

**INDEPENDENT  
READING & RESEARCH  
STUDY  
HANDBOOK**



## **Dates to Remember!**

**September 12-16:** Research Processes and Methods-I, starting the research

**September 15:** advisors assigned

**September 17-October 3:** Independent research time, meet with advisors

**October 4-6:** Research Processes and Methods-II, working with the data and writing

**October 7- November 14:** Independent research time, meet with advisors

**November 15:** Full draft to be completed and submitted

**November 18:** Advisors provide final corrections

**November 21-25:** Complete and submit final report, workshop on sharing research

**November 28-29:** Presentation of research.

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# INDEPENDENT READING & RESEARCH STUDY OVERVIEW

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Welcome to the Independent Reading and Research Study!

This handbook aims to assist participants to organize and write the Independent Study. The handbook is a guide to your Independent Study, not a set of rigid rules. You and your Advisor are responsible for adapting this overview to fit your specific learning goals.

## Academic Requirements

The Independent Study is a major paper, usually addressing an area of interest or concern related to the participant's working context. An Independent Study must:

- Address an opportunity, operational problem or issue present in the individual's practice and/or the organization's approach to community-based development;
- Demonstrate familiarity with current knowledge and practice in the relevant field; and,
- Propose ways in which the participant's organization can improve programming in this area.

All participants choosing this option must register for the *Research Processes & Methods* elective course. Participants will also be assigned a Study Advisor to guide the learning process.

The deadline for submitting the final version of the study for approval to your Advisor is November 15.

The Institute requires one readable copy of the final study for the library. All other copies are the responsibility of the participant. With the agreement of the Manager of Education Programs, when justified, the study can remain confidential or restricted.

### Summary of Independent Study Requirements:

- Major paper (5 credits)
- 25-35 pages (6,000-8,000 words)
- Minimum of 10 information sources consulted and referenced
- Follows required structure (5 sections)
- Ideas presented clearly
- Evidence of critical analysis & original thought
- Time expectation: 90 hours
- 5-6 meetings with Advisor

# Independent Study Objectives

**In conducting this study, you can expect to develop:**

- Deeper understanding of the chosen development issue or opportunity;
- Integration of course learnings and research;
- Improved skills in academic writing and in presenting your knowledge in a clear, concise, well organized manner;
- Experience with various research methods and information sources;
- Critical analysis of current development literature;
- Contribution to body of knowledge, and concrete recommendations for your organization.

## **Method**

- Classroom sessions on research methods to provide general guidelines;
- Discussions with a Study Advisor who will provide constructive feedback to assist you to focus your topic and develop research questions.

## **Evaluation**

- Participation;
- Work completed to the satisfaction of the Study Advisor and presented on time.

# General Guidelines

The study provides an opportunity for Diploma candidates to relate their reading and research to a practical development issue being faced by their organization at home.

- Your assigned Study Advisor is your authority in terms of developing your Independent Study;
- The study shall be written in English, using gender inclusive language;
- Ideas are more important than perfect English or style, but the language must communicate your ideas clearly;
- Include tables, graphs, diagrams, photos, etc., if they help you clarify your ideas and plans. Your Advisor can suggest how these can be included;
- See Appendix 2 for details on citing references, and a guide on the format used at Coady. You must credit all major external sources from which you draw material or ideas. **Plagiarism is a serious offence**, and will result in a failing grade. The next section describes plagiarism in more detail.

## Plagiarism

Plagiarism is “the act of appropriating the literary composition of another, or parts or passages of his [or her] writings, or the ideas or language of the same, and passing them off as the product of one's own mind” (*Black's Law Dictionary*).

**A student found to have plagiarized will receive zero for the work concerned.**  
(St. Francis Xavier University Academic Calendar)

### Examples of Plagiarism:

- Using information or ideas without properly referencing the source (i.e. presenting the ideas of other people as your own);
- Copying information from a website (“cut & paste”) without referencing the source;
- Getting a friend to write a paper for you or presenting their work as your own.

### QUICK TIP

**You MUST acknowledge all sources of information and ideas with proper referencing. If you quote directly from a print or electronic source, the passage must be clearly identified, with quotation marks and the page number noted in brackets. Submitting any work that is taken from other sources and presented as your own is called Plagiarism and will result in a failing grade.**

### How to Avoid Plagiarism

- Always credit the source of information or ideas that you borrow from others.
- Ask your advisor for help if you are unsure about how you are using sources.
- Refer to Appendix 3 in this handbook, *How to Cite References*.
- The Independent Study webpage <http://coady.stfx.ca/library/course-links/instudy/> includes links to online tutorials to assist you in learning what plagiarism is and how to ensure your written work is presented correctly.
  - **St. F.X. University Library Plagiarism Resource Page**, links and tutorials to assist students with learning about plagiarism and how to avoid it. <http://sites.stfx.ca/library/plagiarism>
  - **Quoting and Paraphrasing Sources**, shows the difference between quotes and paraphrases and how to use them, from the University of Wisconsin-Madison. <http://www.wisc.edu/writing/Handbook/QuotingSources.html>

## Advisor-Participant Relations

Study Advisors are matched with participants according to their topic of interests. A match will be made between a participant's study interests and Coady teaching staff or University faculty. Participants will be informed of who their Advisor is before the *Research Processes & Methods* course begins. The Study Advisor is responsible for encouraging and supporting participants in clarifying their ideas and key questions, and for providing advice about researching and writing the study. Study Advisors are responsible for helping participants create meaningful learning plans, providing encouragement and timely feedback on participant work, and assessing performance.

The Independent Study engages participants in a learning process to acquire and/or improve knowledge, skills, and attitudes as they relate to the topic area of focus. This assumes that participants accept responsibility for their own learning and for individualizing their Independent Study in consultation with their Study Advisor. Relationships between Study Advisors and participants are shaped by the participant in terms of the nature and frequency of contact, and by his/her particular learning needs. Participants are responsible for initiating the development of their Independent Study and discussing it with their Advisor, clarifying how the learning relationship between themselves and the Advisor can best support their learning needs, and for negotiating with their Advisor how their learning plan can be accommodated within the expectations of the Coady Institute and the University. Participants are responsible for identifying and seeking, as they proceed through the program, whatever faculty support and assistance is most useful to them. Participants are encouraged to interact with other Coady teaching staff and resource people during their Independent Study.

### Submitted Work

Participants will submit written drafts of each section of their study to their Study Advisors for review and feedback, according to their learning plans. Allow time for final revisions and corrections, particularly when you are completing the final draft of the full Study. All work submitted to a Study Advisor should adhere to the principles of good writing. The study should be concise, clear, concrete, grammatically and technically correct, and should contain only inclusive language. The Institute follows the APA format (see the *Publication Manual of the American Psychological Association*, 6th edition), for all major documents and reports. All submitted work should be properly sourced and referenced.

## Research Ethics Approval Process

Participants who intend to conduct primary research with people (such as interviews, focus groups, questionnaires) will be required to submit a Research Ethics application to Coady's internal Research Ethics Committee. Each participant who wants to conduct research with people should discuss this with their advisor. Please allow time for the application to be approved—the research cannot begin until permission has been granted. See Appendix 3 for an example of the form to completed.

# STRUCTURE & GRADING

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## Proposed Structure

The study gives participants an opportunity to focus on a specific topic of interest to their organizations or to their practice, to conduct focused research and reflection on this issue, and to analyze the implications for future work. In co-operation with the Study Advisor, participants will identify suitable print, non-print resources, and where appropriate, field data collection. They will relate the learnings from these sources to their experience with their organizations.

The study is normally 25-35 pages in length (about 6,000-8,000 words), and should include the following five sections:

### **Section I: Introduction** (3-4 pages)

This section will briefly describe the purpose of the study, the nature of the development issue to be addressed, the vision and mission of the candidate's organization and his/her position and experience.

### **Section II: Problem Situation/Opportunity, Definition of Key Questions** (6-8 pages)

This section will open with a brief elaboration of the development issue or opportunity being faced by the candidate's organization. The structural and local dimensions of the situation are described. From this base, the candidate shall develop a set of key questions to be addressed in the source review, and describe the data collection method(s) chosen to gather information.

### **Section III: Source Review** (10-15 pages)

This section shall comprise a systematic review of literature (books, periodical articles, course manuals, videos, Internet, etc.) and other sources (interviews, course learnings, etc.) that speak to the questions posed in the previous section. The purpose is to broaden and deepen the candidate's understanding of the development issue being examined. A minimum of 10 sources should be consulted to foster the integration of learnings in areas such as gender, participation and capacity building. The candidate shall summarize the key ideas or lessons learned from the research and provide a critical assessment of these learnings.

### **Section IV: Conclusion & Recommendations** (5-7 pages)

In this section, candidates should assess the relevance of the lessons learned and the transferability of these ideas to their own organizations or practice. Candidates should indicate the implications for practice and propose ways in which their organizations can improve programming in this area by making recommendations for consideration.

### **Section V: Reference List** (1 page)

This section should provide a list of the sources cited to write the Independent Study. This includes any books, periodical articles, films, Internet sources or interviews conducted. You do not need to include references for material that you may have read but did not cite or use directly in your study. See Appendix 2, *How to Cite References* for an example of a reference list written in basic APA format.

## Marking Guidelines

### Section I: (3-4 pages, 10%)

- Clearly outlines the scope of the study
- Organizational and personal experience presented

### Section II: (6-8 pages, 20%)

- Clearly explores background of the issue/opportunity
- Key questions arising are identified

### Section III: (10-15 pages, 40%)

- Demonstrates course learnings
- Relevant literature and data presented to support your ideas
- Clearly addresses the key questions

### Section IV: (5-7 pages, 30%)

- Clear summary of main ideas
- Demonstrates original thinking
- Key recommendations made

### Section V: (1-2 pages)

- All sources referred to in the study are cited and properly referenced.

## Formatting the Study

Your completed study should include the following components, in this order:

- **Title Page**

The typical format of a Title Page appears at the end of this section.

- **Table of Contents**

List of sections and headings with corresponding page numbers.

- **Acknowledgements**

Not mandatory, but this is the opportunity to thank anyone in particular who has helped and supported you with your study during your time at Coady (friends, family, staff, funders, etc.)

- **Sections 1 - 4 of Your Study**

Normally double spaced, pages numbered.

- **Appendices**

Optional, some people add supporting information, such as maps, photos, sample lesson plans, statistics, etc., as “extras” not included within the main part of the study.

- **Section 5: Reference List** (*APA style*)

**Once You Have Finished:**

- Make a copy for the Institute and a copy for yourself.
- You and your Advisor sign both title pages.
- Take the completed copies to the designated member of the Student Services Team. S/he will bind them.
- Sign the permission form.

***CELEBRATE!***

**(TYPICAL FORMAT OF A TITLE PAGE)**

**Title**

(the main theme and context, for example:)

**Elimination of Child Labour in Karnataka, India**

**Submitted in partial fulfillment of the requirements for  
the Diploma in Development Leadership**

**Coady International Institute  
St. Francis Xavier University  
Antigonish, Nova Scotia  
Canada**

**November 2016**

**Your name**

(you may wish to add your organization's name too)

**Your Advisor's name**

## TIPS ON RESEARCH & WRITING

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### Section I & II: Introduction & Problem Situation/ Opportunity

#### QUICK TIP

The first two sections of your Independent Study are primarily based on your own experience and knowledge. It is not necessary to introduce a lot of external sources of information at this time. The main reference source is YOU!

#### Section 1: Introduction, (3-4 pages), include:

- Purpose of the Study
  - Why this topic? What do you hope to achieve through this study?
- Nature of the Development Issue / Opportunity
  - Brief introduction to the issue. What is the problem or opportunity your organization or community faces? What is the scope of your study?
- Vision and Mission of your Organization
  - Brief description of your organization's values and activities. Place your organization in the context of this topic.
- Your Position and Experience
  - Introduce yourself to the reader. What personal and/or professional experience do you bring to this topic?

#### Section 2: Problem Situation/Opportunity, (6-8 pages), include:

- Detailed Description of Issue or Opportunity
- Expand on the issue you introduced in the first section.
- Include both local and structural dimensions. What factors are community-based, and what external influences exist?
- You may provide background information, historical/economic/social context that is *relevant* to the topic. Citing some reference sources such as statistics, reports, maps, photos, and charts may help your description but are not required.
- How did the current situation develop? What has been done to address it so far?
- Develop 3-4 Key Questions
- Choose these questions *carefully*. They will provide the focus for your reading and research.

- Be specific, avoid general questions that you already know the answer to, or have already been dealt with in your background analysis. This is an exploration of ideas, not simply a demonstration of existing knowledge.
- Recognize that the topic you have chosen may reflect a very large, complex issue, so be clear to focus on just a few aspects of the issue that are within the scope of this research study.
- When you have constructed a few questions, reflect on them and think if they will help you to achieve the goals you really want to accomplish with this study. Will answering these questions provide you with the information you need to develop effective strategies and recommendations?

One of the roles of your Study Advisor is to work with you to narrow your focus and decide upon key questions. You should be prepared to give information on *why* you've chosen this topic and *what is it about the topic* that interests you, so your Advisor can help you through this process and effectively help you determine key questions. Through your participation in the *Research Processes & Methods* course you will also have opportunities to begin an initial review of the literature on your topic and practice developing key questions.

### Examples of Key Questions

**Topic: Integrating a Micro-Insurance Product into the Existing Microfinance Services of CARE Zambia.**

1. What types of insurance models do other microfinance providers use internationally?
2. What types of insurance products would be most appropriate to the needs of the poor in the peri-urban settlements of Lusaka?
3. What would CARE Zambia's Zambia's role be in developing / delivering a micro-insurance scheme?

**Topic: Indigenous Peoples' Response to Dam Construction: The People's Movement of Tipaimuk**

1. Are there any success stories of opposition to dams by indigenous peoples' movements?
2. What are the relevant lessons from these experiences to the Tipaimuk indigenous people's movement of Manipur?
3. What is the potential role of our organization in resisting dam construction?

## Examples of Introduction Excerpts and Key Questions

### **Topic: Empowerment of Rural Women in North India through Education and Microfinance**

#### **Section 1:**

“This study is an attempt to prepare myself to work for the development of the rural villagers. In the study, I look closer at the existing reality of the rural poor and envisage the possible entry points into these communities to facilitate effective participation of rural women in community development. For this, I wish to learn from the experience of existing organizations which are engaged in adult education and microfinance.”

Nature of Development Issue:

“The issues I wish to address are poverty, illiteracy and discrimination against women.” (1 paragraph descriptions of each)

#### **Section 2:**

*More detailed descriptions of the issues of poverty, illiteracy and discrimination as it relates to the rural area in which the author is interested.*

Key Questions:

1. What are the existing strategies for the development of rural women through adult education and microfinance and how effective are they?
2. Will these existing models be effective in the extremely poor socio-economic and cultural background of the people of our project areas? Have they been effective with the poorest of the poor in other countries?
3. What will be the ideal strategy according to the needs of the poorest women of Northern India for their development?

### **Topic: Youth Organization: the Pillar of HIV/AIDS Prevention**

#### **Section 1:**

*The author begins with a two paragraph description of HIV/AIDS in Rwanda.*

“My own experience in the Rwanda National Youth Council proves that the organizations of young people can play an important role in the prevention of HIV/AIDS... The topic for my Independent Study is the potential role of youth organizations in community development, in relation to the HIV/AIDS prevention. I chose my topic because young people are a vulnerable group; at the same time they constitute the sharp force of the nation because of their number and their youthful energy.”

#### **Section 2:**

*The author elaborates on the impact of HIV/AIDS in Rwanda, the problems of its spread, the achievements of organizations in confronting the problem so far.*

Key Questions:

1. What is the potential role of youth organizations in development?
2. What are the relevant lessons from the HIV/AIDS program of RNYC and other youth organizations?
3. How can the capacities of youth organizations involved in HIV/AIDS prevention be reinforced?

## **Topic: Emancipatory Gender Education for Karayu Pastoralists in Ethiopia**

### **Section 1:**

*Introductory paragraph on the concept of gender followed by:*

“The general issue of my Independent Study focuses on gender education which involves women and men. In particular, I will look at gender education in the Karayu pastoralist community living in Ethiopia...I hope to lobby with Gada leaders for the rights and benefit of women, insist that the school incorporate gender in all subjects, and develop a gender training program which is appropriate for the Karayu community.”

### **Section 2:**

*A more detailed description of the pastoralist community, the environment in which they live, education, economic conditions, etc.*

Key Questions:

1. Why is gender education important?
2. What challenges do other organizations face in mainstreaming gender and how have they overcome them?
3. How can we mainstream gender in all our programs?

## Section III: The Source Review

This section comprises a systematic review of literature (books, periodical articles, course manuals, Internet, etc.) and other sources (videos, interviews, course learnings, etc.) that speak to the questions posed in the previous section. The purpose is to broaden and deepen the candidate's understanding of the development issue or opportunity being examined. A minimum of 10 sources should be consulted. The candidate should summarize the key ideas or lessons learned from the research and provide a critical assessment of these learnings.

**The Source Review contains at least 10 sources, and may be a combination of:**

- Books
- Articles
- Videos
- Class discussions & manuals
- Interviews
- Electronic sources

**The Source Review IS:**

- Focused on answering your key questions
- A logical and carefully structured discussion of new information you have found, with your own analysis
- A way to apply important concepts you have learned from your courses (such as gender, capacity building, participation)
- Clearly written in paragraph style
- Approximately 10-15 pages long

**The Source Review IS NOT:**

- A series of mini book reviews pasted together
- A repetition of the background analysis already covered in Section 2
- Pages of quotations with no analysis or application
- A “shopping list” of points
- Longer than 15 pages

### QUICK TIP

**Refer back to Sections 1 & 2 to keep focused and ensure that you are working on the issues you set up in your introductory sections. Do not get sidetracked by other issues which are not a key focus of the study.**

## Typical Structure of a Source Review (10-15 pages)

This is a **suggested** format for organizing the presentation of your research. You and your advisor may agree on alternative ways to present your findings.

Introductory paragraph to guide the reader on what will follow in this section.

**Key Question 1:** Discussion focused on the key question, including the following elements:

- information from your sources
- course learnings
- your analysis
- application to your situation
- concluding sentence or paragraph that sums up the topic and leads to the next key question

Continue with the same format through all of the key questions. Finish with a concluding paragraph to wrap up the source review.

## How to Approach the Readings

When you begin your source review, you must critically ask yourself whether the source you are reading will help you address one of your key questions. There is so much literature it is virtually impossible to read all the sources available on your topic. Instead, try initially scanning sources (books, articles, websites, etc.) and look at the following sections first to get an idea about the source:

- Table of Contents
- Introduction, Preface, or Abstract
- Conclusion
- Index (topic headings)
- Bibliography: What the author read!

*Also:*

- Check credibility
- Check timeliness
- Suggestions for further reading

Once you have decided the source may be useful to your key questions and the rest of your study, **keep clear notes on the material you read, especially reference information.** You do not want to make your task harder than it needs to be by having to reread an article because you did not take sufficient notes, or waste time going through stacks or databases because you did not properly reference your source and cannot find it.

### Ask yourself and record notes on the following:

- **Relevance:** Why am I reading this? What will this source add to my study? What key question(s) does the source best address?
- **Credibility:** Is the source credible, reliable and trustworthy? Is the information up-to-date? Who is publishing it, and who are the intended audiences (i.e. scholars, practitioners, government departments)? Is it relevant to my context? Is the writer open about any bias or research perspectives s/he holds? If not, can I find out about the angle or perspective of the writer, and any possible hidden agendas?
- **Summary:** What are the main ideas of the author? What key words stand out? Record any notable quotes, and be sure to note the page number.
- **Comparison:** How does this source relate to other information I've looked at on this topic? Are there other sources that deal with the same topic with which I can compare ideas?
- **Analysis:** What is my interpretation of this source? Do I agree or disagree? Do these ideas link to other sources I have read, or to ideas I already hold, or to newly emerging ideas? Take detailed notes of quotes and ideas, making sure to reference them clearly with page numbers so they can be found again quickly later on.

## Section IV: Conclusion & Recommendations

This section should be approximately 5-7 pages long. It should summarize the major findings from your Source Review and propose suggestions for mobilizing these ideas into action. When writing your conclusions, reflect on the Key Questions and your Source Review:

- What lessons have you learned through reviewing sources?
- How do they connect with other learning at Coady?
- How can these lessons be applied in your situation (relevance & transferability)?
- What recommendations can you make to your organization (implications for practice)?

### Tips

- Organize your thoughts clearly and stay focused on the main points
- Analyze and synthesize ideas from your sources
- Avoid vague statements, make practical suggestions
- An action plan is not needed, but provide ideas for next steps
- Do not rehash the problem situation
- Do not start a new topic

## Section V: Reference List

In Section V you should acknowledge the sources of material that influenced your thinking on the topic and provide the information other people would need to be able to find those sources. All of the sources you used within the body of your paper should be correctly referenced on this page, including all the books, articles, videos, internet resources and other sources you have referred to. The information to be provided will usually include:

- the author's name
- the year of publication or production
- the title of the book or article
- the city of publication and the name of the publisher
- *or* in the case of a journal article, the name of the journal, volume and issue number.

To find the place of publication, the publisher's name and the date of publication, look on the back of the title page of most books. For videos, look on the case, or watch the credits at the end of the film.

### Your Reference List should include:

- One long list of all the sources you used in your Independent Study.  
**NOTE:** Material that you read but did not mention in your paper is not listed.
- Sources listed alphabetically
- Includes standard information in a consistent format: Author, Year, Title, etc.

### QUICK TIP

Refer to Appendix 2, *How to Cite References*, in this handbook. Check the online tutorials for citing references on the Independent Study course links page on the

Marie Michael Library website:

<http://coady.stfx.ca/library/course-links/instudy/>

# APPENDICIES

## APPENDIX 1

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### Sources of Information for Your Independent Study

- Print: books, magazines, newsletters, reports, course manuals
- A/V: documentary videos, radio interviews, news stories
- Electronic: e-mail discussions, websites, full-text electronic documents and journals, Coady course links
- Live: interviews, participant observation, etc.

#### QUICK TIPS

- **Keep your key questions in mind**
- **Take clear, complete notes**
- **Document the source accurately (see *How to Cite References*), including page numbers for print sources and website addresses for material found on the internet**
- **Keep your notes well organized, in one consistent place**

### BOOKS & COURSE MANUALS

#### Finding Them

- Ask your Advisor and colleagues for recommendations
- Ask for assistance in libraries - don't be shy! Browse the subject areas of the Marie Michael Library relevant to your interests.
- Check the library catalogue, using key words that describe your subject (be careful with typing and spelling)
- If your topic is very precise and limited in scope, look for books that deal with a broader concept but may have a section or a chapter on your topic
- Don't be put off if your exact key word doesn't appear in the title of the book

#### Using Them

- Check the Table of Contents and Index to identify relevant sections
- Check the Introduction to see if chapters are summarized
- Scan the first page and last page of chapter(s) to see if there's an overview or summary
- Read relevant sections carefully and note the ideas that relate to your key questions
- Identify passages that you may want to quote and copy them exactly

- **Copy down the page number for any material you want to quote**
- Check the Bibliography to see if it lists any other sources that may be helpful

## **PERIODICALS, NEWSLETTERS, MAGAZINES**

### **Finding Them**

- Ask your Advisor and colleagues for recommendations
- Try to think of organizations you know that specialize in your topic (e.g. health, micro-credit). Do they publish a journal or a newsletter?
- Ask for assistance in libraries to identify good journals and journal databases relevant to your topic.
- Browse Journals in the Marie Michael Library and on the Library's website.

### **Using Them**

- Check the Table of Contents for each recent issue to see if there are articles that relate to your topic
- Try advanced search features in journal databases to help identify relevant articles
- Check to see if there is an "abstract" or summary at the beginning of a relevant article
- Read relevant sections carefully, and note the ideas that relate to your key questions
- Identify passages that you may want to quote, and copy them exactly
- **Copy down the page number for any material you want to quote**
- Check the Bibliography to see if it lists any other sources that may be helpful

## **AUDIO-VISUAL MATERIALS**

### **Finding Them**

- The Marie Michael library has a print list of videos related to development issues
- You can also find this list on the library's website:  
<http://coady.stfx.ca/library/search/multimedia.cfm>
- There are also many films available online, but check to be sure they are credible sources.

### **Using Them**

- Watch the video through once, getting the general idea
- Watch it a second time, stopping the video to take notes at points of particular interest
- Replay sections that you wish to quote directly and copy accurately the title, producer, production company and date of the film

## **ELECTRONIC RESOURCES**

### **Finding Them**

- Start with the Coady Course Links on the Marie Michael Library website:  
<http://coady.stfx.ca/library/course-links/>
- Try entering key concept terms in search engines. Look for “advanced search” features.
- Review the handouts from the Information Literacy / Activism Day .
- This website describes several search engines, and which ones are best for your purpose  
<http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html>
- Sign on to a listserv (an e-mail discussion) that deals with your area of interest. Check with your Advisor which one might be appropriate. You can ask questions or contribute to an ongoing discussion. Some lists are much more active than others. Ask your facilitators to recommend a good listserv for their topic areas.

### **Using Them**

- Save a document to your H: drive, portable memory drive, or print useful documents, but look at how long a document is before you start to print!
- Be sure that you have the URL (address for WWW documents) copied down.
- Question the source: Who, What, Where, When, Why? Take detailed notes.

## **STRUCTURED INTERVIEWS**

### **Arranging Them**

- Ask your Advisor if there might be a resource person in the local area who could give valuable input to your Independent Study
- Check with your advisor on research ethics permissions for conducting research with people
- Check with other participants to see if there is someone who has expertise in the area of your study who would agree to be interviewed
- Contact the person with plenty of advance time
- Set a time and place to meet where you will not be interrupted

### **Doing Them**

- Prepare a set of interview questions that relate to the issues
- of your Independent Study
- Know the purpose of the interview, and how the information you gather will be used. Be sure to check if there is an issue of confidentiality concerning any of the interview information you are seeking
- State your questions clearly and slowly
- Record the responses as fully as you can

- Thank the person for taking the time for the interview
- Offer to show them any part of your study where their comments are recorded to check for accuracy

### **Using Them**

- Be sure to transcribe the interview as accurately as possible from your notes
- If you wish to use an interviewee's exact words in your research paper, be sure to enclose them in quotation marks
- Include the interview in your reference list, as outlined in Appendix 2 *How to Cite References*.

## APPENDIX 2

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### How to Cite References

Whenever you refer to the work of others in assignments and papers, you must clearly identify the source of that information. We use a standard format, known as APA, for citing references. This guide is intended to introduce you to the most common methods of recording the sources of information you will use in your for your Independent Study.

#### QUICK TIP

**There are two places where you must cite references in any papers you write:**

- 1. In the body of your text at the point where you use the information or idea you have borrowed;**
- 2. A complete reference list at the end of your paper.**

When you read a book, article, webpage, or watch a film, get into the habit of noting all the information you may need to provide later, such as the **author, title, publication source and date**. Because you may wish to quote some sentences directly from printed texts, it is important to take careful notes as you are read, and particularly to **note the page number** on which you find relevant ideas.

### 1. CITING REFERENCES IN THE BODY OF YOUR PAPER

Here are a few examples showing how to note the source of others' ideas you are using in your writing.

#### Referring to the General Idea of another source (paraphrasing)

Sometimes you will be referring to a **general idea** that you have found interesting or helpful. You should not use the author's exact wording, but explain the meaning in your own words. In this case, you should put the surname of the author in brackets, along with the year of the book's publication.

#### Example 1, from a book

In *Listening to Africa* (Pradervand, 1990), the author emphasizes that culture is the foundation of one's life. He describes culture as what enables the complex machinery of a society to function more or less harmoniously. I agree with Pradervand, for I believe development should be integrated with the culture of the people, and not mould them to adopt foreign cultures, for this will damage the foundation of people's lives.

### **Example 2, from a book**

Motivated by the ideas he learned at Oxford, Father Jimmy Tompkins promoted the importance of education as a means of empowering the people. Without education, workers would continue to be oppressed (Welton, 2003). I am inspired that almost a century ago, Fr. Tompkins believed in the transformative power of education. I am also reminded that we can learn much from the history of adult education.

## **Quoting a Sentence or a Brief Passage**

At other times, you may want to **quote a sentence or a brief passage** directly from a book or article that you have read. If so, put quotation marks (inverted commas) around the text that is being quoted. At the end of the quotation, put the *surname* of the author, the *date* of publication, and the *page number* on which you found the quotation in brackets.

### **Example 1, from a book**

As development workers, we must examine our own assumptions, and look critically at our own frames before engaging with the community. “Any attempt to understand the poor, and to learn from them, has to begin with introspection by outsiders themselves” (Chambers, 1983, p. 104).

### **Example 2, from a book**

“The participation of women in the past is of course generally ignored by the historians of adult education” (Thompson, 1997, p. 45). I think Thompson’s point is valid. While I have been inspired by the stories of Fr. Jimmy Tompkins and Fr. Moses Coady and their crucial leadership roles in the Antigonish Movement, it is sad that more has not been written of the vital role of women such as Sr. Marie Michael.

### **Example 3, from a website report**

SAPRIN, in their report on structural adjustment, explains the rationale of neo-liberals who promote free trade as a way of making the economies of small nations stronger by “cleansing the economy of inefficient producers” (2002, p. 27).

## **Quoting a Longer Passage**

Occasionally, you may wish to quote a somewhat longer passage, perhaps 3 or 4 sentences. If so, indent the passage you wish to quote and single space between lines, so that the passage ends up looking like a block of text. You do not need to use quotation marks (inverted commas) around the text. At the end of the quotation, put the *surname* of the author, the *date* of publication, and the *page number* on which you found the quotation in brackets.

### **Example 1, from a book**

Difficulties faced by working women are diverse:

In the industrial sector, organization of workers in traditional industries (many of which tend to be female-dominated) is as necessary as in export industries and in free trade zones. The problems of wage workers in this sector are somewhat different from those of self-employed women in the so-called

'informal sector'. In petty trade and services women suffer particularly from police harassment, lack of credit, access to markets, and obstacles in obtaining licenses. (Sen & Grown, 1987, p. 86).

All of these problems confront the market women in my area. By creating a revolving fund, the women have managed to deal with the credit issue, but the other problems remain.

**(Note:** If you wish to refer to the title of a book or article or film in the body of your literature review, you should type the title in *italics*, or underline the title if you are writing by hand.)

### **Example 2, from a website**

Michael Welton, in his article describing Father Jimmy Tompkins, states:

In 1912 Tompkins returned from a British universities meeting held at Oxford ablaze with desire to carry the university to the people. It was dawning on Tompkins that adult education could precipitate a cultural awakening in men's and women's hearts and souls. Foreshadowing the concerns of late twentieth popular educators, Tompkins maintained that workers would be dominated and exploited unless they got knowledge for themselves. Education was the way to power. (Welton, 2003, para. 8).

**(Note:** There is a line at the bottom of the webpage stating the page was updated in 2003, so I will use that date. Since web pages often don't have page numbers, count the number of paragraphs on the page, and note the paragraph number of the section you are citing. The paragraph I quoted is the eighth paragraph on the web page.)

## **2. YOUR REFERENCE LIST**

At the end of your assignment, you should list all the books, articles, interviews, films or videos, internet resources and other sources that you have referred to. These are usually organized by putting the surname of the authors in alphabetical order. The information to be provided will usually include:

- Author's name
- Year of publication or production
- Title of the book or article
- City of publication and the name of the publisher for a book or film

*or*

- Name of the journal, volume and issue number for an article.

To find the place of publication, the publisher's name and the date of publication, look on the back of the title page of most books. For videos, look on the case, or watch the credits at the end of the film.

Following is an example of a reference list that includes several different types of sources. It is based on the APA format. Note the information you provide for each format is slightly different.

## References

### **Book:**

Chambers, R. (1983). *Rural development: Putting the last first*. London, UK: Longman.

### **Book chapter (from an edited collection):**

Hunt, C. (2005). Community education. In L.M. English (Ed.) *International encyclopedia of adult education*. (p.131-136). Basingstoke, England: Palgrave Macmillan.

### **Course manual:**

Dodaro, S. (2004). *Globalization and development: Participant manual*. Antigonish, NS: Coady International Institute.

### **Journal Article:**

Kapadia, K. (1992). Every blade of grass: Landless women labourers, production, and reproduction in South India. *Indian Journal of Labour Economics*, 35 (2), 266-276.

### **Government Document or Agency Report:**

Government of Nepal. (2002). *Tenth plan (2002-2007)*. Kathmandu: National Planning Commission. Retrieved from: <http://www.npc.gov.np/>

### **Video:**

Mayer, D. (Producer). (1985). *The women will... wanawake watatunza*. [Film]. Nairobi, Kenya: Worldview International Foundation.

### **Interview:**

Mbilinyi, J. (2002). People's organizations in Tanzania. [Interview]. Antigonish, NS: Coady International Institute, July 16.

### **Blog:**

Magrath, J. (2015, August 6). Weather alert: An introduction to climate change [Web log post]. Retrieved from: <http://policy-practice.oxfam.org.uk/blog/2015/08/weather-alert-an-introduction-to-climate-change>

### **Website:**

Oxfam. (2014). *Ghana: Impact of food prices on rice farmers*. Retrieved from: <http://www.oxfam.org/en/campaigns/agriculture/ghana-impact-food-prices-rice-farmers>

\* Note on interviews: This is for a formal, transcribed interview. When including information from conversation, correspondence, or other forms of communication that do not provide “recoverable data” as APA describes, there is no need to include this information in the reference list. In the text where the information is described, after stating the person’s name include a note in brackets like this: Mbilinyi (personal communication, July 16, 2002).

## APPENDIX 3

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### 3a: Coady International Institute Diploma Program Research Ethics Approval Request Form

(1) **Project Title:**

(2) **Project Start Date:**

(3) **Name of Principle Researcher:**

Address: Coady International Institute, P.O. Box 5000, Antigonish, NS B2G 2W5

Telephone Number:

Email:

(4) **The Research Study**

(a) the research topic

Brief description of the purpose of the study

(b) the design of the study

Brief description of what type of study this is and how the research will be conducted

(c) the research methods to be used

Brief description of the methods to be used with the participants

(5) **The Participants in your study**

(a) Describe the participant population:

(b) What is their approximate number?

(c) Indicate any possible conflicts of interest or other ethical difficulties that could arise, and steps you will take to overcome such problems

(6) Transcriptions of Interviews: Will any information provided by participants be transcribed by someone other than you?

(7) Potential Costs for Participants

(8) Distribution of Finding to Participants

(9) Informed Consent

Description of how participants will be invited to ensure they understand the process and what they are agreeing to do. Include the invitation that you will give to them when you ask them to participate.

### **3b: Example of a Completed Form from a past Diploma participant:**

#### **Application for Ethics Approval Coady International Institute Diploma Program Research**

**(1) Project Title:** The impact of the Organization's Popular Education Methodology (PEM) on youth political and economic citizenship

**(2) Project Start Date:** November 1.

**(3) Name of Principle Researcher:**

Mailing Address:

Coady International Institute, P.O. Box 5000, Antigonish, NS B2G 2W5

Telephone Number:

Email: x2014\_\_\_@stfx.ca

**(4) The Research Study - Research Processes & Methods, Mini-Review Assignment**

**(a) the research topic**

The purpose of this research is to assess the impact of the Organization's Popular Education Methodology in the livelihoods of the youth in social economic and political citizenship. The organization is gender focussed organisation with a special focus on the rural areas. The organization works towards empowering rural communities especially women and girls, including the youth. The organisation uses Popular Education Methodologies as a tool to empower the rural communities individually and collectively so that they can have power to control over their lives and improve their livelihoods. Popular Education Methodologies (PEM) tools are a participatory approach used by the organization to deliver development to the communities.

This research is very important to me because I am involved with the youth throughout my volunteer work and it is my passion that the youth are empowered in various aspects of life in order to bring sustainable development in communities. It will enable me to effectively do my work as it will bring out a better understanding of what really worked in past years and the weakness if there is any. The research will be relevant to the organization in the sense that it has been using this methodology for 22 years as its participatory approach to development work the organization does in the remote rural communities. Once this research is done, it will give the organization reflection to examine and review the methodology to see if it has worked in the past twenty two years and see if it is still working this time. Also it will help the organization to re-strategize and position itself for the development paradigm and changes in the implementation process of modern projects. The organization will find this research a good platform to critique the methodology and make it better for both adults especially women, girls and youth.

**(b) the design of the study**

In this evaluation research, I will be reviewing the impact of the PEM approach from the organizations' annual reports, reviews of the approach by independent reviews. For the literature review, I will be using books and journals to study models and examples on youth participation including the work by CIVICUS, and research which has looked at different youth empowering approaches that uses social media and music. I will be reviewing case studies on different PEM methodologies used and comparing their results with that of the organization's PEM. For the field research component, interviews will be conducted to gather data on the present situation of young people in the operational areas through social media.

**(c) the research methods to be used**

Interviews: Interviews with community youths and PEM field animators (field workers) will be conducted using social media (i.e. Facebook, Twitter and Skype). Interviews will also be conducted through emails as well. The use of this medium to conduct the interviews is due to the challenge of meeting with the target population one-on-one. Social media is one of the best means of getting to young people as more and more youth are moving unto social platforms for communication.

**(5) The Participants in your study**

**(a) Describe the participant population:**

Youth group members, field animators and staff.

**(b) What is their approximate number?**

Six (6) youth

**(c) Indicate any possible conflicts of interest or other ethical difficulties that could arise, and steps you will take to overcome such problems**

I initially don't expect any conflicts other than time constraints such as delay in responses from the participants. The step that I will take to ensure that they will not delay is constantly reminding them to respond on time every after 12hrs of a day.

**(6) Transcriptions of Interviews: Will any information provided by participants be transcribed by someone other than you?**

No. I will handle the information myself.

**(7) Potential Costs for Participants**

Time: I know it may be difficult for people to have to time to spare to contribute quickly. The time frame for the data collection hopefully will allow participation. The participants already have access to internet, so no financial costs are anticipated.

### **(8) Distribution of Finding to Participants**

This research is for my organization to strengthen programming. If participants express interest in the research we would be happy to share it.

### **(9) Informed Consent**

*This is the information that I will provide to the people I contact.*

I am grateful for the time you will spend on responding to this questionnaire. The purpose of this research is to assess the impact of the Organization's Popular Methodologies Tools commonly known as PEM. This study is being conducted as part of my course work in the Diploma in Development Leadership program at the Coady International Institute.

It should take 5 to 10 minutes of your time.

Your responses are voluntary and will be confidential. You may skip any questions you do not wish to answer. Responses will not be identified by individual. All responses will be compiled together and analyzed as a group.

If you have any questions or concerns, please contact me by email at xxx or telephone xxx

*Draft Questionnaire:*

1. *How long have you been a member of the organization?*
2. *Have you been impacted by the methods the organization uses to teach or enter the community?*

*Yes*  
*No*

- a) *If yes, explain how you have learned from them.*
- b) *Is there a specific method or tool that you really liked?*
3. *Have you found any significant benefits you found from the organization's trainings?*

*Yes*  
*No*

- a) *Please explain how they have or have not been useful to you.*