Getting Started

INTRODUCTION

This first activity examines some very specific words that you may often come across in assessment and which are really important when undertaking a piece of work like this project. These words are often referred to as 'command words'. They indicate exactly what it is that you are required to demonstrate to show what you know and understand, or the skills you are required to demonstrate.

The following table is to encourage you to think and understand what these words mean and how you can demonstrate the knowledge, understanding and skills required through your project work. It is important to keep these in mind as you progress through your project. The marks or grade that you are awarded may be determined in part by how well you demonstrate the skills required.

Thinking Task

Be careful about deciding what to put in the table on the following page. Many of the words may appear to have similar meanings. Read all of the words first and think about the sort of project you might be planning so that you consider direct uses of these in your particular project.

Table 1 Project Words Activity

Word	Definition/meaning	Example	Use in Project
ACCOUNT FOR			
ANALYSE			
ASSESS			
COMMENT			
COMPARE			
CONTRAST			
CONSIDER			
CRITICISE			
DEFINE			
DEMONSTRATE			
DESCRIBE			
DETERMINE			
DISCUSS			
EVALUATE			
EXAMINE			
EXPLAIN			
FIND OUT			
ILLUSTRATE			
INVESTIGATE			
JUSTIFY			
MEASURE			
PROVE			
RESPOND TO			
RECORD			
REVIEW			
SHOULD			
SUMMARISE			
TO WHAT EXTENT			

Recording Your Initial Ideas

This is an important part of your overall project. It will help you trace and record the development of your ideas for the working title and type of project you intend to produce. Your working title and proposed project type may become your final title and project type **or** you may change either or both of these after some initial thought and planning.

Top Tip

Good planning will lead to a good final project.

Project Planning

The following are important things you should take into consideration when planning your project:

- The type of learner you are – do you like doing something practical or do you like research and writing?

- Do you want to work as an individual or is there an opportunity to develop a small group project?

- Are there other commitments that you have that you need to plan for when planning your project?

- How might this project help you as you progress from school or college possibly to University or into employment?

- Are you going to need evidence of things you have done to help you complete your project?

- If so, where, when and how are you going to get this?

- Who else may need to contribute to your project outcome?

- If someone else is working with you on any element of your project, do they understand the project?

■ Project planning can take many forms including 'brainstorming' – coming up with lots of ideas and then narrowing down later by discarding ideas that are not practical or not relevant to the final project.

PROJECT PLANNING

Project format.

Use this sheet to start to consider what format your project might take. Add your ideas to the 'think bubbles'.

PROJECT PLANNING

Project content.

Use this sheet to start to consider what content your project might include. Add your ideas to the 'think bubbles'.

PROJECT PLANNING

The following table should be completed to support your project planning and development and be kept as a record of your work, thought processes, ability to use feedback and evidence of development.
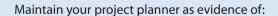
The first row of the table below gives an example of what you might add just to get you started.

Table 2 Project Planner

Action	Target Date(s)	Deadline	Comment
Example: Project content planning	*13 March*	*30 March*	*I have completed this but need it checked by my teacher*

You can copy this page if you need more planning time and space

Top Tip

Maintain your project planner as evidence of:

- Planning.
- Responding to advice.
- Reflection.

State planning is based on the need to diversify the economic base by developing industry and agriculture so that they become additional sources of income along with oil and an alternative resource if oil is depleted.

Sheikh Zayed bin Sultan Al Nahyan
(May Allah have mercy upon his soul)

Reflecting on Your Initial Ideas

You might think that you have some great initial ideas, and it may be that one of these ideas will eventually form the basis for you project. Sometimes, however, the first ideas are not always the best. This is because we may be too ambitious in what we aim to do, and don't really appreciate the consequences of our ideas, or the fact that they may take far too long to complete. This is where reflection comes in useful. You will have covered the idea of reflection in unit 2, in Grade 11. This is where you can use that learning to good effect.

Action Task

The aim of this task is to encourage you to consider the implications of your ideas and reflect on them. As a result of your reflection, you may change your mind about your ideas and then think of something completely different. This is fine and is an important part of reflection. A bit of time spent at this stage can make your progress a lot easier and less challenging than it might be without proper reflection.

Table 3 below is a suggested way of organising your reflection sheet. You can create your own based on this suggestion using a spreadsheet or a table in a word processing application. The first row has been completed for you as an example.

Table 3

My idea	Positive reasons for this	Possible difficulties and issues	My quick plan
Example: I want to undertake a community project working with young children.	This fits with my future career plan to be a teacher.	I need to find a placement that is able to offer me this opportunity.	Consider if there is anyone I know who can help me.

Checklist for Initial Ideas.

In this section, we provide a checklist for your initial ideas. This is designed to encourage you to consider key questions. You can then begin to narrow down the focus of your project, and this will enable you to plan more effectively.

Top Tip

A bit of time spent at this stage can make your planning much easier.

Action Task

The aim of this task is to encourage you to consider your early thoughts. If you are able to respond positively to every question it suggests you are on the right track with your project. If you can identify any areas that need an adjustment to your plan you should note these. This is fine, and is an important part of reflection.

Table 4   Checklist

	Yes ✓ No ✗	If no, what are your next steps?
I have a clear idea of how completing this project will be of benefit to me.		
I have written a plan that outlines my project proposal so that anyone who reads this will have a clear idea of the project's scope, content and intended format.		
I have considered the time I need to take to complete my project and how I will make that time available.		
I have looked at the other subjects I am studying, and have considered any elements on which I will base my project.		
I have considered what restrictions I have in terms of time and resources available.		
I have looked carefully at the assessment criteria and understand the requirements of the project.		
I have considered my project title and type. I feel confident it will give me scope to produce a successful project.		
I have looked for and critically analysed sources, I am confident that I can find sufficient information to complete my project.		
I have considered the moral and ethical issues involved.		
I have thought through any health and safety considerations.		
My project title will give me scope to research and draw conclusions that are supported by the research undertaken.		
I have considered the impact of my project on the local community.		

Assessing My Skills

When you are deciding what sort of project to undertake and how you are going to present it, you need to decide what skills you already have and those you need to develop further. There are a number of skills you will need to possess/develop to produce a good project.

This skills planner will help you think carefully about what you are good at and what you are less confident or knowledgeable about. Where there are perceived gaps you will need to plan where and how you will enhance these skills for your project development and production.

Table 5   A Guide to Developing Skills for Your Project

SKILL REQUIRED	SOME THINGS TO CONSIDER
Research	• How to use the Internet safely and to your advantage • How to use books and other resources from libraries. • How to find out information from primary sources through things like surveys or questionnaires.
Collecting and analysing data	• Types of research • Evaluating search methods • Evaluating sources for reliability and bias
Health and safety and ethics	• Contacting people • Data representation • Data protection
Time management and planning	• Keeping plans • Breaking down tasks • Setting objectives
Reading skills	• Note taking techniques • Using Mind Maps • Recording • Referencing
Critical and analytical thinking	• Analysing data • Detecting bias in articles
Editing	• Developing critiquing skills
Becoming a reflective learner	• Reflecting on your experience • Critically evaluating your performance • Assessing your project outcome
Presentation skills	• Speaking skills • Using visual materials in a presentation

Thinking Task

Table 5 refers to the following issues:

- Evaluating sources for reliability and bias.

- Data protection.

What do you think is meant by these two issues, and why are they important skills in developing your project?

If you are able to develop these skills and use them to produce your project, you are well on the way to a very good project, and also to developing skills that you will use throughout your life.

Discussion Point

Critical and analytical thinking are considered vitally important skills for young people to develop. But what does 'thinking and analysing critically' mean? You might draw on the Thinking Task from Section 2 which asked you to think about what 'critical thinking' means and looks like.

Discuss the meaning of these skills in groups, and then get together with other groups to see how similar your group's ideas are to other groups. See if you can agree on a common understanding of what critical and analytical thinking means and might look like in your project.

Action Task

Assessing Your Own Skills and Development Needs

Complete Table 6 . You may complete this individually or as a part of a group.

When doing so, remember that this skill is individual to YOU! The reason for doing this is for you to evaluate the skills at your starting point with a number of key learning skills required. This helps to identify those you will need to gain or develop further in order to produce your final project.

Again, the table is a suggested outline and you can reproduce your own in a spreadsheet or word processing application. The first row has been completed as an example.

Table 6   Skill and Development Needs

Skills needed	Existing skill level			Development plan
	Good 🙂	Average 😐	Needs improving 🙁	
Example: Presenting to an audience		✓		*The next time I get the opportunity to present something I will volunteer. I will also seek advice about this from someone who presents regularly.*

DEVELOPING YOUR PROJECT

To be able to reflect on your project, you should at all times focus on the planning and overall management of your project. You need to ensure that your Project Journal provides clear evidence of your planning and development, from your initial ideas right through to the final assessment.

Tips for Managing your Project

It is worth having a separate plan with specific dates and targets. Keep a clear record of whether your targets have been met, and clear evidence of changes to the plan over time. Be careful about noting any changes, and include reasons for the changes. Perfecting a title is vital to the overall success of your project. You should be able to explain and justify how your topic style and content developed.

Tips on Using Resources for Your Project

When you decide upon a topic, you must ensure that it will be possible for you to find suitable sources of information for your research. This will be especially important if you are doing an academic research project. Resources and sources of information should be cited/referenced and reviewed for accuracy and bias.

If you are producing an artefact or undertaking an activity, you should still ensure resources are reliable, referenced and reviewed.

The following points should be considered when using sources of information. There is information later in this guide to explain all of these terms and concepts:

- Try to access a range of different sources of information e.g. books, academic journal articles, quality newspapers, and make sure they are suitably referenced in your project.
- Create a **bibliography**.
- Be prepared to question the reliability of sources.
- When you are using information sources from websites, if you cannot identify the author or publishing institution, then you should not assume that this is a reliable source of information.

Key Terms

Bibliography: a list of all the sources used in a project which includes author names, title of the source, publisher, date, web addresses and so on.

Tips on Structuring Your Project

If you are unsure about your project structure, there may be a tendency for the content to drift off in other directions. At an early stage, draw up and agree with your teacher what your final project is probably going to look like and what it will include. You can then refer back to this at any stage to ensure that you are remaining on track:

- Keep going back to your project title when you are writing your project to make sure you keep focussed.

- Be creative in problem solving, and record and reflect on the strategies you have used.

- Try to avoid writing just a descriptive report. This could look as if you are reproducing what others have written before, or simply recalling past events. Remember you are aiming to extend your analytical and critical thinking.

- Respond to any advice you are given from your teacher.

- Proof read, spell check, and grammar check your project. Do not let small and unnecessary mistakes count against you. Good quality presentation and accurate use of language and grammar is important in conveying a clear message. It also shows the reader that you have taken care in the presentation. This is a good habit to develop, as use of language and good grammar can be awarded marks in some assessments if you are considering going into higher education.

Tips on Concluding and Reviewing your Project

Make sure you:
- explicitly state whether or not you met all of your aims.
- comment on why/why not.
- evaluate the success of your final project.
- think carefully about how you will explain your findings to an audience if you are giving any sort of presentation.
- are able to fully explain the stimulus for any devised piece of art or creative writing. You should reflect here on your early ideas, where this stimulus came from, and how you are applying it to your project.
- are able to explain the impact of your project on your community, where appropriate.

Action Task

Presentation Skills

Some of you may choose a formal presentation as your project format, and you will need to develop a set of skills to make this as effective and informative as possible. Even if you do not intend for a presentation to be your chosen project outcome, at some stage in your education or career, maybe when called for a job interview, you will need to give a formal presentation.

Your teacher will ask every student, as part of their project development, to complete the following task:

Prepare a THREE MINUTE presentation to explain to your class:

*   The outline content of your project.

*   The style of your project – the type of project, format, what you are trying to achieve and what the outcomes might be.

*   Your reasons for choosing these for your project.

*   How your project links to the Moral Education Programme.

To ensure your presentation delivers what you want it to, there are skills and tips that would be useful. You should apply these in completing the task above, particularly if this is something formal that is being assessed.

■ Giving a presentation requires many different skills. You can draw on the skills you gained in this regard from your studies in Grade 11.

Preparing a Good Presentation: A Refresher

As noted above, you may recall the work you did on presentations in Grade 11. However, this section offers a refresher of some of the key elements of giving a good presentation.

Questions to Ask Yourself Before You Start

- How long have I got? *Ensure you know this, plan for it <u>and practise it.</u>*
- Who is my audience? *What are they likely to know at the start and what do they need to know by the end?*
- What do I intend to achieve? *You must have an outcome in mind.*
- What do I need to plan for? *Sound, Internet access for links, potential IT issues.*

Things to Consider

- Style – *whizzy and eye-catching or steady?*
- Content – *is there enough? Is there too much? Is it all relevant? Is it pitched at the right level for my audience?*
- Delivery – *body language, eye contact, clarity of speech. These things can be perfected through practice.*
- Supporting information – *do you need to provide handouts? Are there links for the audience to follow? Is there more information after the presentation is complete? If yes to any or all of these check the information for quality and accuracy.*

Key Elements of a Good Presentation

- Accessibility – *can you see the important messages? Are your colours and transitions helping or hindering?*

You need to consider here whether anyone in your audience may have a disability such as colour blindness. You can ask your teacher for advice on preparing what are known as 'accessible' presentations.

- Accuracy – *is your information correct, both grammatically and factually?*
- Engagement – *are you guiding and informing the audience rather than simply reading what they could read for themselves?*

Do ✓ and Do not ✗

Part of a good presentation involves remembering to do some things, but equally to not do others! What follows are some of the 'Do' and 'Do Not' tips associated with giving presentations. These are here to help you.

Do ✓	Don't ✗
Maintain eye contact with your audience. Think of yourself as a lighthouse spreading your light all around the room. You want everyone feeling they are part of your presentation.	Simply read the content of your presentation slides to the audience. You should assume that your audience can read what you are presenting. Remember, it is not what the slides say that is important, it is what you say.
Maintain a steady delivery pace. It is very easy to speak very quickly, and try to get too much information across. It is worth practising your presentation in front of a mirror, and timing yourself to get an idea of your pace. You may be surprised at how different your timing can be from one practice session to the next.	Overload each slide with too much text. This is linked to the previous point. Typically, your slide might include no more than five points.
Use graphics and animations appropriately. They should enhance your presentation, not detract from it. Avoid having too much happening on screen, the important messages can be lost because the audience is concentrating on the animations rather than you! Remember, *you* are giving the presentation not the presentation software!	Include features and animations just for the sake of it. You do not want your audience being distracted by animations and transitions, and then not following the main content of the presentation.
Check the understanding of your audience. The longer your presentation the more important this is.	Rush your presentation. Wait until you are sure that the content of the slide being shown has been absorbed before moving onto the next.
Be ready to answer audience questions and prepare for these in advance. make it clear at the outset whether questions can be taken during the presentation or at the end.	Break from the format you have outlined at the start. Be clear with the audience about the format to be followed, for example, when you will take questions.
Explain at the outset what your presentation is about. This gives you and the audience a clear starting point and focus.	Ignore your audience. If you are asked something pertinent that will contribute to a better understanding by the audience, do not to dismiss this, as you may risk losing your audience's attention and interest.

When the presentation is complete:

- Leave time for any other discussion points and questions.
- If there is a question that falls outside of the scope of the topic and you do not know the answer, be honest and do not bluff. Your audience will know if you are. You can say something like "I am sorry that is not something I am familiar with, but it is certainly something I will follow up and get back to you".

Top Tip

There is a useful alliteration which is worth remembering which is known as the '5-Ps': **P**lan, **P**repare, **P**ractise, **P**erfect, **P**erform.

Feedback

The giving and receiving of feedback is an invaluable part of developing and perfecting skills.

As a presenter, and also as part of the audience, you will be expected to both give and receive feedback. This feedback should be recorded, and be part of your evidence of skill development for your project. This will be of particular importance if your project outcome is a presentation.

You can use the table below to record the key points from the feedback you receive, and to note the improvements you intend to make for a future presentation. You should use the green tick and red cross symbols to highlight these. The aspects of the presentation are also those in which you will offer constructive feedback to your peers after their presentation.

Think carefully about the **DO** ✓ and **DO NOT** ✗ guidance above when you give and receive feedback. The first row has been completed for you as an example of the type of comments you might make.

Table 7 Presentation Record

Aspect of Presentation	Feedback Received	Improvements I Need to Make
e.g. Presentation Style *Could the audience read the information?*	*The colour combination of font and background made it hard to read.*	*I need to reconsider the slide design and font colour, and check this on both a small and large screen before my next presentation.*
Timing Did I adhere to the timescale set?		
Presentation Style Could the audience easily read the information I had prepared? Was there too much, just enough or too little on each slide?		
Content Did I give enough information about the topic? By the end of the presentation do the audience know more about the topic that before I started? Do they understand what I have presented?		
Audience Engagement Did I manage to keep my audience engaged? Are there aspects about my delivery that I need to consider? Was the topic I chose easy to follow? Did I speak clearly? Did my posture and body language mean that everyone became part of the activity?		
Quality Was my information accurate and did I present everything accurately? Was my spelling and use of technical language correct?		

Aspect of Presentation	Feedback Received	Improvements I Need to Make
Use of Graphics and Photographs Have I used images to enhance my presentation? Are they relevant, or do they detract from it? Do I need permissions to use any images from copyright holders?		
Ability to Respond to Questions Did I have confidence in knowing answers to questions that were directly related to the content? Is there more I need to find out?		

Styles of Project

INTRODUCTION

In the introduction to the project in Section 1, you have been made aware of the types of project you might undertake. You will have also done an activity to look at your skills in relation to your proposed project style. The following information offers guidance to you on each style of project. This is not comprehensive, as you may have another idea for a project that requires an entirely different planning approach. You must always check with your teacher that your idea is acceptable for development and submission as your Morality in Education Project.

What Will My Project Be?

The following are some suggestions of the types of project that you might want to produce.
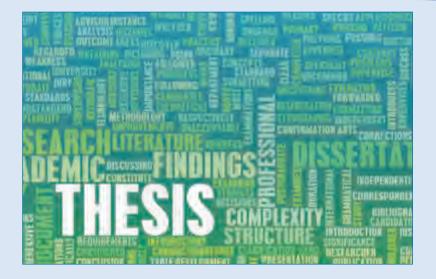
A Piece of Written Research   This type of project is most likely to be of an academic format. Written research should be formal. It will include proper referencing, source identification, and a bibliography. Details on how to complete these follow in the next lesson. This style of project will focus on a specific issue, and should ask challenging and sometimes controversial questions about that issue.

A written research project can often be the most academically challenging and time consuming, yet intellectually rewarding, style of project. In planning the approach to a written project, you will need to consider a number of things:

1. You will need to plan out the approximate length of the piece. Seek guidance from your teacher on a target number of words which will allow you to be able to meet the assessment criteria. Typically you might be expected to write anything up to around 3000 words. As a guide, an A4 page of typed script includes around 500 words so a 3000 word piece would be around 6 pages in length.

2. Ensure you have a clear question for your piece. You can devise the question but do check with your teacher that it is appropriate. The question should be broad enough to enable you to write in detail about the topic/s involved but specific enough to allow you to provide an answer to the question as a result of your writing.

3. Plan your work.

   a. Typically you might begin a written piece of work introducing the subject matter or topic and noting how and why   the question you are trying to answer arose. This helps provide an outline to the reader of what the piece is about.

   b. You might then choose to follow up with a brief review of what other people might have written or said about the topic or subject matter. This is sometimes referred to as a 'literature review' in academic circles.

   c. Next you might provide an outline about how you went about researching and studying the topic.

   d. Next, present the results of your research or investigation.

   e. Finish off by summarising the results and providing a conclusion which directly addresses the question.

4. Ensure that you consider the 'command words' in the question as noted in Table 1 in Section 4 of this guide. If your question includes the phrase: 'To what extent...' then you will need to directly address this. Through your research and investigation you might arrive at the conclusion that the extent of whatever it is is extremely strong/important etc, quite strong/important etc, of some strength/importance etc, or possible not very strong or important at all. If your question includes the word 'Evaluate', then you must make judgements and place levels of importance on outcomes that you discover. If it includes the word 'analyse', then you will have to break down the topic/issue into smaller parts to show how things all fit together.

5. Be prepared to have your written work reviewed. This might be by your teacher, parents or someone else who can give you some feedback on things you can improve, amendments you might reasonably make or where your writing could be made clearer or more accurate.

6. Use your project journal to help you plan, prepare and think through what you are going to wrote and inclide, and importantly, what you can leave out.

Top Tip

Only embark on a written research project if you enjoy researching and analytical writing. However, doing your project in this way is helpful if you are planning to go into higher education, as the skills you will learn will be valuable.

A Poster Presentation   A poster presentation is developed as a single visual representation of your research and findings that can be viewed by an audience to understand your topic. Posters are often used to share information, and are an important part of many conferences, seminars and exhibitions. They may be used to present quite complex material, and so it is important that the information on them is well laid out, legible and attractively presented.

Only embark on a poster presentation project if you enjoy researching and then presenting in a visual format. It does not matter if you do not have artistic or creative skills, this style of project may help you develop these. The temptation to fill the space with as much material as possible should be avoided; poster presentations should never be as dense as a printed page.

Important things to consider if doing a poster include:

1. Aim to have your poster around 1 metre by 2 metres in size. This enables you to provide enough information on the poster and also means it becomes easier for people to read and see what you have included.

2. Ideally, you need to ensure your poster is capable of being read at a distance of about one metre away. This means you have to consider the font size and the detail you include to make sure it is readable.

3. Plan the layout. There are two main layouts which are often used:

   a. Panel layout - this is where the poster is comprised of different 'panels' which may include text, images, diagrams, charts and so on, each produced as a separate 'panel' and then stuck onto the poster. This method allows you to easily see how the whole thing works together and allows you to move the panels around to get the best layout before finally sticking them to the poster.

      When thinking about the layout, try to think about how people view posters; do people look at posters from the left to the right or right to left or is it from the top to the bottom? Thinking of this is important to help you identify the flow of the layout of the items you include on your poster.

   b. The One-piece layout - to use this layout it is best to start with a template. A number templates are available but withing Microsoft's PowerPoint program, there is a design template for poster. There are a number of links online to help guide you in this layout. Insert the words "PowerPoint for Posters" in a search engine.

4. Think carefully about the content you want to include in your poster. To help you in this, consider the purpose of the poster, what information you want your audience to see, read and understand. Will they be expecting some reasonable detail or just a brief outline? Are you trying to convince your audience of your argument, promote a way of thinking and behaving, or reporting the findings of some research?

5. Think carefully about the colour scheme you use. Ideally, you want colours that provide a clear contrast; avoid using pastel colours as these can be hard to see from a distance and remember how important it is to consider those with disabilities who may be looking at your poster. This includes those who may suffer from colour blindness.

Top Tip

When making a poster it is essential that you give careful consideration to its visual appearance as well as its content. Producing a one-piece poster can take a little while to get used to. Make sure you start working on your poster in plenty of time. Using a template could save you some time.

■ Research posters are a popular method of presenting new ideas at academic conferences. Producing a research poster might help you develop useful skills if you intend to go into higher education.

A Formal Presentation   A formal presentation will involve delivering information on your project content to an audience.

You could use a digital presentation package such as PowerPoint or Prezi to create the background for your presentation. If your project outcome is a presentation, your teacher will be assessing you using presentation assessment criteria. You should check with your teacher how you will be assessed, and in planning your presentation ensure that all of the assessment criteria will be met. Full details about factors to consider in making a presentation have been provided on pages 38 to 43.

Top Tip

If you are a confident speaker and can elaborate on a topic using just a few prompt words or graphics on a slide, then this may be the format for you. Take note of all the advice offered earlier in this guide and do not forget to practice!

■ There are lots of things to consider when doing a presentation as outlined earlier in this Section, but it can be a rewarding experience for presenter and audience.

CREATING AN ARTEFACT FOR YOUR PROJECT

You have an opportunity through your project to create an artefact or object; something that reflects your artistic or creative skills and interests. Completing your project through the production of an artefact may be of particular interest to you if you are a keen artist, studying art or design or have an interest in cultural dress, art forms, or music. What you create for your project cannot however be a piece of work that you are already using for assessment in another subject; it must be specifically created for the Morality in Education Project.

There is considerably more advice here for this style of project, as it is not as fully supported by the Skills Section in this guide which concentrates more on written research. Note however, that guidance on product development, patents and design rights may also apply to an artefact.

Unlike a written research project, creating an artefact has a very different set of demands. You need to consider in advance what these may be.

Time is likely to be your most valuable asset; how are you going to use it? You could take time undertaking academic research, or in researching cultural or comparative information, before starting to create your artefact.

The project planning sheets used earlier in this guide should have helped you to decide what best suits your needs and skills.

In undertaking the creation of an artefact, you must consider research, development and production time, as well as access to and cost of resources. When you start on something creative, you will know that to achieve perfection it takes time to change, adapt and finalise, so do not view it as an easy option. You will also need to record the progress you are making at every stage, and any changes you make and why, and to reflect on this. You will also need to have it verified that the artefact is your own work. All of this will need to be planned and completed to ensure it contributes to your project.

Table 8 Checklist for Planning your Artefact Based Project

Artefact	Yes/ No	Planning
Do I have an idea in mind?		Yes – check this with your teacher to ensure it is appropriate for the project.
		No – consider what skills and interests you have, and how these may link to the MEP.
Is this an artefact which reflects people, a community, a culture, a religion, or the environment?		Yes – are you able to access information or other artefacts to enhance your research?
		No – how does it then relate to the MEP?
Do I need specific access to machinery or resources, or are there specific skills I need to start?		Yes – how am I going to achieve this?
Have I got a formal arrangement in place to access existing artwork for research purposes?		Yes – use this as evidence for your project.
		No – ensure you seek this.
Do I know how many hours per week I must work on my artefact?		Yes or no – ensure that you plan and stick to it.
Do I need to visit galleries or museums? Will this require me making transport arrangements?		Yes – ensure these are built into your planning. Do not leave this until just before your visit.
Do I know what I want to achieve from any comparison or research through looking at existing pieces of art?		Yes – set this out in your initial approach to any artist or art owner, and in your project title.
		No – consider this. Link it to your project, and ensure that you can view what you need to. *(This can of course be done on line).*
Does the development of this artefact link to my future career plans?		Yes – outline in what way.
		No – does it need to?
Other comments		

If you have considered all of the planning points you should now consider the following

- Where will I need to visit to see existing pieces of art?
- Who should I approach to request any opportunity? Are there public galleries, private collections or artists that can enhance my research?
- What support might I need? Who from?

Your first step, whether your approach is speculative seeking specific access to somewhere or something, or whether you know exactly where you want to go and what to do, is to establish contact. You should do this formally, through an email or letter. Do not forget to use your communication as evidence.

Your teacher will support you in creating a formal approach to an organisation or venue through the Communication Action Task outlined later in this guide.

■ When approaching any potential contact for help, it is always sensible to write a formal letter or email. Be polite, courteous and use formal language to introduce yourself and your request.

There are a range of galleries and museums in the UAE that may be of use or interest to you. There are additionally private collections, which may be difficult to access, and also national and international galleries that allow art to be viewed on line if they cannot be visited in person.

If your project is a musical piece or a drama or dance composition, you may also wish to visit theatres to contribute to your research, and should consider this in the same way as the information offered here about galleries and museums that you may consider visiting. Choose those that are local to you and house the art or artefacts that will help you with your research. The list below helps get you started.

Abu Dhabi
https://www.abudhabi.com/v/museums/
https://www.abudhabi.com/v/galleries/
http://etihadmodernart.com/
http://www.louvreabudhabi.ae/en

Dubai
www.themajlisgallery.com
www.thethirdline.com
http://www.dubaicity.com/al-fahidi-fort-historical-landmark/
http://www.saruqalhadid.ae/

Fujairah
Fujairah Museum fujairahtourism.ae
Dibba Society for Culture Arts and Theatre

Sharjah
The following show the locations of different parts of the Sharjah Museums group – you can get further details of the different museums by going to the home page of the Sharjah Museums Authority – http://www.sharjahmuseums.ae/
Sharjah Art Museum, Arts Area, Al Shuweiheen, Sharjah, United Arab Emirates
Sharjah Museum for Arabic Contemporary Art, Arts Area, Al Shuweiheen, Sharjah, United Arab Emirates
Maraya Art Centre, Al Taawun Road, Al Qasba, Sharjah, United Arab Emirates
https://www.sharjah.com/v/museums/

Artefact development

With any creative piece of work, you should consider what has provided the stimulus. Whatever the stimulus is, this should be recorded and referenced. If there is context to the artefact, such as a link to culture or religion, this will also need to be explained.

If you are creating an artefact, you must show every stage of development and influence. This can be done in a number of ways:

- Mood board.
- Sketchbook.
- Prototype.

Mood board   Mood boards are a relatively easy way to communicate your design and creative ideas to others, and to act as a reference point as you develop your work.

Mood boards can include all of the following – and much more. They are totally individual to the creator. Consider what you might add to your mood board:

- Photographs.
- News cuttings/articles.
- Your own sketches.
- Texture and textile samples.

Like any piece of creative work, ideas can come from anywhere and at any time, so always be on the lookout for inspiration. The following tips will help you in your development:

Sketchbook   A sketchbook can contain all the features of a mood board, but should also show sequential development rather than a simple gathering of ideas and influences.

A sketchbook would usually contain more text than a mood board to explain the content and how it has contributed to your project. A well -presented sketchbook can provide much of the evidence to support an artefact project.

Prototype   If your artefact is a product rather than a piece of creative art work, you can develop a prototype to show developmental phases. A prototype is the original, or model on which something is based or formed. A prototype is one of the first units of a product that is manufactured and then tested, so that the design can be changed if necessary before the product is manufactured commercially.

For the purposes of your project, the prototype does not have to be a miniature replica of your final project product, but rather reflect a late developmental stage. If your final product varies from the prototype, you should record, reflect, and evaluate the changes in the final product.

Using Photographs

Ideally, photographs would be your own and contemporary, but you can also use other people's photographs or photographs linked to news articles or academic research. In all cases these must be referenced as someone else's work. Using your own photographs will require you to add date, time, and location of the photograph, and you must ensure that if a photograph has a person in it, that you have their permission to use the image.

Creating an Innovative Product

If you are a creative or innovative design student, you may wish to design or make a business related product, related to moral education, as your project. This type of project will require a very different style of research.

■ A prototype is an early version of your artefact and allows you to review what you have done, what you have learned, and what you need to do to improve the final version.

Before you embark on your project, consider the following:

- Do you intend to design and build something totally new, something that currently does not exist in any format and is related to moral education? If so information on patent and copyright in the Skills Section will be of interest and importance to you.

- Do you have a specific market in mind? If so will you need to determine who or what this market is, and undertake market research?

- Have you got access to the specific design and build machinery, and technology that you will need? If so, are you competent at using this machinery, or are you creating just a virtual design? Will you need to gain permission to use the machinery?

You should ensure you have thought about all of these things early in the planning stage, and agreed these with your teacher. Ask yourself the following important questions:

- Is your project linked to what your customer or audience actually want and need?

- Will your project outcome (the product you create) be fit for purpose?

Factors Involved in the Planning

Once you are confident that this is the right approach to your project, you can start planning. Use the following ideas to help you.

Undertaking Business Based Research   There are many ways that you can undertake business based research. These are things you may do and consider:

- Contact a business that has experience in a related field.

- Talk to people who may be interested in your innovation. They may have ideas to offer and give you additional problems to solve.

- Consider user values and any environmental impacts – these are the key links to the MEP.

Important Stages in Developing your 'Innovation Cycle' Use your research to inform your planning and decision making. Then ensure that you have a clear time plan for research, planning, development and production. This may also include planning for a prototype; you want to know that your idea can materialise into a product! Check with someone with expertise about the product as it is developing. An 'expert' may help you foresee any logistical problems. Finally, allow time, materials and scope for modifications.

> **Top Tip**
>
> There are good internet resources available to give you tips and guidance on product development. Remember to list your sources!

VOLUNTEER PLACEMENT PROJECT

■ Volunteer projects can cover a wide range of tasks and activities which allow you to give something back to your community.

You have an opportunity through your project to undertake a voluntary placement; something that contributes to your local, or another community. Completing your project through a placement may be of particular interest if you if you are already linked to an organisation, or if you want to find an opportunity to develop skills or experience that you may need for your future career.

Unlike a written academic project, completing a placement has a very different set of demands. You need to consider what these may be in advance of seeking a placement.

Once again, you need to consider carefully how best to use your time. You could take time undertaking academic research or giving time through a placement.

The project planning sheets should be used in deciding what best suits your needs and skills.

In undertaking a placement there is a key word you need to understand: **commitment**. When you agree to a placement, it may be that an organisation relies on you to be there and do what you have stated, so do not view it as an easy option. You will need to record the contribution you are making and reflect on this. You will need to have your contribution verified by a placement supervisor. All of this will need to be planned and completed to ensure it contributes to your project.

Use the following checklist for planning. It will help you decide if this is the right style of project for you, and how you can access what you need to complete a successful project. If there are more 'No' answers than 'Yes' answers, you may find yourself short of time to get this placement arranged and completed.
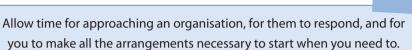
Table 9 Checklist for Planning

Placement	Yes/ No	Planning
Do I know where I can do my voluntary placement?		Yes – contact and agree.
		No – consider where.
Is this a placement which focuses on people, or is it a community or environmental project?		Consider what differences each may need.
Can I start this project without any specific clearance (for example, security or safety checks) or specific skills?		No – how am I going to achieve this?
Have I got a formal arrangement in place?		Yes – use this as evidence for your project.
		No – ensure you ask for this.
Do I know how many hours per week I am able to commit?		Yes – ensure that you negotiate and agree this and communicate any change required.
		No – establish this before you approach the organisation.
Can I attend my placement without needing to reschedule existing commitments?		No – ensure these are planned and communicated.
Can I get to my placement without making special transport arrangements?		No – ensure these are planned before you commit. Do not leave this to consider until just before your first visit.
Do I know what I want to achieve from this placement?		Yes – set this out in your initial approach to the organisation and in your project title.
		No – consider this; link it to your project and what you agree with the organisation, and ensure that the placement can deliver this aim.
Does this placement link to my future career plans?		Yes – outline in what way.
		No – does it need to?
Other comments		

If you considered all of the planning points but have not yet secured a placement, you should now consider the following:

- Where will I do this?

- Who should I approach to request this opportunity?

- What support might I need? Who from?

Your first step, whether your approach is speculatively seeking a placement in general, or whether you know exactly where you want to go and do, is to establish contact. You should do this formally through an email or letter. Don't forget to use your communication as evidence of how you have planned and developed your proposal.

You teacher will support you writing a formal letter in the **Communication Action Task**.

Developing Your Skills for a Good Project

INTRODUCTION

The following section of this guide outlines the key things you will need to read, learn, understand, and apply according to the content and style of your project.

Some of the content here is for developing higher order skills that you may not use if you are doing a placement, presentation or product based project, but they are skills that will definitely be of use to you in your continuing education. If at any stage you are unsure of what you are doing, and whether it complies with the information and guidance provided, you should check this with your teacher in a one-to-one progress discussion.

Understanding Research

Your Morality in Education Project may be the first time in your education that you are undertaking proper research. Previously you may have looked for answers to questions, or tried to find out different answers to questions or tasks set by your teacher. This is much simpler than undertaking broad research in order to complete a project with a title and style of your choice. To create an excellent project, research and planning are important skills to master.
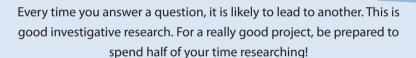
The following information should help you to do this effectively and to
contribute to your project outcome. It will not matter whether you are
doing a project that is based on academic research, creating your own
artefact or product, or comparing two pieces of contemporary art; you will
need to research thoroughly and efficiently.

Your starting point must be to decide on the questions you wish to answer.
Your project title might be in the form of a question. This will give you
some structure to start with, but this in itself should lead you to have other
questions that need to be answered in order to come to conclusions or
present and validate arguments.

Here are a just few ways that you might undertake research. You should
also think of others that might be more relevant to your project title and
style:

- Reading academic articles and reports.
- Comparing opinions from various specialists and experts in a certain
  field of study.
- Looking at how a product is manufactured or constructed, including
  finding out what materials are used.
- Establish links with a business or an expert individual that is related to
  your topic.
- Use data already gathered.

Research is a dynamic process; one thing can lead to uncovering another, or lead you to have to do or find out something that you hadn't already planned. But be careful. If you are planning an academic research project you can very easily get drawn away from your project title.

Key Concepts in Undertaking Research

The following are key concepts in undertaking thorough research:

- Asking questions.
- Recording.
- Understanding.
- Problem solving.
- Testing.
- Analysing.
- Evaluating your research

When you think you have done these, you will need to ask more questions and retest.

Research can be a time consuming, sometimes frustrating, but generally exciting process. It can lead you to the following:

- Coming across new technical terminology to learn and use.
- Leading you to a new line of enquiry – but be careful you do not venture too far from your topic title.
- Introducing a new argument that you had not previously considered.
- Creating an unexpected confirmation of your hypothesis.
- Developing a sudden and clearer understanding of a concept.
- Developing new ideas that can be directly applied to your project.

Whatever you uncover through research, make sure you *record* this, *reflect* on it and *evaluate* its usefulness for your project. These are key points to remember at all stages to help you manage your project.

Top Tip

Be curious…**but**…Stay focussed

SEARCHING THE INTERNET FOR INFORMATION

If you are using the Internet to research for your project, you need to learn how to search more efficiently and accurately. By simply typing a word into a search engine you can come up with thousands or even millions of results (hits), and then take a very long time trying to find exactly what you are looking for. You need to know how to narrow and focus your search.

Tips for Modifying your Search

Establish what *type of site* you are searching for, and see if there is a search term for it. For example, is it something to do with education in UAE? If so it will be a government site and will always have 'Government.ae' in the site name.

Establish what *type of resource* you are searching for, and see if there is a search term for it. For example, you might want to look at a PowerPoint presentation that has been developed around a certain topic. In which case add the word 'PowerPoint' or 'ppt' to your search. For example, if you are looking for a PowerPoint presentation on volunteering you might type in 'volunteering+ppt+UAE'. This will tell the search engine to look for content which includes these key words.

If your hits do not give you the results because you have included an exact key search word, try using a synonym (another word that means the same).

Try modifying results by using speech marks "…" in your search. For example, if you are using a two word search, your results will be based on both of those words and you will potentially come up with thousands of sites which include both of those words. This means that the hits will include all references to both words individually. Using the speech marks will ensure that the words are used together and deal with your search subject only. For example, if you search: "volunteering in the UAE" the search engine will look for sentences that contain that specific phrase. Compare the results you get with this approach with the same phrase without the speech marks.

Searching for a specific quotation will also be simplified by using speech marks, but this time by putting them round the whole quotation. This means you will have searched for the quotation as a single item, and it should result in fewer hits.

Other Search Tips

You may wish to find a definition of a particular word, especially if you are unfamiliar with a word you have come across or its origins are in a different language. You could start with a going to a dictionary site and from there searching for the definition of your word, or you could search for Define: then add your word.

■ Searching for content and information on the web can be time consuming – smart searching using the search tools provided by search engines can help you find the information you need and will find useful more quickly.

UNDERSTANDING WHAT IS YOURS TO USE

When you look at everyday objects, things that have been made, advertisements and logos and almost everything that you see, it is important to realise that all of these things will have been created by someone. This may be an individual person or an organisation. The person or organisation will have invested considerable resource to develop their final product or reach an outcome. They may have invested money, thought, time, or all of these; this makes it theirs to own. There are laws and rules that exist to protect what they have invested to create their product.

In undertaking your project, you might wish to protect your own work in the same way, especially if you are making something that is innovative.

Understanding Copyright

There are many things that can be protected by copyright, such as books, photographs, websites, Apps or indeed anything that has been created by someone. The person who has created this might be an author, composer, artist, or choreographer for instance. It is their idea that has created the piece of work.

Copyright exists to protect this work. This does not mean it needs to be registered, but the creator must be able to prove that is their original work, and it must be written or recorded formally to be protected. It can be saved digitally.

When copyright exits, it means that other people cannot make copies or distribute this work without permission from the author or creator. If something is copyright protected it should be identifiable and have listed the name of the author or creator and the year in which it was created or published.

Copyright in the United Arab Emirates is protected under the Copyright and Authorship Protection Law No. 7 2002.

> **Key Terms**
>
> **Copyright:** a legal right given to the creator of something for its use and distribution.

Understanding Design Rights

There are two types of design rights. They can be Registered or Unregistered. You might identify a product by its design. If you can, it would suggest that it is covered by design rights. One of the most identifiable designs worldwide is the standard shape of all Coca-Cola bottles.

Understanding Trademarks

Organisations will use trademarks for each of their brands. A trademark is a sign, logo or design which identifies a particular product. Let's consider Coca-Cola again. The word 'Coca-Cola' is a trademark. When you see this word, you will immediately recognise the product to which it refers. The manufacturers of Coca-Cola have registered the name as a trademark. This means that if another organisation tried to use something very similar for a similar product, they could be breaking the law relating to the use of trademarks and could be taken to court by Coca-Cola.

Understanding Trade Secrets

Businesses often want to protect something that is special to their organisation or their product. There are worldwide trade secrets, such as the recipe for KFC and the recipe for Coca-Cola. Often people who work for such organisations must sign an agreement that they will not share information. This is known as non-disclosure. If they violate this agreement and disclose secret information, they may be liable to prosecution.

Understanding Patents

Key Terms

Patent: legal rights given to an inventor for the exclusive use of the invention for a specific period of time.

A **patent** can be applied to anything that has been made or used. Usually we would see a patent applied to a machine, such as a PC, tablet, or a robot. A patent will be issued by a government or formal office. It is a certificate which verifies the idea for the invention belongs to that inventor. The inventor must explain how the invention works to be allowed a patent. Inventors may find that getting a patent for their product can take a very long time and may be very expensive, and often by the time this is achieved their idea has been used to produce something else.

Understanding Creativity and Intellectual Property

This is probably the most complex to understand as it is often based around ideas. The rules apply to anything that is original. Something does not have to be fully complete for it to be protected by these rules, or even for it to have value to someone else who wants to use this idea and pass it as their own. If you have created something you might want to give it away or sell it. In either case it should be protected by rules to stop someone else using it or selling it again as theirs.

You can find out more information about all of these from government official websites such as http://trademark-copyright.ae/

It is important to understand that if you are using information, images, trademarks, brand names and so on in your project, you may have to seek the permission of the owner for the rights to use it.

A SIMPLE EXPLANATION OF SOURCES OF INFORMATION

The following is a list of key sources of information which you may wish to explore using as part of the planning and development of your project.

Bibliography

We provided a definition of the term earlier in this unit. A bibliography is also known as a reference list. A bibliography is the name given to a list of all of the sources you used, whether or not you directly made reference to them in the text.

Bibliographical Details   The important items to collect **on paper** when you first think a source is useful are: author, title, year of publication, kind of media (video, radio programme, internet site, newspaper, magazine, etc), place of publication, and publisher. You can insert the ISBN (International Standard Book Number) at the end of the bibliography entry. For internet sites, write down the URL (Universal Resource Locator or "address") and the date of access.

The following shows an example of how to reference a book, a video and an internet site in a bibliography

A Book:

   (Single author)
   Ahmad, M. (2007). *Our Granddad*. The Islamic Foundation.
   (Multiple authors)
   Rizvi, S. R. and Ahmad, M. (2018). *Let's learn about obeying parents*. Blurb Publishers.

A Video:

   Etihad Airways (2017). Celebrating UAE National Day 2017. Video recording, YouTube, viewed 3rd July 2018, <https://www.youtube.com/watch?v=Z_rvqKK0E3U>.

An internet site:

   The Constitution (2018). The Official Portal of the UAE Government, accessed 03/07/2018. https://www.government.ae/en/about-the-uae/the-constitution-of-the-uae

Citation

To cite is to point to evidence, authority or proof by mentioning the author of the work to which you refer in the text of your work. It is the author's surname and year of publication of the document, for example: **(Gross, 1992).** This is only if you do not directly quote the author.

ISBN

ISBN stands for International Standard Book Number. It is a unique 10 or 13 digit number for every book published. Because the ISBN is unique, it makes identification easy.

Plagiarism

A synonym for plagiarism is copying! A legal concept exists called 'intellectual property', which allows authors rights over their writing. Shoplifting from the Internet or from a book is just as illegal as it is from any shop! Acknowledging sources is an academic courtesy.

Quotations

These are borrowed words, as they appear or have been spoken without changing them into your own words. They **must** have speech or quotation marks put round them to show that they are someone else's words. For example:

"We are building a new reality for our people, a new future for our children, and a new model of development." (His Highness Sheikh Mohammed bin Rashid Al Maktoum, May Allah protect him)

If you summarise someone else's work rather than quoting it directly, you simply use this format:

[Name of author and date] argues that [add here whatever they are arguing]. Then you list the book this comes from in your bibliography or reference list. Readers can then see the precise source of the reference. The date is important because often an author might have more than one work and the date helps to pinpoint the exact resource your are referencing.

> *Able individuals who do not use their intellectual and mental abilities and do not harness the way Allah Almighty intended for us, will only face diseases, mental and social troubles.*
>
> **Sheikh Zayed bin Sultan Al Nahyan**
> **(May Allah have mercy upon his soul)**

Reference List

This is a list of all of the books and other sources of information and material to which you referred in your work. Compare this with a bibliography.

Reference

A statement in the text should be linked to the bibliographic details of the document which supports (gives evidence, authority for, or proof of) that statement. You enter this reference into your bibliography.

CRITICAL THINKING SKILLS

We all use some critical thinking and appraisal skills to determine the validity of research and everything we see and do in everyday life. This can be what we see, read, hear or are told by any individual or the media.

Thinking Task

Think of some environment related stories you have read in newspapers or on websites. Summarise the different arguments. Do you believe what you are reading or seeing? Think about the questions you might want to ask about where the information you are reading or seeing came from. Who wrote/spoke it? Why? What audience were they addressing? Are there two different arguments presented and if so how can they both be right?

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Advertisements

One of the purposes of advertisement is to persuade us to buy or use the product being advertised. Some use statistics, for example, '9 out of 10 people say that they noticed a difference when using product X' or, 'In a survey, 97% agreed that they saw a noticeable difference after using product X'. When you see or read adverts, this is a perfect example to ask some of the questions in the Thinking Task above, and to demonstrate some critical thinking. In other words, critical thinking is about not believing everything you see or read, and asking questions to establish more details, information or facts about the issue in question so that you can become better informed.

For example, in references to the advert above, you may want to ask how many people in the survey were asked – 10, 100, 10 000, 1 million? If only 10 people were asked, does this represent an appropriate sample? What questions were they asked? What does the word 'noticeable' mean in 'noticeable difference'?

Action Task

Undertaking Critical Analysis

Choose any online newspaper article relating to environmental matters for example, climate change.

Read the article and discuss with your partner all of the things listed under Critical Analysis in the table. When you think you have been able to work these out, complete the table.

Critical Analysis:	Write Your Answers Here
Where has the *original study* come from? What can you infer about the organisation/scale of the study?	
Is there any bias evident in the reporting by the newspaper? If so, how do you know?	
What do you know about the newspaper? Is it reputable? Is it politically influenced? What sort of reader does it attract? Would any of these issues affect the report?	
Might the method of obtaining the information be biased? Could there be other explanations for the findings?	

UNDERSTANDING BIAS

It is important to understand **bias** when you are using data or information from any source. If you don't consider whether there is bias, you may simply use ideas and findings that are not reflective of the whole issue. Bias is particularly important to your research if you are considering creating and using a questionnaire and its results as evidence for your project.

■ In different parts of the world, newspapers present views which reflect those of the owner or publishers, and can be biased. Part of critical thinking is to question what you read and seek more information from different sources to get a more informed view.

There are four main areas of bias. These are technical terms which you should use if they apply to your project:

- Selection Bias.
- Performance Bias.
- Observation Bias.
- Attrition Bias.

We need to understand each of these in turn to see how thy impact on research and findings.

Selection Bias   Selection bias means that there may only have been certain groups of people or things questioned or tested.

Things to check or consider:

- Have certain individuals been excluded from the sample? For example, is it recording results only from females or people under 25? Might it have brought different results if others had been included?

- Is there membership bias? If the group used for the study, are members of something such as an activity club? Then would you expect them to all have similar thoughts and ideas?

■ Sometimes, the sample which might be chosen for a survey can be unrepresentative, or the members are all too similar, such that the information you get back is biased.

Performance Bias   Performance bias can occur when the subjects of the study have a knowledge of which group they are enrolled in. As a result of this, the effects and results may be overstated or understated, as participants will be affected by their personal feelings about the study according to any group they are attached to.

Observation Bias   When conducting a study, the behaviour of the researcher is really important and can influence outcomes. This may be because:

*   The interviewer or researcher's own bias is evident in the way questions are written or asked.

*   The interviewer or researcher's recall is inaccurate.

*   The interviewer or researcher's behaviour has an effect on the participant's response to results, and this in turn has an impact on findings.

■ Constructing surveys is a skill. Leading questions can reveal the bias of the authors by implying the answer being sought in the question, for example, in the question: 'Does drinking fizzy drinks with lots of sugar in cause problems in your health?' The question implies that the interviewee does have problems and that fizzy drinks always have lots of sugar. A less leading question might be: 'Tell me about your thoughts on consuming fizzy drinks'.

Attrition Bias   Attrition bias is caused by the number of people who originally might agree to be part of a study or survey but then drop out. When a study is planned there must be a target group for its effective completion to allow fully reflective and accurate results. If a significant number of participants drop out from the study, then the results may not be representative of the target group. For example, you might get the agreement of 20 people to take part in a survey. When you send out the survey to each person, you only get five responses even though all 20 originally agreed to take part.

These are complicated concepts to consider, but should be taken into account both when planning and undertaking your own research.

Action Task

Understanding and Identifying Bias

Complete this as directed by your teacher.

The following activity includes all of the things previously identified about bias. Now that you know more about bias, look at the information provided a hypothetical company called SlimU, and add your thoughts in the space provided.

SlimU makes products to help people lose weight. It is launching a new product which it claims helps people lose weight faster and more safely than any other product on the market. It is planning to launch an advertising campaign and wants to cite research to back up its claim.

The marketing team propose two research methods to help provide the data to support their claim:

Method 1:   Ask 100 people who buy its product whether they agree they have lost weight by using it.

Method 2:   Ask a random sample of 100 people to test its product, and then ask whether they agree they have lost weight by using it.

Question 1:   Which of the methods used will be likely to provide the better statistic for advertising? Why?

_____

_____

_____

_____

Question 2:   Which of the methods used would be more meaningful for the consumer? Why?

_____

_____

_____

_____

Applying Critical Appraisal Skills to your Research

Always ask yourself the following questions and look for the evidence in any reports and research you use in your project:

- Is the research valid? How do you know?
- What are the findings? Are these the only findings?
- How do the findings apply?

Let's now try and understand how to test and answer these questions

Is the Research Valid? Any well-designed study will:

- have internal validity: this will tell the reader that the answers it produces are true and likely to be reproducible.

- include details of the study originators and its design, so that the reader knows how the study was conducted.

- highlight any difficulties or problems that there have been with conducting the study.

What are the Findings? Are the results important? For example, if it is a medical/therapy study it will include details of **statistical significance** and enough information to lead to a significant conclusion, or to confirm or refute the original hypothesis. An important result does not always show that something is better or worse than another thing, for example, if drug A is as good as drug B, but much cheaper this is a significant finding and therefore an important result.

How do the Findings Apply? Once the results of the study are revealed and have been interpreted, it may be necessary to compare the results with other evidence in your project. You may ask questions such as:

- Are the pieces of research similar?

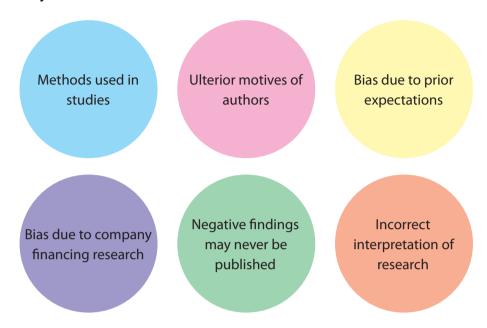- Does the evidence *prove* or *disprove* your hypothesis?

In conducting research, therefore, there are lots of things to consider. The research is designed to answer the research questions which have prompted the task in the first place. There is little point in carrying out research if the results do not answer the questions, or give you answers which are inaccurate or unreliable because of the way you have designed the research. Figure 1 outlines some of the key flaws in research. These should be borne in mind as you think about how to put your research together, and what ways you ask questions and so on.

Key Terms

Statistical Significance: where the link between two variables is likely to be the result of something other than chance and the statistic is reliable.

Figure 1
Ways in Which Research can be Flawed

Methods used in studies

Ulterior motives of authors

Bias due to prior expectations

Bias due to company financing research

Negative findings may never be published
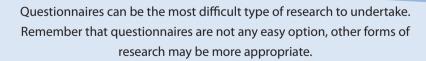
Incorrect interpretation of research

DEVISING A QUESTIONNAIRE

This is one of the most difficult parts of research. Your teacher will guide you through an activity to consider the use of questionnaires for research for your Moral Education Project.

Now that you have had time to consider aspects of bias you should also consider the following if you decide to devise a questionnaire.

Top Tip

Questionnaires can be the most difficult type of research to undertake. Remember that questionnaires are not any easy option, other forms of research may be more appropriate.

Some Questions to Consider

- What specifically do I want to find out?

- Who am I asking?

- Why am I asking this group?

- How much data will be needed to make the questionnaire valid? (In other words, how many people do I need to ask, how many questions do I need to ask?)

- How much time will it take me to collect my data?

- How much time will it take me to collate and analyse my results?

- Have I got an alternative method of research, if collection of data and information becomes invalid?

- How many questions will be asked?

- How long or easy to answer is my questionnaire? Might this influence contributor involvement?

- Am I going to reproduce paper questionnaires?

- Am I going to devise an on line questionnaire? If so how will the contributors complete it?

- If I decide to use an online questionnaire, can I find a version that can analyse and collate my results?

- Am I asking open questions that require a free text answer? If so are these worded clearly? How am I going to interpret the responses I get?

- Have I taken due account of the ethics of asking questions? How do I protect the privacy of those who take part?

Conducting a Pilot

These are by no means all the things that you must consider in devising a questionnaire. You may wish to devise a simple questionnaire unrelated to your project and try this with a group of friends or family, and then discover for yourself how carefully one must be planned for use in research for your project. This is called a **pilot**, and is a useful way of checking to see if your questionnaire actually works in practice and gives you the information you want.

Key Terms

Pilot: A small scale survey or questionnaire used as a test prior to the final version to be used.

Action Task

Communication

By the end of this session you will understand how to compile a formal approach to request support for your project, whether this be in securing a placement, arranging a meeting with an individual or organisation, contacting the sponsor of your project (if applicable), or seeking access to an event or activity, for example, a gallery or business.

The final part of this task will be to write a letter of introduction to a person or organisation who you will be contacting to support you in your research, or completion of your project. Before doing that, you will need to consider types of communication, and how each might be appropriate to the contact you need to make for your individual project.

The table below will help you to start thinking about types of communication and how you use them.

Whether you are approaching somebody know to you or not, your request should have some formality, and include the following points:

- An appropriate address to the intended recipient – using their formal title (if known).
- Introducing yourself.
- Introducing the Moral Education Project – expanding to outline your own project.
- Explain what support or opportunity you are seeking.
- Outlining any key timescales – remember other people can be very busy, and your request may not be a priority.
- Explain any specific needs you may have.
- Explain that your teacher is willing and able to support your request.
- Give appropriate contact details for a response.
- A note of appreciation.

List in Table 10 all the types of communication you can think of, and how they may best be used to support you in your project. The first line has been completed to help you.

When you think you have completed all you can, you will work with other students to discuss and develop your thinking further.

This Activity Task will be completed by you formalising a letter of introduction relating specifically to your project.

Table 10 Communication Planning

Type of Communication	When Would I Use This?	What do I Need to Consider?
email	To make contact with someone who has already made their email address available to me directly or through a website.	Is this formal enough? How do make my approach? How much detail does an introductory email require?

Top Tip

Remember – any response is part of your communication trail, and should be kept as evidence for your project.

Recording and Reflection

INTRODUCTION

You will have worked out by now that you have all the information and guidance you need through this Student Book and input from your teacher to set about and complete a successful Morality in Education Project. You should also have a clear understanding of your project being about process as well as content. If you are unsure about this you must ask for advice.

RECORDING PROGRESS

The following template should be completed and kept as a record of your work, thought processes, ability to use feedback and evidence of development.

The first two lines of the table give an example of what you might add, just to get you started.

Action Task

Record of 1:1 Tutorials With Your Teacher

Use the template to record discussions and feedback with your teacher, and how this has influenced the development of your project. The first two rows have been filled into give you an example of how you might record entries.

Purpose	Date/time	Attended ✓ Rearranged?
Example: Discuss whether I am choosing the right type of project for me. Should I be thinking of planning an event?	*4 March*	✓
Example: I have changed my ideas and want to discuss a new proposed title.	*6 March*	*Rearranged for 10 March*

You can copy this page or create your own table using a word processing or spreadsheet programme.
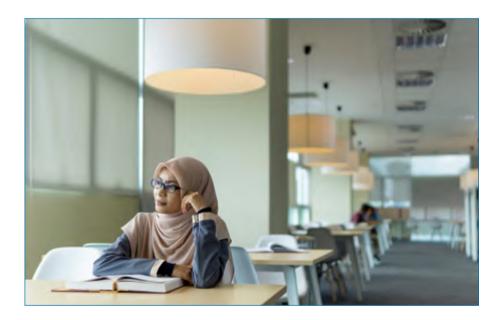
Top Tip

Maintain your records of tutorials as evidence of seeking and acting on advice and guidance for your project.

Reflective Writing

By the time you get to this stage in your Student Book, you should be well on the way to having completed your project. All planning and understanding should be in place, and you should be part way through a placement, the development of your artefact, or done most of your research and be thinking of writing up your results.

The final thing you will need to do is to complete a full reflection on the learning that you have gained through completing the Morality in Education Project. This should give you a great sense of achievement.

Good reflective writing is a high order skill. By learning it and applying it now to your project, you will learn something that you can translate to your higher education.
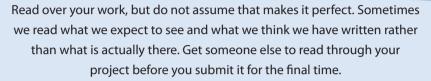

■ Thinking and reflecting on what you have written and what you are producing for submission is an important part of the process in your project work.

The following advice should help you to differentiate between descriptive and reflective writing. You may not be able to achieve all of the higher order skills in your project, but you should aim to incorporate what you can. At all times, you should check with your teacher what is appropriate for the style and content of your project.

When you feel your project is near completion, you should read over it and try to assess if you have been reflective enough. Do not forget that you should also check for accuracy in information, spelling, grammar, and consistency in presentation.

Descriptive and Non-reflective Writing

These are some of the characteristics of **descriptive writing**. Your project should not be wholly descriptive. If it is, you will not gain all the marks available to you:

- Your project is simply an account which describes something that has happened and just recalls past experiences or activities.
- Your writing sometimes anticipates the future, but all in the context of an account of an event, activity or findings.
- There are some references to emotional reactions, but there is no exploration as to how reactions relate to behaviours or events.

Key Terms

Descriptive Writing: Writing which describes and as a result helps the reader form a picture in their mind of the content.

- Ideas and information are taken on without questioning them or considering them in depth.

- An account of an event or information provided is written only from a single point of view.

- External information is mentioned, but its impact has not been taken into consideration.

- Generally, only one point is made at a time and ideas are not linked.

Characteristics of Reflective Writing   These are some of the characteristics of more **reflective writing**. Your project should at least contain some reflection. If it does not contain enough, you risk losing marks available to you:

- There is description of events or activities, and where there are external ideas or information, there is some objective consideration and deliberation.

- The project shows some analysis.

- There is self-criticism of learning.

- Details are explored where they have value and relevance.

- There is recognition of the overall effect of the project on you and others. This is particularly relevant to a placement project.

- The project is not written at one point in time. It fully recognises that views can change with time. A project that does not do this needs more reflection.

Truly fully reflective writing looks like this. It can be hard to achieve!

- Self-questioning is evident throughout the project, and there is deliberation and some judgement between different views.

- The project takes into account the views and motives of others, and considers these within the context of the project. This is particularly relevant to any social action.

- The project recognises how prior experience and thoughts interact.

- There is clear evidence of standing back from an event and assessing a situation impartially.

- There is recognition that a position can change according to the acquisition of new information and review.

Living a Moral Life

Part of the process of doing your project should include a reflection on the way in which what you have learned over the course of your studies have made you think and reconsider your own values, moral code and way of living and what this might mean for you as an individual and the community in which you live.

Regardless of the type of project you decide to do, you might include a written section (which may be submitted as part of your project journal) which reflects what your own views and values were before you began the project about the topic, issue, subject matter you have covered. You might then provide a critique of these views and values, an honest appraisal of whether you knew enough about the subject matter to have a valid opinion, whether your views were uninformed, naive, immature and so on.

Having identified the values you held at the start you can then review your project journal and see how your values and views might have changed and what factors caused you to change. This provides you with the opportunity to consider the challenges and issues you faced along the journey of your project and how you confronted, and managed them. To help you in this process, recall the four key steps which were outlined on page 184 of this guide:

- **Critically** assess your current moral perspective.
- **Reflect** on changes you may wish to make to become a responsiblemember of society.
- **Explore** ways in which your integrity may be challenged.
- **Explain** how you can, as an individual, respond to these challenges.

This further provides the opportunity to then state what your values and views are having followed through your project. It may be that your values and views have changed considerably in relation to the subject matter you have been investigating or it may be that they have not changed much at all and in fact, your values and views have been reinforced further by what you have discovered and researched along the way. For example, if you have done a volunteer activity with people of determination, your views and attitudes to these people and empathy with their situation and the challenges faced might have changed significantly.

> *Without ethics, good behaviour and knowledge, nations cannot build their generations and fulfil their duties. Civilizations can only be built on knowledge, good character and respect, on knowing the past and looking forward to the present and the future*
>
> **Sheikh Zayed bin Sultan Al Nahyan**
> **(May Allah have mercy upon his soul)**

One of the possible outcomes of your studies and doing the project might be that you have made a conscious decision to change your behaviour in some way. For example, you may have changed your diet, taken up a new hobby, changed the way you talk to people, make an effort to ensure you give up a seat on public transport to elderly people, have made a decision to reduce the amount of plastic you use each day and so on. These might all be changes which have arisen because your studies have helped you see things from a different perspective and have changed your mind about the way in which you view issues. You can use your project as a means of describing how and why these changes in behaviour have occurred and how you intend to ensure that this change in behaviour will be permanent and not just transitory.

Even though you might document changes in your values and behaviour, it might also be the case that you would like to see further changes in your way of living and in your views which you feel would be beneficial to you and your community. Part of your reflection, therefore, can include consideration of ways in which you might continue to develop your moral responsibilities, duties and values. It is likely that again, this continued journey would include challenges and obstacles but you could show how you would use your new found learning to meet those challenges and what personal characteristics and qualities you might need to help you.