FLINDERS’ RESEARCH IMPACT

Research is a fundamental cornerstone of our mission as a University. Through research, and research-led teaching, we build and develop the knowledge and capabilities that improve lives and enhance society as a whole.

90% OF FLINDERS RESEARCH RATED WORLD-STANDARD OR ABOVE*

*Flinders rating 89.7%, rounded up to 90%. Excellence in Research for Australia, 2018.

Check out some of our current research initiatives at flinders.edu.au/research

ADVICE FROM THOSE WHO HAVE BEEN THERE

In this brochure you’ll find tips from the following Flinders students who recently completed Research Project, plus insight from practicing academics.

You can also contact our team of friendly Prospective Student Advisors via askflinders@flinders.edu.au

CLARRIE
Bachelor of Health Sciences/Master of Occupational Therapy student

Research Project:
What is an effective fitness program specific to teenage fast bowlers in cricket?

SARAH
Bachelor of Medical Science/Master of Speech Pathology student

Research Project:
How can I organise a charity fundraising event for a cause?
WHAT IS THE SACE RESEARCH PROJECT?

Research Project is a 10 credit subject which you are required to complete to pass your SACE. There are two different versions (A or B). Check with your teachers to confirm which you are enrolled in. Your performance in the Research Project may influence your ATAR at the end of Year 12. There are 3 components - folio, outcome and review or evaluation.

HOW WILL RESEARCH PROJECT BENEFIT YOU?

• Opportunity for you to study a topic not offered in SACE or at your school
• Develop independent research skills
• Showcase your skills in an area you’re passionate about

MILLY
Bachelor of Psychology (Honours)

Research Project: How does body image influence our self esteem and our societal interactions?

PROFESSOR MARTIN WESTWELL
Director of Flinders Centre for Science Education in the 21st Century

Research Area: The science of learning.

MS JENNIFER FANE
PhD candidate and associate lecturer in Health and Early Childhood Education

Research Area: How emojis can be used to elicit young children’s experiences and understandings of their own wellbeing.
GETTING STARTED...

Finding the right topic and question for your Research Project can be challenging but not impossible. Being interested and passionate about your topic is the key to success and will help you to develop skills transferable to your other SACE subjects.

Conducting some preliminary research before confirming your topic is a great way to decide whether that research focus is for you. Not only can this rule out topics that are not as appealing as you first thought, but also can ensure there's substantial information available, and accessible, for your research.

LOOKING FOR SOME INSPIRATION?

3MT

Take a look at Flinders’ 3MT (3 Minute Thesis) Competition. The 3MT page includes a collection of videos from current PhD candidates. The best part; they’re only 3 minutes long! These videos can be used as inspiration for your own Research Project and are fantastic tools for learning how research impacts the community.

flinders.edu.au/3mt

FLINDERS RESEARCH NEWS

Flinders Research News is a great way for you to find out what’s currently being researched in a potential area of interest.

flinders.edu.au/news
LOOKING FOR TOP ACADEMIC SOURCES?

Flinders University Library invites SACE students to register as users to access services and an expansive collection of resources to assist with your project (plus it’s FREE!). Be sure to complete a registration form and have it signed by both yourself and your Research Project teacher. flinders.edu.au/schools-borrowing

WANT TO GAIN INFORMATION FROM A FIELD EXPERT?

Allow plenty of time.

Ask a Flinders Expert is a site which gives you access to academic staff from a wide range of research areas – whether it be cancer research to tourism, psychology, film, sleep and plenty more. Once you’ve located your expert, you can view their area(s) of research, publications they have written, plus their contact details. flinders.edu.au/research-supervisor

QUICK TIPS FOR CONTACTING EXPERTS IN THE FIELD:

• Write from your school email address using formal language (e.g. Dear, Yours sincerely... etc.), and sign-off using your full name.

• Let the expert know what school you’re from and that you’re undertaking the SACE Research Project.

• Briefly outline your project and question. The expert won’t be able to answer your whole question in one response, so identify 2-3 clear points/sub-questions you want to seek their advice on.

• Let the expert know what other sources you’re investigating (e.g. peer reviewed articles).

• Have a back-up plan in case the expert you contact is unable to assist with your specific topic and questions. Are there other experts in this field? Are there other sources available?
**NEED SOME HELP RESEARCHING AND WRITING?**

The Flinders University Student Learning Centre provides supports to Flinders University students. They have a number of online guides that anyone can access and you may find these useful for your project. There are guides on effective research, note taking, academic writing, referencing, and many more.

[students.flinders.edu.au/study-support/slc](students.flinders.edu.au/study-support/slc)

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**CONSTRUCTING YOUR FOLIO**

Developing your research is an essential element of your project and something we believe is a great skill to have. To help you out we’ve developed a few tips as examples of how to successfully annotate and reflect your sources in producing your folio.

Go further than simply highlighting key words – **annotate your sources** to show in-depth thinking.

**Ways to do this include:**
- writing or creating electronic notes on your sources;
- colour coding aspects of your research that relate to your chosen capabilities;
- expressing why the information is useful and how it could extend your research.

**Produce tables to summarise your research.**

This can be a fantastic way to start thinking about what direction you would like your outcome to go and demonstrates that you can think critically about your sources.

*What I found to be incredibly useful when completing the research project was, in order to keep track of the main sources and articles utilised, creating and maintaining a table where I summarised the content and judged its relevance to my own project. This helped me immensely in figuring out how to make my project as significant as possible to my overall question.*  

- Milly
7. As a teacher, do you think that it is easy to identify when anxiety is impacting a student’s academic performance?

To be honest, no I don’t think it is easy to identify when someone experiences anxiety. People with anxiety often try to mask it and they are usually pretty good at doing this! The vast majority (but not all) of anxiety symptoms are invisible (heart racing, feelings of fear etc) and for this reason it can be difficult to detect.

8. Based on your experience, what impact do you consider school stresses have on student’s mental and physical wellbeing?

Anxiety is an illness that can be triggered by stress – and Year 12 is a particularly stressful period of a young adult’s life, so it is not entirely surprising that the stresses of school are enough to trigger an anxiety episode. Unfortunately when someone becomes particularly stressed for an extended period of time, then this can adversely impact their physical health – I recommend that you research the General Adaption Syndrome for further information.

9. Do you feel that school adequately provides services and provisions for the needs of students suffering from anxiety?

I would say that if the school is aware, then yes they are more than happy to make accommodations for the students suffering from anxiety – such as extensions for assignments, and extra time in examinations. The problem is though, that schools are not always made aware of the situation – and if they don’t know, then they can’t help!

Could include this in brochure to students but could students lie about anxiety to misuse these provisions?

10. What advice or strategies would you give teenagers completing Year 12 in regards to managing their anxiety?

Time management to minimise stress! This can be achieved by putting together a study planner which outlines what needs to be done and when. It is important to pencil in times for breaks and also recreational activities such as exercise, hanging out with friends and relaxation.

Use class time wisely – the more you get done at school, the less you need to do at home!

Be open and honest with your teachers – they are more than happy to help you but can only do so if they know what’s going on.

Key tip: People need to reward themselves so they do not get bogged down.

Positive student-teacher relationships are key to help students achieve with minimal stress.

Teachers cannot help if they are not aware of the issue. Students who have anxiety need to let their teachers know what’s going on as their teachers are usually able to help them more than they know.

Key point that I hadn't even considered. People with anxiety suffer in silence & may also fear to ask for help based on the fear that others won't believe them.

Anxiety may only be an issue for a person during senior schooling.

RESEARCH THIS! Start by looking in the Stage 2 Psych textbook.

The issue needs to be brought to their attention.

These provisions could relieve anxiety even if they are not used. The knowledge that they have it could provide as a safety net.

Could include this in brochure to students but could students lie about anxiety to misuse these provisions?
### Key Points Established Through the Research Process – Stress and Anxiety in Year 12

**Established Through the Research Process – Stress and Anxiety in Year 12**

<table>
<thead>
<tr>
<th><strong>Source/Outcome</strong></th>
<th><strong>Reference to SACE General Capabilities</strong></th>
<th><strong>Classroom Management and Planning</strong></th>
<th><strong>Year 12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Various activities would take people by surprise, and20 students in all 4 student teams in an interview to form an understanding of how stress is experienced by students.</td>
<td>Understanding students' interests, self and social life, balance between study and sport, habits, this includes managing a balance between study and sleep.</td>
<td>Time management and planning is critical in Year 12.</td>
<td>Time management is a critical strategy to reduce stress in Year 12.</td>
</tr>
<tr>
<td>An internal interview was conducted by most sources, including students who have experienced stress in Year 12.</td>
<td>Interview and Case Study</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Year 12 academic workloads can impact stress experienced by students in Year 12.</td>
<td>Research project question surrounding Year 12 academic workloads and stress can be framed to include the interview, interviewee teachers in interviewees, interviewees, interviewees, interviewees.</td>
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<td>Internal interviews and Case Study, interview and Case Study</td>
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</table>

**An example of a research summary table**

<table>
<thead>
<tr>
<th>What is known:</th>
<th>Outcomes and opportunities:</th>
<th>Sources:</th>
<th>Key factor:</th>
</tr>
</thead>
<tbody>
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</table>
PRESENTING YOUR OUTCOME

The purpose of the outcome is to answer the research project question. Different modes of presentation are more suitable for certain questions, whether that be in written, oral or multimodal form. It is also important to ensure that you are concise and specific when presenting your findings using evidence and examples.

HOW WILL YOU PRESENT YOUR INFORMATION TO YOUR AUDIENCE?

Once you’ve compiled your folio, you’ll be in a position to make a final decision about how you’ll present your research as an outcome (report/essay, video, text, info graphics, graphs, or photographs).

My research involves asking young children about their understandings of wellbeing using emojis to illicit their responses. Because of the highly visual nature of my research, I use a significant amount of info-graphics which I create to present my findings. There is no one right or wrong way, but a clear and concise presentation of your outcome is essential for any successful research project. - Jennifer

Pay a lot of attention to referencing throughout your outcome, it is important it is done thoroughly and correctly. This means being consistent with your referencing method for the whole assignment, and making sure all your references are in alphabetical order in the bibliography.

If you choose to do an oral or multimodal presentation like I did, you still must reference! - Clarrie
DON’T FORGET YOUR EVALUATION OR REVIEW

There’s a danger that we think of an evaluation or review as something we do at the end of a project, but this isn’t the case.

The evaluation or review is personal. It is about analysing, not re-telling, what you did for your research project and how certain situations enabled you to develop specific skills and capabilities.

Similarly to both the folio and outcome, being concise and specific is central to creating a strong evaluation or review.

It’s important to think about the review or evaluation all the way through. My rule is that whenever I have an emotional response, it’s worth capturing it in a notebook or the journal. If something goes really well and makes me happy – I make a note of it. If I really struggle or I’m challenged by something and it makes me confused for a while – I make a note of it. If I get excited about an opportunity – I make a note of it. These notes I collect along the way really help me to look back and evaluate the process. - Martin

Be sure to acknowledge what went wrong during your research and how you addressed it in terms of coming up with a solution to the problem. Also acknowledge what went really well/surprised you during your research and how it greatly benefitted you in your research. - Sarah

OUR QUICK TIPS FOR THE RESEARCH PROJECT

1. Always refer back to performance standards and make sure you are meeting assessment requirements.

2. Planning is key. Set yourself a timeline and stick to it.

3. Refer to the SACE Research Project Website to find support materials, such as exemplars, to get a feel for the standard of work expected for different grades.

4. Always back-up your work in multiple places (i.e. USB, Dropbox, Google Drive etc.) The more secure your work is the better.

5. Have an alternate plan in mind each step of the way in case something doesn’t go to plan. For instance, have a few experts in mind so you can contact another if one doesn’t get back to you.

6. Remember, if you score well in your Research Project, it can assist you in gaining an offer to Flinders University. Read more about our Research Project B pathway at flinders.edu.au/study/pathways/year-12-entry

7. Chat with us here at Flinders if we can be of any further assistance.
STAY CONNECTED WITH US

FLINDERS EXPLORER SIGN UP
flinders.edu.au/explorer

CHAT WITH OUR PROSPECTIVE STUDENT ADVISORS
askflinders@flinders.edu.au
1300 354 633