

## **Socratic Assessment fleshes out progressive of students.**

### **Review AP Research Performance Task (AP Research CED) :**

- **Academic Paper**
- **Presentation & Oral Defense**
  - Focus on evidence or data collected to answer your question.
  - Connect PREP to answering the oral defense questions – must be prepared for all of them. (Review them in class exercise. – Guide for research process.)
  - Twenty minutes includes oral defense, must allocate time for questions, it's a hard cut-off.
- **AP Research Vocabulary (Socratic Test Later This Week)**
- **PREP**
  - AP Research CED hand-out
  - Itemized List Page 8
  - 2" notebook, Mr. Nelson will try to get dividers so we have a uniform layout.

### **Distinguish Area of Inquiry & Research Question – Think of it as an abstract funnel.**

- You need to have a strong understanding of the **area of inquiry** (funnel). Tip of the funnel ultimately needs to hit the **gap**.
- Your preliminary research allows you to fabricate the funnel. **Preliminary research** must be **comprehensive** because funnels with holes in the sides are unusable.
- Comprehensive research requires you to have a passion for your area of inquiry. Floating to other areas of inquiry because interest wanes is devastating in AP Research so I won't allow it.

### **Research Question:**

- Not a question statement with impressive vocabulary that you imagine. Rather it is firmly grounded and directed by a VOLUME of research.
- Can be a couple sentences/questions. Often first defining an inquiry question, and second question addressing implications.
- Avoid basing your inquiry on one article with an interesting twist. Very likely will not be the most interesting part of your **area of inquiry**.
- Your **research question** will be vague at first, and will evolve. BUT what's important is that the area of inquiry DOES NOT change, and the research question is continuously narrowing.

**Teenage Brain Development** – Questioning nature (drives learning) works against performing tasks such as writing a college level senior thesis. Requires an exceptionally precocious, mature student. Blows my mind while also challenging all of us.

**Inquiry Proposal Form** – A step completed after preliminary research. Not a first step!!! Copy provided in package (Class activity aligns with LEADS).

**Library of Congress Subject Headings** – How many of you have the Mann book? Get them back from Mr. Wolf's class. Everyone reads the first four chapters.

**QUEST Model:**

- **Question(s)** = plural.
- **Understand** = Must know ALL of the questions that have previously been addressed in academic literature, and where these inquiries led in terms of findings.
- **Evaluate** = Multiple perspectives is much more than examining different views on a single topic. Now we assess the many approaches that experts in the field have taken in an **area of inquiry**.
- **Synthesis** = “Combine knowledge (**preliminary research**), ideas and your own perspective into an argument (**research question**).”
- **Team, Transport & Transmit** = “Collaborate (**peer editing**), reflect (document the inquiry, PREP), and communicate your argument (includes research question, methodology, findings and resolutions) suited to your audience (fellow students??). Think US Swim team.

***BOTTOM LINE: INITIAL FOCUS ON PRELIMINARY RESEARCH,  
ANNOTATED BIBLIOGRAPHY & RESEARCH NOTE CARDS***