



Gr. 11 Research

This hyperdoc is to support IB Extended Essay
& secondary students revising and developing independent research skills

ENGAGE

Seymour Papert, MIT

"You can't teach people everything they need to know...

The best you can do is position them where they can find what they need to know when they need to know it."



1. Join up to this free online course by **FutureLearn: The IB Extended Essay - Managing your Research Project:**
<https://www.futurelearn.com/courses/ib-extended-essay>

This course has been created to support International Baccalaureate (IB) Diploma Programme students who are writing an extended essay. You will get advice on choosing a topic and framing a research question, and learn how to identify suitable sources and analyse them to create strong arguments.

You will also learn how to structure your essay, write in an academic style and manage your time effectively so your project runs smoothly. Ultimately, the course will help you understand the importance of critical thinking and academic rigour as you plan and write a successful extended essay.

Time expectation: Duration 2 weeks and 2 hours weekly study

Highly Recommend!

See also: **Extend - More Resources** at bottom of hyperdoc.. Includes Extended Essay resources.

Extended Essay Resources

Callido Learning [EE Companion - Planning your Extended Essay](#) [YouTube]

[IB Diploma Programme Extended Essay](#) - International Baccalaureate page

[IB 50 Excellent Extended Essays](#) - download as a zip file.

With the rider that, regarding format, the abstract is no longer a requirement for the current EE Guide. These examples will inevitably show good examples with abstracts, as the product was made some years ago.

[IB Extended Essay Reflection Process](#) [video]

Philpot, B & Royce, J. [Extended Essay Support Site](#) - Need to subscribe (after the first page)

Seigel, Dora. 2019. [The Complete IB Extended Essay Guide: Examples, Topics, and Ideas](#)

Woods, Tim. [How to Make Your Good Extended Essay Great](#), IB Mastery [blog article]

And free resources <https://www.ibmastery.com/pages/resources>

Academic Integrity

Mandated i.e. you must comply!

IB Requirements

Programme Standards & Practices 2020

Students grow in their ability to make informed, reasoned, ethical judgements (0402-04)

Students and teachers comply with **IB academic integrity guidelines**. (0402-04-0100)

Students and teachers **acknowledge the intellectual property of others** when producing work. (0402-04-0200)

The school provides support and guidance for students on acknowledging the work of others, including **guidance on citation and referencing**. (0402-04-0300)

Teachers discuss with students the significance and importance of **producing authentic and original work**. (0402-04-0400)

Are you completing your IB assignments honestly?

The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.

The IB *General Regulations: Diploma Programme* defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

ASK FOR ADVICE

As a Diploma Programme candidate you are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice.

EXAMPLES OF MALPRACTICE

- **Plagiarism** - the representation of the ideas or work of another person as your own.
- **Collusion** - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- **Duplication of work** - the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours after the examination.

HOW TO AVOID PLAGIARISM

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
- Use a style of referencing that is appropriate for the subject.

THINGS TO REMEMBER

- IB students are principled and act with integrity and honesty.
- IB students should be content creators not content imitators.
- If you engage in any form of malpractice you may not be eligible for a grade in the subject concerned.
- Do it right, remember to cite! Credit where credit is due!

 International Baccalaureate
Baccalauréat International
Bachillerato Internacional

The IB takes academic honesty very seriously!

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IB Resources:

[Effective citing and referencing](#)

[Academic honesty in the Diploma Programme](#) and

[BLIS Academic Honesty Policy K-12](#) (updated 2018-2019)

Other Resources:

[Doing it Right: Honesty and Integrity in School and in Life](#)

Are you including intext citations and creating Works Cited/Reference lists for ALL of your assignments?

See also: Citation and Referencing

See also: the JSTOR course on citations and referencing module

See also: [BLIS libraries High School Academic Honesty](#) or see your teacher or teacher librarian for help.



EXPLORE

Bilkent University Library

Home Page: <https://library.bilkent.edu.tr/>

Catalogue Search:

https://librarycatalog.bilkent.edu.tr/client/tr_TR/default

Off campus access: <https://library.bilkent.edu.tr/off-campus-access/>

Bilkent University provides a [VPN service](#) to enable access to these resources from off-campus locations: In order to use this service, the user will need a VPN account. This VPN account will be used to establish the VPN connection and is not useful for anything else.

Finding resources:

Finding Resources

Library Catalog

Databases

E-Journals

E-Books

AudioBooks

Microforms

Course Notes

Research & Learning Tools

Institutional Repository

Off-Campus Access

Databases by Title: <https://library.bilkent.edu.tr/databases-by-title/>

Search in the [E-Journals by subject/discipline](#).

Ebooks - <https://library.bilkent.edu.tr/ebooks/>

Click on the little 'i' icon for more information

Audiobooks using Overdrive <https://bilkent.overdrive.com/>

- Use id numbers/ password the same

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- must be 7 digits all together
- Can borrow for 7 days after which books are removed/ 4 titles at one time
- Can download to Kindle or to browser/digital device
- Selection filter left hand side

JSTOR

JSTOR - full text: <https://www.jstor.org/>

JSTOR provides access to more than 12 million academic journal articles, books, and primary sources in 75 disciplines. **It is available through the Bilkent University Library databases which is where you need to connect/access it!**

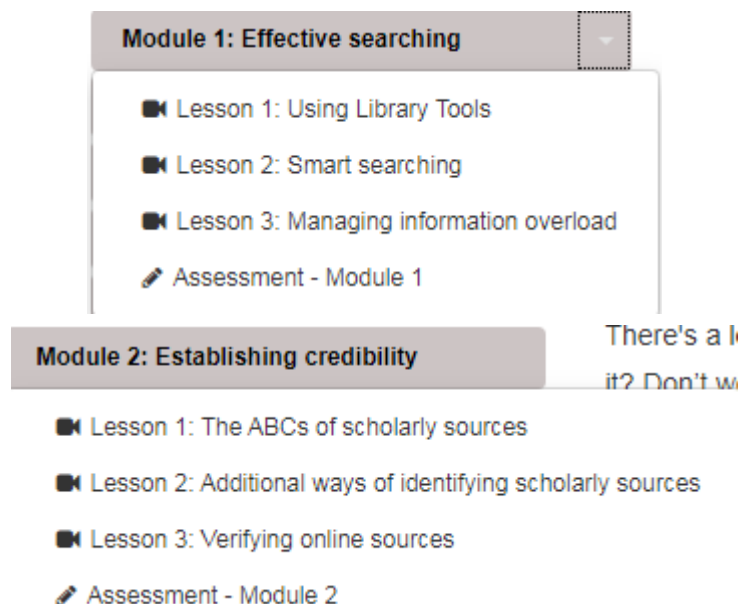
Text analyser - a great tool. Use your own document to search for articles and books. <https://www.jstor.org/analyze/>

FIRST THOUGH...

Do yourself a favour! Do the **JSTOR modules for Research Basics: an open academic research skills course.**

<https://guides.jstor.org/researchbasics>

The course contains three modules, each made up of three short lessons and three sets of practice quizzes. The topics covered are subjects that will help you prepare for college-level research. Each module ends with an assessment to test your knowledge.



- Lesson 1: Creating citations
- Lesson 2: Citing and paraphrasing
- Lesson 3: Works cited, bibliographies, and notes
- Assessment - Module 3

See also: Referencing and citation

CITATION TRAIL

Finding more relevant resources

Being able to interpret a citation is an important research skill. It enables you to track down resources from a reference list found in a course list, in an annotated bibliography, or listed at the back of a book or journal article.

Have a look at the clear step-by-step instructions on how to read a citation to locate a specific item from the [TRU University Library](#) as an example.

There are three steps in following a citation trail to locate an item.

1. Read the citation to determine if it is a book or an article.
2. Choose the essential citation information you need to locate the item.
3. Use the Advanced Search Tool Box to search using the essential citation information.

Database Search Tips: Search Strategy

If you have completed the **JSTOR modules for Research Basics** free course then you already successful Search Strategists!

If not, you might like to look [at this university webpage](#) (Nova Southeastern University, Florida) for database search tips.

CURATING RESOURCES

Once you have found your information it is useful to organize them in one place. This is called **CONTENT CURATION**. It is the process of:

1. Gathering Resources
2. Organizing Resources
3. Sharing Resources

This hyperdoc is an example of curation where I have gathered, organised and am sharing resources with you!! It allows you to filter information quickly and retrieve the saved information even quicker.

Curation implies more than just collecting resources into a folder or notebook. It assumes a level of thoughtfulness as the curator considers the value that each artifact possesses within the context of the overall experience.

Watch this video on [Content Curation by John Spencer](#) and [this video on What is Curation?](#)

CURATION AND NOTE TAKING ARE CONNECTED!

"You need to think about note taking as an opportunity to curate and synthesize information so you can make conclusions, build deeper understanding, and construct new knowledge. Whether you choose to handwrite, sketch, or type your notes, the challenge lies not in choosing, but in creating a system that allows you to ultimately curate, synthesize, and reflect on what you learn."

Source: Holland, B. Take Note: How to Curate Learning Digitally, Edutopia, 2016 [blog article].

<https://www.edutopia.org/blog/take-note-curate-learning-digitally-beth-holland>

Here are some **free curation tools** to explore and use. You may need to join/sign up.

[Google Keep](#) - add as Google Chrome Extension.

- Save URLs, text, and images

- Take notes on saved content

- Add labels to your notes

- Automatically saves to Google Keep

Google Docs - create your own hyperdoc and share it with your team. Make your own copy and save it. [Use this template here!](#)

Wakelet - Save, organize and share content from across the web.

1. Go to [Wakelet.com](#) and create your account. Once you're in your dashboard, choose "new collection."
2. give your collection a title and description, as well as add a cover image and background image.
3. add your content. You can add a link, a tweet, a file, an image, PDF, or text.
4. also search images to add with the [Unsplash.com](#) CC Zero search engine embedded right into Wakelet.
5. Before publishing, choose your visibility. Select **UNLISTED** which allows you to share the link with your group.
6. The final step is to share your Wakelet. At the bottom of the screen you'll see a share button and an embed button. **Share to Google Classroom or copy the link to share with your group.**

See also: Mendeley

See also: Note taking

MENDELEY

Keep Track of your Sources and Create a Works Cited Page!
Free Account



Add papers directly from your browser with a few clicks or import any documents from your desktop. Access your library from anywhere.

[Download Mendeley to your desktop and mobile](#)

How to sign up with Mendeley through Bilkent University

1. Download Mendeley to your desktop
2. Sign up by using Bilkent University as your institution
3. Register by using your BLIS email

Watch these videos:

[Mendeley Part 1: What is Mendeley?](#)

[Mendeley Part 2: Install and Setup](#)

[Mendeley Part 3: Adding Citations and Articles](#)

See also: [BLIS Libraries HS Research page](#)

CITATIONS AND REFERENCING

Each college and university or discipline uses a different citation style. The school uses MLA or APA (for Psychology).

Hint: Bookmark the style guide for your style for easy reference

1. Modern Language Association i.e. MLA
<https://style.mla.org/works-cited-a-quick-guide/>
It also has a practice template.

You may also like to watch [Purdue OWL: MLA Formatting - The Basics](#)
OR
[EasyBib Guide to MLA 8 Format](#)

2. American Psychological Association (APA) <https://blog.apastyle.org> OR
[EasyBib Guide to Citing and Writing in APA Format](#)

You are expected to include **ALL** the resources you use in the **BIBLIOGRAPHY or WORKS CITED OR REFERENCE LIST**

Do you know the difference between a bibliography and a reference or works cited list?

Have a look at this webpage for more information:

<https://www.aresearchguide.com/10works.html>

IMPORTANT:

Using In-text Citation

Include an in-text citation when you refer to, summarize, paraphrase, or quote from another source. For every in-text citation in your paper, there must be a corresponding entry in your reference list.

MLA in-text citation style uses the author's last name and the page number from which the quotation or paraphrase is taken, for example: (Smith 163). If the source does not use page numbers, do not include a number in the parenthetical citation: (Smith).

APA in-text citation style uses the author's last name and the year of publication, for example: (Field, 2005). For direct quotations, include the page number as well, for example: (Field, 2005, p. 14). For sources such as websites and e-books that have no page numbers, use a paragraph number.

IMAGES:

Remember to include source details underneath **images** in any presentations. Check these websites for **CREATIVE COMMON IMAGES**:

[Pexels](#)

[StockSnap.io](#)

[Unsplash](#)

[Reshot](#)

[Picography](#)

[The Noun Project](#) for free icons

HOW TO REFERENCE: AN IMAGE

MLA8 file



Caption:*

Fig. number. Creator. Title or explanatory legend. Date created.

Fig. 5. Aureusbay, Labrador. Making eyes at you!, 2007

Works Cited:*

Creator. Title. Container. Date created.

Aureusbay, Labrador. Making eyes at you!. Flickr, 2007.
flickr.com/photos/aureusbay/1629876810. Accessed 29
Sept. 2015.

* In MLA the full citation can be in the caption instead of the Works Cited, but IBD requires all sources in the Works Cited.

MLA For more information:
https://owl.english.purdue.edu/owl/resource/747/08/

Remember: Many of these photographs are free from copyright restrictions or licensed under creative commons public domain dedication. This means you can copy, modify, distribute and perform the work, even for commercial purposes, all without asking permission.

However, some photos may require attribution. **It is still your responsibility to do your own research and determine how these images can be used.**

Hint: as you find resources, **CITE AS YOU GO**. That is, write the full citation and save in your curation tool e.g. Mendeley.

ONLINE CITATION TOOLS

There are different digital citation tools e.g. [Bibme](#) or [OSLIS secondary online citation](#) that can help you to create your works cited or bibliography. Just remember that they are not fail-proof and you still need to check your citations are correct..

See also: the JSTOR course on citations and referencing module

See also: [BLIS libraries High School Academic Honesty](#) or see your teacher or teacher librarian for help.

You should NEVER just use the URL!

TIME MANAGEMENT SKILLS

Organize your time effectively. You will be glad you did!

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Victoria Education & Training, [6 essential time management tips for students](#)

Morin, Amanda, [At a Glance: 7 Ways to Teach Your High-Schooler Organization Skills](#)

Watch:

BBC Learning English, [Study Skills - Managing your time](#)

Matteo Pantalone, [Time Management for High School Students](#)

NOTE-TAKING

Different graphic organisers are used for different purposes. They help us to organize information. You need to choose one that is right for you.

Watch these videos for note-taking ideas

1. [Taking Notes: Crash Course Study Skills #1](#)
2. [How to Take GREAT Notes // FAST, ADAPTABLE, ORGANIZED: The Mistral Method \(2/3\)](#)
3. [Doug Neill Sketchnoting with Cornell Note taking](#) (video).

Interesting read: [Handwriting versus typing notes](#) - there are a lot of different resources and research "out there" for you to look at if you are interested.

Share any links/resources or strategies you use with your teacher or librarian or friend that you can recommend for note-taking. **See also:** Curating resources

WRITING SKILLS

Watch:

[Writing Tips & Tricks for Students](#) by Dr Chris Copeland talking about Organization, Flow, Tone, Transitions, and Proofing of research papers.

PRESENTATION SKILLS

You have researched and worked collaboratively to create a product that you will share to show your understanding of your research. But you need to think about **HOW to effectively document and display your data**. Will it be a digital presentation or print version? You could use some ideas listed above e.g. infographics.

Also how will you share your understanding with your audience?

Watch [this video](#) on giving a great speech on **Public Speaking: Giving a Great Speech : Public Speaking Tips: Voice Inflection**

How can you anticipate audience questions?

You can't anticipate every question your audience is going to ask, but you can give it a good try. Things to think about include:

- Identify the weakest point/s of your presentation - parts where perhaps you have made a questionable conclusion or your research is not clearly shown.
- Identify confronting or challenging parts - once again, audience members may ask questions.
- Identify points where for some reason (shortness of time, etc.), you could not go into as much detail as you would have liked. Make sure you have the extra information on hand.

Source: [English Tutes - Oral Assessment](#)

What happens when you do not know the answer to a question?

Honesty is the best policy!

Say:

'I don't know, but I'll find out and let you know'.

OR

Ask the audience:

"I don't know the answer to that but I wonder whether anyone else in the audience does."

"Can anyone help answer that question?"

What if I don't understand the question?

Sometimes we do not really listen - we wait to speak. We need to really listen. That means:

- **Listen** - to the entire question
- **Breathe** - don't leap straight into a response
- **Check** - 'Let me just check that I understand you correctly, you are asking me if...



EXPLAIN

When you can explain your thinking to another person this consolidates your own understanding of your topic and also helps you to direct your learning.

See also: Reflect

Is there anything new that I did not anticipate emerging from what I have researched?

How has my understanding of my topic developed?

Which topic/skill or strategy do I need to revise or explore further?

What is a successful strategy I have used that I would share?

Does the data I have collected address my research question?

Can I describe my experience?

Did this give me a new perspective, challenge my point of view, or introduce me to new techniques, skills, processes?

Why does my experience or research matter?

What were some of the most interesting discoveries I made while working on this project? About the problem? About myself? About others?

What would I do differently if I were to approach the same problem again?

"Follow effective action with quiet reflection. From the quiet reflection will come even more effective action."

- PETER DRUCKER -



APPLY

Make a note of how you have applied these resources in your research and learning. Can you use and apply any of these strategies and skills in your next assignment?

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SHARE



Share your number one resources or strategies with your class/team/friend. Why not curate all your ideas into one document to share? Create your own hyperdoc. Look at [this website](#) for more information about different Google tools you can use and templates.



REFLECT

Reflection is not just looking back but also looking forward to inform future action.

[Reflective writing: a basic introduction](#) from the University of Portsmouth

Porter, Jennifer. [Why You Should Make Time for Self-Reflection \(Even If You Hate Doing It\)](#). Harvard Business Review, March 21, 2017.

Reflective moment: After some kind of learning experience (e.g., lecture, group activity, paper), take a minute to write down what you have found the most unclear or confusing—the “muddiest point.”

See also: Explain

EXTEND - MORE RESOURCES



Search Engines & Other Useful Resources

- Knowledge 2.0 by Heyjudeonline
http://www.livebinders.com/play/play_or_edit?id=77617
- Heinrich, Anna. 15 Educational Search Engines College Students Should Know About, Rasmussen College, 2017.
<https://www.rasmussen.edu/student-experience/college-life/15-educational-search-engines/>

Open Access Journals

- What is Open Access? [Watch this video.](#)
- [Directory of Open Access Journals](#) - *The Directory of Open Access Journals is a deep internet search engine that provides access to academic papers. The papers are available to anyone without charge.*

- [Emerald Open Research](#) - Initially Emerald Open Research will offer six gateways publishing research on the following themes aligned to the UN's Sustainable Development Goals:
 - Sustainable Food Systems
 - Responsible Management
 - Education and Learning
 - Healthy Lives
 - Sustainable Cities
 - Digital World
- [Elsevier](#)
- [The Core Open Access Journals](#)

Data and your digital footprint

Watch this video: [Who owns your data? \(Hint: It's not you\)](#)

What is creative commons?

Watch [this video](#) OR this video: [Made with Creative Commons](#)

Do yourself a huge favour and learn to touch type!

Try these resources:

- Sense-lang.org <https://sense-lang.org/typing/>
- Typing.com <https://www.typing.com/>
- TypingClub <https://www.typingclub.com>

Fact checking websites!

Do not necessarily believe everything you read. You need to always check your information and your resources. This is the world you live in. Be savvy!

<https://www.iste.org/explore/Digital-and-media-literacy/Top-10-sites-to-help-students-check-their-facts?articleid=916>

See also: **Mike Caulfield, Web Literacy for Student Fact-Checkers**

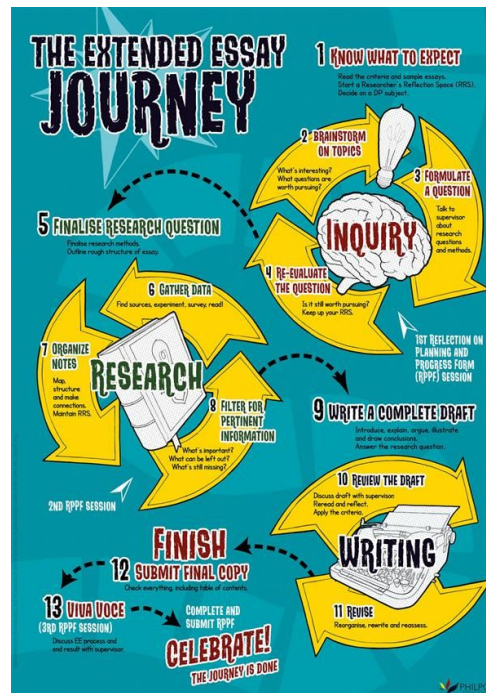
<https://open.umn.edu/opentextbooks/textbooks/web-literacy-for-student-fact-checkers>

Highly recommend!

Tagging

Beyond just organizing content into notebooks, you need to also add a quick reflection and consciously think about **how you might tag each note**. This will allow you to see relationships across content areas. You may type, handwrite, or even use audio to record their thinking -- choosing a medium that best supports your learning in various subjects.

Source: Holland, B. Take Note: How to Curate Learning Digitally, Edutopia, 2016 [blog article].
<https://www.edutopia.org/blog/take-note-curate-learning-digitally-beth-holland>



Final Addendum:

Life Lesson #1
ALWAYS ASK FOR HELP

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