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FAA 371
RESEARCH METHODS

This course introduces students to the principles and processes of research in the arts and related disciplines. Students will learn various research approaches, data collection and analysis techniques, and how to write and present academic research effectively.

COURSE FOCUS

- Introduction to Research
- Research Design
- Quantitative and Qualitative Methods
- Data Collection Techniques
- Data Analysis and Interpretation
- Academic Writing and Referencing
- Presentation of Research Findings
- Ethics in Research

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Course code: FAA 371

Course title: Research Methods

Course credit load: 2 Units

List of Series:

Series 1: Research Schedules and Designs

Series 2: Field Investigations and Data Collection

Series 3: Questionnaires, Annotations, and Citations

Series 4: Studio Research and Systematic Reporting

Series 5: Bibliography, References, and Documentation

1 Research Schedules and Designs

Series outline

- **Part 1 (1.1): Understanding Research Schedules**
  - **Sub-Part 1.1.1: Meaning and Purpose of a Research Schedule**
  - **Sub-Part 1.1.2: Elements of a Research Schedule**
  - **Sub-Part 1.1.3: Using a Schedule to Organise Research Activities**
- **Part 2 (1.2): Foundations of Research Design**
  - **Sub-Part 1.2.1: Meaning and Role of Research Design**
  - **Sub-Part 1.2.2: Qualitative Research Design**
  - **Sub-Part 1.2.3: Quantitative and Mixed Approaches**
- **Part 3 (1.3): Selecting an Appropriate Research Design**
  - **Sub-Part 1.3.1: Research Questions and Design Selection**
  - **Sub-Part 1.3.2: Primary and Secondary Research Materials**
  - **Sub-Part 1.3.3: Matching Methods to Research Objectives**

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- **Part 4 (1.4): Planning a Research Study**
    - **Sub-Part 1.4.1: Developing a Research Plan**
    - **Sub-Part 1.4.2: Sequencing Research Activities**
    - **Sub-Part 1.4.3: Reviewing and Refining the Research Plan**

Introduction

Research begins with a clear plan for what you want to investigate, why the investigation matters, and how you will obtain and organise evidence. In this Series, you will learn how a research schedule helps you arrange activities and monitor progress, while a research design provides the overall structure for answering your research questions.

The aim of this Series is to help you identify the main elements of research schedules and distinguish among qualitative, quantitative, and mixed approaches. You will also learn how to select a design that fits your research questions, available materials, objectives, and the practical demands of your study.

We shall begin with research schedules, examining their purpose and the information they contain. Next, we will consider the meaning and role of research design, with particular attention to qualitative approaches and the place of quantitative and mixed approaches. We will then examine how research questions, sources, and objectives guide design selection. Finally, you will bring these ideas together by developing and reviewing a simple plan for a research study.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1 explain the meaning and purpose of a research schedule and identify its major elements,**
- **SLO 1.2 distinguish qualitative, quantitative, and mixed research approaches and describe their appropriate uses,**
- **SLO 1.3 analyse research questions and objectives to select suitable research designs and sources,**

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- **SLO 1.4 develop and evaluate a logical research plan that sequences activities and supports systematic investigation.**

1.1 Understanding Research Schedules

1.1.1 Meaning and purpose of a research schedule

A research schedule is a planned timetable that shows the activities required to complete a research study and the order in which they should occur. It can include activities such as identifying a topic, reviewing literature, collecting field information, analysing evidence, drafting the report, and revising the final work. A schedule helps you turn a broad research intention into manageable tasks and makes it easier to monitor progress.

Fill in the blank: A research schedule is a planned _____ that organises research activities and their timing.

1.1.2 Elements of a research schedule

A useful research schedule normally identifies the activity, expected time or deadline, sequence, and resources required. You may also indicate milestones, such as completion of a literature review or the submission of a draft chapter. For a studio-related investigation, your schedule might include site visits, visual documentation, interviews, studio experiments, analysis, and report preparation. The exact format may vary, but the schedule should make your planned work clear and realistic.

Fill in the blank: A research schedule should identify activities, timing, sequence, and required _____.

1.1.3 Using a schedule to organise research activities

When you use a schedule, you can break a large research project into smaller activities and assign realistic periods to each one. This is especially useful when several activities depend on

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one another. For example, you may need to complete a literature search before refining your research questions, or complete field observations before analysing the evidence. Regularly checking the schedule helps you identify delays early and adjust your plan without losing sight of the research objectives.

Milestone: A significant point in a research schedule used to mark the completion of an important stage. Research activity: A planned task carried out to generate, organise, analyse, or communicate evidence.

A simple research schedule showing stages from topic selection through literature review, fieldwork, analysis, writing, and revision.

Figure 1.1 Research schedule for a planned study

Fill in the blank: A significant point used to mark completion of an important research stage is called a _____.

Pilot questions 1.1

1. 1. A research schedule primarily helps a researcher to: a) Organise research activities and timing b) Replace the research design c) Avoid collecting evidence d) Remove the need for analysis
2. 2. Which of the following is an element of a research schedule? a) Activity and deadline b) Personal opinion only c) Unrelated artwork d) Random observations
3. 3. A milestone in a research schedule is: a) A significant point marking an important stage b) A type of questionnaire c) A research participant d) A bibliography entry
4. 4. A research schedule is useful because it: a) Helps monitor progress and manage time b) Guarantees a particular research finding c) Eliminates the need for planning d) Prevents revision
5. 5. Which activity may appear in a studio research schedule? a) Site visit b) Ignoring sources c) Deleting field notes d) Avoiding documentation

1.2 Foundations of Research Design

1.2.1 Meaning and role of research design

Research design is the overall plan that connects your research questions with the methods you will use to obtain and interpret evidence. It provides a framework for deciding what information is needed, where it will come from, how it will be collected, and how it will be analysed. A clear design helps you maintain a logical relationship between the problem being investigated, the evidence gathered, and the conclusions you eventually present.

Fill in the blank: Research design provides the overall _____ that connects research questions with methods and evidence.

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1.2.2 Qualitative research design

Qualitative research focuses on understanding meanings, experiences, practices, contexts, and interpretations. It commonly uses materials such as interviews, observations, field notes, documents, images, and open-ended responses. In art and studio-related research, a qualitative approach can help you investigate how artists work, how viewers interpret visual forms, or how cultural contexts influence artistic practices. The emphasis is usually on detailed understanding rather than numerical measurement alone.

Fill in the blank: Qualitative research commonly focuses on meanings, experiences, practices, and _____.

1.2.3 Quantitative and mixed approaches

Quantitative research uses numerical information and structured procedures to describe patterns, compare variables, or examine measurable relationships. A mixed approach combines qualitative and quantitative procedures when both forms of evidence are useful for answering the research questions. The choice should not be based simply on preference. You should consider what your research questions require and select an approach that can provide appropriate evidence.

Fill in the blank: A mixed approach combines qualitative and _____ procedures within a research study.

Pilot questions 1.2

1. 1. Research design is best described as: a) An overall plan connecting questions, methods, and evidence b) A list of references only c) A final research conclusion d) A drawing technique
2. 2. Qualitative research is especially useful for studying: a) Meanings and experiences b) Numerical totals only c) Measurement errors only d) Printing costs
3. 3. Which source can commonly provide qualitative evidence? a) Interview transcript b) Random number table c) Budget total only d) Page count

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4. 4. Quantitative research commonly uses: a) Numerical information b) Personal impressions alone c) Unstructured sketches only d) Unrecorded conversations
5. 5. A mixed research approach: a) Combines qualitative and quantitative procedures b) Uses no research questions c) Avoids evidence d) Requires only secondary sources

1.3 Proportion And Measurement In Drawing

1.3 Selecting an Appropriate Research Design

1.3.1 Research questions and design selection

Your research questions should guide the selection of a research design. Questions about meanings, experiences, processes, or interpretations may be well suited to qualitative inquiry, while questions involving measurement, frequency, comparison, or numerical relationships may call for quantitative procedures. Some studies require both. Begin by asking what you need to find out, then determine what kind of evidence can answer the question convincingly.

Fill in the blank: Research _____ should guide the selection of an appropriate research design.

1.3.2 Primary and secondary research materials

Primary research materials are obtained directly from the subject or research setting, such as interview responses, observations, field notes, photographs, measurements, or original documents. Secondary materials are existing sources produced by other researchers or institutions, including books, journal articles, reports, catalogues, databases, and scholarly websites. Using both types of materials can strengthen a study because they allow you to examine an issue from different evidential positions.

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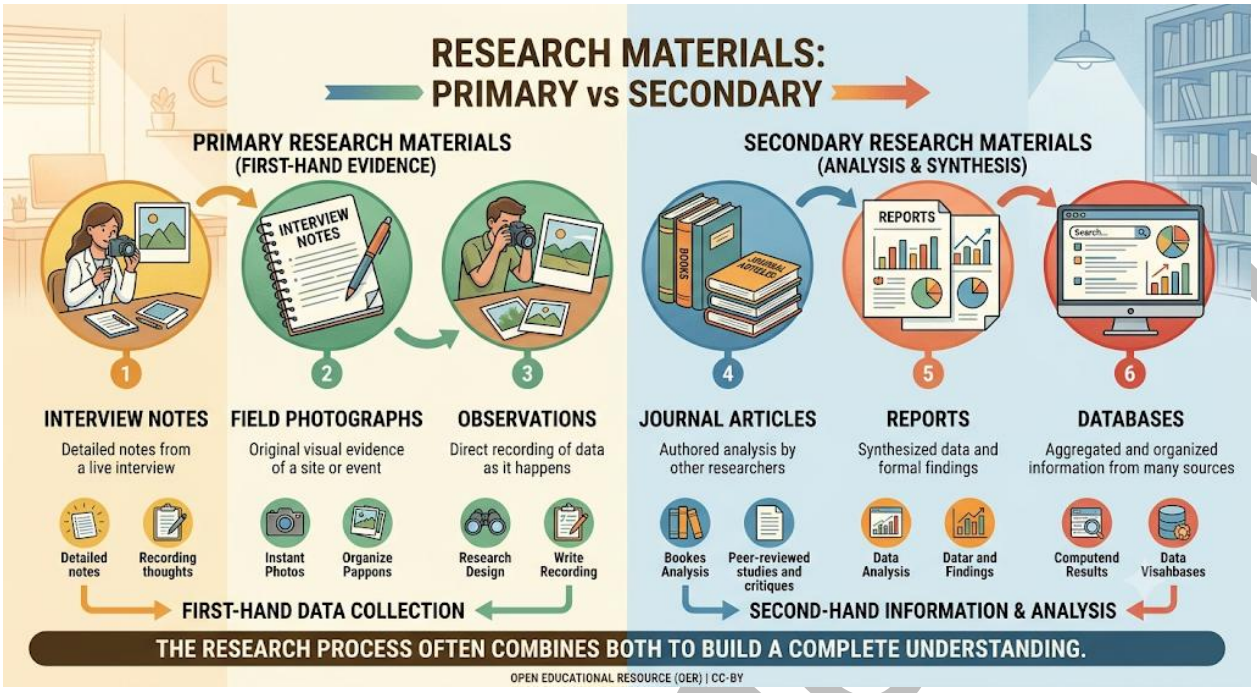

A comparison of primary and secondary research materials, showing field notes, interview records, photographs, books, journal articles, and databases.

Plate 1.2 Primary and secondary research materials

Fill in the blank: Interview responses and field observations are examples of _____ research materials.

1.3.3 Matching methods to research objectives

A suitable research method should help you achieve the objective of the study. If your objective is to interpret artists' experiences, interviews and observation may be appropriate. If your objective is to describe measurable characteristics across a group, a structured instrument and quantitative analysis may be more suitable. When the study has several objectives, you may need more than one method. The important point is that the methods, evidence, and objectives should support one another.

Fill in the blank: Research methods should be selected to support the study's research _____.

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Pilot questions 1.3

1. 1. Research questions should guide: a) Selection of the research design b) Choice of unrelated topics c) Elimination of evidence d) Removal of objectives
2. 2. Which is a primary research material? a) Field observation notes b) Published textbook c) Journal article d) Encyclopaedia entry
3. 3. Which is a secondary research material? a) Scholarly journal article b) Interview recorded by the researcher c) Original field photograph d) Direct observation
4. 4. A researcher studying artists' experiences may appropriately use: a) Interviews and observation b) Page numbering only c) Bibliography alone d) Random guessing
5. 5. Good research design requires methods and evidence to: a) Support the research objectives b) Remain unrelated to the questions c) Avoid documentation d) Replace the literature review

1.4 Planning a Research Study

1.4.1 Developing a research plan

A research plan brings the main elements of your proposed study together. It should identify the research problem or topic, objectives, questions, design, likely sources, methods, schedule, and expected form of reporting. At this stage, you do not need to know every result in advance. Instead, you need a workable route for obtaining and interpreting evidence. A good plan can also reveal gaps or unrealistic expectations before fieldwork begins.

Fill in the blank: A research plan brings together the topic, objectives, questions, design, methods, sources, schedule, and _____.

1.4.2 Sequencing research activities

Research activities should be arranged in a logical order. You may begin by defining the topic and objectives, reviewing existing literature, refining research questions, selecting methods,

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preparing instruments, conducting fieldwork, organising evidence, analysing findings, and writing the report. Some activities can overlap, but dependencies should be recognised. For example, you should normally identify what information you need before deciding exactly how you will collect it.

Fill in the blank: Research activities should be arranged in a _____ order that reflects their relationships and dependencies.

1.4.3 Reviewing and refining the research plan

A research plan should be reviewed before and during the study. Check whether the research questions remain clear, whether the proposed methods can produce the required evidence, whether the schedule is realistic, and whether your sources are accessible. You may need to revise the plan when new evidence or practical conditions change the direction of the investigation. Refinement is not a failure of planning; it is part of responsible research practice.

Fill in the blank: Revising a research plan in response to evidence or practical conditions is called _____ the plan.

Pilot questions 1.4

1. 1. A research plan should identify: a) Objectives, questions, design, methods, sources, and schedule b) Only the final conclusion c) Only the title d) Unrelated activities
2. 2. Which should normally occur before selecting detailed data collection procedures? a) Identifying the information required b) Writing the final bibliography c) Printing the final report d) Ignoring the research questions
3. 3. A logical sequence of research activities helps a researcher to: a) Recognise relationships and dependencies among tasks b) Avoid planning c) Eliminate evidence d) Guarantee findings
4. 4. Reviewing a research plan can reveal: a) Gaps, unrealistic timing, or unsuitable methods b) Only spelling errors c) The final answer to every question d) Nothing useful

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5. 5. Refining a research plan is important because: a) Research conditions and evidence may require adjustments b) Research questions never matter c) Planning should stop before fieldwork d) Sources are unnecessary

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Series summary

This Series has introduced you to the foundations of research planning and design. We began by examining research schedules, their elements, and their role in organising activities and monitoring progress. You then explored research design as the overall framework connecting research questions, methods, evidence, and interpretation.

Next, you considered qualitative research and the place of quantitative and mixed approaches. You also learned how research questions and objectives guide the selection of designs and how primary and secondary research materials provide different forms of evidence. Finally, you brought these ideas together by considering how to develop, sequence, review, and refine a research plan. These skills provide a foundation for the field investigations, data collection, and documentation that you will encounter in later Series.

Glossary of terms

- **Milestone: A significant point in a research schedule that marks completion of an important stage.**
- **Mixed approach: A research approach that combines qualitative and quantitative procedures to address a research problem.**
- **Primary research material: Original information obtained directly from a research setting or source, such as an interview, observation, field photograph, or measurement.**
- **Qualitative research: Research that seeks detailed understanding of meanings, experiences, practices, contexts, or interpretations.**
- **Quantitative research: Research that uses numerical information and structured procedures to describe patterns, compare variables, or examine measurable relationships.**
- **Research design: The overall plan that connects research questions with methods, evidence, and analysis.**
- **Research plan: A practical outline of the topic, objectives, questions, methods, sources, schedule, and reporting arrangements for a study.**

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- **Research schedule: A timetable that organises research activities, their sequence, and expected timing.**
- **Secondary research material: Existing information produced by other researchers or institutions, such as books, journal articles, reports, and databases.**

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Concept check questions 1

Objective questions

1. 1. Which statement best explains the purpose of a research schedule? a) It organises activities and timing b) It replaces research questions c) It eliminates fieldwork d) It provides the final findings (Linked to SLO 1.1)
2. 2. Which approach is most directly concerned with meanings, experiences, and interpretations? a) Qualitative b) Quantitative c) Mechanical d) Administrative (Linked to SLO 1.2)
3. 3. Which of the following is a primary research material? a) Interview response collected by the researcher b) Published journal article c) Textbook d) Existing database report (Linked to SLO 1.3)
4. 4. Which sequence is most logically related to research planning? a) Define objectives, select design, plan methods, gather evidence, analyse, report b) Report first, then identify questions c) Analyse before gathering evidence d) Ignore objectives and select methods randomly (Linked to SLO 1.4)

Short-answer questions

5. 5. Explain the relationship between a research schedule and a research plan. (Linked to SLO 1.1)
6. 6. Distinguish qualitative research from quantitative research and give one suitable use for each. (Linked to SLO 1.2)
7. 7. Explain why primary and secondary research materials may both be useful in a study. (Linked to SLO 1.3)

Long-answer questions

8. 8. Analyse how research questions and objectives should influence the choice of research design, using an example from an art or studio-related investigation. (Linked to SLO 1.3)

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- Basic response: Research questions identify what the researcher needs to find out, while objectives state what the study intends to achieve. A suitable design should provide methods and evidence capable of answering the questions and achieving the objectives. For example, a study of artists' experiences may use interviews and observation because these methods can provide detailed qualitative evidence.
- Value-added response: Design selection should be treated as a reasoned connection between the research problem, questions, evidence, and interpretation. In an art-related study, the researcher might combine interviews with analysis of studio records or visual documentation when the question requires both personal accounts and examination of artistic processes. The design should therefore be justified by the evidence needed rather than chosen simply because a method is familiar.

9. 9. Evaluate the importance of a research schedule in maintaining a systematic investigation and discuss how you would revise the schedule if fieldwork conditions changed. (Linked to SLO 1.4)

- Basic response: A research schedule helps organise activities, deadlines, and milestones so that progress can be monitored. If fieldwork conditions change, the researcher can adjust dates, resequence activities, and allow additional time while maintaining the main research objectives.
- Value-added response: A schedule is both a planning and monitoring instrument. If access to a research site is delayed, for example, you could complete additional literature review or refine the research instrument while waiting, then reschedule the field activity without abandoning the overall study. This flexibility keeps the investigation systematic while recognising the realities of research practice.

Answers to concept check questions 1

1. 1. a) It organises activities and timing
2. 2. a) Qualitative
3. 3. a) Interview response collected by the researcher
4. 4. a) Define objectives, select design, plan methods, gather evidence, analyse, report

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5. 5. A research schedule focuses on when research activities will occur and how they will be sequenced, while a research plan brings together the broader elements of the study, including its problem, objectives, questions, design, methods, sources, schedule, and reporting arrangements.
6. 6. Qualitative research seeks detailed understanding of meanings, experiences, practices, and interpretations. Quantitative research uses numerical information to describe patterns or relationships. For example, interviews may be suitable for studying artists' experiences, while a structured survey may be used to measure responses across a defined group.
7. 7. Primary materials provide direct evidence from the research setting, while secondary materials provide existing scholarship and documented information. Using both can help the researcher compare perspectives, establish context, and develop a stronger evidence base.
8. See response above.
9. See response above.

Answers to pilot questions 1

Part 1 (Understanding Research Schedules)

1. 1. a) Organise research activities and timing
2. 2. a) Activity and deadline
3. 3. a) A significant point marking an important stage
4. 4. a) Helps monitor progress and manage time
5. 5. a) Site visit

Part 2 (Foundations of Research Design)

1. 1. a) An overall plan connecting questions, methods, and evidence
2. 2. a) Meanings and experiences
3. 3. a) Interview transcript
4. 4. a) Numerical information
5. 5. a) Combines qualitative and quantitative procedures

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Part 3 (Selecting an Appropriate Research Design)

1. 1. a) Selection of the research design
2. 2. a) Field observation notes
3. 3. a) Scholarly journal article
4. 4. a) Interviews and observation
5. 5. a) Support the research objectives

Part 4 (Planning a Research Study)

1. 1. a) Objectives, questions, design, methods, sources, and schedule
2. 2. a) Identifying the information required
3. 3. a) Recognise relationships and dependencies among tasks
4. 4. a) Gaps, unrealistic timing, or unsuitable methods
5. 5. a) Research conditions and evidence may require adjustments

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References and Attributions 1

- Course content references Based on FAA 371: Research Methods course learning outcomes and course contents supplied for this SLM. Scholarly reference: Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.).* SAGE Publications.
- Scholarly reference: Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners (5th ed.).* SAGE Publications.
- Scholarly reference: Leedy, P. D., & Ormrod, J. E. (2019). *Practical Research: Planning and Design (12th ed.).* Pearson.
- **Attribution style References are presented in institutional style, consistent with APA guidelines for educational materials.**

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2 Field Investigations and Data Collection

Series outline

- Part 1 (2.1): Foundations of Field Investigation
    - Sub-Part 2.1.1: Meaning and Purpose of Field Investigation
    - Sub-Part 2.1.2: Preparing for Fieldwork
    - Sub-Part 2.1.3: Ethics, Access, and Researcher Conduct
- Part 2 (2.2): Sources and Techniques of Field Data Collection
    - Sub-Part 2.2.1: Primary and Secondary Field Data
    - Sub-Part 2.2.2: Observation and Field Notes
    - Sub-Part 2.2.3: Interviews and Informal Conversations
- Part 3 (2.3): Documenting and Managing Field Evidence
    - Sub-Part 2.3.1: Recording Field Information
    - Sub-Part 2.3.2: Visual and Material Documentation
    - Sub-Part 2.3.3: Organising and Protecting Field Data
- Part 4 (2.4): Interpreting and Preparing Field Data
    - Sub-Part 2.4.1: Reviewing and Classifying Field Evidence
    - Sub-Part 2.4.2: Linking Field Data to Research Questions
    - Sub-Part 2.4.3: Preparing Field Findings for Analysis

Introduction

Field investigation takes you beyond the desk and into the places, practices, people, and materials that can provide direct evidence for a research study. When you investigate a studio, exhibition, community, workshop, site, or cultural setting, you collect information from the field and record it carefully so that you can later examine and explain what you found.

The aim of this Series is to help you plan and undertake field investigations, collect useful evidence through appropriate techniques, document what you observe or hear, and organise field data for later analysis and reporting.

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We shall begin with the foundations of field investigation, including preparation, access, ethics, and responsible conduct. Next, we will examine observation, field notes, interviews, and other sources of field data. We shall then consider how to document, organise, and protect field evidence. Finally, we will look at how to classify field information, connect it to research questions, and prepare it for analysis.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- SLO 2.1 explain the purpose of field investigation and identify appropriate preparation and ethical procedures,
- SLO 2.2 apply suitable observation, field-note, and interview techniques to collect relevant research evidence,
- SLO 2.3 organise and document field evidence systematically while protecting its accuracy and integrity,
- SLO 2.4 analyse and classify field evidence in relation to research questions and prepare it for systematic interpretation,

2.1 Foundations of Field Investigation

2.1.1 Meaning and purpose of field investigation

Field investigation is the systematic collection of information from a real setting where the subject, activity, people, or materials being studied can be observed directly. In research, you may visit an artist's studio, an exhibition space, a craft workshop, a community, or another relevant site. The purpose is to obtain evidence that helps you answer your research questions rather than relying only on assumptions or published descriptions.

Fill in the blank: Field investigation involves systematic collection of information from a real _____.

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2.1.2 Preparing for fieldwork

Good fieldwork begins before you leave for the research site. You should identify what you need to find out, determine the people or places you need to access, prepare recording materials, and plan the timing of the visit. You may need a notebook, recording device, camera, measuring tools, consent forms, or an observation guide, depending on the study. Preparation helps you remain focused and reduces the risk of losing important evidence.

Fill in the blank: Good fieldwork begins with careful _____ before the researcher visits the site.

2.1.3 Ethics, access, and researcher conduct

Field research involves responsibilities toward people, communities, and places. You should seek appropriate permission before entering restricted spaces or collecting information from participants. Where people are involved, explain the purpose of the research and obtain informed consent when required. Respect privacy, avoid unnecessary disruption, and record information honestly. Ethical conduct protects participants and strengthens the credibility of your research.

Informed consent: An agreement by a participant to take part in research after receiving sufficient information about the study and what participation involves.

[Insert Figure here]

Short description: A field researcher preparing a notebook, consent form, recording device, and observation guide before visiting a research site. Caption: Figure 2.1 Preparing for ethical fieldwork AI prompt suggestion: “Create an educational illustration of a student researcher preparing a notebook, consent form, recording device, and observation checklist before entering an art research field site.” Search string: “field research preparation ethics OER”

Fill in the blank: Permission and informed _____ are important when field research involves participants.

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Pilot questions 2.1

1. 1. Field investigation primarily involves: a) Collecting information from a real research setting b) Guessing what occurs at a site c) Replacing all published sources d) Avoiding direct observation
2. 2. A useful first step before fieldwork is to: a) Identify the information required b) Begin recording without a purpose c) Ignore the research questions d) Avoid preparing materials
3. 3. Informed consent means that a participant: a) Agrees after receiving relevant information about the study b) Must provide every private detail c) Is required to participate d) Cannot withdraw from a study
4. 4. Ethical fieldwork requires the researcher to: a) Respect participants and record information honestly b) Disclose private information publicly c) Enter restricted spaces without permission d) Alter observations to fit expectations
5. 5. Which item may be useful during fieldwork? a) Observation guide b) Unrelated textbook c) Decorative poster d) Blank advertisement

2.2 Sources and Techniques of Field Data Collection

2.2.1 Primary and secondary field data

Primary field data are information you obtain directly during your investigation, such as observations, interview responses, measurements, photographs, or sketches made at a site. Secondary materials are existing sources that help you understand or interpret the field setting, such as books, reports, catalogues, maps, or previous studies. Using both can give you a stronger basis for understanding the research problem.

Fill in the blank: Information obtained directly during a field investigation is called _____ field data.

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2.2.2 Observation and field notes

Observation involves paying deliberate attention to people, activities, objects, spaces, processes, or conditions that are relevant to your study. Field notes should record what you actually observe, together with the date, location, and other useful context. Separate direct observations from your interpretations so that you can later distinguish evidence from your personal assumptions.

Fill in the blank: Field notes should distinguish direct observations from the researcher's _____.

2.2.3 Interviews and informal conversations

Interviews can provide information about participants' experiences, meanings, decisions, and practices that may not be visible through observation alone. You can use structured, semi-structured, or open-ended questions depending on the purpose of the study. Informal conversations may also reveal useful leads, but you should record them carefully and make clear how the information was obtained.

Fill in the blank: Interviews can provide information about participants' experiences, meanings, and _____.

Pilot questions 2.2

1. 1. Which is an example of primary field data? a) An interview response collected by the researcher b) A published textbook c) An old journal article d) A catalogue written by another author
2. 2. Observation requires the researcher to: a) Pay deliberate attention to relevant people, objects, activities, or spaces b) Record only personal opinions c) Avoid taking notes d) Change events to test assumptions
3. 3. Good field notes should include: a) Relevant observations and contextual details b) Only the researcher's conclusions c) Unrelated quotations d) Anonymous guesses

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4. 4. Interviews are especially useful for learning about: a) Participants' experiences and meanings b) Only physical dimensions c) The weather forecast d) Published citation rules
5. 5. A semi-structured interview normally: a) Uses guiding questions while allowing follow-up questions b) Forbids any additional question c) Uses no research purpose d) Requires only numerical responses

2.3 Documenting and Managing Field Evidence

2.3.1 Recording Field Information

2.3.1 Recording field information

Accurate recording is essential because field evidence can be difficult to reconstruct later. Record dates, locations, participants or sources where appropriate, and the circumstances in which the information was obtained. Numbering photographs, sketches, audio files, and notebook entries can help you connect each item of evidence to the correct field activity.

Fill in the blank: Accurate field recording should include the date, location, and relevant _____ of the investigation.

2.3.2 Visual and material documentation

Visual documentation may include photographs, sketches, diagrams, maps, or measured drawings. In studio and art research, you may also document materials, tools, processes, objects, surfaces, and spatial arrangements. Each visual record should be labelled with enough information to identify what it shows, when it was made, and how it relates to the research.

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Plate 2.2 Organising visual field evidence

Fill in the blank: Photographs, sketches, and diagrams used as research evidence should be properly _____.

2.3.3 Organising and protecting field data

After a field visit, organise your materials before details are forgotten. Group notes, photographs, recordings, transcripts, and sketches according to the research activity or question they support. Use clear file names and maintain backup copies where possible. Protect confidential information and restrict access to materials that participants have asked you to keep private.

Fill in the blank: Clear file names and backup copies help researchers organise and _____ field data.

Pilot questions 2.3

1. 1. Why should field evidence be recorded carefully? a) It helps preserve information that may be difficult to reconstruct later b) It makes research unnecessary c) It removes the need for analysis d) It guarantees a particular result

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2. 2. Which is an example of visual field documentation? a) A labelled photograph of a research site b) An unrelated advertisement c) A personal shopping list d) An unlabelled guess
3. 3. A useful way to manage field photographs is to: a) Use clear labels or file names b) Delete the date and location c) Mix all files together d) Remove their research context
4. 4. Field data containing confidential information should be: a) Protected and accessed only as appropriate b) Posted publicly without permission c) Shared with everyone d) Altered to hide inconvenient evidence
5. 5. Organising field data according to research questions can help you: a) Retrieve relevant evidence during analysis b) Avoid reviewing the data c) Eliminate the research questions d) Replace all field notes

2.4 Interpreting and Preparing Field Data

2.4.1 Reviewing and classifying field evidence

Once field materials have been collected, review them systematically. You can classify observations, interview responses, photographs, and other records according to recurring topics, activities, places, participants, or research questions. Classification does not mean changing the evidence. It means arranging related information so that patterns and differences can be examined clearly.

Fill in the blank: Classifying field evidence means arranging related information so that patterns and _____ can be examined.

2.4.2 Linking field data to research questions

Field evidence becomes more useful when you connect it directly to the questions guiding the study. For each major observation, interview response, or visual record, ask what research question it helps address. Evidence that does not contribute to the study may still be interesting,

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but you should distinguish relevant information from material that falls outside the research focus.

Fill in the blank: Field evidence should be connected directly to the research _____ guiding the study.

2.4.3 Preparing field findings for analysis

Before analysis, prepare your field materials so that they can be reviewed consistently. You may transcribe interviews, arrange photographs in sequence, group notes by theme, identify repeated observations, and mark information that needs clarification. Keep the original records available so that your interpretations can always be checked against the evidence you collected.

Fill in the blank: Preparing field findings may involve grouping notes by _____ before detailed analysis.

Pilot questions 2.4

1. 1. Classifying field evidence helps the researcher to: a) Examine patterns and differences systematically b) Alter the original evidence c) Avoid research questions d) Discard all unexpected findings
2. 2. Field evidence should be linked to: a) The research questions b) Personal preferences only c) Unrelated topics d) The researcher's timetable only
3. 3. Preparing interview material for analysis may involve: a) Transcribing relevant responses b) Deleting the original record c) Changing participants' statements d) Removing contextual information
4. 4. Why should original field records be retained? a) They allow interpretations to be checked against the collected evidence b) They prevent analysis c) They replace field notes d) They make consent unnecessary
5. 5. Grouping notes by theme can help a researcher to: a) Identify recurring issues for analysis b) Hide contradictory evidence c) Remove research objectives d) Avoid comparing observations

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Series summary

This Series has introduced you to the principles and practices of field investigation and data collection. You began by examining the purpose of field investigation, preparation for fieldwork, access, informed consent, and responsible researcher conduct. You then considered primary and secondary field data, observation, field notes, interviews, and informal conversations as sources of research evidence.

Next, you learned how to record and document field evidence through notes, photographs, sketches, diagrams, and other visual materials, while also organising and protecting the information you collect. Finally, you examined how to review and classify field evidence, connect it to research questions, and prepare it for systematic analysis. These practices help you turn field experiences into reliable research evidence.

- Glossary of terms
- Field data: Information collected or recorded in relation to a research setting, activity, participant, object, or event.
- Field investigation: Systematic collection of research information from a real setting where the subject of study can be examined directly.
- Field notes: Written records of observations, conversations, contextual details, and reflections made during or after fieldwork.
- Informed consent: Agreement by a participant to take part in research after receiving sufficient information about the study.
- Interview: A research conversation in which questions are used to obtain information from a participant.
- Observation: Deliberate and systematic attention to people, activities, objects, spaces, or processes relevant to a study.
- Primary field data: Original information obtained directly by the researcher during field investigation.
- Research evidence: Information collected and recorded to support answers to research questions.

Secondary material: Existing information produced by other researchers, institutions, or sources that supports understanding of a field setting.

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Concept check questions 2

Objective questions

1. 1. Which statement best describes field investigation? a) Systematic collection of information from a real setting b) Guessing about a research site c) Replacing all published research d) Writing a bibliography without collecting evidence (Linked to SLO 2.1)
2. 2. Which technique is most directly concerned with recording what you see, hear, and encounter at a research site? a) Observation b) Citation c) Bibliography d) Indexing (Linked to SLO 2.2)
3. 3. Which is an example of primary field data? a) Interview response collected by the researcher b) Published textbook c) Existing journal article d) Previous research report (Linked to SLO 2.3)
4. 4. Why should field evidence be linked to research questions? a) To keep the collected material relevant to the study b) To guarantee a preferred conclusion c) To avoid reviewing evidence d) To replace analysis (Linked to SLO 2.4)

Short-answer questions

5. 5. Explain why preparation is important before undertaking field investigation. (Linked to SLO 2.1)
6. 6. Distinguish observation from interviewing as field data collection techniques. (Linked to SLO 2.2)
7. 7. Explain two ways a researcher can protect and organise field evidence. (Linked to SLO 2.3)

Long-answer questions

8. 8. Analyse how ethical conduct, accurate recording, and informed consent contribute to the quality and credibility of field research. (Linked to SLO 2.1)

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- Basic response: Ethical conduct protects participants, informed consent supports voluntary participation, and accurate recording preserves the evidence collected. Together, they make field research more responsible and credible.
- Value-added response: Ethical practice also improves the relationship between the researcher and the research setting. When participants understand the purpose of the study and trust that their information will be handled responsibly, the researcher is more likely to obtain meaningful evidence. Accurate records then provide a dependable basis for interpretation and reporting.

9. 9. Evaluate how organising and classifying field evidence can improve the analysis of a research study. (Linked to SLO 2.4)

- Basic response: Organising and classifying field evidence makes related observations, interview responses, and visual records easier to retrieve and compare. This helps the researcher identify patterns relevant to the research questions.
- Value-added response: Systematic organisation creates a clear connection between raw field materials and later interpretation. By grouping evidence according to themes, questions, locations, or activities while retaining the original records, you can compare recurring and contrasting findings without losing the context in which the evidence was collected.

Answers to concept check questions 1

1. 1. a) Systematic collection of information from a real setting
2. 2. a) Observation
3. 3. a) Interview response collected by the researcher
4. 4. a) To keep the collected material relevant to the study
5. 5. Preparation helps the researcher identify the information required, arrange access, prepare recording tools, consider ethical requirements, and plan the timing and procedure of the field visit.

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6. 6. Observation involves deliberately recording what is seen, heard, or encountered, while interviewing uses questions to obtain participants' experiences, meanings, or explanations. The two techniques can complement each other.
7. 7. A researcher can organise field evidence with clear file names, dates, labels, folders, or coding systems. Confidential materials should also be stored securely and accessed only as appropriate.
8. See response above.
9. See response above.

Answers to pilot questions 2

Part 1 (Foundations of Field Investigation)

1. 1. a) Collecting information from a real research setting
2. 2. a) Identify the information required
3. 3. a) Agrees after receiving relevant information about the study
4. 4. a) Respect participants and record information honestly
5. 5. a) Observation guide

Part 2 (Sources and Techniques of Field Data Collection)

1. 1. a) An interview response collected by the researcher
2. 2. a) Pay deliberate attention to relevant people, objects, activities, or spaces
3. 3. a) Relevant observations and contextual details
4. 4. a) Participants' experiences and meanings
5. 5. a) Uses guiding questions while allowing follow-up questions

Part 3 (Documenting and Managing Field Evidence)

1. 1. a) It helps preserve information that may be difficult to reconstruct later
2. 2. a) A labelled photograph of a research site
3. 3. a) Use clear labels or file names
4. 4. a) Protected and accessed only as appropriate

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5. 5. a) Retrieve relevant evidence during analysis

Part 4 (Interpreting and Preparing Field Data)

1. 1. a) Examine patterns and differences systematically
2. 2. a) The research questions
3. 3. a) Transcribing relevant responses
4. 4. a) They allow interpretations to be checked against the collected evidence
5. 5. a) Identify recurring issues for analysis

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References and Attributions 2

- Course content references Based on FAA 371: Research Methods course learning outcomes and course contents provided for the course.
- Scholarly reference: Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). SAGE Publications.
- Scholarly reference: Kumar, R. (2019). Research Methodology: A Step-by-Step Guide for Beginners (5th ed.). SAGE Publications.
- Attribution style References are presented in institutional style, consistent with APA guidelines for educational materials.

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3 Questionnaires, Annotations, and Citations

Series outline

- **Part 1 (3.1): Designing Research Questionnaires**
  - Sub-Part 3.1.1: Meaning and Purpose of Questionnaires
  - Sub-Part 3.1.2: Types of Questions and Response Formats
  - Sub-Part 3.1.3: Principles of Clear Questionnaire Design
- **Part 2 (3.2): Qualitative Questionnaires and Open-ended Inquiry**
  - Sub-Part 3.2.1: Constructing Open-ended Questions
  - Sub-Part 3.2.2: Sequencing Questions for Qualitative Research
  - Sub-Part 3.2.3: Piloting and Revising Questionnaires
- **Part 3 (3.3): Annotations and Engagement with Research Texts**
  - Sub-Part 3.3.1: Meaning and Purpose of Annotation
  - Sub-Part 3.3.2: Annotating Primary and Secondary Sources
  - Sub-Part 3.3.3: Organising Annotated Research Notes
- **Part 4 (3.4): Research Citations and Academic Integrity**
  - Sub-Part 3.4.1: Purpose of Citations in Research
  - Sub-Part 3.4.2: MLA and APA Citation Practices
  - Sub-Part 3.4.3: Avoiding Plagiarism through Proper Attribution

Introduction

Questionnaires, annotations, and citations are important tools for turning research ideas and source materials into organised evidence. When you design a questionnaire carefully, you can gather information that responds directly to your research problem. When you annotate sources, you can record useful ideas, evidence, and questions without losing track of where the information came from.

The aim of this Series is to help you construct useful questionnaires for qualitative and open-ended research, annotate relevant research materials systematically, and apply appropriate citation practices when using the ideas and words of other writers.

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We shall commence this Series by examining the meaning and purpose of questionnaires, including question types, response formats, and principles of clear design. Next, we will explore qualitative and open-ended questionnaires, focusing on how to construct, sequence, pilot, and revise questions. We will then examine annotation as a method of engaging with primary and secondary research materials. Finally, we will study the purpose of citations, MLA and APA practices, and the role of proper attribution in maintaining academic integrity.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1** explain the purpose of questionnaires and identify suitable question and response formats for research,
- **SLO 3.2** construct and revise open-ended questionnaire items for qualitative empirical research,
- **SLO 3.3** annotate primary and secondary research materials and organise useful research notes,
- **SLO 3.4** apply MLA and APA citation practices to acknowledge sources and support academic integrity.

3.1 Designing Research Questionnaires

3.1.1 Meaning and purpose of questionnaires

A questionnaire is a structured set of questions designed to obtain information from respondents. In research, you use a questionnaire when you need to gather comparable information from several people in a planned way. The questions should relate directly to the research problem, objectives, or questions so that the responses can contribute useful evidence.

Fill in the blank: A questionnaire is a structured set of _____ designed to obtain information from respondents.

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3.1.2 Types of questions and response formats

Questionnaires may contain closed-ended questions, open-ended questions, or a combination of both. Closed-ended questions provide specified response options, while open-ended questions allow respondents to explain their views in their own words. Response formats may include yes or no choices, rating scales, multiple options, or spaces for written responses. You should select a format that suits the type of evidence your study requires.

Fill in the blank: Questions that allow respondents to explain their views in their own words are called _____ questions.

3.1.3 Principles of clear questionnaire design

A good questionnaire uses simple, direct, and unambiguous language. Each question should address one main issue and should avoid unnecessary technical terms, leading wording, and assumptions about the respondent. You should also arrange questions in a logical order and provide clear instructions so that respondents can complete the questionnaire consistently.

Research questionnaire: A planned set of questions used to collect information from respondents.
Response format: The way a respondent is expected to provide an answer, such as selecting an option, rating an item, or writing a response.

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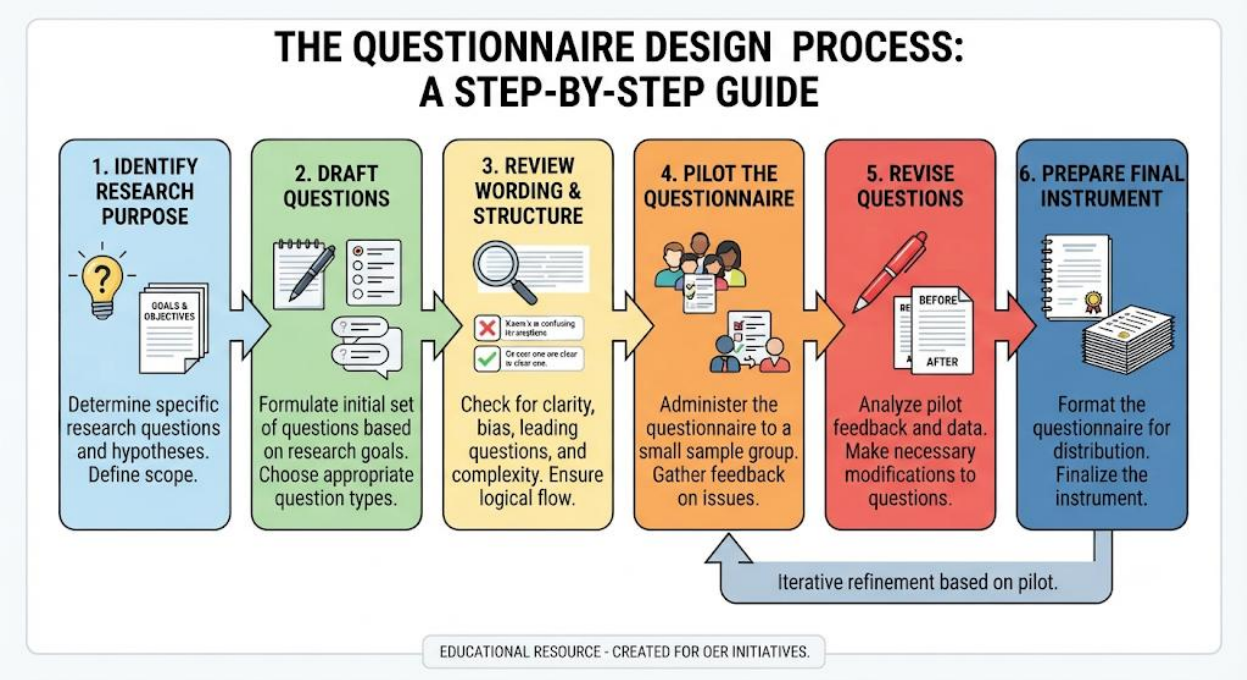

Figure 3.1 Stages of questionnaire design

Fill in the blank: A well-designed questionnaire should use simple, direct, and _____ language.

Pilot questions 3.1

1. 1. A questionnaire is primarily used to: a) Decorate a research report b) Collect planned information from respondents c) Replace all research methods d) Present a bibliography
2. 2. Which type of question allows respondents to explain their views in their own words? a) Open-ended question b) Closed-ended question c) Ranking label only d) Identification code
3. 3. A good questionnaire question should: a) Address several unrelated issues b) Use ambiguous wording c) Address one main issue clearly d) Assume the respondent's answer
4. 4. Which of the following is a response format? a) Rating scale b) Research title c) Footnote number d) Bibliography entry

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5. 5. Questionnaire questions should be arranged: a) Randomly b) In a logical order c) Only alphabetically d) According to page length

3.2 Qualitative Questionnaires And Open-ended Inquiry

3.2.1 Constructing open-ended questions

Open-ended questions are useful when your research requires detailed explanations, experiences, opinions, or interpretations. For example, in an art research project, you may ask a participant to describe how a studio experience influenced the development of an artwork. Such a question gives the respondent room to provide information that a fixed response cannot capture.

Fill in the blank: Open-ended questions allow respondents to provide detailed _____ in their own words.

3.2.2 Sequencing questions for qualitative research

The order of questions can influence the quality and completeness of responses. You can begin with simple questions that establish context before moving to questions that require reflection or explanation. Related questions should be grouped together, and sensitive questions should be introduced carefully. A logical sequence makes the questionnaire easier to follow and helps respondents remain focused on the research topic.

Fill in the blank: A logical question sequence helps respondents remain _____ on the research topic.

3.2.3 Piloting and revising questionnaires

Piloting means testing a questionnaire with a small number of suitable respondents before the main data collection. During a pilot, you can identify confusing wording, missing response

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options, repetitive questions, or problems with the order of items. You should use the feedback to revise the instrument before applying it to the full research sample.

Fill in the blank: Testing a questionnaire with a small group before the main study is called _____.

Pilot questions 3.2

1. 1. Open-ended questions are especially useful for collecting: a) Detailed explanations and experiences b) Only numerical codes c) Page numbers d) Bibliographic titles
2. 2. A good qualitative questionnaire should move from: a) Complex questions to unrelated questions b) Simple contextual questions to more reflective questions c) Sensitive questions to basic identification only d) Random questions to repeated questions
3. 3. Piloting a questionnaire helps the researcher to: a) Avoid revising questions b) Identify confusing or missing items c) Remove the research problem d) Replace fieldwork completely
4. 4. During a pilot, the researcher should pay attention to: a) Question clarity and response problems b) Font colour only c) The length of the bibliography d) The title of the course
5. 5. After piloting, the researcher should: a) Ignore all feedback b) Revise the questionnaire where necessary c) Destroy the instrument d) Change the research topic automatically

3.3 Annotations And Engagement With Research Texts

3.3.1 Meaning and purpose of annotation

Annotation is the process of adding brief notes, comments, questions, or explanations to a research text or source. When you annotate, you actively engage with what you are reading instead of simply copying passages. Useful annotations can identify important arguments, evidence, unfamiliar terms, connections with your research topic, and questions that require further investigation.

Fill in the blank: Annotation involves adding brief notes, comments, questions, or _____ to a research text.

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3.3.2 Annotating primary and secondary sources

You can annotate both primary and secondary research materials. A primary source may include an interview transcript, field note, artwork statement, original document, or other first-hand material. A secondary source may include a scholarly article, book chapter, or critical discussion of another source. Your annotation should show why a passage is relevant and how it may contribute to your research rather than simply repeating the passage.

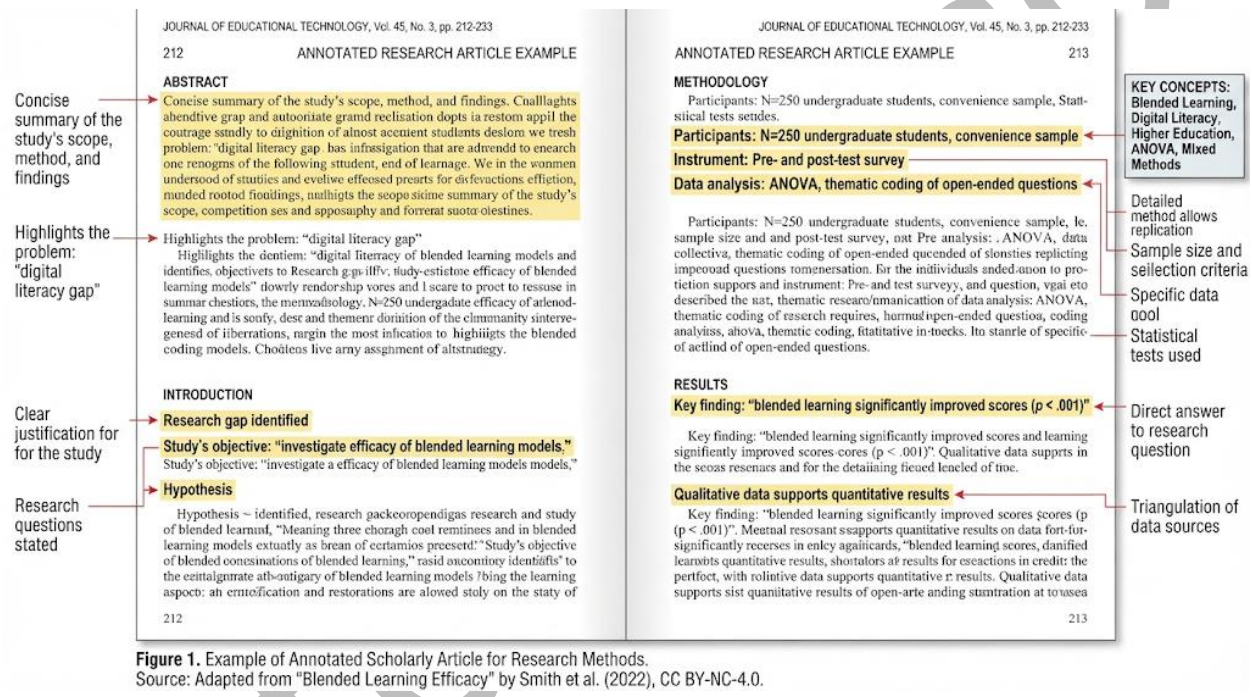

Figure 1. Example of Annotated Scholarly Article for Research Methods.
Source: Adapted from "Blended Learning Efficacy" by Smith et al. (2022), CC BY-NC-4.0.

Plate 3.1 Example of an annotated research text

Fill in the blank: A primary source provides _____ evidence or material from the subject of study.

3.3.3 Organising annotated research notes

Organising your annotations makes later writing easier. You can group notes under themes, research questions, authors, or sources. Record enough bibliographic information to identify each source, including the author, title, publication details, and relevant page numbers where

available. Keeping source details with your notes reduces the risk of losing evidence or confusing one source with another.

Fill in the blank: Organising annotations by themes or research questions makes later _____ easier.

Pilot questions 3.3

1. 1. Annotation helps a researcher to: a) Engage actively with a research text b) Avoid reading sources c) Replace all citations d) Remove evidence
2. 2. Which is an example of a primary source? a) An interview transcript b) A textbook review of an interview c) A bibliography about interviews d) A citation guide
3. 3. A secondary source may include: a) A scholarly article discussing another study b) An original interview recording c) A field note written during observation d) An original artwork statement
4. 4. Useful annotations can record: a) Arguments and questions for further investigation b) Only page colour c) Only the source title d) The researcher's unrelated opinions
5. 5. Keeping source details with research notes helps to: a) Prevent confusion between sources b) Eliminate the need for reading c) Replace the research question d) Avoid using evidence

3.4 Research Citations And Academic Integrity

3.4.1 Purpose of citations in research

A citation identifies the source of an idea, quotation, fact, or other material used in your research. Citations allow readers to trace evidence and distinguish your contribution from information obtained from other writers. You should cite sources whenever you use material that is not your own and follow the citation system required for the research task.

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Fill in the blank: A citation identifies the _____ of an idea, quotation, fact, or other material used in research.

3.4.2 MLA and APA citation practices

MLA and APA are established systems for documenting sources. MLA is commonly associated with humanities disciplines and uses an author-page approach for many in-text citations, while APA commonly uses an author-date approach. You should learn the specific rules of the style required for your discipline and apply them consistently to in-text citations and the corresponding reference information.

Fill in the blank: APA commonly uses an _____ approach for many in-text citations.

3.4.3 Avoiding plagiarism through proper attribution

Plagiarism occurs when you present another person's words, ideas, or work as your own without appropriate acknowledgement. You can avoid plagiarism by using quotation marks for exact quotations, paraphrasing accurately, citing the source, and keeping careful research notes. Proper attribution is not only a technical requirement; it demonstrates honesty and respect for the work of other researchers.

Fill in the blank: Presenting another person's words or ideas as your own without acknowledgement is called _____.

Pilot questions 3.4

1. 1. The main purpose of a citation is to: a) Identify the source of information used b) Increase the page count c) Replace analysis d) Decorate a paragraph
2. 2. MLA and APA are: a) Systems for documenting sources b) Methods of collecting field samples c) Types of research participants d) Drawing techniques
3. 3. APA commonly uses which approach for many in-text citations? a) Author-date b) Author-page only c) Title-number d) Chapter-line

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4. 4. Plagiarism involves: a) Acknowledging sources properly b) Presenting another person’s work as your own without acknowledgement c) Summarising your own findings d) Recording field observations
5. 5. One effective way to avoid plagiarism is to: a) Keep careful source notes and cite materials used b) Remove all quotations c) Copy passages without labels d) Avoid recording publication details

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Series summary

This Series has introduced you to questionnaires, annotations, and citations as practical tools for research. We began by examining the purpose of questionnaires, question types, response formats, and principles of clear design. We then explored qualitative and open-ended questionnaires, including question construction, sequencing, piloting, and revision. Following that, we examined annotation as a way of engaging critically with primary and secondary research materials and organising useful notes. Finally, we considered the purpose of citations, MLA and APA practices, and proper attribution as part of academic integrity.

By working through these Parts, you have achieved the Series Learning Outcomes. You can now explain the purpose of questionnaires, construct and revise open-ended questions, annotate research materials, organise research notes, and apply appropriate citation practices. These skills will support your field investigations, studio research, systematic reporting, and documentation throughout the course.

Glossary of terms

- **Annotation: A brief note, comment, question, or explanation added to a research text or source to support active reading and analysis.**
- **Citation: A formal acknowledgement identifying the source of an idea, quotation, fact, or other material used in research.**
- **Closed-ended question: A question that provides specified response options for the respondent to choose from.**
- **Open-ended question: A question that allows respondents to provide an answer in their own words and with greater detail.**
- **Plagiarism: Presenting another person's words, ideas, or work as your own without appropriate acknowledgement.**
- **Primary source: Original or first-hand material that provides direct evidence related to a research topic.**
- **Questionnaire: A structured set of questions designed to obtain information from respondents.**

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- **Response format: The method by which a respondent provides an answer to a questionnaire item.**
- **Secondary source: A source that analyses, interprets, or discusses information obtained from primary or other sources.**

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Concept check questions 3

Objective questions

1. 1. Which feature best describes a well-designed questionnaire? a) Ambiguous wording b) Clear questions related to the research purpose c) Repeated unrelated questions d) Assumptions about respondents (Linked to SLO 3.1)
2. 2. What is the main purpose of piloting a questionnaire? a) To identify problems before the main study b) To replace data collection c) To eliminate open-ended questions d) To avoid revision (Linked to SLO 3.2)
3. 3. Which practice best describes effective annotation? a) Copying every paragraph b) Recording relevant ideas, evidence, and questions while reading c) Ignoring source details d) Removing the author's argument (Linked to SLO 3.3)
4. 4. Which citation practice best supports academic integrity? a) Using another writer's ideas without acknowledgement b) Citing and accurately attributing sources used in the research c) Omitting source information d) Mixing citation styles without purpose (Linked to SLO 3.4)

Short-answer questions

5. 5. Explain two principles you would follow when designing a questionnaire for qualitative research. (Linked to SLO 3.1)
6. 6. Describe how piloting can improve an open-ended questionnaire before the main study. (Linked to SLO 3.2)
7. 7. Explain how organised annotations can support the writing of a research report. (Linked to SLO 3.3)

Long-answer questions

8. 8. Analyse how questionnaire design, annotation, and citation practices work together to improve the credibility of a qualitative research project. (Linked to SLO 3.4)

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- Basic response: Clear questionnaire design helps the researcher gather relevant information, annotation helps organise and interpret source materials, and citation identifies where borrowed ideas and evidence came from. Together, these practices make the research process more organised and transparent.
- Value-added response: These practices also strengthen the relationship between evidence and interpretation. A carefully designed questionnaire reduces avoidable weaknesses in data collection, systematic annotation helps the researcher trace themes and supporting evidence, and consistent citation allows readers to verify the intellectual sources behind the discussion. Together, they contribute to credible, ethical, and reproducible research practice.

9. 9. Evaluate the importance of using an appropriate citation style when presenting research findings, with reference to MLA and APA. (Linked to SLO 3.4)

- Basic response: An appropriate citation style provides a consistent way of acknowledging sources. MLA and APA have different conventions, so the researcher should use the style required for the discipline or research task and apply it consistently.
- Value-added response: Citation style is more than a formatting exercise because it supports traceability, academic integrity, and communication with readers. For example, MLA commonly uses an author-page approach while APA commonly uses an author-date approach. Consistent application helps readers identify and locate the sources that support the researcher's claims.

Answers to concept check questions 3

1. 1. b) Clear questions related to the research purpose
2. 2. a) To identify problems before the main study
3. 3. b) Recording relevant ideas, evidence, and questions while reading
4. 4. b) Citing and accurately attributing sources used in the research
5. 5. A researcher should use clear, direct wording and ensure that each question addresses a relevant issue. The questions should also avoid leading assumptions and unnecessary technical language.

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6. 6. Piloting can reveal unclear wording, missing response options, repetitive items, or problems in question order. The researcher can use the feedback to revise the questionnaire before the main data collection.
7. 7. Organised annotations preserve important arguments, evidence, keywords, and source details. This makes it easier to retrieve relevant information and connect sources to themes when writing the research report.
8. 8. See responses above.
9. 9. See responses above.

Answers to pilot questions 3

Part 1 (Designing Research Questionnaires)

1. 1. b) Collect planned information from respondents
2. 2. a) Open-ended question
3. 3. c) Address one main issue clearly
4. 4. a) Rating scale
5. 5. b) In a logical order

Part 2 (Qualitative Questionnaires and Open-ended Inquiry)

1. 1. a) Detailed explanations and experiences
2. 2. b) Simple contextual questions to more reflective questions
3. 3. b) Identify confusing or missing items
4. 4. a) Question clarity and response problems
5. 5. b) Revise the questionnaire where necessary

Part 3 (Annotations and Engagement with Research Texts)

1. 1. a) Engage actively with a research text
2. 2. a) An interview transcript
3. 3. a) A scholarly article discussing another study
4. 4. a) Arguments and questions for further investigation

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5. 5. a) Prevent confusion between sources

Part 4 (Research Citations and Academic Integrity)

1. 1. a) Identify the source of information used
2. 2. a) Systems for documenting sources
3. 3. a) Author-date
4. 4. b) Presenting another person's work as your own without acknowledgement
5. 5. a) Keep careful source notes and cite materials used

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- Figure 3.1 Stages of questionnaire design. AI-generated illustration using the prompt: "Create a clear educational flow diagram showing questionnaire design stages: identify research purpose, draft questions, review wording, pilot the questionnaire, revise questions, and prepare the final instrument." Suggested source search string: "questionnaire design process diagram OER".
- Plate 3.1 Example of an annotated research text. AI-generated illustration using the prompt: "Create an educational illustration of a research article page with highlighted passages, concise margin annotations, keywords, and a clear source reference, suitable for university research methods students." Suggested source search string: "annotated research article example OER".
- Course content references Based on FAA 371: Research Methods course outline and learning outcomes provided by the course developer.
- Attribution style References are presented in institutional style, consistent with APA guidelines for educational materials.

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4 Studio Research and Systematic Reporting

Series outline

- Part 1 (4.1): Foundations of Studio Research
    - Sub-Part 4.1.1: Meaning and Purpose of Studio Research
    - Sub-Part 4.1.2: Research in Studio and Supplementary Disciplines
    - Sub-Part 4.1.3: Linking Practice with Research Evidence
- Part 2 (4.2): Research Themes and Thesis Development
    - Sub-Part 4.2.1: Identifying a Research Theme
    - Sub-Part 4.2.2: Developing a Research Thesis
    - Sub-Part 4.2.3: Connecting Theme, Evidence, and Studio Practice
- Part 3 (4.3): Systematic Research Reporting
    - Sub-Part 4.3.1: Organising Research Reports
    - Sub-Part 4.3.2: Presenting Methods, Findings, and Discussion
    - Sub-Part 4.3.3: Using Evidence to Support Interpretation
- Part 4 (4.4): Presenting Studio Research Outcomes
    - Sub-Part 4.4.1: Structure of a Studio Research Report
    - Sub-Part 4.4.2: Integrating Visual and Written Documentation
    - Sub-Part 4.4.3: Reviewing and Refining the Final Report

Introduction

Studio research connects practical making with systematic inquiry. When you investigate a theme through drawing, design, making, observation, reading, or experimentation, you generate evidence that can explain and strengthen your creative decisions. Research therefore becomes part of the studio process rather than an activity that takes place only after the practical work.

The aim of this Series is to help you use research guides in studio and studio supplementary disciplines, connect a research theme with a thesis to be explored, organise evidence logically, and report your research in a systematic manner.

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We shall commence this Series by examining the foundations of studio research and the relationship between practical activity and research evidence. Next, we will consider how to identify a research theme, develop a workable thesis, and connect evidence to studio decisions. We will then study how to organise research reports, present methods and findings, and use evidence to support interpretation. Finally, we will examine how to integrate visual and written documentation and review a final studio research report for clarity and completeness.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- SLO 4.1 explain the purpose of studio research and relate studio activities to research evidence,
- SLO 4.2 formulate a research theme and develop a focused thesis for studio investigation,
- SLO 4.3 organise research evidence and present methods, findings, and interpretations systematically,
- SLO 4.4 integrate visual and written documentation into a coherent studio research report and evaluate its quality.

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4.1 Foundations Of Studio Research

4.1.1 Meaning and purpose of studio research

Studio research is a systematic investigation carried out through practical activity, observation, reading, experimentation, reflection, and documentation. In studio practice, you may investigate a material, process, visual problem, cultural subject, or creative idea while making work. The purpose is to generate knowledge that can guide decisions and explain how the work develops.

Fill in the blank: Studio research is a systematic investigation carried out through practical activity, observation, reading, experimentation, reflection, and _____.

4.1.2 Research in studio and supplementary disciplines

Studio research may be supported by disciplines such as art history, cultural studies, design, anthropology, technology, or education, depending on the topic. These supplementary areas can provide concepts, historical information, methods, or contextual evidence that help you interpret and develop studio work.

Fill in the blank: Disciplines that support studio research by providing concepts, methods, or contextual evidence are called _____ disciplines.

4.1.3 Linking practice with research evidence

Your practical activity can produce evidence when you record observations, test materials, compare outcomes, photograph stages, or keep reflective notes. Linking this evidence to research questions helps you explain why a particular process or visual decision was selected and what was learned from it.

Studio research: Systematic inquiry that connects practical creative activity with investigation and reflection. Supplementary discipline: An additional field of knowledge that supports the interpretation or development of studio research.

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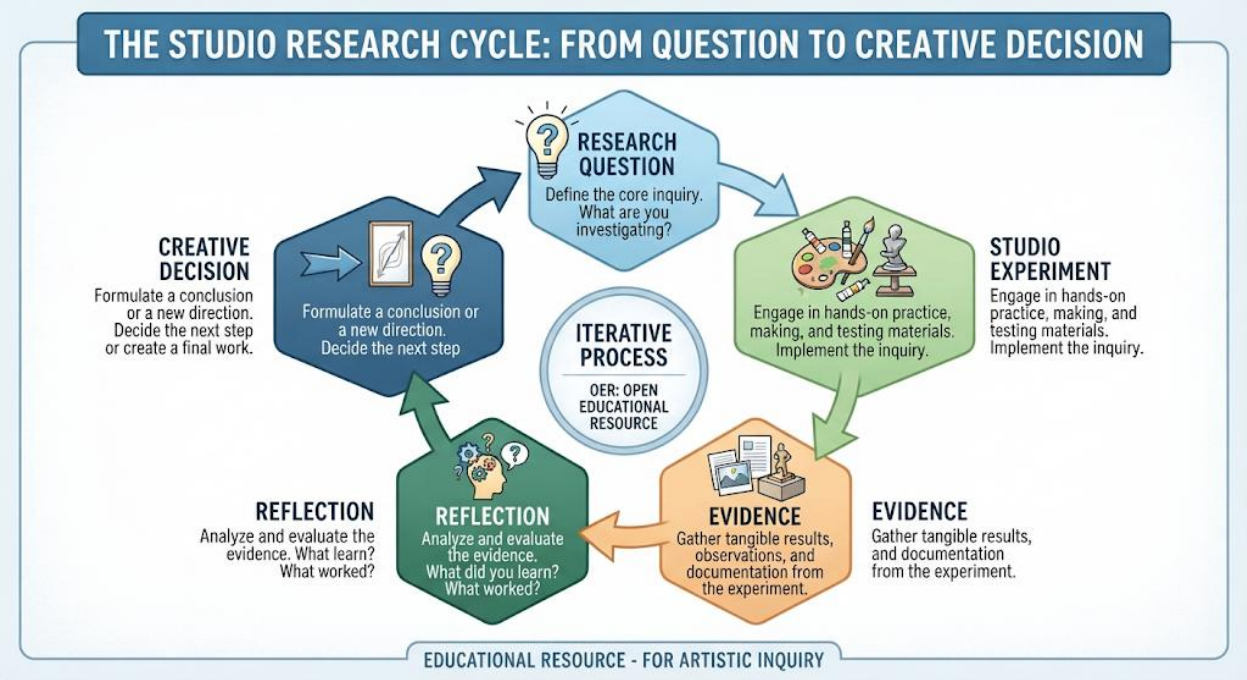

Figure 4.1 Studio research cycle.

Fill in the blank: Recording practical experiments and reflections helps you generate research _____.

Pilot questions 4.1

1. 1. Studio research is best described as: a) Random studio activity b) Systematic inquiry connected to practical creative work c) Copying finished artworks d) Avoiding documentation
2. 2. Supplementary disciplines support studio research by providing: a) Context and methods b) Only studio materials c) Only exhibition space d) Random ideas
3. 3. Which activity can generate useful studio research evidence? a) Recording and comparing practical experiments b) Ignoring outcomes c) Removing all notes d) Avoiding reflection
4. 4. Linking practice with evidence helps the researcher to: a) Explain creative decisions b) Avoid research questions c) Eliminate experimentation d) Avoid documentation

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5. 5. Reflection in studio research is useful because it helps you: a) Interpret what was learned from practice b) Replace all practical work c) Avoid evaluating outcomes d) Ignore research evidence

4.2 Research Themes And Thesis Development

4.2.1 Identifying a research theme

A research theme is a broad area of interest that gives direction to an investigation. In studio practice, a theme may concern identity, environment, memory, material culture, technology, place, or another relevant subject. You should narrow a broad theme by considering what aspect can be investigated within the available time, resources, and studio context.

Fill in the blank: A research theme is a broad area of _____ that gives direction to an investigation.

4.2.2 Developing a research thesis

A research thesis is a focused statement or position that the investigation seeks to examine, explain, or support. A workable thesis should be specific enough to guide evidence gathering and practical experimentation. It should also allow you to develop an argument rather than merely describe a topic.

Fill in the blank: A research thesis is a focused statement or _____ that an investigation seeks to examine, explain, or support.

4.2.3 Connecting theme, evidence, and studio practice

After selecting a theme and thesis, you should identify the evidence needed to explore them. Evidence may include scholarly texts, interviews, observations, visual references, material tests, sketches, photographs, and reflective records. Connecting these sources to studio decisions keeps the practical work related to the research problem.

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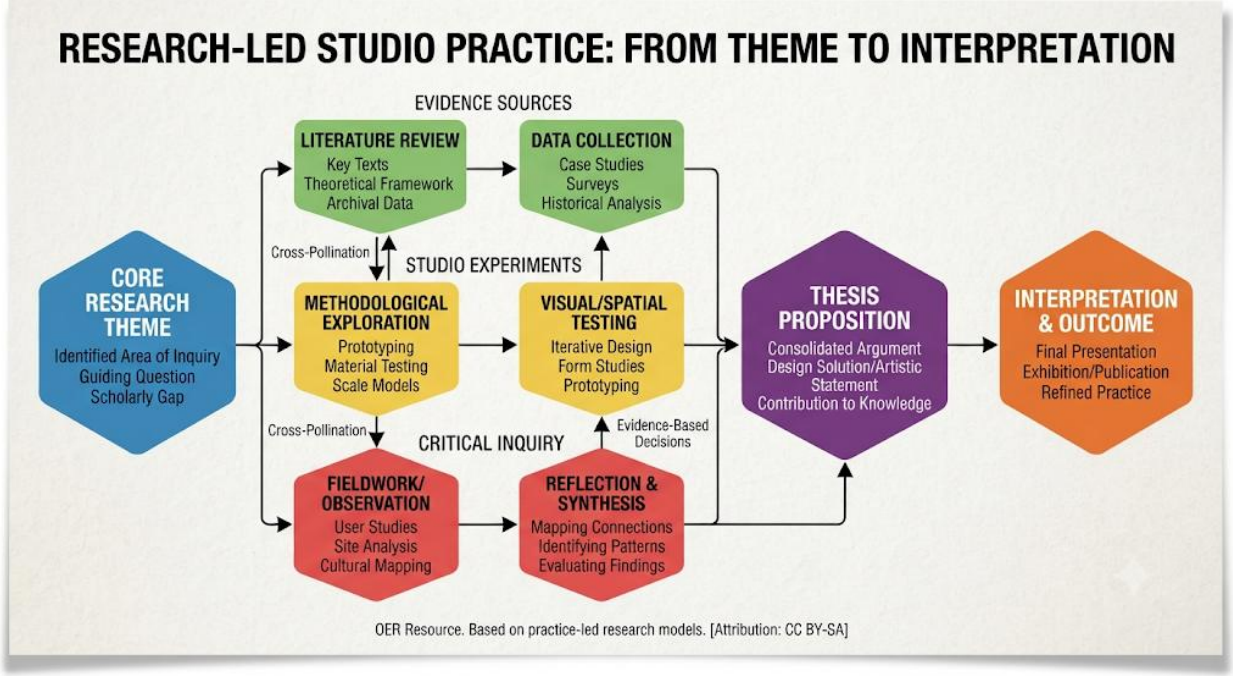

Plate 4.2 Linking theme, thesis, and studio practice.

Fill in the blank: Connecting evidence to studio decisions keeps practical work related to the research _____.

Pilot questions 4.2

1. A research theme provides: a) A broad area of interest b) A final bibliography only c) A finished artwork d) A page layout
2. A workable thesis should be: a) Focused enough to guide investigation b) Completely unrelated to the theme c) Only a title d) Impossible to investigate
3. Which can serve as evidence in studio research? a) Material tests and reflective records b) Unrelated advertisements c) Blank pages d) Unrecorded guesses
4. Narrowing a broad theme helps the researcher to: a) Develop a manageable investigation b) Avoid evidence c) Eliminate practical work d) Remove the research question
5. Connecting theme, thesis, and studio practice helps to: a) Maintain a clear relationship between inquiry and making b) Separate research from practice completely c) Avoid interpretation d) Replace evidence with opinion

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4.3 Systematic Research Reporting

4.3.1 Organising research reports

A systematic research report presents information in a logical sequence so that readers can follow the investigation. Depending on the project, you may organise the report around an introduction, research problem or theme, methods, findings or observations, discussion, conclusion, and references. The exact arrangement should suit the research purpose and requirements.

Fill in the blank: A systematic research report presents information in a _____ sequence.

4.3.2 Presenting methods, findings, and discussion

The methods section explains how you carried out the investigation, including relevant sources, field activities, studio experiments, or procedures. Findings present what you observed or discovered, while discussion interprets the significance of those findings in relation to the research theme and thesis.

Fill in the blank: The discussion section interprets the _____ of research findings in relation to the study.

4.3.3 Using evidence to support interpretation

Interpretation becomes stronger when claims are supported by relevant evidence. You should distinguish between what the evidence shows and what you infer from it. For example, a studio experiment may show that a material behaves in a particular way, while your discussion explains what that behaviour means for the creative direction of the project.

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Fill in the blank: Research interpretations become stronger when claims are supported by relevant _____.

Pilot questions 4.3

1. 1. A systematic report is organised so that readers can: a) Follow the investigation logically b) Guess the research process c) Ignore the evidence d) Avoid the conclusion
2. 2. The methods section explains: a) How the investigation was carried out b) Only the final artwork title c) The bibliography alone d) Personal preferences only
3. 3. Findings present: a) What was observed or discovered b) Only future plans c) Unrelated opinions d) Decorative elements
4. 4. The discussion section mainly: a) Interprets the significance of findings b) Lists page numbers c) Repeats the title d) Removes evidence
5. 5. A strong research interpretation should be supported by: a) Relevant evidence b) Guesswork alone c) Unrelated quotations d) Unsupported claims

4.4 Presenting Studio Research Outcomes

4.4.1 Structure of a studio research report

A studio research report should show how the investigation developed from a research problem or theme through methods, evidence, interpretation, and conclusion. It may also explain the relationship between practical outcomes and the ideas investigated. A clear structure helps readers understand both the research process and the creative implications of the findings.

Fill in the blank: A studio research report should show how an investigation developed from a research problem or _____ through evidence and interpretation.

4.4.2 Integrating visual and written documentation

Visual documentation can include sketches, photographs, diagrams, process images, tables, or other relevant records. Written documentation explains what the visual material shows and why

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it matters to the research. When you integrate both forms carefully, readers can connect practical development with the written argument.

Fill in the blank: Written documentation should explain what visual material shows and why it _____ to the research.

4.4.3 Reviewing and refining the final report

Before submitting a studio research report, review the sequence of ideas, evidence, citations, visual documentation, grammar, and references. Check that each major claim is supported, that images are clearly labelled, and that the conclusion responds to the research theme and thesis. Revision helps remove gaps and improve clarity.

Visual documentation: Recorded visual evidence such as sketches, photographs, diagrams, or process images used to support a research report. Research finding: An observation or result obtained from the investigation. Systematic reporting: Presenting research information in an organised and logical sequence.

Fill in the blank: Reviewing a report before submission helps identify gaps and improve _____.

1. Pilot questions 4.4
2. 1. A studio research report should connect: a) Research, evidence, interpretation, and practical outcomes b) Only images and titles c) Unrelated studio activities d) Bibliography and page colour
3. 2. Visual documentation may include: a) Sketches and process photographs b) Only written quotations c) Unrelated advertisements d) Blank pages
4. 3. Written documentation is important because it: a) Explains the significance of visual evidence b) Replaces all visual evidence c) Removes the research argument d) Avoids interpretation
5. 4. Before submission, a researcher should check: a) Evidence, citations, labels, grammar, and references b) Only the cover page c) Only font size d) Only the title

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5. Revision improves a report by: a) Removing gaps and improving clarity b) Eliminating evidence c) Avoiding citations d) Replacing the research theme

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Series summary

This Series has introduced you to studio research and systematic reporting as ways of connecting practical creative activity with organised inquiry. We began by examining the meaning and purpose of studio research, the role of supplementary disciplines, and the importance of linking practical activity with evidence. We then explored how to identify a research theme, develop a thesis, and connect evidence to studio practice.

We also examined how to organise research reports, present methods, findings, and discussion, and use evidence to support interpretation. Finally, we considered the structure of a studio research report, the integration of visual and written documentation, and the importance of reviewing and refining a report before submission. These skills will help you report studio investigations logically and systematically.

Glossary of terms

- Evidence: Information, observation, record, or material used to support a research claim or interpretation.
- Finding: An observation or result obtained from a research investigation.
- Research theme: A broad area of interest that gives direction to an investigation.
- Research thesis: A focused statement or position that an investigation seeks to examine, explain, or support.
- Studio research: Systematic inquiry that connects practical creative activity with investigation and reflection.
- Supplementary discipline: An additional field of knowledge that supports the interpretation or development of studio research.
- Systematic reporting: Presenting research information in an organised and logical sequence.
- Visual documentation: Recorded visual evidence such as sketches, photographs, diagrams, or process images used to support research.

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Concept check questions 4

Objective questions

1. 1. Which practice best connects studio activity with research? a) Recording experiments and reflecting on outcomes b) Avoiding documentation c) Making without a research question d) Ignoring evidence (Linked to SLO 4.1)
2. 2. What is the main purpose of a research thesis? a) To provide a focused position for investigation b) To replace all evidence c) To list references only d) To describe page layout (Linked to SLO 4.2)
3. 3. Which section explains how an investigation was carried out? a) Methods b) Glossary c) Title page d) Appendix only (Linked to SLO 4.3)
4. 4. Which practice best strengthens a studio research report? a) Integrating visual documentation with written explanation b) Using images without labels c) Presenting unsupported claims d) Omitting references (Linked to SLO 4.4)

Short-answer questions

5. 5. Explain two ways studio practice can generate research evidence. (Linked to SLO 4.1)
6. 6. Describe how a research theme can be developed into a focused thesis. (Linked to SLO 4.2)
7. 7. Explain why methods, findings, and discussion should be clearly distinguished in a research report. (Linked to SLO 4.3)

Long-answer questions

8. 8. Analyse how a researcher can connect a studio theme, research evidence, practical experimentation, and interpretation in one coherent investigation. (Linked to SLO 4.2)

- Basic response: A researcher can begin with a focused theme, identify a thesis, gather relevant evidence, test ideas through studio practice, and interpret the results in relation to the research problem.

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- Value-added response: The connection becomes stronger when practical experiments are documented systematically and compared with scholarly, visual, or field evidence. This allows the researcher to explain how evidence influenced creative decisions and how studio outcomes contributed to the investigation.

9. 9. Evaluate the importance of systematic reporting and visual documentation in communicating studio research findings. (Linked to SLO 4.4)

- Basic response: Systematic reporting organises the research logically, while visual documentation provides evidence of practical development. Together they help readers understand the investigation and its outcomes.
- Value-added response: Systematic reporting also makes the research traceable by showing how methods, evidence, interpretation, and conclusions are connected. Carefully labelled visual documentation strengthens this relationship by allowing readers to see stages of development and relate them to the written explanation.

Answers to concept check questions 4

1. 1. a) Recording experiments and reflecting on outcomes
2. 2. a) To provide a focused position for investigation
3. 3. a) Methods
4. 4. a) Integrating visual documentation with written explanation
5. 5. Studio experiments, observations, material tests, sketches, photographs, and reflective notes can all generate evidence when they are deliberately recorded and related to the research question.
6. 6. A researcher can narrow a broad theme by identifying a specific issue, defining what will be investigated, and formulating a focused position that can be explored with available evidence and studio activities.
7. 7. The methods explain how the investigation was conducted, findings present what was observed or discovered, and discussion interprets the significance of those findings. Distinguishing them makes the report clearer and more logical.
8. 8. See responses above.

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9. 9. See responses above.

Answers to pilot questions 4

Part 1 (Foundations of Studio Research)

1. 1. b) Systematic inquiry connected to practical creative work
2. 2. a) Context and methods
3. 3. a) Recording and comparing practical experiments
4. 4. a) Explain creative decisions
5. 5. a) Interpret what was learned from practice

Part 2 (Research Themes and Thesis Development)

1. 1. a) A broad area of interest
2. 2. a) Focused enough to guide investigation
3. 3. a) Material tests and reflective records
4. 4. a) Develop a manageable investigation
5. 5. a) Maintain a clear relationship between inquiry and making

Part 3 (Systematic Research Reporting)

1. 1. a) Follow the investigation logically
2. 2. a) How the investigation was carried out
3. 3. a) What was observed or discovered
4. 4. a) Interprets the significance of findings
5. 5. a) Relevant evidence

Part 4 (Presenting Studio Research Outcomes)

1. 1. a) Research, evidence, interpretation, and practical outcomes
2. 2. a) Sketches and process photographs
3. 3. a) Explains the significance of visual evidence
4. 4. a) Evidence, citations, labels, grammar, and references

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5. 5. a) Removing gaps and improving clarity

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- Figure 4.1 Studio research cycle. AI-generated illustration using the prompt: “Create a clear educational diagram showing a cycle connecting research question, studio experiment, evidence, reflection, and creative decision.” Suggested source search string: “studio research process diagram OER”.
- Plate 4.2 Linking theme, thesis, and studio practice. AI-generated illustration using the prompt: “Create an educational planning diagram showing a research theme leading to a thesis, evidence sources, studio experiments, and interpretation.” Suggested source search string: “research theme thesis studio practice diagram OER”.
- Course content references Based on FAA 371: Research Methods course outline and learning outcomes provided by the course content.
- Attribution style References are presented in institutional style, consistent with APA guidelines for educational materials.

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5 Bibliography, References, and Documentation

Series outline

- Part 1 (5.1): Foundations of Bibliographic Research
    - Sub-Part 5.1.1: Meaning and Purpose of Bibliography
    - Sub-Part 5.1.2: Locating Primary and Secondary Sources
    - Sub-Part 5.1.3: Evaluating and Selecting Research Sources
- Part 2 (5.2): Works Cited and Reference Lists
    - Sub-Part 5.2.1: Meaning and Purpose of Works Cited
    - Sub-Part 5.2.2: Constructing Reference Lists
    - Sub-Part 5.2.3: Distinguishing Bibliography, Works Cited, and References
- Part 3 (5.3): Footnotes and Endnotes
    - Sub-Part 5.3.1: Purpose and Uses of Footnotes
    - Sub-Part 5.3.2: Purpose and Uses of Endnotes
    - Sub-Part 5.3.3: Numbering and Linking Notes to Sources
- Part 4 (5.4): Documentation and Research Source Management
    - Sub-Part 5.4.1: Organising Sources and Research Records
    - Sub-Part 5.4.2: Consistency in Citation and Documentation
    - Sub-Part 5.4.3: Reviewing and Finalising Research Documentation

Introduction

Research becomes useful and verifiable when the sources used in an investigation are carefully located, recorded, organised, and documented. A bibliography, works cited list, reference list, footnotes, and endnotes each serve related but distinct purposes in communicating where research information comes from.

The aim of this Series is to help you compile and manage bibliography, works cited lists, references, footnotes, and endnotes accurately. You will learn how to locate and evaluate primary and secondary sources, distinguish different documentation systems, and organise your research records for clear presentation.

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We shall commence this Series by examining the foundations of bibliographic research, including the location and evaluation of sources. Next, we will study works cited lists and reference lists and distinguish them from a general bibliography. Following that, we will examine footnotes and endnotes, including their purposes and numbering. Finally, we will focus on organising research records, maintaining consistency, and reviewing documentation before submission.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- SLO 5.1 explain the purpose of bibliography and evaluate primary and secondary research sources,
- SLO 5.2 compile works cited and reference lists using appropriate documentation principles,
- SLO 5.3 apply footnotes and endnotes accurately to document sources and provide supporting information,
- SLO 5.4 organise, review, and refine research documentation for consistency, completeness, and academic integrity.

5.1 Foundations Of Bibliographic Research

5.1.1 Meaning and purpose of bibliography

A bibliography is an organised list of sources consulted during a research project. Depending on the requirements of a study, it may include books, journal articles, reports, websites, exhibition catalogues, interviews, archival materials, and other relevant sources. A bibliography helps you show the range of materials considered and provides a record that can guide further investigation. It is therefore more than a list of titles: it is part of the documentation that makes your research traceable.

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Fill in the blank: A bibliography is an organised list of _____ consulted during a research project.

5.1.2 Locating primary and secondary sources

Primary sources provide direct or original evidence relevant to a research topic. Examples may include original artworks, field notes, interviews, photographs, archival documents, questionnaires, and firsthand observations. Secondary sources interpret, analyse, or discuss primary materials and may include scholarly books, journal articles, reviews, and critical studies. You should locate both types when appropriate and record enough publication information to identify each source accurately.

Fill in the blank: Sources that provide direct or original evidence are called _____ sources.

5.1.3 Evaluating and selecting research sources

Not every source you find should automatically be included in your research documentation. Evaluate sources for relevance, authority, currency where appropriate, accuracy, and suitability for your research purpose. A scholarly article may provide stronger analytical support than an unsourced webpage, while a primary document may be essential when you need direct evidence. Keep complete source details from the moment you locate a useful item so that you do not have to reconstruct them later.

Bibliography: An organised list of sources consulted during research. Primary source: Original or direct evidence from a person, event, object, or record. Secondary source: A source that analyses, interprets, or discusses primary evidence.

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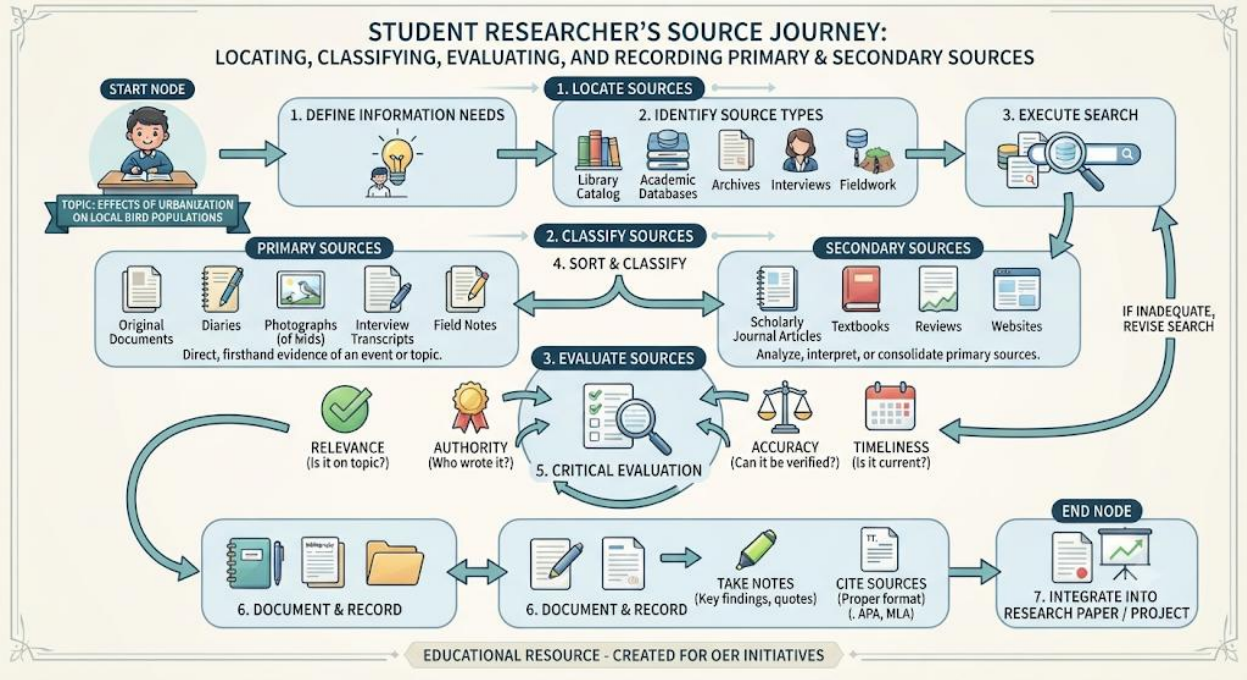

Figure 5.1 Source location and evaluation process.

Fill in the blank: Evaluating sources helps you select materials that are relevant, accurate, and _____ for your research purpose.

Pilot questions 5.1

1. 1. A bibliography is best described as: a) A list of unrelated websites b) An organised list of sources consulted during research c) A research question only d) A table of contents
2. 2. Which is a primary source? a) A textbook discussing an artist b) An original interview with an artist c) A review article d) A general encyclopedia
3. 3. Which is a secondary source? a) A field photograph taken by the researcher b) An original interview c) A scholarly article analysing an artwork d) An original archival letter
4. 4. Why should sources be evaluated before use? a) To determine relevance and reliability b) To increase the number of pages c) To avoid recording source details d) To replace primary evidence

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5. 5. Which practice supports accurate documentation? a) Recording complete source details when a source is found b) Waiting until submission to identify sources c) Recording only the title d) Ignoring publication information

5.2 Works Cited And Reference Lists

5.2.1 Meaning and purpose of works cited

A works cited list records the sources that are specifically cited in a research text. It is commonly associated with documentation systems such as MLA. If you quote, paraphrase, or otherwise cite a source in the body of your work, the corresponding source should normally appear in the works cited list. This creates a connection between the in-text citation and the full publication details at the end of the research document.

Fill in the blank: A works cited list records sources that are specifically _____ in a research text.

5.2.2 Constructing reference lists

A reference list provides the full details of sources cited in a research document. In systems such as APA, entries are arranged according to the required style rules and normally provide information such as author, date, title, and publication details. You should follow one documentation style consistently rather than mixing formats without a clear reason. The exact order and punctuation depend on the selected style and source type.

Fill in the blank: A reference list provides the full details of sources _____ in a research document.

5.2.3 Distinguishing bibliography, works cited, and references

Although the terms are sometimes used loosely, bibliography, works cited, and references are not always identical. A bibliography may include sources consulted even when they are not directly

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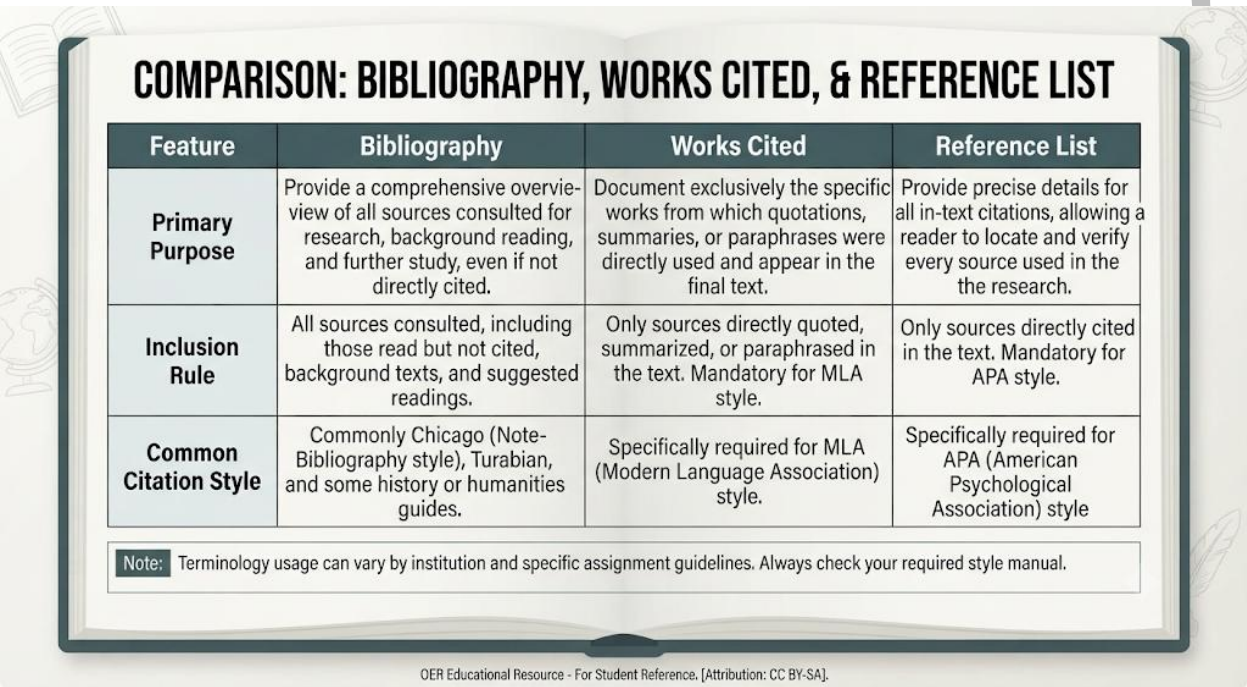
cited. A works cited list focuses on works cited in the text, while a reference list records sources cited according to a particular referencing system. Understanding the distinction helps you choose the correct heading and include the appropriate sources for your assignment.



COMPARISON: BIBLIOGRAPHY, WORKS CITED, & REFERENCE LIST

Feature	Bibliography	Works Cited	Reference List
Primary Purpose	Provide a comprehensive overview of all sources consulted for research, background reading, and further study, even if not directly cited.	Document exclusively the specific works from which quotations, summaries, or paraphrases were directly used and appear in the final text.	Provide precise details for all in-text citations, allowing a reader to locate and verify every source used in the the research.
Inclusion Rule	All sources consulted, including those read but not cited, background texts, and suggested readings.	Only sources directly quoted, summarized, or paraphrased in the text. Mandatory for MLA style.	Only sources directly cited in the text. Mandatory for APA style.
Common Citation Style	Commonly Chicago (Note-Bibliography style), Turabian, and some history or humanities guides.	Specifically required for MLA (Modern Language Association) style.	Specifically required for APA (American Psychological Association) style

Note: Terminology usage can vary by institution and specific assignment guidelines. Always check your required style manual.

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Plate 5.2 Comparing documentation lists.

Fill in the blank: A works cited list focuses on works _____ in the research text.

1. Pilot questions 5.2
2. 1. A works cited list normally contains: a) Sources specifically cited in the text b) Every source ever read by the researcher c) Only websites d) Only unpublished notes
3. 2. A reference list provides: a) Full details of cited sources b) Only source titles c) Only page numbers d) A summary of findings
4. 3. A bibliography may include: a) Sources consulted during research, including some not directly cited b) Only sources cited in one paragraph c) Only interviews d) Only images
5. 4. Why is it important to distinguish these lists? a) To use the correct documentation practice b) To make the report longer c) To avoid source evaluation d) To remove citations

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5. What should you do when using a documentation style? a) Apply its rules consistently b) Mix styles randomly c) Omit publication details d) Change formats within each entry

5.3 Footnotes And Endnotes

5.3.1 Purpose and uses of footnotes

A footnote is a note placed at the bottom of the page where a source, explanation, or additional comment is needed. Footnotes can document sources, provide clarification, or supply information that would interrupt the main discussion if placed in the body of the text. In a research report, use footnotes only where they serve a clear purpose and follow the selected documentation style.

Fill in the blank: A footnote is a note placed at the _____ of the page.

5.3.2 Purpose and uses of endnotes

An endnote is a note collected at the end of a chapter, section, or complete document rather than at the bottom of the page. Like footnotes, endnotes can provide source information or supplementary explanation. They are particularly useful when a document contains many notes and the writer wants to keep individual pages visually less crowded.

Fill in the blank: An endnote is a note collected at the _____ of a chapter, section, or document.

5.3.3 Numbering and linking notes to sources

Notes should be numbered in a clear sequence and linked to the relevant point in the text. A superscript number in the text directs the reader to the corresponding note. When the same source is used again, follow the rules of the selected style for repeated citations rather than

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creating confusing or incomplete references. Accurate numbering makes it easier for readers to trace claims and supporting sources.

Fill in the blank: A superscript number in the text directs the reader to the corresponding _____.

Pilot questions 5.3

1. 1. A footnote appears: a) At the bottom of the page b) Only in the bibliography c) On the title page d) In the glossary
2. 2. An endnote is normally placed: a) At the end of a chapter, section, or document b) Inside a figure c) Before the title d) In the page margin only
3. 3. Footnotes and endnotes may be used to: a) Document sources and provide supplementary information b) Replace all research evidence c) Remove citations d) Create headings
4. 4. Why are notes numbered? a) To connect notes with the relevant points in the text b) To decorate the page c) To replace references d) To identify chapters only
5. 5. Accurate note numbering helps readers: a) Trace claims and supporting sources b) Avoid reading the report c) Ignore citations d) Remove source details

5.4 Documentation And Research Source Management

5.4.1 Organising sources and research records

Good source management begins while you are researching, not after the report is finished. Keep a consistent record of authors, titles, dates, publishers, page numbers, URLs where relevant, access dates when required, and notes about how each source was used. You may organise sources alphabetically, by theme, by project stage, or with reference-management tools, provided the system allows you to retrieve information accurately.

Fill in the blank: Good source management begins _____ you are researching, not only when the report is finished.

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5.4.2 Consistency in citation and documentation

Consistency means applying the same documentation rules throughout a research report. Check author names, dates, titles, punctuation, italics, page numbers, note numbering, and ordering against the selected citation style. Consistency also means ensuring that sources cited in the text are represented in the appropriate list or notes and that entries are not included without a clear relationship to the research.

Fill in the blank: Consistent documentation requires applying the same citation _____ throughout a research report.

5.4.3 Reviewing and finalising research documentation

Before submitting your research report, compare in-text citations, footnotes, endnotes, works cited entries, references, and bibliography entries with your research records. Check spelling of authors' names, publication dates, titles, page numbers, URLs, labels, and ordering. Remove incomplete entries and correct mismatches. A final documentation review strengthens academic integrity and makes it easier for another reader to locate the sources on which your work depends.

Source management: The organised recording and retrieval of information about research materials. Documentation style: A recognised set of rules for presenting citations and source information. Academic integrity: Responsible and honest presentation of research, including accurate acknowledgement of sources.

Fill in the blank: A final documentation review helps identify incomplete entries and correct citation _____.

Pilot questions 5.4

1. Good source management should begin: a) During the research process b) After submission c) Only during printing d) After the bibliography is graded

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2. Which information is useful to record for a source? a) Author, title, date, and publication details b) Only the cover colour c) Only the first word of the title d) Only the researcher's opinion
3. Consistency in documentation means: a) Applying the selected citation rules throughout the report b) Changing styles for every source c) Omitting repeated information randomly d) Using notes without numbers
4. Before submission, you should compare: a) Citations, notes, source lists, and research records b) Only the title page c) Only the page numbers d) Only the introduction
5. Reviewing documentation supports academic integrity because it: a) Helps ensure sources are acknowledged accurately b) Removes the need for citations c) Hides research sources d) Prevents source verification

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Series summary

This Series has introduced you to bibliography, works cited, reference lists, footnotes, endnotes, and systematic source documentation. We began with the foundations of bibliographic research, where you learned how to locate primary and secondary sources and evaluate them for relevance and reliability.

We then examined works cited and reference lists and distinguished them from a broader bibliography. Following that, we explored footnotes and endnotes, including their purposes, placement, numbering, and relationship to the text. Finally, we focused on source management, documentation consistency, and final review. By applying these practices, you can compile research documentation that is complete, traceable, and academically responsible.

Glossary of terms

- Academic integrity: Responsible and honest presentation of research, including accurate acknowledgement of sources.
- Bibliography: An organised list of sources consulted during research.
- Documentation style: A recognised set of rules for presenting citations and source information.
- Endnote: A note placed at the end of a chapter, section, or document.
- Footnote: A note placed at the bottom of the page where the related text appears.
- Primary source: Original or direct evidence from a person, event, object, or record.
- Reference list: A list providing full details of sources cited in a research document according to a selected documentation style.
- Secondary source: A source that analyses, interprets, or discusses primary evidence.

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Concept check questions 5

Objective questions

1. 1. Which statement best describes a bibliography? a) An organised record of sources consulted during research b) A list of only direct quotations c) A list of research questions d) A list of artworks without sources
2. 2. Which practice best distinguishes a works cited list from a general bibliography? a) A works cited list focuses on works cited in the text b) A works cited list contains no publication details c) A bibliography contains only websites d) A bibliography never includes books
3. 3. Which statement correctly distinguishes a footnote from an endnote? a) A footnote appears at the bottom of the page, while an endnote is collected at the end of a section or document b) A footnote is always a bibliography c) An endnote appears in the title d) They have no difference in placement
4. 4. Which practice best supports reliable research documentation? a) Recording complete source details during research and checking them before submission b) Reconstructing all sources from memory c) Mixing documentation styles randomly d) Omitting sources that are difficult to locate

Short-answer questions

5. 5. Explain two reasons why a researcher should distinguish primary sources from secondary sources. (Linked to SLO 5.1)
6. 6. Describe the difference between a bibliography, a works cited list, and a reference list. (Linked to SLO 5.2)
7. 7. Explain how footnotes and endnotes help readers trace information in a research report. (Linked to SLO 5.3)

Long-answer questions

8. 8. Analyse how careful source management can improve the accuracy, traceability, and academic integrity of a research project. (Linked to SLO 5.4)

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- Basic response: Careful source management keeps author names, titles, dates, publication details, notes, and citation information organised so that sources can be identified and checked.
- Value-added response: Strong source management also allows the researcher to connect each claim to its evidence, detect missing or inconsistent citations, retrieve materials efficiently, and demonstrate responsible academic practice.

9. 9. Evaluate the importance of reviewing bibliography, references, works cited entries, footnotes, and endnotes before submitting a research report. (Linked to SLO 5.4)

- Basic response: A final review helps identify missing information, incorrect details, inconsistent formatting, and mismatches between citations and source lists.
- Value-added response: A systematic review improves the credibility and traceability of the report because readers can follow the documentation accurately and locate the sources that support the research.

Answers to concept check questions 5

1. 1. a) An organised record of sources consulted during research
2. 2. a) A works cited list focuses on works cited in the text
3. 3. a) A footnote appears at the bottom of the page, while an endnote is collected at the end of a section or document
4. 4. a) Recording complete source details during research and checking them before submission
5. 5. Primary sources provide direct evidence, while secondary sources analyse or interpret evidence. Distinguishing them helps the researcher understand the nature and authority of the material being used.
6. 6. A bibliography may include sources consulted during research; a works cited list focuses on works cited in the text; and a reference list records cited sources according to the requirements of a selected documentation style.
7. 7. Footnotes and endnotes connect numbered points in the text to source details or supplementary explanations, allowing readers to trace evidence and understand additional information without interrupting the main discussion.

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8. 8. See responses above.
9. 9. See responses above.

Answers to pilot questions 5

Part 1 (Foundations of Bibliographic Research)

1. 1. b) An organised list of sources consulted during research
2. 2. b) An original interview with an artist
3. 3. c) A scholarly article analysing an artwork
4. 4. a) To determine relevance and reliability
5. 5. a) Recording complete source details when a source is found

Part 2 (Works Cited and Reference Lists)

1. 1. a) Sources specifically cited in the text
2. 2. a) Full details of cited sources
3. 3. a) Sources consulted during research, including some not directly cited
4. 4. a) To use the correct documentation practice
5. 5. a) Apply its rules consistently

Part 3 (Footnotes and Endnotes)

1. 1. a) At the bottom of the page
2. 2. a) At the end of a chapter, section, or document
3. 3. a) Document sources and provide supplementary information
4. 4. a) To connect notes with the relevant points in the text
5. 5. a) Trace claims and supporting sources

Part 4 (Documentation and Research Source Management)

1. 1. a) During the research process
2. 2. a) Author, title, date, and publication details
3. 3. a) Applying the selected citation rules throughout the report

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4. 4. a) Citations, notes, source lists, and research records
5. 5. a) Helps ensure sources are acknowledged accurately

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- Figure 5.1 Source location and evaluation process. AI-generated illustration using the prompt: “Create a clear educational flowchart showing how a student researcher locates, classifies, evaluates, and records primary and secondary research sources.” Search string: “primary secondary sources research diagram OER”.
- Plate 5.2 Comparing documentation lists. AI-generated illustration using the prompt: “Create an educational comparison table for bibliography, works cited, and reference list, showing purpose, inclusion rule, and common citation style.” Search string: “bibliography works cited reference list comparison OER”.
- Course content references Based on FAA 371: Research Methods course outline and learning outcomes provided by the course developer, with emphasis on bibliography, works cited, references, footnotes, endnotes, source location, and documentation.
- Attribution style References are presented in institutional style, consistent with APA guidelines for educational materials. Where AI-generated illustrations are used, the generation prompt and search string are stated for attribution and traceability.

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