



Session Overview

Title of session: *EPQ: Choosing a Topic and Focusing a Research Question*

Length: This will vary depending on which stage students are at and if the session is delivered as one or individually.

Learning Objectives:

During this session, ALL students will:

- Understand the importance of a research question
- Brainstorm potential research topics
- Be shown how to develop a potential idea
- Be introduced to the idea of the research process being 'recursive'

MOST students will:

- Conduct some initial research and feed this back to their initial ideas, thus developing these and understanding the process
- Understand the different between a primary and secondary resource

SOME students will:

- Combine interests/potential research topics previously considered to be separate
 - Develop an idea which was previously not considered
 - Come up with a focused research question which relates to an initial idea from their brainstorm
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Resources: PowerPoint, Internet, Blank Worksheets

Keywords: Research, Question, Brainstorm, Idea, Potential, Develop

Progress check: Check progress by individual task outcomes

Activities:

STARTER:

- Introduction to a research question
- **Task:** Brainstorm potential ideas

DEVELOPMENT:

- **Listen/respond:** Exploring potential topics
- **Listen/respond:** Preliminary research
- **Task:** Conducting initial research, developing ideas in line with what is found

PLENARY:

- Action plan of what to do next – depending on where a student currently is with their EPQ
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Session most relevant to: Students interested in extended independent research, or those at the start of or a very early stage of planning their EPQ/coming up with a research topic and/or question.

Links and signposting: This session starts students off on their EPQ and therefore links to all further EPQ-based sessions.



Programme Outline

Stage	Slide number(s)	Description	Exercises Involved:	Aims:
1	3	The Research Question		To help students to understand what a research question is, its purpose and the importance of a good research question to the research process.
2	4-6	Choosing a Topic	Exercise 1 Revisit Exercise 1	<p>To introduce students to the type of questions that can lead them to ideas for a research topic.</p> <p>Exercise 1 helps students to brainstorm potential topics, it will also help them to see how some of these topics may link.</p> <p>Students can then revisit exercise one as a starting point for some preliminary research.</p>
3	7-9	Where to and How to Start your Research		<p>To explain the difference between a primary and secondary resource, introduce keywords and concepts and a Boolean search.</p> <p>Although brief it introduces students to some of the terminology used in subsequent packs.</p>
4	10	Focusing a Research Question		To provide students with examples of un-focused research questions and how these have been focused. It is hoped that students can then apply this to their own work.
5	11	Getting Started: Narrowing the Topic - Example		To provide an example of how a topic has been researched and the focus narrowed, students will be able to look at the same topic themselves.
6	12	The Next Stage	Exercise 2	To get students to think about the next steps of the EPQ process. This is related to the following session on time management.