

This is a conference handout that was compiled for a BC TEAL conference in 2012.
 I have followed this process/template for various topics since the early 1990s. Pages 2 – 19 are student handouts.
 If you would like a word version of this handout, please contact me directly. Janice@AAACE-English.com

Primary (Survey) Research Project Template

Session example: Global Issues

Goals: KSA

Knowledge:

Explore _____
Identify main ideas/ trends from data collected

Skills:

Practice questioning skills
Develop an appropriate research tool (interview or survey form)
Develop interview skills
Organize interview/ survey data into graphic and textual format
Assign group roles and complete the duties
Design AV to support presentation
Plan presentation within a small group
Present a full report to the class; poster session with another class
 (Participate in Douglas College Student Research day)
Evaluate self and group members' contribution to project

Attitude:

Appreciate various view points on issues
Discern personal response to issues
Cooperate with classmates
Increase awareness of Global Citizenship

Suggested Time Management

[Session]	Research Stage	Where?	How long?
1	Intro Research Project (ELMO/ OHP Randomly hand out possible research topics	In class: 30 – 45 minutes Hmwk: Ss do reading over night	
2	Overview of the topic option (presentations) Form groups & choose the topic focus	In class: 100 min (1 class period)	
	Ss gather and read sources	Hmwk: 1 week	
3	Initial research topic summary (share sources)	In class: 100 minutes (hand in end of class)	
4	Research Q, Method, Tool – Survey Q	In class: 50 min; Hmwk: 2 days	
5	Pilot the research survey	In class: 50 min at least	
	Conduct the survey (40 subjects)	Hmwk: give at least 1 week	
7	Compile the data	In class: 50 min to start; Hmwk: 2 days	
8	Analyze the data	In class: at least 50 min; Hmwk: 4 days	
9	Prepare a report/ presentation	In class: 50 min; Hmwk: 1 week	
10	Present the Research	Depends on: required length, format, etc	
11	Feedback & Evaluation Opportunities (x 3)	Hmwk	

BONUS: 2 language skills tasks: Expressing Statistics (info gap); AWL Sublist 3 (Discussion Qs)

Group Survey Research Process

- 1. Intro to the possible research topics
(individual research and oral report)**
- 2. Form groups & choose the topic focus**
- 3. Share Reading Research (4 sources each)**
- 4. Write survey questions**
- 5. Pilot the research survey**
- 6. Conduct the survey (40 subjects)**
- 7. Compile the data**
- 8. Analyze the data**
- 9. Prepare a report/ presentation
(design AV: Poster or Powerpoint)**
- 10. Present the Research**
- 11. Group Feedback & Self Evaluation**

[Research Session 1] Brief Introduction to the research topics (GI)

- For this first stage, each of you have been randomly given a different topic
- Search the internet for information about this topic.
- Determine the main points of the issue.
- Take brief notes on this paper.
- Don't worry! This will not automatically be your survey research project topic.

What is the problem/ situation?
Who is involved? victims? – causing the problem?
Where is the problem?
Why is it a considered a “global issue?”
When does this problem occur?
How are people trying to stop this problem?
Write down 2 website addresses that can help a person learn more about this topic
Your <u>current</u> personal opinion about this issue:

Speaking Task:

Based on this general info, plan a **5 minute** presentation to the class about the topic.

- Just give the *MAIN IDEAS* since this is an introduction task.

Do not feel that you have to make a commitment to this topic.

[Research Session 2]

Part A: Overview of the Topic Options

Presenters: This is your first time presenting in our class, so I will only evaluate you on

a) content

b) your body language (eye contact, posture)

Time: 5 minutes. I will give you a warning at 4 minutes.

Audience: Relax and learn about the various topics. You can take notes if you wish.

After the presentations: you will choose a topic you want to explore in depth.

Part B: Form Groups

Part C: Group Research Task # 1

1. Decide on the focus of your topic and tell the instructor
2. Ask the presenter for the websites that s/he found
3. Which search terms can you use to find information?

Possible Sources of information :

_____ Wikipedia

_____ Newspaper articles

_____ Magazine articles

_____ Websites for organizations which deal with this topic

_____ Your friends and family (ask them for search words and organizations)

_____ other

4. Conduct reading research about your topic

Homework: Each person in the group must bring 4 printed sources about the topic to class

- As individuals, you have also looked for information from various sources
- Now, you need to share what you know with your group members.
- This is important information to know before you write your survey questions.
- Some of this info will also be necessary to include in your presentation.

You have been given ONE sheet. Choose a **Discussion leader** and a **Recorder**
At this stage, your information can be in point form - except for the last box.

<p>Who is involved? victims? / group causing the problem? Try to find statistics (be sure to take note of the date that the numbers correspond to)</p>
<p>Which countries are affected the most? How does this issue affect them?</p>
<p>Why is it a considered a “global issue? How are other countries/ people impacted by this?</p>
<p>What are some “solutions” that have been suggested in the literature? How effective have they been? Can you compare the current state of affairs to 10 or 20 years ago?</p>
<p>Continue on next page</p>

“solutions” cont.

Three organizations which work to solve this Global Issue.

Name of NGO Website	Number of People working with this NGO	Kinds of Activities: how they raise money, etc.

Explain what the problem is in 2 or 3 complete sentences.

[Research Session 4] Research Question, Research Method

1. **Purpose of the survey:** What do other people know and/or think about this topic?
2. Decide on your **general research question** (Try to frame your topic into an Issue Question)

Example Issue: Child Labour

Example Research Question:

Should children under the age of 16 be allowed to work in factories?

3. Research Method: Decide **WHERE** and **HOW** you will gather your data

OPTIONS:

WHERE: on campus? at the sky train station? at a mall? Etc.

HOW: For this research project, you will all design surveys which include questions which people can answer quickly.

HOW MANY: For this project, you will collect data from 40 research subjects.

4. Research Subjects:

Decide **WHO** you will ask (Biographic questions)

Which data is relevant? (What will influence how they answer the questions?)

Which information is interesting or essential for your analysis?

? Age group (20 – 25, 26- 30, 31 Or 19, 20, 21, 22, 23.....

? Occupation

? Gender

? Ethnicity / First language/ Number of Languages spoken?

? Length of time in BC

? number of countries they have visited

Make these WHO points into short form for the TOP of your survey form.

Example:

Biographical Data (Please check the spaces which apply)

Age group: under 20 ___; 20 – 23 ___; 24 – 27 ___, 28 -31 ___; 32 + ___

Status: Born in Canada ___; Immigrant ___; International student visa ___

Did you have a part time job before you were 16? No ___ Yes ___

If yes, what kind of work did you do? _____

5. As a group, you will write at least 10 survey questions exploring your topic.

[Research Session 4] Developing the research tool

- Decide WHICH question format is best for what you want to know.
- Use a combination of these formats. Usually all the types aren't suitable.

A. Closed Question Formats

1. Do you think children under 16 years old should work in factories?

Yes ____ Maybe ____ No ____

2. Children who work in factories should get paid the same as adults.

Agree ____ Disagree ____

3. Likert Scale Question

Canadian children should help solve this Child Labour problem in other countries.

(Strongly agree) 6 5 4 3 2 1 (Strongly disagree) Don't know

Children from poor families should work in factories and go to school at night.

(Strongly agree) 6 5 4 3 2 1 (Strongly disagree) Don't know

4. Ranking Question

Why do children work in factories?

RANK the following reasons with #1 as the most common reason and #4 as the least

____ Parents are in debt, so they sell the children to pay the debt.

____ Children are stolen from their homes

____ The parents are dead, so the children must work to eat.

____ The parents work in the factory, so the children do too.

____ The parents and children think money is more important than education.

5. Multiple Options

Which countries do you think have children working in factories? Choose **ALL** that apply. ____ India ____ Turkey ____ the USA ____ China ____ Iran

____ Bangladesh ____ England

6. Which Child Labour organizations were started in Canada? Choose all that apply.

____ Ban Child Labour ____ Free the Children ____ Children unite! ____ NO CL

B. Open Question Formats

1. Is this an example of child labour? - children who live and work on their family's farm. Why or why not?

C. Mixture

1. Do you think governments of poor countries will change their laws so it is illegal for children to work in factories? Yes ____ no ____ Explain your reasons:

2. When you go shopping, do you know if something was made by adults or children? Yes ____ No ____ How can you know? Explain

[Research Session 5] Piloting your Research Survey

Introducing your project

1. Decide how you will introduce your questions (briefly introduce yourself, purpose...)
2. The approach: What will you say to get someone's attention and cooperation?

Piloting the research tool

A. Pilot (individual)

1. Each of you will "test" your questions with 1 person from another research group.

Useful language: (embedded questions / statements)

Do you happen to know

Can you explain

Can you tell me

Do you have any idea

Would you please tell me

I wonder / I was wondering

I'd like to know

Examples

Survey Q: Why do parents send their children to work in a factory?

Embedded Q: Do you know why parents send their children to work in a factory?

Survey Q: Did you have a part time job when you were a teenager?

Embedded Q: Can you tell me if you had a part-time job when you were a teenager?

B. Evaluating the Research Tool (Research group discussion)

1. Did the "research subjects" (partners) understand the questions?
2. Did you get the kind of answer that you were expecting?
(Perhaps the question needs to have different choices or a different format).
3. Are your questions relevant to your research question?
Will the person's answers contribute to understanding the issue/ problem?
4. Quantity: How much time did it take to survey 1 person? _____
Did you have enough questions? Too many? Too few?
5. Did your partner have any suggestions or questions about your questions?

C. Final Edit of the Group Project Research Survey

I will photocopy 40 copies for your group if you hand in the survey on time.

[Research stages 6 & 7 & 8 & 9]

Suggestions for the Next Research Stages

Stage 6. Conducting the survey (40 subjects)

- If the class is “weak” and we have time, I might have them start conducting their surveys in the cafeteria, so I’m there to trouble shoot.
- Usually, this is done on their own time

Stage 7. Compiling the data

- I give them 1 hour of in-class time to ensure they decide on their plan using English. The rest has to be done for homework

Useful language: Grammar for statistics and practice with numbers (info gaps, etc).

Stage 8. Analyzing the data

- The goal is to synthesize the survey data with the general information they gleaned from their reading.

Stage 9. Prepare a report/ oral presentation/ powerpoint

- Discuss the collected data
 - Design AV: charts and graphs to highlight your research results
 - be sure to label your charts appropriately
 - Synthesize information that you got from your reading research with the survey research results
 - Decide on the outline and content of your group presentation
 - Divide up the responsibilities
- Again, I can usually only give them 1 hour in class for this.
 - Useful Language task: How to describe charts and graphs (I haven’t developed one I like yet)
 - Most use pp to make the charts and then print them for the poster
 - I also provide them with the Requirements for the Presentation (evaluation)

Presentation Options:

Group Presentation Requirements / Evaluation

A. CONTENT:

Your presentation should **AT LEAST** include:

Introduction:

Issue: What did you want to learn?

Purpose: Why did you choose your topic?

Body:

Necessary Background/ Key words/ concepts are explained

Method: How did you collect your data?

- how many people, where, age group, etc

- use charts and graphs, etc.

-explain the information clearly!

Your findings: What did you learn?

Conclusion:

Discussion – Ask the audience 1 or 2 **interesting** discussion questions.

B. GROUP PRESENTATION SKILLS

Effective Time management: _____ minutes per group

Everyone in the group should speak about an equal amount of time

Appropriate Visuals – easy to read, large enough

Group is organized (people know what to do)

C. INDIVIDUAL RESPONSIBILITIES

Eye contact

Voice carries well

Language: Correct grammar – especially for statistics

Important/key content words are pronounced well

GROUP Portion of grade: Research Project Presentation

Topic: _____ Names: _____

Sequence of Presentation

Time began	Who?	Purpose/ Content of the section

Use of time: Time shared about equally _____

A. Content: This information was clearly provided in your presentation:

1. **Issue:** Clear statement of the issue/ research question
2. **Purpose:** Why was the topic chosen?
3. **Necessary Background/ Key words/ concepts were explained**
4. **Research method is explained.** Brief summary of the survey instrument
How many were surveyed? Who was surveyed? Why?
5. **Research Findings:**
 - a) Main ideas/ trends were discovered and presented
 - b) Information on the poster was explained clearly
 - c) Connection was made between the survey answers and the information found in readings, etc.

B. Poster or PPT

- a) Appropriate visuals (charts, etc) were designed for the kind of data
- b) Appropriate amount of text / written neatly and easy to read
- c) Visuals were large enough to see and labeled clearly
- e) Accurate grammar and spelling on the poster / PPT

C. Conclusion: Appropriate to the content of the presentation

D. Overall Flow: The content of the presentation was organized well

E. Discussion question:

One interesting and meaningful question that the audience was able to discuss

Comments for the group:

Individual Presentation and Language Skills Name _____

Total time of speaking: _____

	Excellent	Good	Needs improvement
Eye contact			
Voice Projection - is loud and clear enough			
Pace – not too fast nor too slow - appropriate thought groups			
Other:			

Accuracy Problems

Pronunciation Problems

<p>“the phrase you said” →sb = What it should be</p>	
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Overall Comments:

Feedback and Evaluation Opportunities

Focus: Group work & Learning Experience

Timing: After Survey is written

Note: Your answers will be kept **CONFIDENTIAL**

Format: Likert Scale

➤ Circle the number which best indicates your opinion.

1. I always feel comfortable in my group.

Strongly Agree -6 5 4 3 2 1-Strongly Disagree

2. Each person has done about the same amount of work.

Strongly Agree -6 5 4 3 2 1-Strongly Disagree

3. When I talk in the group, I feel heard - the others listen and respect my ideas.

Strongly Agree -6 5 4 3 2 1-Strongly Disagree

4. When I disagree with someone in the group, I feel comfortable giving my opinion.

Strongly Agree -6 5 4 3 2 1-Strongly Disagree

5. There is one person in the group who dominates (talks a lot & makes decisions)

Strongly Agree -6 5 4 3 2 1-Strongly Disagree

6. I am glad that I am doing this project in a group (rather than doing it alone)

Strongly Agree -6 5 4 3 2 1-Strongly Disagree

7. NOW, I am more interested in my groups' global issue topic than I was before.

Strongly Agree -6 5 4 3 2 1-Strongly Disagree

8. You will soon conduct your survey with 12+ people. How do you feel?

Feel confident-6 5 4 3 2 1-I'm terrified

9. I look forward to planning the presentation with my group.

Strongly Agree -6 5 4 3 2 1-Strongly Disagree

10. How about these aspects?

I can ask embedded questions No problems-6 5 4 3 2 1-No idea

I know about our research topic A lot -6 5 4 3 2 1- I'm clued out

I can explain graphs/charts Easily-6 5 4 3 2 1-I'm very confused

Please feel free to write more comments on the back of this paper. Thanks.

Focus: Project Learning Experience

Timing: After Survey Research Project is completed

Format: Fluency Writing (don't worry about grammar, etc)

Source Concept: This is the same format that is used in Penner, JGT & Barnes, HA (2005). *Think First, Then Write: 101 Writing Topics to Photocopy* (or CD). Vancouver, BC: AACE

Think First: Congratulations! You have completed a major group project! You chose a topic, learned about your topic, wrote questions, surveyed 40 people, compiled the data, wrote some statistics, and organized all your ideas into a group presentation and poster. You presented your research 3 times and in 3 ways: 1) to your classmates, 2) to strangers asking questions on the Student Researchers' Day and 3) to adults and students from the Japanese & Canadian Friendship Association.

Well, what did you learn?

- How did this long project help your communication skills improve?
- What was the most interesting thing you learned through the experience of conducting the survey?
- What interesting things did you learn about your topic?
- Did you change your opinions about the topic? Explain.
- Would you like to do another major project like this? Explain.

Then Write: Think about these questions for at least 10 minutes. Then, write for 30 minutes about your ideas. Be sure to give examples to support your view.

Focus: Your Segment of the Group Presentation (Recorded)

Timing: After Presentation and viewing the recorded presentation

Format: Oral Journal w/ Audacity <<download.cnet.com/audacity >>

1. Watch the section(s) of when you are speaking at least 5 times. Why?
 - Experts claim that the first times we only notice things like our hair, clothes and odd habits (like how we move our hands and head).
 - This means we can't see ourselves as others do (objectively).
2. Observe & take notes on these aspects of your presentation.
 - Body language (hand gestures, eye contact, posture)
 - Voice projection (volume, pitch)
 - Pace (speed, pausing, thought groups)
 - Pronunciation (key words, rhythm & stress)
 - Use of English (complete sentences, statistics explanation, verb tenses and other grammar)
3. Tell me about your presentation skills.
 - Record your ideas for a maximum of 5 minutes

Instructor Notes: KEY STATS relevant to CHILD LABOUR COMPLETE COPY

IPEC : International Programme on the Elimination of Child Labour

- a) Example:
The global number of child labourers in the age group 5-17 decreased from 246 million in 2000 to 218 million in 2004, a decrease of 11 per cent. The percentage of child labourers in this age group went down from 16 per cent (1 in 6) in 2000 to 14 per cent (1 in 7) in 2004.
- b) The number of children aged 5-17 engaged in hazardous work has declined by 26 per cent, from 171 million in 2000 to 126 million in 2004. With 33 per cent, the decline in the age group 5-14 has even been sharper.
- c) Around 5 million children have benefited directly or indirectly from IPEC's work.
- d) Latin America and the Caribbean stand out in terms of a rapid decline of child labour. The number of children at work in the region has fallen by two-thirds over the last four years, with just 5 per cent of children ages 5-14 now engaged in work.
- e) With 26 per cent, or close to 50 million child workers, the proportion of children engaged in economic activities in sub-Saharan Africa is currently the highest of any region in the world.
- f) In the Asian-Pacific region, 122 million children ages 5-14 are engaged in work, 5 million fewer than four years ago. Less than 20 per cent of Asian children in that age group are now at work.
- g) In industrialized countries, about 2.5 million children under the age of 15 were at work in 2000.
- h) Almost 7 out of 10 working children are in the agricultural sector; whereas 22 per cent work in services and 9 per cent in industry, including mining, construction and manufacturing.
- i) The estimated cost of the elimination of child labour is US\$760 billion over a 20-year period. The estimated benefit in terms of better education and health is over US\$4 trillion. The economic benefits would therefore outweigh the costs by nearly 6 to 1, not to mention the unquantifiable social benefits to be gained.

STUDENT A Key Statistics relevant to Child Labour

IPEC : _____ Programme on the _____ of Child Labour

- a) Example:
The global number of child labourers in the age group _____ decreased from 246 million in _____ to 218 million in _____, a decrease of _____ per cent. The percentage of child labourers in _____ went down from 16 per cent (_____) in 2000 to _____ per cent (1 in 7) in 2004.
- b) The number of _____ engaged in hazardous work has declined by 26 per cent, from _____ million in 2000 to _____ million in 2004. With 33 per cent, the decline in the age group _____ has even been sharper.
- c) Around 5 million children have benefited directly or indirectly from IPEC's work.
- d) Latin America and the Caribbean _____ in terms of a rapid decline of child labour. The number of children at work in the region _____ over the last four years, with _____ ages 5-14 now engaged in work.
- e) With 26 per cent, or close to 50 million child workers, the proportion of children engaged in economic activities in sub-Saharan Africa is currently the highest of any region in the world.
- f) In the _____ region, _____ million children ages 5-14 are engaged in work, _____ million fewer than four years ago. Less than 20 per cent of Asian children _____ now at work.
- g) In industrialized countries, about 2.5 million children under the age of 15 were at work in 2000.
- h) Almost _____ are in the agricultural sector; whereas 22 per cent work in _____ and 9 per cent in industry, including _____, construction and _____.
- i) The estimated cost of the elimination of child labour is US\$760 billion over a 20-year period. The estimated benefit in terms of better education and health is over US\$4 trillion. The economic benefits would therefore outweigh the costs by nearly 6 to 1, not to mention the unquantifiable social benefits to be gained.

STUDENT B Key Statistics relevant to Child Labour

IPEC : _____ Programme on the _____ of Child Labour

a) Example:

The global number of child labourers in the age group _____ decreased from 246 million in _____ to 218 million in _____, a decrease of _____ per cent. The percentage of child labourers in _____ went down from 16 per cent (_____)

b) The number of children aged 5-17 engaged in hazardous work has declined by 26 per cent, from 171 million in 2000 to 126 million in 2004. With 33 per cent, the decline in the age group 5-14 has even been sharper.

c) _____ million children have _____ directly or indirectly from IPEC's work.

d) Latin America and the Caribbean stand out in terms of a rapid decline of child labour. The number of children at work in the region has fallen by two-thirds over the last four years, with just 5 per cent of children ages 5-14 now engaged in work.

e) With 26 per cent, or _____, the proportion of children engaged in _____ in sub-Saharan Africa is currently _____ of any region in the world.

f) In the Asian-Pacific region, 122 million children ages 5-14 are engaged in work, 5 million fewer than four years ago. Less than 20 per cent of Asian children in that age group are now at work.

g) In _____ countries, about 2.5 million children _____ were at work in 2000.

h) Almost 7 out of 10 working children are in the agricultural sector; whereas 22 per cent work in services and 9 per cent in industry, including mining, construction and manufacturing.

i) The _____ of the elimination of child labour is US _____ over a 20-year period. The estimated benefit in terms of better education and health is over US\$ _____. The economic benefits would therefore outweigh the costs by nearly _____ to 1, not to mention the unquantifiable _____ to be gained.

[AWL Sublist 3 All] Discussion Prompts for Global Issues

Child Labour: Children who are forced to work are often **removed** from their families. If you were a 10 year old child in this situation, what would you say to comfort the children who are younger than you?

Child Labour: Parents often send their children to work in a factory in order to pay off a loan from the factory owner. The children do not receive **compensation**, and sometimes they must pay for their food and housing. What would you tell parents to convince them not to send their children to pay off a loan?

Child Labour: Children as young as 3 years old are used as labourers. List the types of **physical** labour these 3 year old children can perform.

Sweatshops: The wages for workers in the sweatshops are not **sufficient** enough to pay for basic living expenses. What is a fair wage for a worker in a factory in your country?

Sweatshops: Without a job in a sweatshop, many workers would have no **alternative**. If you were in this situation, would you choose to work in a sweatshop or be unemployed?

Sweatshops: In some sweatshops, workers cannot go to the bathroom without the supervisors' **consent**. Give an example of the most difficult situation when you had to ask for permission from someone.

Globalization: Multinational **corporations** search for cheaper labour in order to **maximize** their profits. Do you think anti-globalization groups can successfully convince consumers to stop buying the cheaper products made in other countries? Explain.

Globalization: What are you carrying today? Check your backpack or purse and make a list of the items you have. Then, **document** where all the items were made. How many were made in Canada?

Globalization: The production of goods has **shifted** from developed countries to underdeveloped countries. List the advantages and disadvantages of this change.

Human Trafficking: Some people pay a human smuggler so they can enter a country without following the **immigration** laws. Discuss the disadvantages and advantages of entering a country illegally.

Human Trafficking: Young women are often told they are getting a job in another country when in fact, they become **sex** slaves. If your friend answered an ad on the web for a vague job opportunity in the USA, how would you **ensure** she is not being recruited by a human trafficker?

Human Trafficking: In Thailand and other countries, an “agent” tell parents they will find a “good job” for their girls in the city. However, they become **sex** slaves. Imagine you had no shortage of **funds**. Develop a plan for how to **remove/rescue** these girls and how to rehabilitate them so they could **interact** with their families again. Which professionals could you hire to help you?

Illegal Organ Trafficking: Imagine you are on a long wait list for a kidney transplant and decide to go to India to buy a kidney. How would you **justify** your decision to your family? Explain.

Illegal Organ Trafficking: In Iran, selling a kidney for profit is legal. If the government in your country **coordinated** the sale of organs for profit, would you buy an organ if you needed one?

Illegal Organ Trafficking: Imagine you need a liver transplant and the wait list is too long for you. The “middleman” you hired has found three perfect matches for you to choose from. Which **criteria** would you use to select the donor? (Age? Gender? etc)

Poverty: Do you think there is a **link** between **physical** geography and poverty? Explain.

Poverty: In 1970, the United Nation’s Millennium Project requested wealthy nations to donate a **proportion** (0.7%) of their Gross National Product (GNP) to assist developing countries. In 2008, Canada gave \$4.73 Billion towards overseas development aid (less than .2% of the GNP). Do you think wealthy countries have a responsibility to **contribute** money towards poor countries? Why have none of the countries been able to meet their Millennium Project goal of 0.7%? Explain.

Poverty: White is the international symbol of fighting against poverty. *Make Poverty History*, a Canadian non-governmental organization (NGO), encourages people to wear white wrist bands or wrap white bands around trees and buildings to **demonstrate** their support. Have you seen the wristbands? Do you think white wristbands are effective? Explain.