

EVALUATION

RESEARCH PROJECT

The Evaluation

The **Evaluation** is the final assessed component of your Research Project and is worth 30% of your grade. It is marked externally.

It is made up of two sections:

- **Summary** = 150 words
- **Evaluation** = 1500 words





SUMMARY

Summary

The **Summary** provides background information about your topic and Research Project for the external assessors.

You are assessed on **S3: Clear and Coherent Expression of Ideas** in the Summary.

The Summary is a maximum of 150 words.

Summary

SUMMARY STRUCTURE:

- Describe your research question and reasons for your choice.
30 – 40 words (1 – 2 sentences)
- Describe the research processes used (eg: archival, qualitative, quantitative, experimental, etc.).
80 words (2 – 3 sentences)
- Briefly describe your research outcome (report, multimodal, oral presentation, etc.). Identify your key findings.
30 words (1 sentence)

Summary

Example:

Research Project - **“How is the quality of life for a person with kidney disease impacted by dialysis and or kidney transplant?”**

As a consequence of renal failure, my father (name withheld) required a renal transplant and I decided to investigate how the different treatment methods for renal failure could have impacted his life.

My research processes began with archival research to explore how kidney disease could be contracted. Renal failure and the treatment pathways involved are very personal, therefore it was important to place more emphasis on my qualitative research from a leading nephrologist, Dr. Susan Creek, as well as Peter Fuller and Tony Kenny who had been involved in renal transplant, and Graeme White who had been involved in the treatment process of dialysis.

My outcome was a succinct report detailing the key findings that I developed from this research, including explaining how renal failure is caused in numerous ways, that it is possible to live with one kidney and exploring the mental and physical implications of dialysis and transplant.



EVALUATION

Evaluation

The **Evaluation** is a series of judgements about the research processes used and the Research Outcome produced.

You are assessed on:

- **E1: Evaluation of the Research Processes used Specific to the Research Question.**
- **E2: Evaluation of Decisions made in Response to the Challenges and/or Opportunities Specific to the Research Processes used.**
- **E3: Evaluation of the Quality of the Research Outcome.**

Each of these components are to be 500 words in length.

E1 PARAGRAPH STRUCTURE:

- Evaluate two strong research processes (eg: archival (SECONDARY) and qualitative (PRIMARY)).

250 words each

OR

- Evaluate (in order of effectiveness) two research processes (eg: archival and experimental – both significant).

200 words each

- Evaluate one less effective research process (eg: qualitative).

100 words

You will NOT be able to evaluate every research process, or everything you researched.

Once you have chosen your key research processes, further refine the elements you want to discuss.

Eg:

- **Archival:** YouTube clips, critiqued artwork, books, journal articles
- **Qualitative:** emails, personal interviews, online forums
- **Experimental:** programme, time frame, documentation, data

Imagine going back in time and doing Research Project again: what would you tell your past self? What was the most useful research process? What wasn't, and why?

Aim to use a range of vocabulary – it's ok to evaluate pros and cons of a research process.

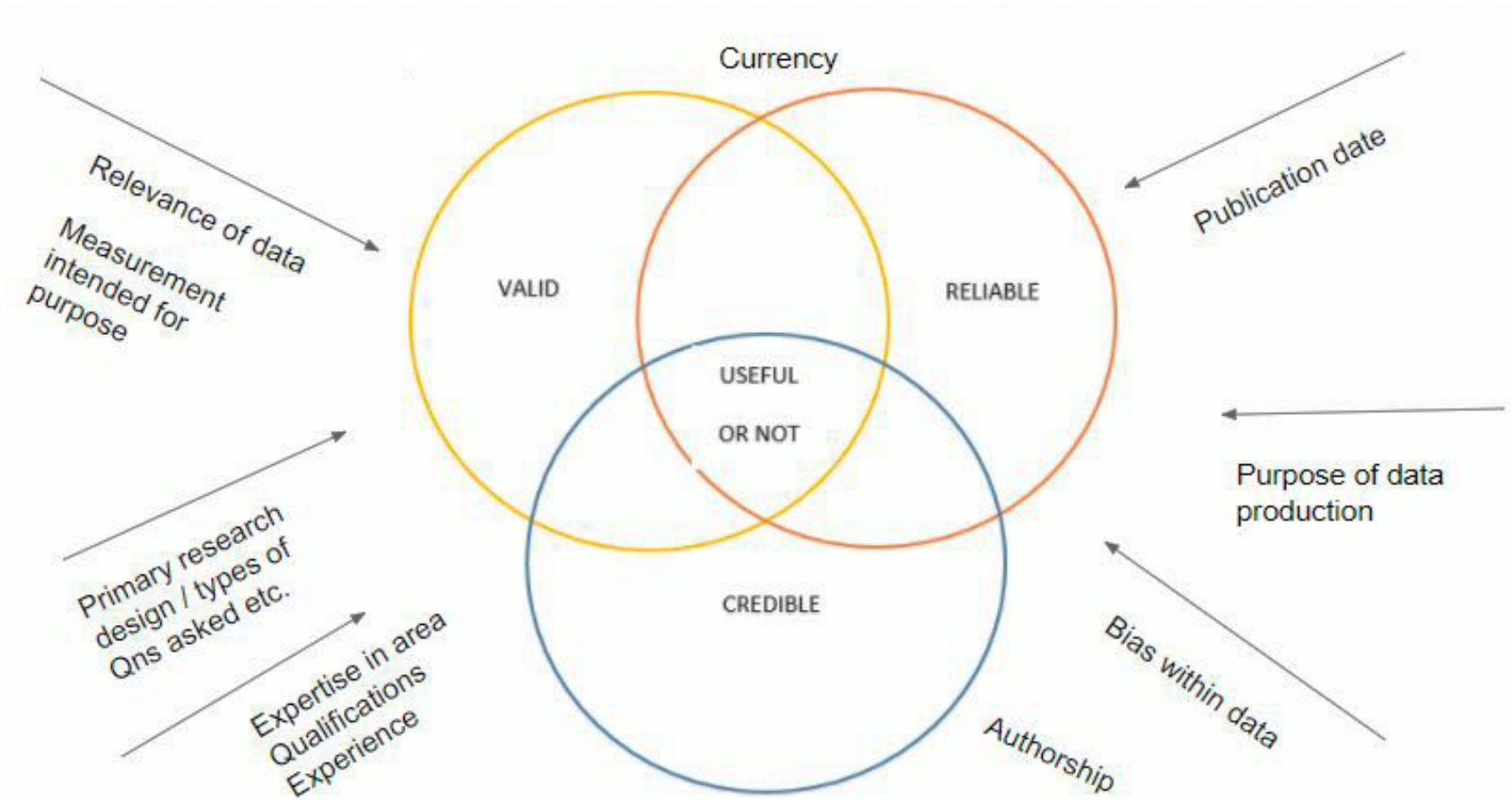
To evaluate a research process, you need to assess **credibility, reliability** and **validity**.

Credibility	Reliability	Validity
How well does the process allow for information and perspectives to be obtained from a credibly resource?	How well does the process allow you to represent the reality of the population?	How well does the process allow you to measure what you wanted to measure?

**You must refer to these three elements separately.
They are different – don't use them interchangeably!**

E1

Evaluation of the Research Processes used Specific to the Research Question



Example:

Research Project - “Gluten free waffle cones”

Qualitative research was crucial to establishing the feasibility of selling my gluten free cone, however it also contributed the least tenable part of my research. To recognise the likelihood of the cone having a marketable demand in the gluten free market, I interviewed coeliacs, _____, _____ and _____, thereby gaining the most valuable information in regards to the market in their confirmation of the appeal of a gluten free waffle cone. Likewise by visiting Copenhagen ice creamery, I was able to speak to my manager, _____, who outlined to me another essential component of my research: the method of baking cones, and provided me with invaluable substantiation for my product in the form of feedback on texture and taste. Nonetheless, the communication I had with people over The Coeliac and Gluten Free Message Board was somewhat unreliable and less valuable considering I had no means of assessing the credibility of the individuals responding to my questions on appeal of gluten free cones; the verification of this being a sought after product was therefore not able to be validated.

E2 PARAGRAPH STRUCTURE:

Choose two challenges, two opportunities, or one of each.

2 x 250 word paragraphs

For each paragraph:

- Name the challenge or opportunity in one sentence.
50 words
- Outline the decision you made and explain why the decision was made.
100 words
- Outline the consequences of your decision. How did it impact your research and help/hinder you to resolve your question?
100 words

When discussing the **consequence of your decision**, consider:

- Did it lead to more **reliable** information?

The decision to reach out to Ms. X meant I could further confirm the statements that...

- Did it lead to more **valid** findings?

By redoing my survey with an appropriate group, the decision improved...

- Did it improve **credibility**?

The decision to utilise my networks meant that I was able to engage with Dr. Y...

Challenge Examples

Challenge	Decision made to...
No one replied to my emails...	<p>... follow up a contact who had not originally responded. <i>This was a great decision as it means that an interview was conducted...</i></p> <p>... network with peers, family, etc. to find new resources. <i>This created new contacts for different perspectives...</i></p> <p>... access an online forum/consulted with other experts to gain additional information. <i>This correlated with less reliable data to establish strength in the argument...</i></p> <p>... conduct some extra archival research and rewrote my email and resent, as well as approaching...</p>
_____ terminology too difficult to understand...	... create a glossary to understand information... and cross checking information to establish trends. <i>This determined key patterns and outliers in data...</i>
Personal interview conducted was really limited...	... network with peers, family, etc. to find new resources. <i>This created new contacts for different perspectives...</i>
Cost of experimental research was becoming too much of an issue and there was significant waste...	... utilise other materials such as _____ as a substitute and reduce the amount of experimentation as well as the sample size...

Time management, organisation, COVID-19 are NOT challenges specific to your research process!!

Opportunity Examples

Opportunity	Decision made to...
Conduct an experiment...	... organise sample vs control group/feedback on programme/conduct testing...
Have a personal interview...	... conduct extra research/create questions that focused on...
Read archival research that has only had limited release to the general public...	... enhance own vocabulary in the _____ field/get assistance from a teacher who understands _____/annotate the document for _____...
Conduct a field trip...	... conduct extra research regarding the place/create questions focusing on _____/take photos and gather material...
Be part of an online forum...	... create ethical questions/organise permission from individuals to use the information provided/cross-check potentially biased information...
Make contact with _____ via a Zoom session...	... organise school approval/create questions that would ensure previous research was cross-checked and consolidated...

Example:

Research Project - “Is astral projection a real phenomenon?”

A challenge I faced was that most of the articles and YouTube clips did not have any scientific proof, meaning it became quite hard to get a reliable response to my question regarding astral projection. I decided to find articles from scientists in particular _____ and _____ that detailed three science experiments undertaken in both America and Canada that explored MRI scans from individuals in clinical studies. The consequence of gaining experimental data from these scientists, was beneficial as it finally validated the existence of soul travel which gave solid evidence supporting the phenomenon to be a real contemporary occurrence.

Example:Research Project - “**Gluten free waffle cones**”

The greatest **challenge** I encountered was in **conducting quality tests for the gluten free waffle cones**. **Ethical considerations** impacted me significantly as I wanted to **avoid putting anyone at risk of being ill...**

I **decided** to **limit the people who taste-tested my cones to people without coeliac disease...**

The **consequence** of having individuals with no dietary restrictions test my cones was that the **sample provided a more accurate representation of the quality of the product...**

E3 PARAGRAPH STRUCTURE:

- The **resolution** provided in my Outcome to the overall research question was strong because/weakened because...
100 words
- The **key finding** that was the strongest in my Outcome was...
The **impact** this had on the overall quality of my Outcome was...
150+ words
- The **key finding** that was the weakest in my Outcome was...
The impact this had on the overall quality of my Outcome was...
150+ words
- Discuss the overall **impact** of your research on yourself and others.
100 words

Do not think about your Outcome as one big thing.

Consider each of your **key findings** and specifically link to your **resolution to your research question**.

Be realistic – your Outcome probably didn't save the world.

- Did you include a range of perspectives?
- Did you offer sophisticated evidence to support your key findings?
- Did you have any contradictory points?
- Are your comments balanced and well judged?
- How accessible is your argument/resolution?

Example:

Research Project - “**Is astral projection a real phenomenon?**”

The most valid part of my research outcome was my understanding of what countries and societies have used astral projection throughout history. The fact that I was able to find a variety of sources from history books and web-sites documenting that the Egyptians, Aztecs and Chinese believed in astral projection, particularly in light of their view of the after-life, was significant.

Feedback:

Much better: they’ve outlined a solid key finding and why it was a substantial response to their research question.

Now: they need to explain what they could have worked on and why.

Example:Research Project - “**Gluten free waffle cones**”

The most significantly successful key findings from my research were in establishing a successful recipe and means of production....

Less significantly, my final outcome explained the potential to profitably and purposefully manufacture and market the gluten free waffle cone....however, my findings in regards to how the product would actually sell and economically benefit were limited....

Whilst I did create a product that was deemed by the store manager to be, ‘a prospective opportunity for the company to consider,’ as a researcher, I did not complete my findings in supporting that my design has true economic potential...

To be marked well on **expression of ideas**, make sure you:

- Use sub-headings (write the full criteria for E1, E2, E3)
- Use formal vocabulary (no abbreviations)
- Are specific and concise (no empty sentences)
- Meet the word count
- **DON'T** include introductions, conclusions, or capabilities