information technology (e.g., CD-ROM, the Internet, e-mail) to access or transmit information (e.g., conduct surveys or interviews).
- IS2.01** – evaluate information to determine its validity and to detect bias, stereotyping, ethnocentricity, datedness, and unethical practices, and distinguish among perceptions, beliefs, opinions, and research evidence;
- IS2.02** – identify and respond to the theoretical viewpoints (e.g., family systems theory, social-exchange theory, feminist theories), the thesis, and the supporting arguments of materials found in a variety of secondary sources;
- IS2.03** – effectively use current information technology (e.g., spreadsheet and graphing software) to compile quantitative data and present statistical analyses of data (e.g., percentage, mean, distribution) or to develop databases.
- IS3.01** – distinguish among, and produce examples of, the following: an essay arguing and defending personal opinion; a reaction paper responding to another person’s argument; a research paper reporting on an original investigation;
- IS3.02** – conduct an independent study of an issue concerning individuals or families in a diverse society, and report the results, using social science format and documenting sources accurately, using appropriate forms of citation (e.g., those recommended by the American Psychological Association);
- IS3.03** – demonstrate effective use of current technology to facilitate the production and communication of a research paper.

The curriculum policy document for this course can be found at
<http://www.edu.gov.on.ca/eng/document/curricul/secondary/grade1112/social/social.html>

To locate a copy of all the coded expectations for HHS4M, please go to:
www.curriculum.org.

Click on The **Ontario Curriculum Centre**. Under the heading **Grade 12 Course Profiles** click on Grade 12 Learning Expectations. **Click on Social Sciences and Humanities**. Download Individuals and Families in a Diverse Society, HHS 4M, University/College preparation .



*Individuals and Families In a Diverse
Society HHS4M - Teacher Notes*

The following handouts can be used in *Individuals and Families in a Diverse Society* to assist students with the completion of the Independent Study (IS).

Points to consider:

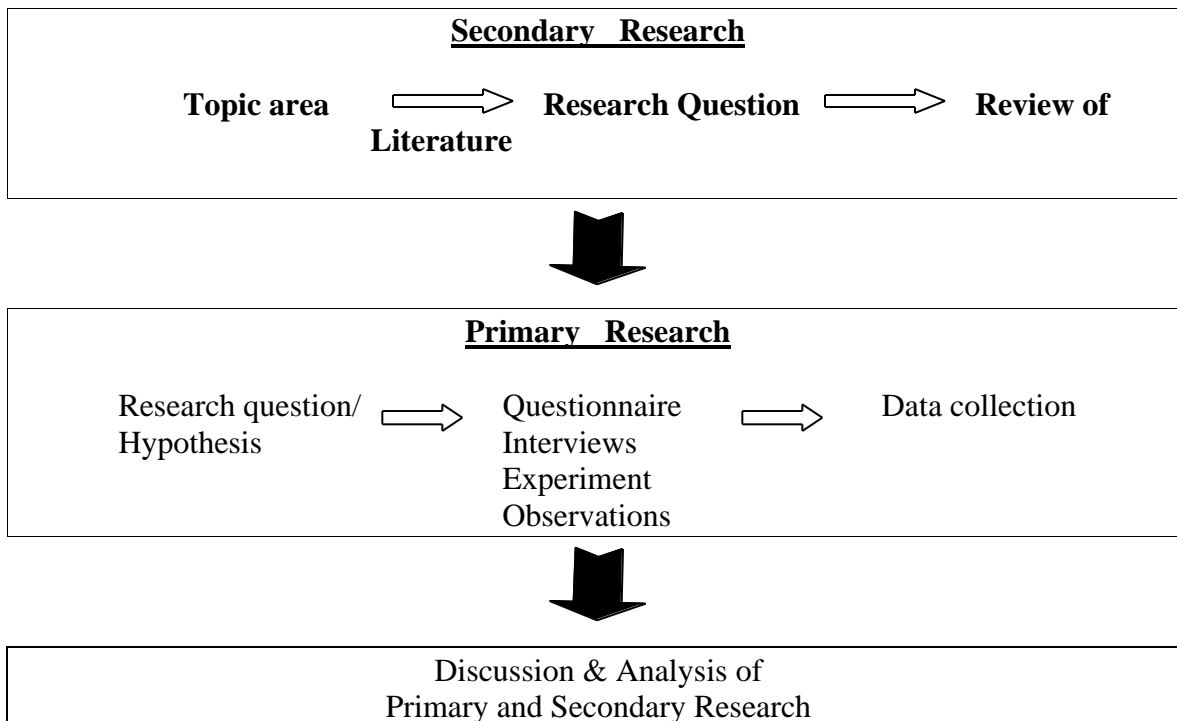
- This study will take the entire course to complete. Students should begin by choosing their topics very early in the course.
- The process students undergo to complete the IS is important. Students will hand in the project in phases. Each phase will be assessed at this time. Comments and next steps will be given and students should be given the opportunity to make revisions to the phases before the final evaluation is done in Phase 5. All phases will be re-submitted during phase 5.
- Student-teacher conferencing is very important during this process.
- The research skills required to complete this IS need to be integrated throughout the course. As course content is being covered the skills are taught and then reinforced through the IS.
- Some of the handouts referred to in this document are available in the Overview materials that accompany this resource package. Please refer to the overview for information on APA style of referencing and in-text citations.
- The manner in which students present their IS to the class can vary. Students may present a summary of their study to the entire class, to a small group of students in a tutorial fashion or students may submit an abstract of their study. If presentations are not done at this stage it is important that students do have the opportunity to present at other stages of the course.

Individuals and Families In a Diverse Society HHS4M - Overview

In this report you will have the opportunity to comprehensively explore a topic of special interest. You are encouraged to use a wide range of resources, in addition to the resources available within the school. A high level of critical and creative thinking will be of paramount importance to the success of your project.

Your report will be based on the social science research model. This model places a greater emphasis on research and factual material and less emphasis on style than in an essay. Essays explore a topic in a manner that allows somewhat more freedom to you, the writer, and a greater opportunity for discussion.

Basic Social Science Research Model



The report should be organized under the following headings:

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

*Individuals and Families In a Diverse
Society HHS4M
Independent Study –
Overview and Timelines*

The following outlines the responsibilities and due dates for “The Independent Study” in Individuals and Families in a Diverse Society. Each student is expected to participate in all phases of the IS. Due to the complexity of this project it is VERY important that you manage your time effectively. The completion of this IS involves many steps. Each phase will be assessed and returned to you. You will have the opportunity to make revisions at that time. During Phase Five you will resubmit ALL of the work completed and the project will be evaluated in it entirety.

<i>Phase</i>	<i>Due Date</i>
1. <u>Initial Report</u> • choose a topic • develop research question	
2. <u>Review of Literature</u> •Phase 2a <ul style="list-style-type: none"> ➤ select resources/library research unit ➤ preparation for Review of Literature ➤ develop an outline ➤ summaries • Phase 2b <ul style="list-style-type: none"> ➤ rough copy ➤ Review of Literature ➤ in-text citations used ➤ see enclosed information on APA Style 	
3. <u>Primary Research</u> • individuals to be interviewed/surveyed should be chosen NOW • format of the interview should consist of at least 15 – 20 open ended questions designed to generate dialogue & provide research information. A total of 4 to 5 interviews should be completed OR • format of the questionnaire should include 15 – 20 questions. A total of 15 – 20 questionnaires/surveys should be completed. • interview confirmation • taped results, email addresses, handwritten questionnaires • introduction & thank you note for participants	

<p>4. <u>Data Collection</u></p> <ul style="list-style-type: none"> • rough draft • Primary Research report - 1000 to 1200 words • <u>MUST</u> be word processed 	
<p>5. <u>Part A: Final Report</u></p> <ul style="list-style-type: none"> • outline of research paper • critical analysis and explanation of trends • minimum of 1000 - 1200 words • <u>MUST</u> be word processed 	
<p>5. <u>Part B: Sharing of Information</u></p> <p>a) <u>Oral Presentation</u></p> <ul style="list-style-type: none"> • presentations will be a minimum of <u>10</u> minutes and a maximum of <u>15</u> minutes in length (Remember this is only a <u>summary</u> of your findings on your chosen topic) • you are expected to demonstrate effective use of audio-visuals to facilitate the production and communication of this research paper <p style="text-align: center;">OR</p> <p>b) <u>Abstracts</u></p> <ul style="list-style-type: none"> • provide each student in the class with a copy of the abstract for your Independent Study 	

See “ *Expectations for Students RE: Meeting Deadlines*”

The following statement for students could be included in the course outline.

Expectations for Students Re: Meeting Deadlines

In order for teachers to evaluate the extent to which you achieve curriculum expectations, a number of assessments must be provided and completed.

Why are deadlines set for assigned work?

Deadlines are realistic in the normal working life outside of the school setting. Deadlines are also set as a reasonable management strategy for teachers so that workloads can be varied and balanced. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another.

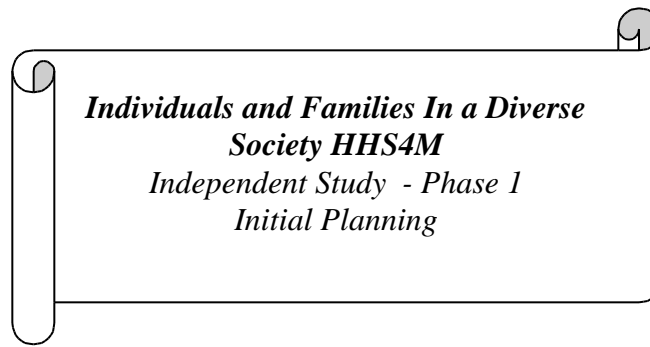
- It is your responsibility to seek assistance from the teacher when you feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
- Chronic lateness in submitting tasks/assignments may prevent your teacher from assessing your ability to demonstrate the course expectations.

Guidelines for Teachers

When establishing deadlines for assessment, the deadline will be influenced by negotiations with the class and the method of assessment. Windows of opportunity may be granted. *To support principles of fairness and equity, teachers are expected to use their professional judgment in dealing with individual student circumstances.*

The teacher may:

- **establish some absolute deadlines publish them at the beginning of the unit/course.** Teachers often decide to do this in order to spread out their personal workload as it relates to marking over a reasonable period of time.
- **establish some windows of opportunity when students may submit course work.** The student may then plan his/her time and make adjustments depending on other subject or outside-school commitments.
- **negotiate some deadlines with students/classes that best match their workload.** Teachers indicate that there is greater student ownership of due dates if they have input into timeline decisions. Students are often aware of major school projects such as theatrical productions, major sporting events, etc. which may conflict with arbitrary deadlines. This process assists students in preparing themselves for real-life time-management.
- **establish flexible timelines, with checkpoints along the way, for submission of course work with an absolute deadline.**



Use the following as a guideline when beginning to plan for your independent study.

ISSUE/TOPIC YOU ARE RESEARCHING:

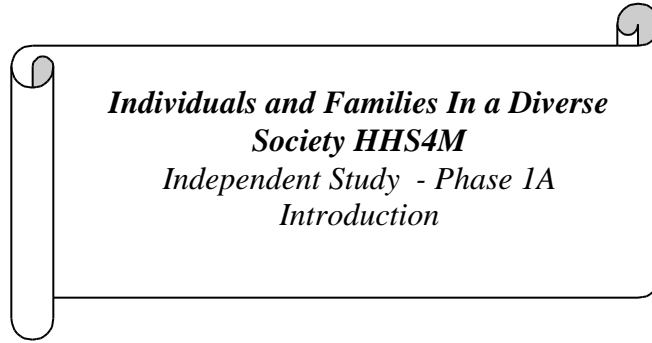
PURPOSE OF YOUR RESEARCH:

(what are you trying to accomplish)?

IMPORTANCE OF STUDYING THIS ISSUE IN RELATION TO THE FAMILY:

(use quantitative facts to support)

YOUR RESEARCH QUESTION:



A. Proposed Topic:

Your Independent Study report should begin with a research statement about which you, the researcher, have set out to explore.

B. Research Question:

The research question creates the structure of your paper. All research should relate back to this question. The research question says what the report is all about. It is the guiding light of your report. It should be no longer than one or two sentences. An example of a good research questions is as follows:

“What are the long term effects of poverty on the intellectual and emotional development of children?”

C. Preamble:

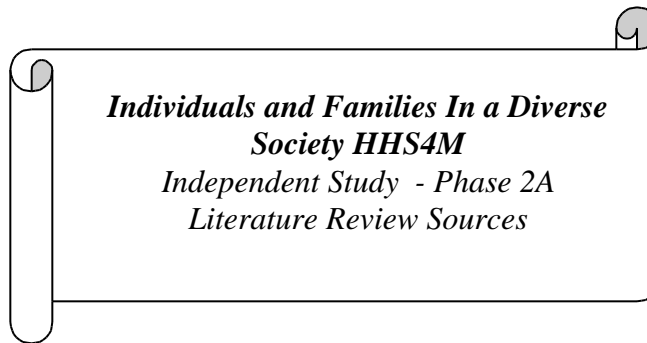
The introduction should also include:

- a) a statement of motivation – the purpose of your research
- b) a refined research question – provides further depth to your research question
- c) the purpose or justification for undertaking the research topic you have chosen
- d) the importance of studying the topic in relation to studying the family
- e) an indication of the method(s)of research you wish to use

D. Limitations:

You must clearly recognize and identify some of the limitations you may have to face in the course of conducting this research.

This Phase should be approximately 1 1/2 to 2 pages in length



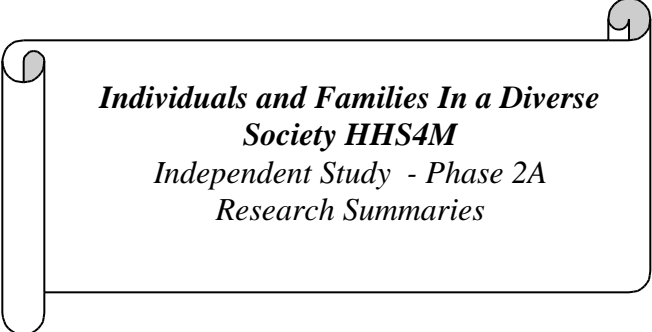
Appropriate Sources for Literature Review

The following sources are considered to be most appropriate. Choose at least one from each type of source.

1. Professional family/sociological journals
Journal of Marriage and Family, Family Relations, Journal of Family Issues,
2. Non-fiction, research-based books
3. Research-based periodicals
Transitions, Psychology Today
4. Statistical or Government publications
Canadian Social Trends, E-STAT
5. Audio-Visual sources.
Documentaries, videos, interviews, radio / television
6. Reputable Newspaper and Magazine articles
McLean's, Time, Globe and Mail

Citing Work

Include correct referencing for each of your approved resources. Your teacher will provide you with information on APA Style of Citation and use of "In-text Citations." Use this carefully as your guide.



Type of material:

- _____ Professional family/sociological journals
- _____ Non-fiction, research-based books
- _____ Research-based periodicals
- _____ Statistical or Government publications
- _____ Audio-Visual sources.
- _____ Reputable Newspaper and Magazine article

Research Topic: _____

Bibliographic Data:

Author: _____

Title: _____

Place of Publication, Publisher, Date: _____

Volume, Section and/or Page #: _____

Library Source: _____

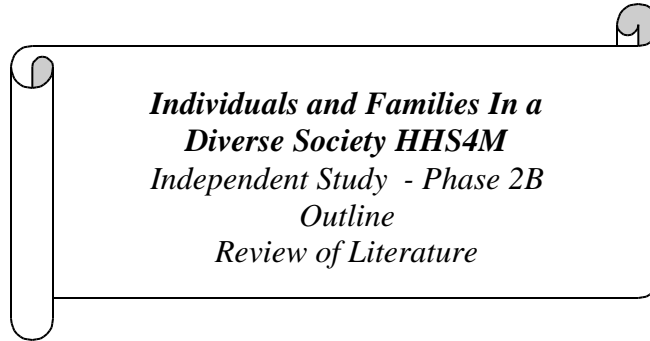
Internet Source: _____

Remember all sources MUST be current to the last 10 year.

You are required to have between 6 to 10 sources at this time.

For each source selected you are required to:

- complete the bibliographic data form
- if possible, include a copy of the source (e.g., magazine article, computer print out)
- your “note taking” for each source - this may be in a number of forms; highlighting, mind mapping, structured notes, index cards etc.



*Individuals and Families In a
Diverse Society HHS4M
Independent Study - Phase 2B
Outline
Review of Literature*

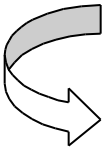
After completing your research summaries in Phase 2A, you will need to expand your research. Continue to locate suitable resources and develop an outline for your literature review. Follow the format given in class. Remember to take careful notes to ensure that you are able to give credit to original sources. You will be using in-text citations following the APA style. You should have 6 to 10 credible sources of information.

A conference must be set up at this point with your teacher to ensure you are on the right track. Bring all of the work you have completed to date to this meeting.

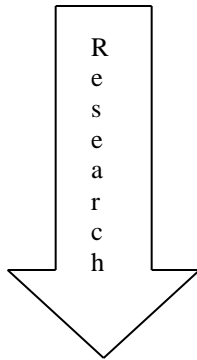
After your conference with the teacher you will be ready to write your Literature Review. The review should be 4 to 5 pages in length.

Individuals and Families In a Diverse Society HHS4M
Independent Study - Phase 2B
Outline

Topic: _____



Research question: _____



- Reminders**
- *6 to 10 sources*
 - *In-text citations*

Subheadings:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

After completing your research you should have a good understanding of your topic and approximately 4 to 5 “answers” to your research question. These answers become your subheadings. The subheadings will create the structure of your essay.

List your subheadings for discussion and under each one state:

1. A brief description of your findings to this point. Include three to five research points
2. In the source column state where you found the information.

Subheading one _____

<i>Source – include title and page # for each entry</i>	<i>Research Notes</i>

Subheading two _____

<i>Source – include title and page # for each entry</i>	<i>Research Notes</i>

Subheading three _____

<i>Source – include title and page # for each entry</i>	<i>Research Notes</i>

Subheading four _____

<i>Source – include title and page # for each entry</i>	<i>Research Notes</i>

Subheading five _____

<i>Source – include title and page # for each entry</i>	<i>Research Notes</i>

Draft Conclusion

- usually short – 1 to 2 paragraphs
- weaves together the main ideas of your review
- restates your research question
and the answers to your research question in a different way
- does not add new information

Based on the research you have done to date prepare a rough draft of your conclusion.

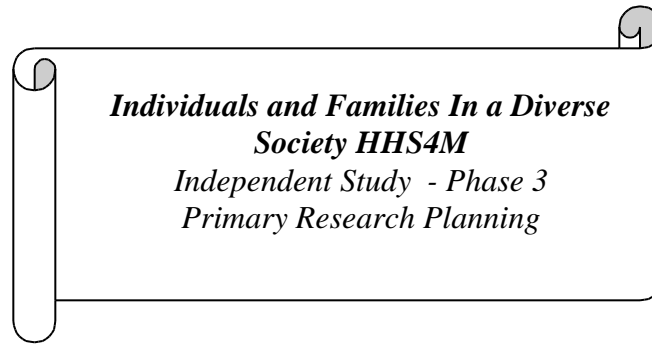
Tips for Evaluation of
Secondary Research Material

What do I need to consider when researching and making choices regarding what to include in my Review of Literature?

- ✓ academic level of source
- ✓ who wrote it?
- ✓ date of publication
- ✓ who published it?

Skills to Apply:

- **Apply skepticism to interpret material**
- **Establish knowledge**
- **Determine fact vs opinion/perceptions**
- **Evaluate arguments**
- **Compare and contrast information**
- **Evaluate reliability of sources**
- **Detect bias, stereotyping or ethnocentricity**
- **Examine assumptions**

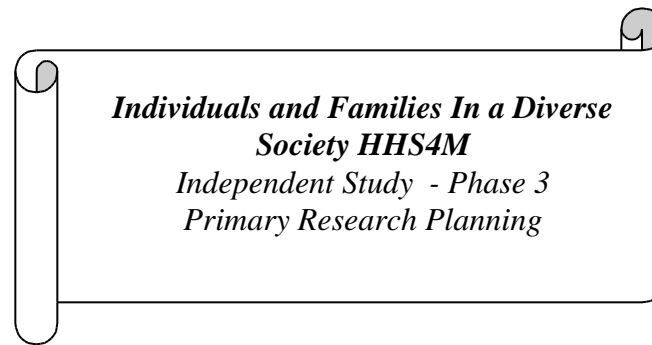


*Individuals and Families In a Diverse
Society HHS4M
Independent Study - Phase 3
Primary Research Planning*

A research report is not an essay, but a report that incorporates the results of PRIMARY research. This section includes the refined research question focus.

1. Based on your research question, decide how you will investigate this issue using primary research methods. Depending on your choice, follow directions as outlined in class.
2. Describe the method(s) you will be using. Justify why the method(s) you selected is/ are suitable for achieving your purpose.
3. Plan an interview or questionnaire/survey with at least 15 - 20 questions. Prepare letters of permission etc. to obtain data. Decide how you will record the results of your investigation and prepare a tool to do so.
4. Attach the copies of your questionnaires/surveys and discuss how you will record the results.
5. If you plan to visit a community agency, identify the following:
 - Name of Social Agency and address:
 - Contact Person and Phone Number:
 - Date and time of Visit/Interview/Observation:
6. Write a brief introduction that you can use when making contact with the person/s you plan to interview. e.g., state who you are, the purpose of the visit, why you want/need the interview and any other pertinent information.
7. When conducting your primary research collection it is important that you respect an individual's choice to respond to an interview/survey with "no comment" or "no response at all" as a valid answer. Some people will prefer not to participate in your research.
7. You need to ask for permission to record all interviews before you begin. All interviews need to be recorded as proof of its authenticity.

All plans for primary research must be submitted for the teacher's approval BEFORE they are carried out. Therefore a conference is a must before you go onto the next step.



RESEARCH QUESTION FORMULATION

1. Research topic: DIVORCE AND CHILDREN

2. BRAINSTORM a list of at least FIVE possible primary research questions. At this point list everything - do not evaluate at this time.

- How are children affected when parents divorce?
- Does the age of the child at the time of the divorce affect their ability to cope?
- Is there a relationship between school achievement and parental divorce?
- How are a child's future relationships affected when their parents divorce?
- Should parent's stay together for the "sake of the children?"

3. For each question listed in #2, identify the possible barriers you may face when trying to conduct primary research using that particular question. (e.g., sample not readily available etc.)

Question 1 - too broad, need to narrow it down

Question 2 - need two samples -different ages, what age grouping should be used?

Question 3 - school records are confidential, poor school achievement could be the result of something else (not divorce)

Question 4 - this is a longitudinal study, need to study the sample over an extended period of time

Question 5 - yes/no question, question needs to be revised if it is used, similar to

Question 1

4. Using your evaluation from question #3 state the question you feel is the one most suitable for your primary research study.

- Does the age of the child at the time of the divorce affect their ability to cope?
(need to revise the question, be more specific, what is meant by their ability to "cope")

DETERMINING YOUR SAMPLE

BEFORE DISTRIBUTING YOUR SURVEY YOU MUST DETERMINE THE FOLLOWING:

1. Identify the characteristics of the sample you will select for your study (e.g., age, male/female etc.).

- children under the age of 18
- male and female
- children will be divided into three age groups (preschooler, school age, adolescents)
- parents must have been divorced (not separated) for at least one year
- characteristics of the sample can be identified by referring to review of the literature completed earlier

2. What type(s) of primary research will be done? QUESTIONNAIRES

State why you have decided to do so.

- need to sample many children if you expect to come up with valid results / interviews of a large sample would be too time consuming
- confidentiality - respondents may be more likely to be truthful
- need to administer questionnaires to preschoolers verbally since they can't read
- access to preschoolers may be difficult

Teacher Overhead – Phase Three

DEVELOPING QUESTIONNAIRES

On the following five pages there are series of overheads that teachers can use in their classrooms when discussing with students how to design a questionnaire. Space is left for teachers and students to write their own examples in.

For additional information on statistical methods as completed by Statistics Canada visit their web site at <http://www.statcan.ca/english/concepts/index.htm>.

Teacher Overhead – Phase Three

DEVELOPING QUESTIONNAIRES

1. What is a questionnaire?

a group of printed questions that the respondent answers by him/herself

a key assumption: the respondent can, wants to, and does give a truthful answer

2. Parts of a questionnaire

a) title

usually in bold and attractive type

tells the respondent which topic to be discussed

Example:

b) introduction

may appear at the top of the first page or as a covering letter

information to include:

- introduction of yourself**
- the purpose of the study**
- request for co-operation**
- instructions for returning the form**
- assurance of confidentiality**
- deadline for return**
- contact person and phone number**
- expression of appreciation for respondent's co-operation**

c) background information

used to describe your sample and to divide in into sub-groups for data analysis

if not related to your research question, **DON'T ASK IT**

information asked may include:

- male or female
- education
- age (use ranges)
- marital status
- occupation (categories are best e.g., management, health care, sales)

name and other identifying information should not be asked to ensure confidentiality

use Statistics Canada's age ranges and occupation categories to allow for ease of data comparison

d) questions

work directly from your set of research questions

ask only is it's related to your research purpose

items may be phrased as questions or statements

Example:

Some hints for formulating questions:

Keep things simple

- avoid complex statements or charts
- avoid "fancy" words where simple ones will do; use plain language
- all instructions should be clear and exact; give examples where needed

Example:

Avoid abbreviations

- your respondents may be completely unfamiliar with your short forms

Example:

Keep the language appropriate to your respondents

- children cannot be expected to read adult-level questions
- certain occupations have specialized vocabularies

Example:

Avoid bias

- your choice of words may reflect your own bias unless care is taken

Example:

Avoid hidden assumptions

- don't assume that your respondent has a certain belief or behaviour

Example:

Be specific about whether you require an opinion or a factual answer

Example:

Avoid introducing more than one concept per question

Example:

Avoid vague or ambiguous words and phrases

Example:

Avoid double negatives (a negative response to a negative question)

Example:

e) responses

include instructions on how to respond

explain the scale (if appropriate)

responses options should be exhaustive, including all possible choices

Example:

offer the option of not responding (by adding categories such as "Don't know," "Undecided," or "No Opinion.")

allow the option of volunteered comments

only one response option should be applicable to a particular respondent

Example:

f) Conclusion

thank the respondent for cooperating
will there be any follow-up?

3. Types of questions/response structures:

Open-ended

Example:

Avoid hypothetical questions

Example:

Fill-in-the-blank

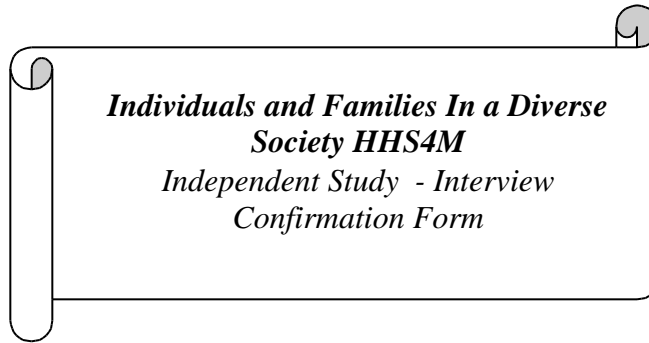
Example:

Closed questions

Example:

Rank order

Example:



Your signature below, will confirm that _____ has completed his/her interview with you that is a mandatory part of his/her *Individuals and Families in a Diverse Society* Independent Study Report.

Sincere thanks for volunteering your time to participate in this research project. Our students do realize how valuable your time is and are most grateful for your contributions to their primary research efforts. This is such a wonderful opportunity for them as they prepare for their post-secondary studies. Thank you for sharing your expertise and knowledge. Should you have any further questions please feel free to call me at _____

Thank you,

Social Sciences and Humanities (Family Studies)

Signature

Name printed

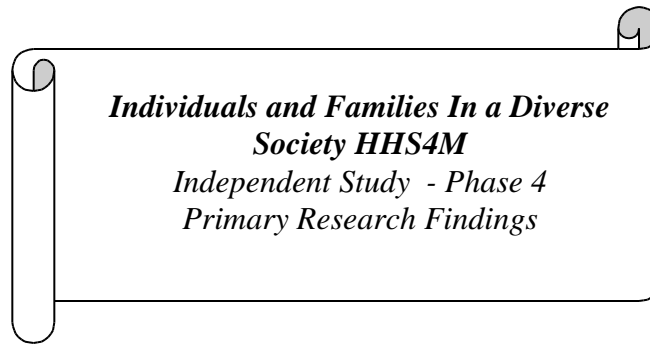
Name of Agency / Institution / Branch

Position in the Agency

Telephone Number

Date Interview was Conducted:

Comments:



***Individuals and Families In a Diverse
Society HHS4M***
Independent Study - Phase 4
Primary Research Findings

In this phase you will be expected to conduct and collect your primary data. You must:

- obtain 15 - 20 completed surveys
or
- conduct at least 4 - 5 interviews.

If you decide to conduct interviews your selection and appointment with credible respondents will be reflected in the validity or biases displayed in your research findings. All respondents must sign the enclosed form as proof of authenticity. If you choose to conduct a survey then all completed surveys must be handed in with this phase of your IS.

In this part of your report it is critical that you highlight the key findings from your primary research. Be careful to present only facts and findings and do not include opinions or interpretation. 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 those findings from Phase 2b.

At this stage of your research you should be beginning to analyze the data/information you have collected. You will be required to tabulate your findings in a systematic way - this means that you should include charts and graphs of data to accompany and support the report style description of your findings. Bar graphs, pie charts, line graphs, tables are all acceptable. Make sure that you include a description of each chart, table or graph in your paper. You should use current technology to graphically display your findings in this part of your report. There are many computer programs available that will create graphs once your data has been inputted.

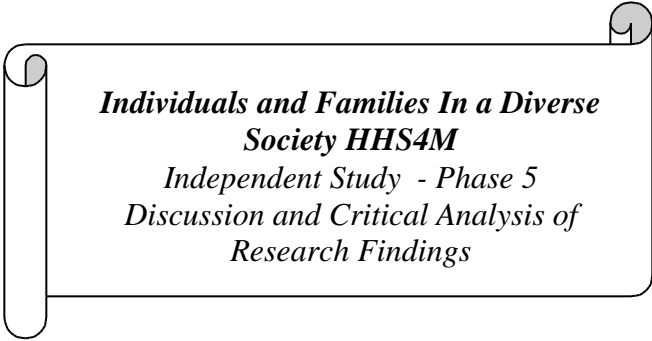
Some suggestions:

1. Group data according to commonalties. For example, you may wish to group your surveys into male and female responses OR employed women and non-employed women. You may group your data more than once. For example, you may first group your data by sex, then by age and then by occupation. After data has been categorized you will then need to look for trends, similarities and differences within the groups and between groups. At this point you will just

- report the trends, similarities and differences. You are not to make any generalizations.
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% did. If you are unsure how to calculate any of these statistics please ask the teacher for assistance.
 3. When summarizing the results for 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 reporting.

The length of this section will vary depending upon the type of questions and your results. A concluding paragraph would, where possible, clearly identify certain biases that may exist in your findings. Phase 4 should be approximately 4 – 5 pages, word-processed and double-spaced.

When submitting the report of your findings be sure to include a copy of a blank questionnaire along with all completed questionnaires and/or include your taped interviews.



*Individuals and Families In a Diverse
Society HHS4M
Independent Study - Phase 5
Discussion and Critical Analysis of
Research Findings*

This section constitutes the major portion of the research report and will demonstrate your level of understanding of the research you have just completed.

It must explain the correlation between your “Review of Literature ” information and the “Primary Research” findings. It 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.

Comment needs 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 other researchers? If not, why do you think this is so (e.g., research design, sample size, type of sample etc.)?

In the previous section of this outline 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.

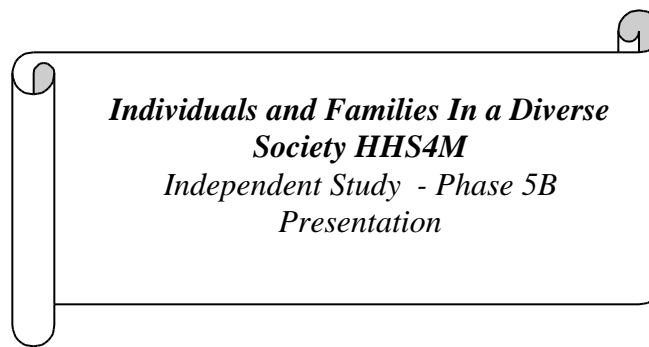
Clearly identify what are the implications of your findings. Why is this information important? Relate your findings back to your original purpose. What does it all mean? Suggest implications for those who study the family, the government, schools, social service agencies etc.

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 etc.) What are the implications of these limitations and how do they affect the validity of your research?

CONCLUSIONS AND/OR RECOMMENDATIONS

This should contain a restatement of the aims of your study and indicate how your aims or research statement have been proven or refuted. Be sure to include recommendations for further study of those aspects of the topic, which 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.

Phase 5A should be approximately 1000 to 1200 words 4 or 5 double-spaced pages.



***Individuals and Families In a Diverse
Society HHS4M
Independent Study - Phase 5B
Presentation***

You will have approximately 15 minutes to present to the class the most interesting details of your research findings. You should make every effort to ensure that you capture the attention of your audience by being as creative and imaginative as possible. Try to involve your audience by means of audio-visual aids such as overheads, pictures, tapes, slides, or video-clips. Your demographic and statistical information should be presented, in a colourful, interesting format. Multimedia technology may be used. You may decide to invite a guest speaker to be involved in your presentation. If you do so, it is your responsibility to make all the arrangements. Remember however, that the majority of the seminar marks are based on your own presentation therefore the guest speaker will be allotted a small portion of your time.

Timeline for the Presenter

The day before the seminar

1. Hand in a one-page word-processed handout, which will be distributed to the other students in the class, outlining the important points to be covered during the seminar. At least two discussion questions should be included at the end of the summary sheet. References should be available if any students in the class wish to pursue this topic further.
2. Hand in a seminar outline detailing the format of the presentation. Include a time frame of your seminar.
3. Be sure to notify me of requests for equipment that will be used during the seminar – at least a day ahead of time. This will ensure availability of equipment and prevent disappointment.

Class before Seminar

1. Read any material handed out by students before their seminar presentation.
2. Be familiar with the topics being presented each day. Jot down any thoughts, questions or concerns relating to the topic that you may want to discuss or question during the seminar.

Day of the Seminar

1. Be in class promptly.
2. Get involved, participate, support and respect your peers' courage and ensure you learn from each presentation.