



QUEENSLAND SCHOOL CURRICULUM COUNCIL

Module 4.11

It's Your Turn Again

Independent Study

D R A F T

Upper primary

Level **4**

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STRANDS

1. Time, continuity and change (TCC)
2. Place and space (PS)
3. Systems, resources and power (SRP)
4. Culture and identity (CI)

PURPOSE

This module provides an opportunity for students to:

- select and pursue a negotiated area of interest that develops one or more of the conceptual strands;
- confront a societal issue and, in doing so, develop a much greater empathy with individuals and groups that are in some way the same as or different to themselves;
- express their own imagination, creativity and style in documenting the results of an investigation involving the local community;
- present the results of social research that shows how the events that change the world are reflected in the lives of ordinary individuals.

Four options are provided that focus on achievement in each of the four strands. The students and the teacher may negotiate which option may be chosen . Each option provides the opportunity to target particular core learning outcomes. The four options are expanded in the Learning Experiences and Teaching Considerations section. The module intends to extend students beyond the traditional project-work approach.

LEVEL STATEMENTS AND CORE LEARNING OUTCOMES

Option A

Level statement	Core learning outcomes
<p>Level 4 in Strand 1: Time, continuity and change</p> <p>Students understand global trends over time and can use the processes of inquiry to process these.</p> <p>Students understand causes, effects and problems of social and environmental change in global settings of the past and present, and can describe existing and preferred solutions.</p> <p>Students understand that information about phenomena is selective representation and can critique evidence to create different perspective's about aspects of Australian and world history.</p>	<p>This module addresses the following core learning outcomes:</p> <p>TCC 4.2. Students create interpretations from given and found evidence to identify causes and effects of environmental and social changes in global settings, including the effects on indigenous cultures.</p> <p>TCC 4.4 Students communicate by using text, graphs and statistics how advantage and disadvantage have been shaped by social institutions in different places and different times.</p> <p>TCC 4.5 Students reflect by analysing a range of evidence for completeness, representativeness and reliability about Australian and global history.</p>

Option B

Level statement	Core learning outcomes
<p>Level 4 in Strand 2: Place and space</p> <p>Students understand the dynamic nature of natural systems and can describe how decisions affect environmental and economic sustainability.</p> <p>Students understand that there are different views about the care of places and can conduct a local field study to identify how these views affect a place and can suggest alternative care strategies.</p>	<p>This module addresses the following core learning outcomes:</p> <p>PS 4.3 Students participate cooperatively in a local field study by framing proforma questions and using measurement to identify differing views about the most effective way to care for a place.</p> <p>PS 4.4 Students communicate how processes and consequences of change impact on natural, social or built environments by comparing a range of evidence including observations, specimens, oral histories and various maps.</p>

Option C

Level statement	Core learning outcomes
<p>Level 4 in Strand 3: Culture and identity</p> <p>Students understand a range of factors which have lead to cultural change, and can indicate changes which might feasibly occur in the future.</p> <p>Students understand there are certain agencies, including media, which influence personal identity, and can analyse the influence that beliefs and values have on relationships with others.</p>	<p>This module addresses the following core learning outcomes:</p> <p>CI 4.4 Students communicate how media and religion have influenced Australian and Asian societies.</p> <p>CI 4.5 Students reflect upon personal experiences and those of other children to describe how social relationships are formed, what influences them and how to make them positive and peaceful.</p>

Option D

Level statement	Core learning outcomes
<p>Level 4 in Strand 4: Systems, resources and power</p> <p>Students understand the reasons for changing work patterns and relationships over time, and can participate effectively in decision-making processes to manage personal and others' resources.</p>	<p>This module addresses the following core learning outcomes:</p> <p>SRP 4.5 Students reflect on the values which have motivated human rights campaigns including those for the basic wage, citizenship and universal suffrage, and how these are maintained by organisations which include the United Nations, government and non-government organisations.</p>

BACKGROUND INFORMATION

Timing

It is suggested that this module be offered for most students at the beginning of the school year. Multi-age classes may use the more flexible arrangements to alter this. During the school year, there should be periods of peak time to further develop the skills required. Students should be given ample time to develop their piece of social research, but success may depend upon an early start. Research of this nature often involves members of the family, so time should be allowed to seek this type of assistance. Teachers may expect that students will finalise their independent research and be ready for presentation around September–October.

It is intended that core learning outcomes from this independent research module will be further developed at Level 6, as students once again will have an opportunity to participate in independent social research.

Teachers' role

The teacher's role will change during the progress of the learning activity. Initially, as children work through the orientation phase, they will need a lot of teacher guidance to help them understand the nature of an independent study, as well as understand the nature of this particular experience. Direct teaching has equal emphasis in supporting students to acquire the necessary skills for the independent research.

Ideas for choosing a focus

This module provides students with an opportunity to demonstrate their achievement of cumulated core learning outcomes from the primary years of schooling. The experience, however, should require both practical action and performance.

The investigation may be of a time or place other than that in which the student is living –that is, the experiences of someone of a different age or gender, but not based on a stereotype.

The independent study may begin with an investigation of, for example, a story told, a picture taken or a letter written. Each stimulus would provide an opportunity to confront the issues of the past, the present and the future. Oral history may be gathered from family, community members or artefacts. A streetscape may provide the stimulus. Primary sources such as a photograph of a social event or celebration, or a personal or family possession may initiate high interest.

Encourage students to interview a family member who can contribute to the information about a perspective of society. Most likely this would be an event that somehow affected the life of the storyteller. Stress to students

the need to keep a narrow focus, rather than a wider one which takes in a person's whole life story.

Photographs, maps, letters, postcards or artefacts such as cameras, toys, pieces of furniture, household items, clothing items, recreation items, cartoons from old newspapers or items that have used technology to improve the way of life also provide a stimulus for telling a story.

A class may decide on an area of general interest around which students may gather a wide perspective – for example, particular experiences of previous generations when they were the students' ages, previous students at a school or patients in a hospital, stories told to children in previous generations, travel experiences, different perspectives about a hazard that may have occurred in the local area.

In many respects, the nature of the independent study will take on the characteristics of a case study.

Further ideas for student choice of topics may be found in the Links section.

Ideas for teachers

The following points are intended to provide indicators for teachers about the desirable features of this particular social investigation.

1. Students should choose a clear focus for the topic.
2. The investigation should be purposeful – that is, it should contain features that are analysed in terms of social change. A clear sense of purpose is important in making the investigation manageable.
3. Gathering familiar data that is close to the student's personal and family experiences makes the researcher more easily able to locate the data in a social context.
4. Relationships should relate to contemporary cases and include a future's perspective. This ensures highlighting of conceptual issues, rather than simply a description of events.
5. Choose an appropriate research methodology – for example, oral history, case study.
6. The end product should contain an effective structure and depict appropriate sequencing.
7. Analyse supporting evidence for assumptions.
8. Genuine research should convey candour and honesty.
9. It is understood that social research is not meant to be presented in neutral objectivity. In social research, the scientific objectivity and the subjective interpretation are of equal value.
10. Include a resources list and bibliographic details.

Adapted from: Robertson, B. M. 1996, Oral History Handbook (3rd edn), Oral History Association of Australia (South Australian Branch) Inc., Adelaide, Australia.

Notes about the features

1. The student should submit a statement of intent (see supporting documentation **4.11.b**).
2. The topic should be stated simply and succinctly. No matter what the topic is, someone will have written about it or studied it before.
3. Students should also submit an outline before work begins. Research should build on what is available.
4. A record of the investigation should be kept and used for monitoring (see supporting documentation **4.11.c**). Resources should relate directly to the students own topic, not to a volume of material available.
5. Contents of the record (a learning log) should detail process and problems, topic planning, interpreting and presentation considerations.
6. A variety of presentation methods may be used.
7. The structure should:
 - (a) define the topic well;
 - (b) present the positions — that is, tell the stories;
 - (c) give examples that include a description, an analytical comment and supporting evidence;
 - (d) offer conclusions.

Teaching Strategy

The Social Investigation Strategy (see Introduction to the Sourcebook) is used for this module. The parts of the strategy are identified in Teaching Points with each phase of the learning experiences.

Processes and skills

The table below indicates the *processes and skills* that are particularly significant for this module at Level 4. Skills identified at this level, will continue to develop in a more advanced way, as they are practised at later levels.

Students achieving core learning outcomes stated in this module should be able to:

Process	Skills
Investigate	<ul style="list-style-type: none">• Find resource material from an electronic organisational system — for example, a computer database; an electronic information retrieval system, the World Wide Web and CD-ROMs; through a library classification system; a catalogue; indexes and bibliographies.• Use latitude and longitude to locate places and features.• Distinguish between primary and secondary sources of information.
Create	<ul style="list-style-type: none">• Design and apply a proforma for an investigation.• Design and apply a process for decision making.
Communicate	<ul style="list-style-type: none">• Take notes or record a speaker's presentation.• Use a dictionary or thesaurus to choose the appropriate meaning of a word for the context in which it is to be used.• Use appropriate social science vocabulary in context.• Use skimming techniques to locate key words and/or phrases.• Develop summarising, note-taking and paraphrasing skills.

	<ul style="list-style-type: none"> Recognise the difference in purpose and coverage of mass media such as magazines, newspapers, pamphlets and television. Use a variety of technologies to present information and ideas.
Participate	<ul style="list-style-type: none"> Show respect for others through inclusive and considerate behaviour. Use simple conflict-resolution techniques to solve a problem. Consider the construction of gender and its effects on people's relationships, including their own. Consider cultural differences and their effects on people's relationships, including their own.
Reflect	<ul style="list-style-type: none"> Analyse values in sources of information and the interests being served. Analyse value positions on an issue held by different groups.

Discretionary outcomes

The following discretionary outcomes are identified for more able students.

Strand	Discretionary Outcomes
1. Time, continuity and change	<p>Option A</p> <ol style="list-style-type: none"> Students can investigate how attitudes towards certain groups have been influenced by class, gender, religion and race. Students can describe how an individual or group was crucial to a political development which promoted social justice, democratic processes, environmental sustainability or peace.
2. Place and space	<p>Option B</p> <ol style="list-style-type: none"> Students can find local examples of conflict about the care of a place and describe viewpoints presented in the media. Students can enact a personal belief about the care of a place.
3. Culture and identity	<p>Option C</p> <ol style="list-style-type: none"> Students can outline value positions of an issue held by different groups about a social or technological change Students can search various media sources to locate examples of human rights issues and note the strategies being attempted to address them.
4. Systems, resources and power.	<p>Option D</p> <ol style="list-style-type: none"> Students can compare other democracies to Australian democracy including citizenship rights and responsibilities.

LINKS

Studies of Society and Environment

This module has the capacity for students to further embrace any of the module topics investigated in the years preceding or at this level.

It should also provide the opportunity for a student or a group of students to develop inquiry around a topic of high personal interest in the **local and global context**, such as those listed below:

Module topic	Associated links
4.4 Why Australia has a democracy and where it came from	Students investigate historical and contemporary issues regarding rights, responsibilities and decision-making.
4.7 Sorry for any inconvenience, we're currently out of stock!: Australian resources: How they are used and managed	Students investigate economic and environmental management processes and their impact in Australia.
4.8 Indigenous communities and rapid change	Students investigate diversity and change in Aboriginal or Torres Strait Islander cultures
3.4 Past, present and future frontiers: Technological and cultural relationships	Students investigate technological developments in areas such as health, communication, transport and lifestyle. The impact of the development may be regarded in terms of desirable or undesirable change.
3.6 Something should be done about it!: Decision making in the family, school and community	Students investigate decision-making processes and consider avenues for resolution of conflict situations regarding issues at a community level.
3.8 We are one but we are many: Groups who have settled in Australia	Students investigate the diversity of groups and individuals within Australia, particularly social issues involving attitudes and behaviours.
3.9 Local area study	Students contextualise a broader issue into the local-area situation.

Other key learning areas

There should be a high correlation between the process approach followed with this module and the process approach taken by all other KLAs. The process followed should involve students engaging in aspects of creating, investigating, participating, communicating and reflecting.

English

English Syllabus for Years 1-10, Department of Education, Queensland, 1994.

Language in Use, pp. 2831

Underlying Elements, pp. 3236

English Guide to Genres, Department of Education, Queensland, 1994.
pp. 5168

Technology

If an artefact is chosen or a student chooses to investigate a technological hazard, students may use the Technology KLA process of 'design, make and appraise' to investigate the impact on people.

LOTE

The person interviewed or the artefact investigated may relate directly to the LOTE studied at the school. This module may contribute to the depth of understanding of outcomes in LOTE that support deeper cultural understandings at Level 4. For example, students who study a Chinese language may have an extended family member from whom they might compile an oral history report about events in their life overseas or in Australia.

Health and Physical Education

Level 3, Strand 4 core learning outcomes:

1. Students can identify how stereotypes are represented and can critique how assumptions, values, judgements and stereotypes are used by people and the media.
2. Students can analyse the impact of the use of stereotypes related to gender, race and socioeconomic status to describe their own and others identities.

Integrative elements

Literacy

(to be developed)

- . Student as code breaker
- . Student as text participant
- . Student as text user
- . Student as text analyst

Futures

Students may confront the following futures issues as part of their social research:

- What sort of community would the person ideally like to live in?
- What hopes and fears for the future does this person have for his or her cultural or social group?
- What does a global citizen look like and how does that relate to him or her locally?
- What might the family look like in the future?
- How might the democratic process evolve in the future?
- What laws might we need in the future?
- What sort of work and leisure would he or she prefer for the future?
- What services would support a better community?

Civics and Citizenship

(to be aligned with outcomes from the national program, *Discovering Democracy* curriculum documents)

Numeracy

Students can:

- interpret changes in graphic representations;
- use co-ordinates to locate places and features;
- interpret trends and predict outcomes from graphic interpretations;
- determine scale for graphs.

ASSESSMENT

Students work from this module may be regarded as an extended piece of work completed over a period of time –a learning experience which involves investigating, creating, communicating, participating and reflecting. Assessment will occur while students are engaged in the work — that is, the *process* –as well as being assessed on the result of the investigation, the *end-product*. The module provides the context for assessing across KLA outcomes as well as assessing students abilities to achieve outcomes specific to the Studies of Society and Environment strands. Communicating about assessment opportunities to students helps them to focus appropriately on the task. Consequently, the communication may enhance the value of the students work as a source of evidence to display declarative and procedural knowledge.

Assessment must be developed around the intended *core learning outcomes*, and be drawn from a *variety* of assessment tasks such as those offered as opportunities in the table below. Students will be achieving Level 4 learning outcomes stated in this module if they successfully complete assessment tasks such as the following. Assessment opportunities are linked to activities in the Learning experiences and teaching considerations section. Students should be offered multiple opportunities to demonstrate achievement of core learning outcomes.

Process	Assessment opportunity
Investigation	<ul style="list-style-type: none"> Complete a proforma that indicates proposed stages for a planned investigation. Complete a statement of intent that reflects an appropriate focus and timeline.
Creation	<ul style="list-style-type: none"> Create a cognitive organiser such as a PMI (see supporting documentation 4.11.f), to identify strengths, weaknesses and other considerations. Draw a concept map to identify and link ideas. Draw an explosion chart to acknowledge multiple ideas. Draw a futures wheel to predict possibilities. Create a timeline to sequence continuities and changes. Create a 'Planning wall' that reflects intended action.
Participation	<ul style="list-style-type: none"> Conduct an oral interview. Engage in a debate. Participate in a role-play. Participate as a team member.
Communication	<ul style="list-style-type: none"> Present a portfolio*. Present a report from a choice of oral, visual or written modes or combination of modes. Write a persuasive letter that includes accompanying evidence.
Reflection	<ul style="list-style-type: none"> Role-play the individual/group from a futures perspective. Write a script from another person's perspective.

* See Cooper (1997) for information about portfolios and work samples, including types, benefits, planning, development and assessment. See Fischer et al (1995) for information about selection of materials/activities for portfolios.

RESOURCES/REFERENCES

Print materials

Board of Studies New South Wales 1991, *Preparing and Presenting Your Personal Interest Project*, Board of Studies, North Sydney, Australia.

Fischer, C. and King, R. 1995, *Authentic Assessment: A Guide To Implementation*, Corwin Press, California, USA.

Cooper, C. 1997, *Learner-centred Assessment*, Global Learning Communities, Launceston, Tasmania.

Department for Education and Children's Services, South Australia 1996, *Literacy and Statement and Profiles — An Introduction to Addressing Literacy in Areas of Study*, Darlington Materials Centre, South Australia.

Hicks, D. 1996, 'Visions of the future', *The Social Educator*, vol. 14, no. 2, August.

Johnson, D.W. Johnson, R.T., Holubec, E.J. 1991, *Cooperation in the Classroom*, Interaction Book Company, Minnesota, USA.

Robertson, B. M. 1996, *Oral History Handbook* (3rd edn), Oral History Association of Australia (South Australian Branch) Inc., Adelaide, Australia.

Gray, I. 1995, 'Using photographs in the history classroom', *The History Teacher*, vol. 33, no. 2, September.

Tutt, T. Bennetts, R., Lavelle, R., Forrestall, J., Harrison, Gardiner, D., Weigand, K and Atkinson, A. 1996, *Looking At Society — Tracts and Traces* (3rd edn), Addison Wesley Longman Australia, Melbourne.

Wilton, Janis 1991. 'Oral history: Resources for the classroom', *Teaching History: Journal of History Teachers' Association of NSW*, vol. 25, no. 2.

Web sites

http://www.stg.brown.edu/projects/WWII_Women/tocCS.html
'What Did You Do in the War, Grandma? An Oral History of Rhode Island Women During World War II', site completed by students at Kingstown High School.

<http://www.foxfire.org/index.html>
Foxfire is an approach to teaching and learning that develops active, collaborative, learner-centred environments. The Foxfire mission is to teach, model and refine an active learner-centred approach to education which is academically sound and promotes continuous interaction between students and their communities so that students will find fulfillment as creative, productive, critical citizens.

http://www.mov.vic.gov.au/Hidden_Histories

TERMINOLOGY

primary sources	PMI	phenomena
secondary sources	oral history	artefacts
inquiry	document analysis	research methodology
think, pair, square, share	interview techniques	statement of intent
KWL	role-play	learning log
technological hazard	ways of listening	report genre
stereotype	universal experiences	Bloom's Taxonomy
global citizen	planning wall	social investigation
ethical action	student portfolio	
interview structure	learning log	
question types	critical literacy	
ways of asking questions		
photographic interpretation		

Primary sources	Primary source material is any piece of evidence generated or produced at a certain time in history. It may not be altered except by the deterioration caused by time and natural circumstances.
Secondary sources	If a person has acted upon a primary source so that the information is interpreted in some way, then it is no longer primary, but a secondary source of material.
Inquiry	The investigation will proceed through phases, such as defining the issue and the question, identifying and locating information, systematically recording the information, critiquing and reconsidering the information, and communicating. Students can identify at which stage of the process they are engaged. Students also can recognise that this is not a simple linear process, but involves continual reconsiderations and changes (i.e. recursive) as part of the process to achieve what is often an unknown outcome.
Think, pair, square, share	Students are asked to learn by sharing through a series of four organisational strategies: <ul style="list-style-type: none"> • individually reflect; • share reflections in a pair; • join two pairs to share (square); • a reporter from each square shares with the whole group
KWL	KWL is a graphic and cognitive organiser. Students are asked to identify what they know (K), what they want to know (W) and what they have learnt (L). The strategy may be extended to what the need to know (N).
PMI	PMI is a graphic and cognitive organiser. Students are asked to analyse what is a positive (P), what is negative (N) and what is interesting (I) about an action or idea. Three columns are usually drawn to organise the information.
Planning wall	A planning wall is a graphic and cognitive organiser. The strategy is designed to record, organise and extend the possible avenues each independent study may follow, as a result of a class brainstorming
Oral History	Oral history is a picture of the past in people's own words. One of the most important uses of oral history is to record the perspective's of disadvantaged people who traditionally have either been ignored or misrepresented in conventional historical records. More and more people are recognising the contribution that memories can make to research.

LEARNING EXPERIENCES AND TEACHING CONSIDERATIONS

Module Overview

Phase 1	<p>Hooked! <i>Investigate</i></p> <p>Students consider a model of an interview situation to understand what can be gained by the sharing of an individuals 'story'.</p>		
Phase 2	<p>Possibilities! <i>Reflect</i></p> <p>Students reflect on personal experiences to prepare for the inquiry.</p>	<p>Community Links! <i>Create</i></p> <p>Students can find local examples of issues that support the investigation.</p>	<p>Sound It Out! <i>Communicate</i></p> <p>Students can communicate various perspective's about issues from a different time and place.</p>
Phase 3	<p>Toolbox! <i>Participate</i></p> <p>Students develop the skills to succeed through a process of modelling, input, guided practice, feedback and independent practice.</p>	<p>More Tools! <i>Create</i></p> <p>Students refine the skills for practical action.</p>	<p>Sharpening the Tools! <i>Communicate</i></p> <p>Students demonstrate thorough preparation for the oral interview.</p>
Phase 4	<p>The stories! <i>Participate</i></p> <p>Students collect the oral history.</p>		
Phase 5	<p>Why is it so? <i>Reflect</i></p> <p>Students reflect upon and can specify how attitudes, beliefs and values of different groups have changed or stayed the same over a period of time.</p>		
Phase 6	<p>Performance! <i>Create</i></p> <p>Students choose how they will present the results of their independent study.</p>		
Phase 7	<p>Evaluate! <i>Reflect</i></p> <p>Students evaluate their involvement and decide on future action as a result of their independent study.</p>		

LEARNING EXPERIENCES

Learning experiences and teaching considerations

Four options are presented in this module as possible pathways to support student choice. Each option will provide an opportunity for students to achieve specific core learning outcomes.

Option A

Option A provides an opportunity for students to demonstrate achievement in core learning outcomes at Level 4, Strand 1. As this independent study module proposes that students should engage in investigations in the local community, detailed information is offered in conducting oral interviews.

Oral history

Oral history is a picture of the past in people's own words. Choosing oral history is an ideal learning experience for the independent research module. One of the most important uses of oral history is to record the perspective of disadvantaged people who traditionally have either been ignored or misrepresented in conventional historical records. More and more people are recognising the contribution that memories can make to research.

Oral history is a history built around people. It thrusts life into history itself and it widens its scope. It allows heroes not just from leaders but from the unknown majority of the people. It encourages teachers and students to become fellow workers. It brings history into, and out of, the community. It helps the less privileged, and especially the old, towards dignity and self-confidence. It makes for contact — and thence understanding — between social classes and between generations . . . In short, it makes for fuller human beings.

(Robertson, 1996 p. 3)

Definition

A practical definition of oral history is:

- a tape-recorded interview in question-and-answer format;
- conducted by an interviewer who has some knowledge of the subject to be discussed;
- undertaken with a knowledgeable interviewee speaking from personal participation;
- on subjects of historical interest, and
- made accessible to others.

Oral history as evidence

Oral history is sometimes questioned because it relies on human memory, which may be faulty and prone to fabrication. Oral evidence may contain error and bias, but the following points should be remembered:

- Historical records, including written words, photographs, paintings and maps may contain error and bias.
- Interviewers can focus on their specific topics of interest and ask questions of interviewees. They are not required to accept the record as given.
- People remember most accurately what has been particularly interesting or important to them.
- Most forgetting occurs soon after an event. What is remembered at that stage is retained for a long time.
- Recent rather than long term memory tends to be an impairment of old age.
- Oral history does not claim to be the last word in a historical record. It supplements other sources, and when no other evidence is available, it may be the only way of adding to our understanding of history.

Photographs

Photographs are informed documents. They are informed by many origins and motivations and equally, many readings and meanings. Students may choose a photograph or series of related photographs as the focus for their independent study. Photographs are best accompanied by oral interviews, but they may be the entire focus for the independent study.

Structure of the social research

Students may be encouraged to use the following focus questions as a structure to follow for their social research:

- Who took the photo?
- When, where, why and for whose benefit?
- What are the relationships between the people? How are they positioned in the photograph?
- What do you know about the 'stories' in the photograph?
- What 'stories' are not evident?
- Who might be missing and why?
- How would you compose this photograph to be taken?

Further organisers for photograph interpretation

1. Natural features

- Use the foreground, mid-ground and background to section the photograph.
- What landforms are in each section?

2. Built features

- What types of buildings and transport can you see?
- How are the people using them?
- How have the people modified the natural environment?

- . How old are the buildings and in what condition?

3. Social features

- . Describe the people in the photograph
- . What are they doing?
- . Can you suggest the relationship between the people?
- . What evidence is there of the origin of the people?
- . What evidence is there of economic circumstance?

4. Action features

- . What is happening in the photograph?
- . What may have preceded or followed the photograph?
- . Is there evidence of historical, political, social or economic circumstance?
- . Does the action suggest where and when the photograph was taken?

5. General features

- . How does this photograph contribute to the importance of an event or particular circumstance?
- . Has the photographer used any special technique for the whole or part of the photograph?

Reference: Tutt, T., Bennetts, R., Lavelle, R., Forrestal, P., Harrison, . Gardiner, D., Weigand, K. and Atkinson, A. 1996, *Looking at Society — Tracts and Traces* (3rd edn), Addison Wesley Longman, Australia.

Option B

Option B provides an opportunity for students to demonstrate achievement in core learning outcomes at Level 4, Strand 2.

Climate

Students investigate the effect of climate on vegetation, resources, occupations, population, lifestyle, transport and health in a particular circumstance or period of time.

Places

Students investigate the establishment, management and use of a specific built structure that is of particular interest in their local environment.

Landmarks in the local environment often provide a general focus for the class, while individual research places a particular perspective on an issue. Landmarks that are at risk or are changing –for example, the local picture theatre –often provide a stimulus.

Hazards or disasters experienced by family or community members in a local or global context may provide a focus, however, the emotions often associated with these incidents may be too sensitive for investigation by students of this age.

Spaces

Students investigate the care of a place and various approaches to achievement or non-achievement of the management the place. As part of an investigation, students may canvas perspectives about potential or existing conflict.

A place that provides a service –for example, a city's port –may also be investigated for contemporary, past or future impact. Changes to town planning over a period of time may provide a general focus, while the independent student research may focus on the effects of the decisions on individual inhabitants.

Option C

Option C provides an opportunity for students to demonstrate achievement in core learning outcomes at Level 4, Strand 3.

Change

Students investigate different value positions about an issue held by various individuals about a social change –for example, interviewing mothers and grandmothers, fathers and grandfathers or general members of different generations (including their own) about a particular social change.

Students may wish to focus on family life in Australia. Years 1 and 2 teachers could be interviewed about the units of work they are teaching on family and the responses of the students at that particular year level. These responses could be compared with the students' own perceptions and experiences of family at his or her own age and those of a high school student. Ensure the student receives parental permission from other students' parents before interviewing about sensitive family issues.

Universal experiences

Universal experiences such as ageing may be the focus of investigations. Individual experiences may be investigated for issues such as how culture affects the experiences. Issues such as general stereotyping may emerge.

National events

More in-depth representations of national events may be investigated through the experiences of an individual's participation.

Groups/communities

The identity of the local community may be the general focus of the investigation. The students may then choose to interview particular representatives of a group from within the community –for example, migrants. It is recommended that students are familiar with the representative they are interviewing to further an understanding of the cultural context. Students who have no understanding of a particular identity of a group nor cultural context may inadvertently reveal opposing

value positions and may offend. The different value positions may be discussed at a later time in the classroom.

Option D

Option D provides an opportunity for students to demonstrate achievement in core learning outcomes at Level 4, Strand 4.

Individual influence

Using an article from the local newspaper as a stimulus, students may investigate contemporary issues –for example, political, environmental or economic. Students may invite a newspaper reporter to the school or may visit the newspaper offices to conduct an interview as the starting point. The reporter may share the original perceptions about the article and explain the transformations that occurred as part of the process to the publishing of the article. Students may construct their own approach to the issue by focusing on the gaps and silences from the printed piece. Students could seek a wider or more in-depth view from individuals not considered in the published article. This approach would be suitable for a small group independent study. Group size of no more than three is recommended for all group work at this level.

World at work

Various family or community members may provide the source for an independent study on occupations. Care should be taken that the investigation does not become too broad and therefore lose much of the 'story' of the working experience. The independent study might focus on the occupation at a certain period of the individual's life. Independent studies should consider unpaid as well as paid work. The skills and expertise the occupation requires should form part of the investigation. A focus for independent study might include an investigation of skills, abilities and expertise that have been superseded by technological change. Each student may wish to focus on a singular aspect, but a collective would be the result of a class/community approach. (See *information on the Foxfire Series in the Reference Section*).

Decision makers

Individuals who have held responsibility for decision making at local, state or national levels are often keen to speak to school students about their experiences. Students may wish to nominate a particular experience for investigation and should invest a significant amount of time for research prior to the interview –for example, someone who attended a significant global or national conference.

New lives

The student may have an acquaintance who is about to or has recently received Australian citizenship. The independent study may focus on aspects of the person's new life compared to the old in regard to rights

and responsibilities, systems of power or issues of human rights and struggles for standards of living.

Learning experiences for Option A

While any of the options may be chosen, the following suggested set of learning experiences focuses on Option A, but does not exclude Options B&D. Over a period of time a record of student focus topics should be kept as models to motivate student interest and to stimulate creativity in approaches.

Learning experiences and teaching considerations

Investigate

Phase 1

Hooked!

What is an oral interview?

Students consider a model of an interview situation to understand what can be gained by the sharing of an individual's story.

Teaching points

1. *This Social Investigation Strategy stage is to motivate students.*
2. *This activity does not have to be carried out during a single lesson. A number of lessons may be needed to bring closure to the intention of this particular purpose.*
3. *The teacher needs to create an atmosphere of anticipation. Shared class reading of parts of autobiographies of global, national or local identities, viewing of video clips — for example, from the movie *Forrest Gump*) can support this.*
4. *Teachers may invite one of their personal contacts to be interviewed about a part of their life. For example, the person might be interviewed about the occasion of a particular piece of technology and how it has changed his or her life.; his or her involvement in a particular incident ; his or her attendance at a significant event.*
5. *Most newspapers have regular news feature that focus on a person's life story or a part of their life. This person may be contacted for a visit to the class to create a model of an interview.*

A staff member may agree to be interviewed about a special belonging that they have. Alternatively, the staff member may agree to share a photograph (this would need to be reproduced on OHT for whole class sharing) and be interviewed about it.

Before the Interview

- An invitation might be sent to the parents/community members to attend the interview.
- The interview needs to be taped.
- The teacher needs to share the focus topic of the interview with the students, emphasising that a narrow focus is best.
- Use the think, pair, square, share strategy to compile a class retrieval chart organised around KWL, focusing on the interview topic. This chart can be completed after the interview.
- The teacher needs to progressively articulate the planning for the interview.

Post interview

- Invite students ask interviewees questions that are of particular interest to them, that may not have been previously asked..
- At a later time, replay the tape to reconstruct the interview process.

Assessment opportunity

Students may be asked to complete an individual PMI as a means of analysing the interview process and identifying the skills they need to develop. The purpose of the PMI is to support students to evaluate and extend their understanding about facts, concepts, thinking processes and cooperative interactions (see supporting documentation **4.11.f**).

Reflect

Phase 2

Possibilities

Students can reflect on personal experiences to prepare for a plan for the inquiry.

Teaching points

1. *This Social Investigation Strategy stage is to encourage students to explore the possibilities from their own knowledge and experiences.*
 2. *It is important for students to keep the focus narrow.*
 3. *At this stage, students may be given a choice of involvement in the independent study or an alternative.*
- Ask students to brainstorm, using pre-determined rules for the activity, as many opportunities as possible that they can see for an independent study. Discuss the distinction between primary and secondary resources. The purpose of the independent study is for students to engage with primary sources as much as possible.
 - Establish a planning wall in the classroom on which students can list ideas for the independent study. This needs to be an extended activity to allow for reflection time and negotiation with the teacher about the level of difficulty of proposed studies. As students come up with ideas, encourage them to form a buddy support group of no more than three students (see supporting documentation **4.11.g**).

Investigate

Community links

Students can find local examples of issues that can support an investigation.

Teaching points

1. *Cooperative planning is recommended with various school resource people, such as the teacher librarian, learning support teacher, LOTE teacher, teacher aides, or community resource people such as volunteers, historical society members, museum staff and local*

council members.

2. *The teacher may communicate with parents/community members via a meeting or written mode the nature of the learning activities with which students will be engaged and the nature of the independent study.*

- Encourage students to discuss the possibilities for a focus for the independent research with family or extended family members.
- Students should provide oral progress reports to the class on their endeavours.
- Students (as well as the teacher) should question one other about the nature of their proposed investigations. The planning wall should grow as a result of these discussions and provide a record of the progress of planning. This cooperative planning/learning approach will support the narrowing of the focus.

Communicate

Sound it out

Students can communicate various perspectives about issues from a different time and place.

Teaching points

1. *Cooperative planning is recommended with various school resource people, such as the teacher librarian, learning support teacher, LOTE teacher, teacher aides, or community resource people such as volunteers, historical society members, museum staff and local council members.*
 2. *The teacher may communicate with parents/community members via a meeting or written mode the nature of the learning activities with which students will be engaged and the nature of the independent study.*
- Following the refining process of the previous activity, students should be encouraged to give a short oral presentation about their intended independent study.
 - After the presentation, students submit a statement of intent (see supporting documentation **4.11.b**). Parents/community members may be invited to attend these presentations. They can form a valuable support group for the students.
 - As students reach decisions about the focus of their independent study, a classroom timeline could be constructed to place each of the investigations. For example, the time period of an oral history report about the local picture theatre and the social impact on a particular individual could be placed on the timeline as well as the time period of a report on the impact of a natural hazard, (such as a flood or fire), on the local community and on an individual.

Assessment opportunity

Students give an oral presentation about their intended independent study. Students submit a statement of intent which contributes to a portfolio. The portfolio would consist of the significant pieces of work submitted from assessment opportunities.

Phase 3

Toolbox

Students need to develop the skills to achieve success with an independent study through a process of modelling, input, guided practice, feedback and independent practice. A cooperative approach is needed to maximise the potential of learning and teaching through inquiry at this developmental level.

Teaching Points

1. *This Social Investigation Strategy is to lead students to frame, negotiate and identify. As planning for defining the area of the study proceeds, students need to accumulate the required skills for the investigation as an integral part of the process.*
 2. *Students should understand that their independent study will develop through a series of stages that will not necessarily be linear in development. They should understand that it will be an inquiry, that it will be phased, and that the very nature of the inquiry may require many reconsiderations and revisions.*
- Students need a model to use to be able to both recognise a stage of development and to plan ahead. A student-friendly model such as TELSTAR or the Issues Analysis model (see Introduction to the Sourcebook for explanations of various teaching models) may be used. The teacher may demonstrate the use of such a model by tracking the activities completed to this point with the particular developmental stage. The recursive nature of inquiry may also be demonstrated by making reference to the changes that have occurred through use of the 'planning wall'.
 - *Learning logs.* Students should keep a learning log as an essential part of the independent study. As students progress through their investigations, the learning log should demonstrate the process of a phased, recursive inquiry (see supporting documentation **4.11.c**).

Assessment opportunity

Learning logs should be used for regular conferences with students as part of the teacher's evaluative role with an independent study.

More tools

Students should progressively move from an understanding of the process in which they are involved to focus on refining the skills for

practical action.

Teaching Points

1. *Students need to understand the type of answers that are given during an oral interview by recognising a category to which they might belong.*
 2. *The framework used by Edward de Bono, called “Six Thinking Hats” may support such a method to categorise the answers. For example, students may recognise that an answer given may be an entirely emotional response — that is, ‘red hat’ thinking. A very careful and calculated response may be categorised as ‘white hat’ thinking. An oral history told over numerous interviews or just one interview should contain a balance of responses.*
 3. *During the interview, students need a partner to operate the recording equipment unobtrusively. Ideally this should be a fellow student who has agreed to be a ‘buddy’ support person.*
 4. *The teacher librarian may help teach the students how to use of the recording equipment. Students may also become teachers with shared knowledge of equipment use.*
 5. *Modelling and practice form an important part of the process at this stage.*
- *Students should identify the range of responses to the questions asked by replaying the tape of the modelled interview from the first phase (What is an oral interview?).*
 - *Students may be asked to complete this activity in small groups. Rather than the whole tape being analysed in this way, parts may be given to different groups.*
 - *Roles should be allocated to group participants. Results should be reported to the whole group. Group sizes should be kept to about three for students of this age.*

✍ Sharpening the tools

Interview role-plays will help students develop the skills necessary for a successful interview.

Teaching point

1. *Before the first interview and consequent interviews, students need to demonstrate thorough preparation by selecting pertinent wider sources of information.*
2. *Teachers may refer to the developmental process and skills table in the background information section to support the investigation of secondary sources.*
3. *It will be recognised that this activity will take place over an extended period of time and the skills will relate to more than the SOSE Key Learning Area, particularly accessing information electronically.*
4. *Students should be fully immersed in the process of understanding the recursive nature of their inquiry as they go through the process of full preparation for the interview situation.*

Secondary sources

- Students need to understand the difference between primary and secondary sources. As wider information is gathered, the different perspectives on an issue may guide the development of well-informed questions for the interviewee.
- Students should be encouraged to share the sometimes opposing information they might find. A critical literacy approach may be adopted to achieve this.
- Information gathered at this point should be retained for further review following the interview. Both will contribute to the reflection process.
- *Role-play.* Through role-play students can gain feedback on the suitability of the questions they have been framing for the interview. If the student is to interview an adult then, if possible, an adult should participate in the role-play. Role plays do not necessarily all have to occur in the classroom, however, good modelling of role-plays should be included as much as possible to demonstrate teaching and learning points.
- The role of the recording support person needs to be part of the role-play situation.

Assessment opportunity

Students may create concept maps to illustrate different interpretations. These would contribute to their portfolios.

Participate

Phase 4

The stories

Students participate by engaging with primary sources.

Teaching points

1. *The Social Investigation Strategy stage is to refine the skills of gathering information.*
 2. *The teacher may insist upon 'readiness' consent before students undertake this part of the independent study.*
 3. *At the conclusion of the independent study, the tapes should be preserved as primary source evidence. With subsequent classes, appropriate examples may be used instead of or as part of the initial teacher modelling activity('in phase 1 - What is an oral interview?').*
- Students gather the information from the interview. The interview will most likely occur out of the schoolgrounds and out of school time. Parental support will make this type of homework an easier activity, hence the importance of keeping parents well informed of the nature of the independent study (see supporting documentation **4.11.e**).
 - Use the report genre (see Years 140 English Syllabus) for demonstrating feedback about the oral interview. At this level, students do not need to provide transcripts of the interview. The tape

itself should form part of the evidence for the report.

Assessment opportunity

Students may give an oral report, including extracts from interviews.

Reflect

Phase 5

✎ Why is it so?

Students can reflect upon and can specify how attitudes, beliefs and values of different groups have changed or stayed the same over a period of time. Students can reflect on their own understandings and attitudes about concepts.

Teaching points

- 1. The Social Investigation Strategy is to encourage students to reflect.*
 - 2. A framework such as Bloom's Taxonomy may be used for the reflection process. Students should be made aware of the different levels of reflection and should be encouraged to reach the higher levels of analysis, synthesis and evaluation.*
- Students should use the report genre to demonstrate what they have learned about in this independent study.

Create

Phase 6

✎ Performance

Students should be given an opportunity to have a choice in how they might present the results of their independent study.

Teaching points

- 1. The Social Investigation Strategy stage is for students to take action and reflect.*
- 2. Students should be encouraged to be creative with their approaches to a performance.*
- 3. Some students may perform in character as their interviewee or in conversation with another. Some students may present a video, others as an electronic slide show with added dialogue or sound.*
- 4. The teacher may decide if a written report needs to be submitted as well as the performance component.*
- 5. Performance opportunities for an audience could occur early in term 4.*

- Students may choose a variety of performance approaches to report on their independent study (see supporting documentation **4.11.d**).

Assessment opportunity

Students may present their final report in a variety of forms (see supporting documentation **4.11.d**).

Reflect

Phase 7

🔍 Evaluate

Students should be encouraged to evaluate their involvement in the independent study. A decision could be made about whether any collective action should be taken as a result of the investigations.

Teaching points

1. *The Social Investigation Strategy stage is to encourage students to reflect.*
 2. *People who have been part of a support group should be included as part of the final activities as a way of expressing appreciation.*
 3. *Support people may also be included in the overall evaluation process.*
- Students may review the planning as evidence of appropriate planning. As a class activity, students could conduct a PMI.
 - Students may share within their buddy support system an evaluation of their experience with the independent study. An evaluation might start with "If I had a chance to do it again, I would do . . . differently."
 - Students who focus on an independent study, such as an issue about the care and management of a place, may wish to take action in the form of submitting a proposal to a local council or organisation. Possible action should always be approached within the parameters of appropriate consultation.

Assessment opportunity

Students may write a persuasive letter including accompanying evidence. This would contribute to the portfolio.

Supporting documentation 4.11. a

Advice for students

<i>Do</i>	<i>Dont</i>
<ol style="list-style-type: none">1. Make an early start.2. Plan the approach.3. Seek assistance.4. Take care with presentation.5. Keep a log.	<ol style="list-style-type: none">1. Choose too broad a theme.2. Use a single resource.3. Overload on information.4. Plagiarise or falsify.

Notes:

1. Spend time organising and arranging ideas and material in a logical and developmental order.
2. Choose and arrange words carefully to convey what is intended.
3. Spend time writing drafts of work, editing these and re-writing the final version.

4. Conclusions draw together the study and present what is found in a clear and concise manner.
5. Only draw conclusions that can be supported.

Supporting documentation 4.11. b

Statement of intent for independent study

Name:

Independent study title:

Focus of study:

Support people:

- I agree to complete my independent study by _____

- I agree to complete a learning log as part of my independent study.

(Student's signature)

(Teacher's signature)

Date

Date

Supporting documentation 4.11.c

Learning log

1. The learning log is a record of your description of the process you have used with your independent study.
2. The description should tell about the sequence of events that took place.
3. The events should describe the decisions made, and tell about the problems and how you solved them.
4. The entries in your log should reveal your reflections about the decisions you have made and the events that have occurred while you have been collecting and analysing information.
5. The learning log may be in the form of a diary or table.

Supporting documentation 4.11.d

PERFORMANCE

Examples

1. Role-play the storyteller in costume.
2. Role-play a conversation with the storyteller.
3. Create a video.
4. Create a slide show as part of a multimedia display.
5. Create a static display in the library.
6. Demonstrate a craft from a particular time period.

Strategies for ethical action

1. Explain the purpose for each interview.
2. The interviewee has a right to have a say in the use of his or her material.
3. Conduct interviews with objectivity, honesty and integrity.
4. Seek assistance if you feel the material is defamatory.
5. Treat every interview as a confidential conversation until the interviewee gives you the right to share the information.
6. Ensure the interviewee is given the opportunity to review, correct and/or withdraw material.
7. Ensure that interviews are preserved for future researchers.

Supporting documentation 4.11.f

PMI

P (+) (plus — a benefit)	M (-) (minus — a drawback)	I (?) (interesting — a question or comment)

Supporting documentation 4.11.g

Using photographs as informed documents

Use the following questions to focus your investigation:

1. Who took the photo?
2. When, where, why and for whose benefit?
3. What are the relationships between the people? How are they positioned in the photograph?
4. What do you know about the 'stories' in the photograph?
5. What 'stories' are not evident?
6. Who might be missing and why?
7. How would you compose this photograph to be taken?

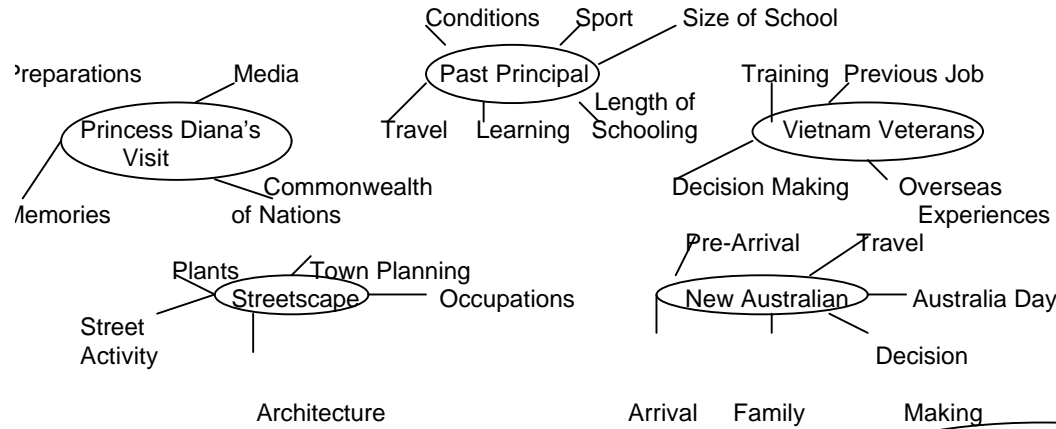
Further organisers for photograph interpretation

1. Natural features
 - . Use the foreground, mid-ground and background to section the photograph
 - . What landforms are in each section?
2. Built features
 - . What types of buildings and transport can you see?
 - . How are the people using them?
 - . How have the people modified the natural environment?
 - . How old are the buildings and in what condition?
3. Social features
 - . Describe the people in the photograph
 - . What are they doing?
 - . Can you suggest the relationship between the people?
 - . What evidence is there of the origin of the people?
 - . What evidence is there of economic circumstance?
4. Action features
 - . What is happening in the photograph?
 - . What may have preceded or followed the photograph?
 - . Is there evidence of historical, political, social or economic circumstance?
 - . Does the action suggest where and when the photograph was taken?

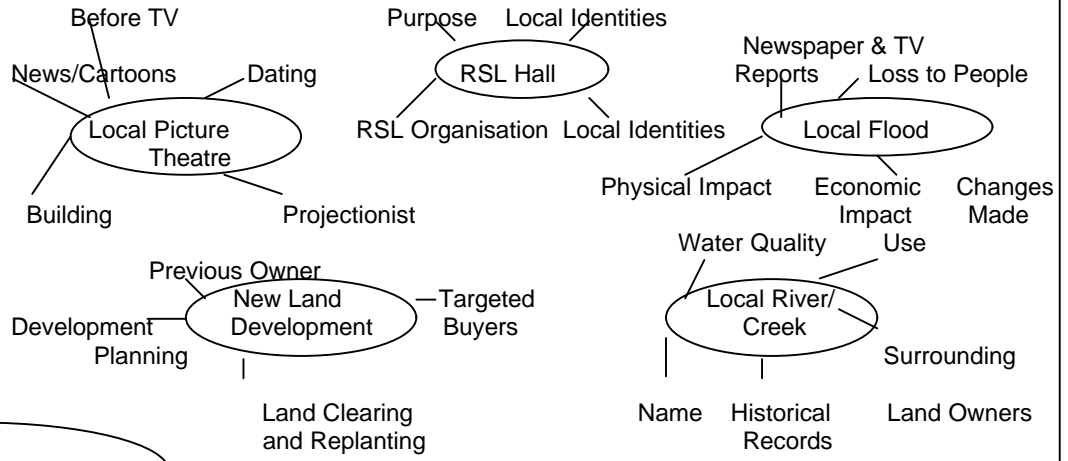
Supporting documentation 4.11.h

Planning wall, Sample A (for 20 or more students)

OPTION A

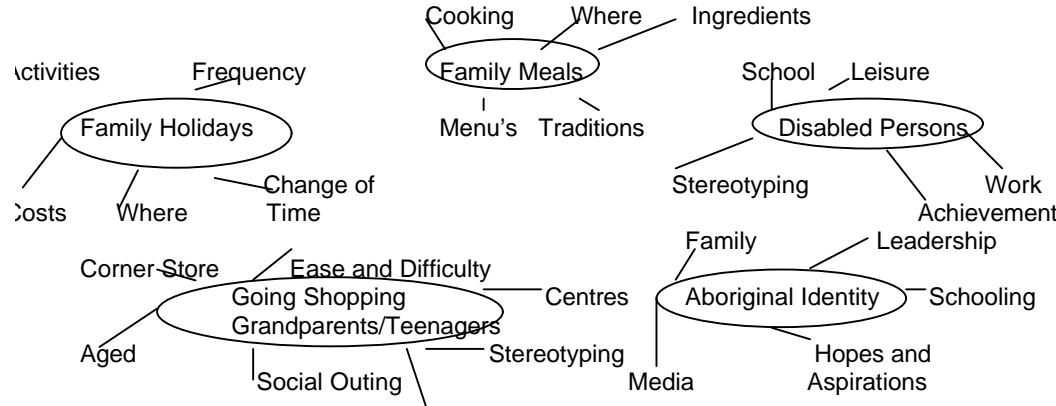


OPTION B

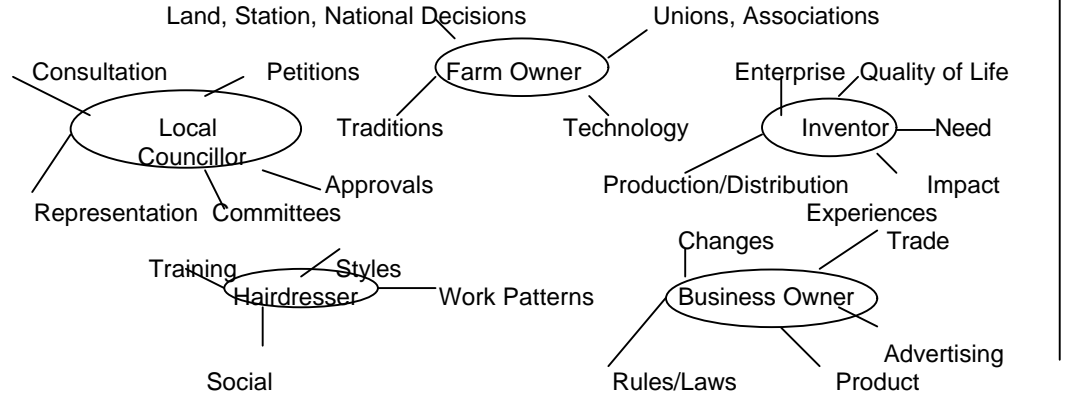


COMMUNITY FOCUS

OPTION C



OPTION D



*From these broad links, students need to further refine to a narrower focus.

Supporting documentation 4.11.i

Planning wall, Sample B (for individual student)

Who?	What?	When?	Where?	Why?
Example 1 WWII discharge papers (artefact)	Significant event	1945–1946	Local community	International/national relations
Example 2 Owner of local picture theatre	Impact of change in entertainment and lifestyle	1950–1960 (Feature films, Movietone news, cartoons)	Local community	Social change
Example 3 Photograph of group of students in the school playground (artefact)	Children's games	1970s	Local community	Family life
Example 4 An artefact from a Chinese-Australian	Religion/tradition	Undated	Local community	Family life
Example 5 Local tradesperson (hairdresser)	Technical and social job requirements.	1980–1990	Local community	Changes in work patterns
Example 6 Female City/Shire Council member	Election experience	1980s	Local community	Perspectives on decision making.

Supporting documentation 4.11.j

Conducting successful interviews

The interviewer	<p>To get the best results from oral history students need to develop an interest in people as individuals, a respect for their point of view, patience and flexibility, the curiosity to ask questions and the ability to listen to answers.</p> <p>It is usually intimidating for an interviewee to be faced by more than one interviewer. However, interviewers can work successfully in pairs with one responsible for asking questions and the other concentrating quietly on the recording equipment.</p> <p>The most appropriate focus for an interview is usually fairly narrow, so there is time to get detailed information and sustained stories. An eighty-year-old person can not tell his/her life story in a one hour interview.</p>
Background research	<p>Preparation is vital for successful interviews. Students must begin by trying to find out as much as they can about the topic from other available sources, including any existing oral history interviews. Familiarity with the physical location may also be useful and can be gained by visiting the place or by looking at photographs. Familiarity with work terms, jargon or technical words associated with the topic will also increase understanding.</p>
Interviewees	<p>When selecting people, students should look for people with first hand experience. People can be contacted in many ways - personal contacts, letters to newspapers, newspaper articles, radio, or community groups.</p>
Ethics of oral history	<p>Oral history involves recording, preserving and making available candid information that may be sensitive or confidential. Interviewers should act to preserve the rights and responsibilities of the different parties involved. (See supporting documentation' 4.11.e).</p>
Three-part interview structure	<p>The first-hand experience of the interviewee is the focus of the interview, so no two interviews should be made up of exactly the same questions. All interviews should begin with 'orienting questions', to identify interviewees and their background. Themes can be developed and interviewee's responses can be compared through the use of 'common questions'. 'Specific questions' should be included to gain information about personal experiences.</p>

<p>Choosing a narrow focus</p>	<p>A focus on just a few aspects of an interviewee's experience is more valuable than a superficial overview eg rather than obtaining a story of a person's whole life, focus on a part that relates to their occupation within a specific time period.</p>
<p>Questions</p>	<p><i>Orientation questions</i> These should identify interviewees and their social backgrounds. Orientation questions help to 'break the ice' as they are easy to answer. Standard questions include, full name, place and date of birth, grandparents' and parents' names and backgrounds (including occupations and places of residence) and the names and approximate dates of birth of brothers and sisters. Orientation questions also need to link to the specific topic eg earliest experiences with an occupation eg cane cutting, teaching, hairdressing, shearing or earliest experience with a trade union or earliest recollection of school days, or living in a street.</p> <p><i>Common questions</i> These should include questions asked of all interviewees, so that information can be accumulated about different points of view. Questions that add depth or complexity should be included. For example, the student may ask about early experiences of school regarding the formation of gangs, and what were the pressures from their peer group. If the focus is on occupations, the student may inquire about how the experiences of school later affected their lives.</p> <p><i>Specific questions</i> These questions should contain questions that will help to reveal the unique aspects of the individual's life. In this way, no two interviews will be exactly the same.</p>
<p>Ways of asking questions</p>	<p><i>Open-ended and closed questions</i> Most questions asked in an interview should be open-ended, so that interviewee's are invited to provide information, tell a story, to give details and to keep talking. Open-ended questions start with 'Why....', 'How...', 'What...', 'Tell me more about...', 'Explain what you mean by...', 'Give me an example of...'. Closed questions result in a 'Yes' or 'No' or single word answer. They tend to stop the interviewee talking. Closed questions tend to start with 'Did you...', 'When...', 'Were you...'. Closed question can have an important part to play in an interview eg 'When did you join the Army?', but should be followed by an open-ended question.</p> <p><i>Neutral/Leading questions</i> Most questions should be neutral or non-leading questions so that interviewees can give their own opinions and impressions. Leading questions can offend or put interviewees in a defensive position. For example, 'You must have felt angry because you were told you couldn't join the army?' In this case the interviewee is being asked to respond to an opinion, rather than responding .</p>

	<p><i>Simple and double questions</i></p> <p>Most questions should be asked one at a time in simple straight forward sentences. Those with more than one part, or double-barrel questions, can be confusing and end up with only part of the question answered.</p>
Establishing dates	<p>Questions that establish a time frame ensure that information being provided can be placed accurately in a particular era.</p> <p>The occasional use of questions like 'What date was this?' or 'How old were you when the cyclone came?'</p>
Sensitive questions	<p>Sensitive questions should be approached in a relaxed and direct manner. Students should refrain from expressing shock, horror or sympathy to the interviewee. Comments such as 'That must have been difficult for you', lets the student acknowledge the emotion without distracting the interviewee.</p>
New topics	<p>A statement should be made by the student when he/she wants to change the direction of the interview.</p> <p>For example:</p> <p style="padding-left: 40px;">I'd now like to ask you about your involvement in getting a picture theatre for the town.</p> <p style="padding-left: 40px;">Why did you decide to stand for election to the council for the first time?</p>
Ways of listening	<p><i>Listening quietly</i></p> <p>Students need to develop silent responses to demonstrate attentiveness or encourage interviewees to continue. Nods, smiles and frowns should become habitual responses.</p> <p><i>Listening patiently</i></p> <p>Silences are a natural part of interviewing, and should not be filled with asking more questions. A few seconds of reflection from the interviewee can result in providing very rewarding information for the student. It is also important to adapt to the interviewee's speech patterns and be patient with hesitant or slow speakers.</p> <p><i>Listening carefully</i></p> <p>Concentrating on what the interviewee is saying is essential. Just working through a list of topics will give disappointing results.</p>

Reference: Robertson, B. M. 1996, *Oral History Handbook* (3rd edn), Oral History Association of Australia (South Australian Branch) Inc., Adelaide, Australia.

