



2020-2021

SOCIAL STUDIES

OUR UAE, OUR WORLD:
UNDERSTANDING OUR
PAST, PRESENT AND
FUTURE



Student Book



Grade
10

Social Studies

Our UAE, Our World:
Understanding our Past, Present and Future

Student Book

Grade 10

Term 3

(Pilot Version)

1441- 1442 A.H. /2020- 2021 A.D.





من أقوال المغفور له
الشيخ زايد بن سلطان آل نهيان

“

”من لا يعرف ماضيه لا يستطيع
أن يعيش حاضره ومستقبله“

He who does not know his past cannot
make the best of his present and future,
for it is from the past that we learn.

”

- Sheikh Zayed Bin Sultan Al Nahyan



H.H. Shaikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates

“Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves.”

”

Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan



INTRODUCTION



Critical thinking and innovation are the keys to developing and growing as a society. The more researchers question facts and theories, the more they are able to develop, create and expand existing knowledge to find innovative solutions for unknown and new problems.

In this term, students will be learning by doing in small groups. Students will practice writing and giving surveys, holding interviews, and creating experiments to conduct research.



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LESSON 1: SCIENTIFIC EXPERIMENTS





Lesson Objective:

By the end of the lesson, students will:

- understand the scientific method as a way of data collection
- be able to explain the benefits and drawbacks of using this approach to data collection

DICT
A-Z

Key Vocabulary

- results
- skew
- conclusion
- duplicate
- process
- ethical
- specific
- concerns
- variable
- validity
- negate
- unethical



WARM UP: VOCABULARY

Match each word with its definition.

results	something that is exactly like another thing or something that might have been copied
skew	something that is caused or produced by something else, a consequence or outcome
conclusion	something that is a cause of anxiety or worry
duplicate	the end or finish of an event, process or text
process	related to moral principle, something that is morally good or correct
ethical	something that is clearly defined or identified
specific	showing a bias towards one particular group or subject
concerns	a series of actions or steps taken in order to achieve a particular outcome
variable	a fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question
unethical	something that is not consistent or having a fixed pattern and is liable to change
phenomenon	something that is not morally correct

Table 1: vocabulary match





SCIENTIFIC EXPERIMENTS

A scientific experiment is an organised and systematic set of steps that researchers follow to prove or disprove a theory that they have about a phenomenon in the natural world. Do you know of any scientists? What have they contributed to society through their research?

The scientific method is a series of processes that researchers use to gather knowledge about an issue, improve it, and explain it. This method involves making observations, forming questions, making hypotheses, possibly doing an experiment, analysing the data, and forming a conclusion.

Activity 1:



Concept Check

Instructions: Do an online search to find the six-step process for conducting a scientific experiment. Complete the diagram. Step one has been started for you.

Step 1:

observe and

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:



Activity 2:



Evaluate and Discuss

Instructions: Discuss the benefits of conducting an experiment in your group. List at least one other benefit and list at least two drawbacks?

Benefits

Researchers have more control over the variables.

Experiments can be used for a variety of subjects in all fields of study.

Specific and definite conclusions can be reached.

The results can be easily duplicated.

Drawbacks

Table 2: Benefits and drawbacks of scientific experiments



Activity 3:



Applied Mini-Project: Your Scientific Experiment

Instructions: In pairs or small groups follow the instructions
 view the experiments shown
 choose one to try with your classmate
 follow the instructions
 follow the steps in the scientific method
 take pictures and complete the table

Experiment Title:	
Hypothesis – what you want to know	
Methodology – details of the six steps you will take to conduct the experiment and how you will record the findings (video, audio, photographic evidence, diary)	
What you are hoping to see (results)	
What actually happened?	
Was your hypothesis proved or disproved?	
What difficulties did you have conducting the experiment and how did you solve these issues? (evaluation and reflection)	

Table 3: applied mini-project data



Activity 4:



Share your Experiment

Instructions: After completing your experiment, prepare a presentation and share your experiment with the rest of the class.

In your presentation, include:

- experiment title
- table information completed above
- pictures
- reflections: 2-3 things you learned

Feedback and Notes:

As you listen to your classmate's experiments, take notes:

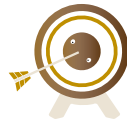
Learning Points: What did you like about each experiment?

Areas for improvement: How can you improve your own project?





**LESSON 2: LIKERT SCALE
SURVEYS**



Lesson Objective:

By the end of the lesson, students will:

- 👁️ be able to create a Likert scale survey



Key Vocabulary

- ✎ Likert scale
- ✎ frequency
- ✎ likelihood
- ✎ methodology
- ✎ trends



WARM UP: VOCABULARY

Match each word with its definition.

Key word	Definition
Likert scale	a system of methods used in a particular area of study or activity
frequency	the state or fact of somethings being likely; probability
likelihood	a general direction in which something is developing or changing
methodology	the rate at which something occurs over a particular period of time or in a given sample
trends	a scale used in a survey to measure people's attitudes to something



WHAT ARE LIKERT SCALES?

A Likert scale is a rating scale used to measure attitudes and opinions. Participants are presented with a question and then a series of options on a scale such as the one in the table.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

The scale can measure more than just to what extent someone agrees or disagrees. It can measure how often something takes place, how good a person thinks something is, how likely someone is to do something, or how important someone considers something to be. Examples include: Strongly agree to strongly disagree, very important to not important at all, very good to very bad, definitely to never, Often to never.

Activity 1:



Concept Check

Instructions: Work with your partner to complete the Likert scales for each type of information.

Agreement

Frequency

Quality

Likelihood

Importance



Activity 2:**Read and Respond- Example**

Instructions: Read the example then respond to the questions.

John is a university student who wants to know how the students feel about the food options available in the university cafeteria. This includes the price, variety, and quality of food. He believes that the students want to see some changes in the variety of food that is offered. He is not sure if students are motivated by price, but he plans to find out. He is planning to present his findings to the chef and to the Cafeteria Committee, who may want to use his findings to make changes. He has previously noticed that between 12-1 pm on Friday is the busiest time in the cafeteria, so he decides to hand out his survey to the students in the cafeteria during this time.

Discuss in pairs:

- Do you agree with John's methodology? Explain.
- Has he identified a problem that needs investigating? Explain.
- Make a hypothesis from the information. Write it in the space provided.

John decides to write 10 questions and use different Likert scales to measure the responses. Circle any questions that cannot be measured with a Likert scale.

Questions:

- How often do you visit the University cafeteria each week?
- There is a wide variety of food available in the University cafeteria.
- How would you rate the quality of the food available in the University cafeteria?
- How important is it for you to have a variety of food choices available?
- What kind of food do you like?
- I want to have more hot food options available.
- If the food was cheaper, how often would you visit the cafeteria?
- How much money would you like to spend in the cafeteria?
- Price is the most important factor when choosing what to buy in the University cafeteria.
- I prefer to have healthier options available (salad, fruit, low fat etc.)

Activity 3:



Likert Scale Options

Instructions: With your partner, help John by adding the Likert scales that could be used on his survey. Check your answers in class.

1. How often do you visit the university cafeteria each week?				
2. There is a wide variety of food available in the university cafeteria.				
3. How would you rate the quality of the food available in the university cafeteria?				
4. How important is it for you to have a variety of food choices available?				
5. What kind of food do you like?				
6. I want to have more hot food options available				
7. If the food was cheaper, how often would you visit the cafeteria?				
8. How much money would you like to spend in the cafeteria?				
9. Price is the most important factor when choosing what to buy in the university cafeteria.				
10. I prefer to have healthier options available (salad, fruit, low fat etc.)				

Activity 4:



Applied Mini-Project: Your Likert Scale Survey

Instructions: In pairs or small groups, prepare a Likert Scale survey using the steps.

Step 1: Explore the website entitled Question Pro.

Read about Likert scale questions. Decide on a topic that interests you.

Step 2: with your classmates, write 10 Likert scale questions. Add your questions to the table:

Agreement

Question 1:

Question 2:

Frequency

Question 1:

Question 2:

Quality

Question 1:

Question 2:

Likelihood

Question 1:

Question 2:

Importance

Question 1:

Question 2:

LESSON 3: SURVEYS





Lesson Objective:

By the end of the lesson, students will:

- 👁 identify the advantages and disadvantages of using surveys for data collection
- 👁 create a survey



Key Vocabulary

- ✎ cost-effective
- ✎ validate
- ✎ concept
- ✎ jargon
- ✎ specific



WARM UP: VOCABULARY

Match each word with its definition.

cost-effective	to check or prove the validity or accuracy of something
validate	clearly defined or identified
concept	an abstract idea or plan
jargon	effective or productive in relation to its cost
specific	special words or expressions used by a profession or group that are difficult for others to understand

Table 1: vocabulary match



WHAT ARE SURVEYS?

Another data collection method that can be conducted simply and easily is a survey or questionnaire. An online survey can reach many people at once quickly and cheaply. There are free templates and question banks available on the Internet.

Think about the possible benefits and drawbacks of using surveys as a method of data collection. What specific industries or areas might use surveys as a way to collect data?

Discuss with your partner any recent surveys you have completed.

Activity 1:**Concept Check**

Instructions: Use the figure with advantages and disadvantages of conducting a survey to create a mind map.

Benefits

1. Easy to develop.
2. A cost-effective way of collecting data.
3. Advanced software allows for inbuilt data analysis.
4. Can be administered online quickly and easily.
5. Any number of questions can be asked about a variety of topics.
6. Standardised surveys are relatively error free.
7. Easy to reach a large number of participants.

Drawbacks

1. Respondants may not give honest answers, particularly if it shows them in an unfavourable light.
2. Participants may be slow at responding.
3. Data errors due to non-responses or a misunderstanding of questions may occur.
4. A bias may be created due to the number of participants who answer or do not answer a particular question.
5. Customized surveys may contain errors.

Once you have decided on conducting a survey as a method to collect your data, you will suitable questions. You will need to think about how the respondents will answer the questions. Use the tips to help you.

Have a specific goal in mind.

What information are you looking to collect? Do you have a theory that you want to prove or an idea that want to validate? Surveys can be great tools if they focus on one specific goal. Therefore, when forming your questions, you will need to keep that goal in mind and create questions that support the objective of your survey.



Activity 2:



Ways to Conduct a Survey

With your partner, try to rewrite the questions on the left to create clear and concise questions in the empty boxes.

You want to know how much people are willing to pay to have their car washed.

You would like to know what people think of the name you have chosen for your new company.

Do not use words that your audience may not understand.

Even though you may understand the concept perfectly well, your participants may not. Write clear and concise questions in plain language, and avoid using abbreviations or any kind of jargon that might confuse people. Look at the following examples of unclear sentences and how they have been reformed to create clear questions.

How are you taking advantage of VR?

How or in what ways is your company using Virtual Reality (VR)?

People think that GenZ are not career minded. Would you agree?

Bloomberg news describes young adults born between 1997 and 2012 as «Gen Z». Some people have commented that this generation is not as focussed on their careers as other generations have been. To what extent do you agree with this statement?

The President of the United States should be changed each year. Do you agree or disagree?

America's gas guzzling automobiles will not exist in a few years. Do you think this is good or bad?

Make your answer choices clear and unlike other choices.

Do not let your answer choices be confusing or overlap in meaning. This might lead to incorrect answers and skewed data. Give answer choices that are clear and specific so that it is easy for the respondent to choose the best answer that relates to their situation.

Look at the three examples and with your partner, label them clear, unclear or clear and specific. Discuss with your partner why the unclear options might be confusing for the participants.



How often do you eat breakfast?

Sometimes

Often

Frequently

Never

Every day

Most days

A few days

Never

4+ days a week

1-3 days a week

Once a week

Never

Give users an 'other' option.

Sometimes, none of the answer options apply to the participant. In order to avoid skewing data through false responses, make sure you offer an other or none of the above option.

Depending on the sample number, you may like to offer the option other and add a place for the respondent to write a different answer that is closer to their individual situation.

Avoid accidentally skewing data with YES or NO answers.

Giving participants YES or NO as the only possible answers would also lead to inaccurate data. Studies show that faced with these options, people often choose YES as a way to show positivity regardless of whether it is their true opinion or not. Instead, giving your participants specific options allows for a better survey and, ultimately, more accurate data collection and results. Look at the following examples.

With your partner, discuss how you can rewrite the sentences to avoid YES or NO answers.

Activity 3:



Concept Check

Look at the following examples of questions that are not specific enough to ensure accurate data.

Rewrite the questions in a way that ensures that an accurate answer can be provided by the participants. The first one has been done for you.

Do you like the colour red?

YES
NO

Do you prefer watching sport to watching drama?

YES
NO

Do you eat bananas?

YES
NO

What colour do you like best?

Red
Blue
Green
Yellow
Other_____



A close-up photograph of a hand typing on a laptop keyboard. The image is overlaid with a semi-transparent world map in a golden-brown color. The map is positioned in the upper right quadrant, with the hand and keyboard visible underneath it. The background is a warm, golden-brown gradient with some abstract shapes and light effects.

LESSON 4: ONLINE SURVEYS



Lesson Objective:

By the end of the lesson, students will:

- 👁 use an online tool to create an online survey
- 👁 collect and analyse responses
- 👁 present the results to class



Key Vocabulary

- ✎ data analysis
- ✎ survey
- ✎ Prezi
- ✎ data collection
- ✎ responses

Activity 1:



Online Survey Mini-Project

Look at the questions you wrote in Lesson 3, Activity 4.
You will learn how to create an online survey using Survey Monkey.
You will share your survey with your classmates and collect results.

Follow these steps:

Step 1:

Go online on Google search and type Survey Monkey and explore the sample templates.
Survey Monkey Questionnaire examples and sample templates

Step 2:

Revise the questions you wrote in Lesson 3 Activity 4. Add a 3-5 more questions.

Activity 2:

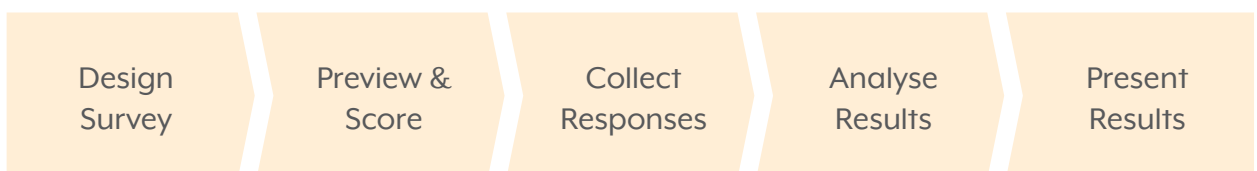


Design your Survey

Step 3:

Create your online survey.
You would need to create your free account.
Note: Your teacher and school will decide which email to use.

Step 4: Design the survey



Activity 3:  **Data Collection**

Step 5: Collect responses

Decide how you will collect responses:

You could share the web link through email, or social media if allowed.

You could manually enter data.

Activity 4:  **Analysis**

Step 6: Analyse results

In Survey Monkey, you have three ways to analyse results:

- question summaries
- insights and data trends
- individual responses

Look at the responses and note down:

- What is the most surprising result?
- What is the main trend of answers?
- What is a result that confirms your own thinking?

Activity 5:  **Presentation**

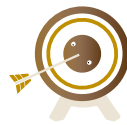
Step 7: Present your Results

Prepare a short presentation using PowerPoint slideshow or Prezi to present your survey results.

The image features a stack of several books with various colored covers (yellow, green, orange, pink) resting on a light-colored wooden surface. The background is a vibrant blue water surface with ripples. A large, dark brown silhouette, resembling a splash or a map outline, is overlaid on the right side of the image. The text 'LESSON 5: MID-TERM REVIEW' is written in a bold, orange, sans-serif font within the brown silhouette.

LESSON 5: MID-TERM REVIEW





Lesson Objective:

By the end of the lesson, students will:

- 👁️ check their understanding of lessons one through four.
- 👁️ reflect on areas for improvement.



Key Vocabulary

- ✎ Review keywords for lessons one through four.

Important Note: The activities provided below serve as a review and do not represent the full scope of materials for the final examination. In order to succeed in the final examination students should ensure they have a sound understanding of key concepts in all in Lesson.

Lesson 1:



Scientific Experiment

Go online and search for Myth Busters show

Choose one episode, watch it, and then complete the table:

Experiment Title you watched:	
Hypothesis: What was the hypothesis?	
Methodology – List the 6 steps in the scientific experiment used?	
What were the results? Was the hypothesis proved or disproved?	
What is the conclusion?	
What difficulties did the show presenters face while conducting the experiment and how did they solve these issues?	

Lesson 2:



Look at the results from John's survey discussed in Lesson 2.

You can see the points attributed to each question in red and the numbers of people who chose that answer below that.

Analyse the information given, group similar items or ideas together, and look for trends. Once you have finished making notes, what is the definite pattern emerging.

Trends:

Emerging Patterns:

1. How often do you visit the University cafeteria each week?				
Never	Not Often (3 times a month)	Sometimes (1-2 days a week)	Often (3-5 days a week)	Every Day
1	2	3	4	5
		1	2	11

2. There is a wide variety of food available in the University cafeteria.				
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5
9	2	1	2	

3. How would you rate the quality of the food available in the University cafeteria?				
Very bad	bad	neutral	good	Very good
1	2	3	4	5
4	5	3	2	

4. How important is it for you to have a variety of food choices available?				
Unimportant	Somewhat unimportant	Somewhat important	important	Very important
1	2	3	4	5
		3	7	4

5. I want to have more hot food options available				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5
	1	3	6	4

6. If the food was cheaper, how often would you visit the cafeteria?				
Never	Not often (3 times a month)	Sometimes (1-2 times a week)	Often (3+ times a week)	Every day
1	2	3	4	5
		1	5	8

7. Price is the most important factor when choosing what to buy in the University cafeteria.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5
	1	1	4	8

8. I prefer to have healthier options available (salad, fruit, low fat etc.)				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5
		1	5	8

Lesson 3&4:



Read the case study.

Philip loves to workout in his local gym, but he isn't sure if his gym is giving him the best value for money for his membership. Price is an important factor because he is still a student and works only part-time. However, Phillip doesn't mind paying for a yearly membership if monthly payments are not available. He wants to have some other facilities at the gym, like somewhere to sit and take a rest after his workout. He is not a good swimmer, and he has recently taken up tennis. He would like classes in his favorite sports. He would like to practice a team sport and meet someone to play games with. He decides to create a survey and emails it to the gyms within a 10-kilometre radius of his house. Unfortunately, 2 of the gyms do not respond, but he receives data from the 4 gyms that send the completed surveys back to him. Philip decides to table the responses in order to compare the gyms and decide which one best meets his needs.

Philip received the answers to his online survey, he tabled the information so that he can decide which gym he will join. Complete the steps.

- Analyse, evaluate the data, and choose which membership is best for Phillip.
- You need to justify your answer by showing how you evaluated the data.
- Prepare a short presentation to share your evaluation with your classmates, justifying the reasons why you chose the gym that you believe is the best for Phillip.

Lesson 3&4:



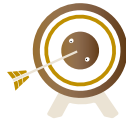
Name	Price per year	Opening hours	Facilities	Other benefits
24 Muscles (10 kilometres from my house)	2800 AED (2900 AED if paying monthly)	Friday and Saturday 8am-8pm. Sunday to Thursday 24 hours a day.	Gym, tennis court. Squash court available 10 AED per hour	Free parking, café on site. Sauna and Jacuzzi at an additional cost.
HotRods Gym (8.5 kilometres from my house)	1900 AED	Thursday to Saturday 24 hours. Not open on Fridays.	Gym, tennis court, Basketball court.	Free parking, café on site.
Gold's Gym (2 kilometres from my part time job!)	3300 AED (cash or credit card)	Sunday to Saturday, 24 hours a day.	Gym, tennis court, Basketball court, classes, swimming pool. Squash courts at 20 AED per hour.	Free parking, café on site. Sauna and Jacuzzi free of charge.
Fitness is Us (5 kilometres from my house)	1200 AED (cash only)	Sunday to Saturday, 24 hours a day.	Gym Squash courts available at 15 AED per hour.	No parking, no café. Jacuzzi and Sauna available only on weekends.





**LESSON 6:
OBSERVATIONS**





Lesson Objective:

By the end of the lesson, students will:

- 👁️ examine the characteristics of observational research
- 👁️ cite specific evidence from text to support explanation or analysis
- 👁️ determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of social science
- 👁️ decide on valid sources to answer social studies questions



Key Vocabulary

- ✎ observation
- ✎ manipulate
- ✎ characteristics
- ✎ variables



WARM UP: BRAIN GAME

Instructions: Match each word with its definition

Key Words	Definition
observation	an element, factor or feature that is liable to vary or change
manipulate	a feature or quality belonging typically to a person, place or thing and serving to identify them
variable	the action or process of closely monitoring something or someone
characteristic	to alter, edit or adjust text or data

OBSERVATIONS AS A WAY TO COLLECT DATA

Interviewees may agree with the statement, “I always buy green apples.” Yet, when they are faced with options, they may not buy green apples, particularly if the red ones look fresher or are cheaper. In observations, the researcher gets to describe situations as they exist.

Observations are natural and allow the researcher to observe the participants in real-life situations to see what they do when faced with options. Observational research is non-experimental since the variables are neither controlled nor manipulated. Observations can be quantitative or qualitative based on how the observation is done. In a quantitative observation, the observer has compiled a checklist and is simply ticking a box whenever the observed behaviour is seen. In qualitative observation, the observer is open to receiving whatever appears in the observation. Observational research is used as a data collection method when the researcher is interested in seeing the participants engage in natural behaviour. Some examples of observational research include:

studying and recording the behaviour of animals in their natural habitats

gathering more information about consumer habits by watching shoppers in a grocery store

understanding how young people make decisions by observing the interaction of students in a high school cafeteria

Activity 1:



Concept Check

Instructions: Make a list of different situations you can observe as part of a social research project

Other Observations

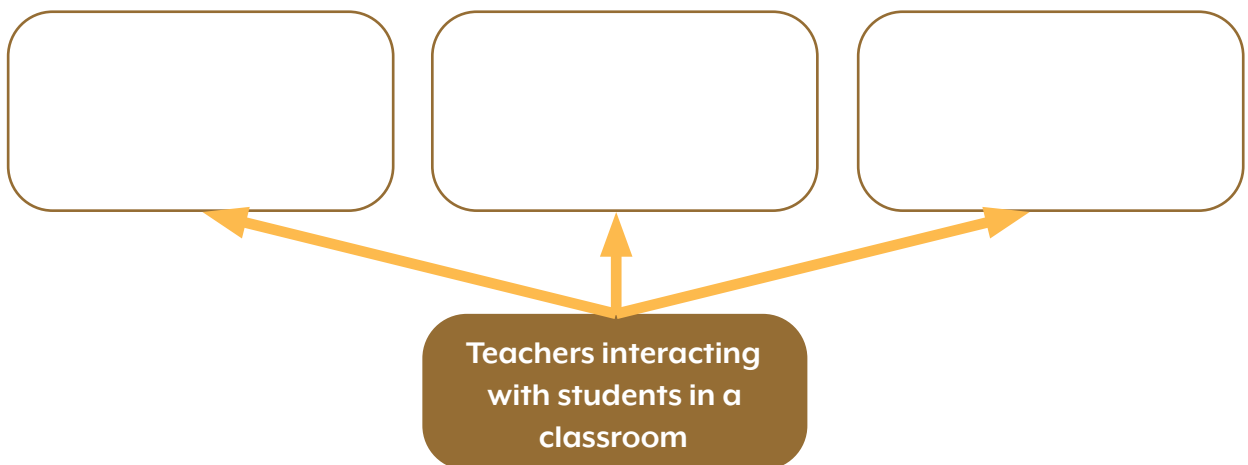
Participant observation involves interaction with the researcher while he or she asks unstructured questions, sketches pictures, describes what he or she sees in a typical scene, takes photographs, or records conversations.

Activity 2:



Application

Imagine your task is to observe teachers interacting with students in a classroom. What kind of information do you think you may be able to observe? Brainstorm with your partner and think of three things you might observe. Complete the map and discuss with your classmates.





LESSON 7: CONDUCTING INTERVIEWS





Lesson Objective:

By the end of the lesson, students will:

- 👁️ learn how to conduct interviews in order to collect data
- 👁️ explore different types of interviews



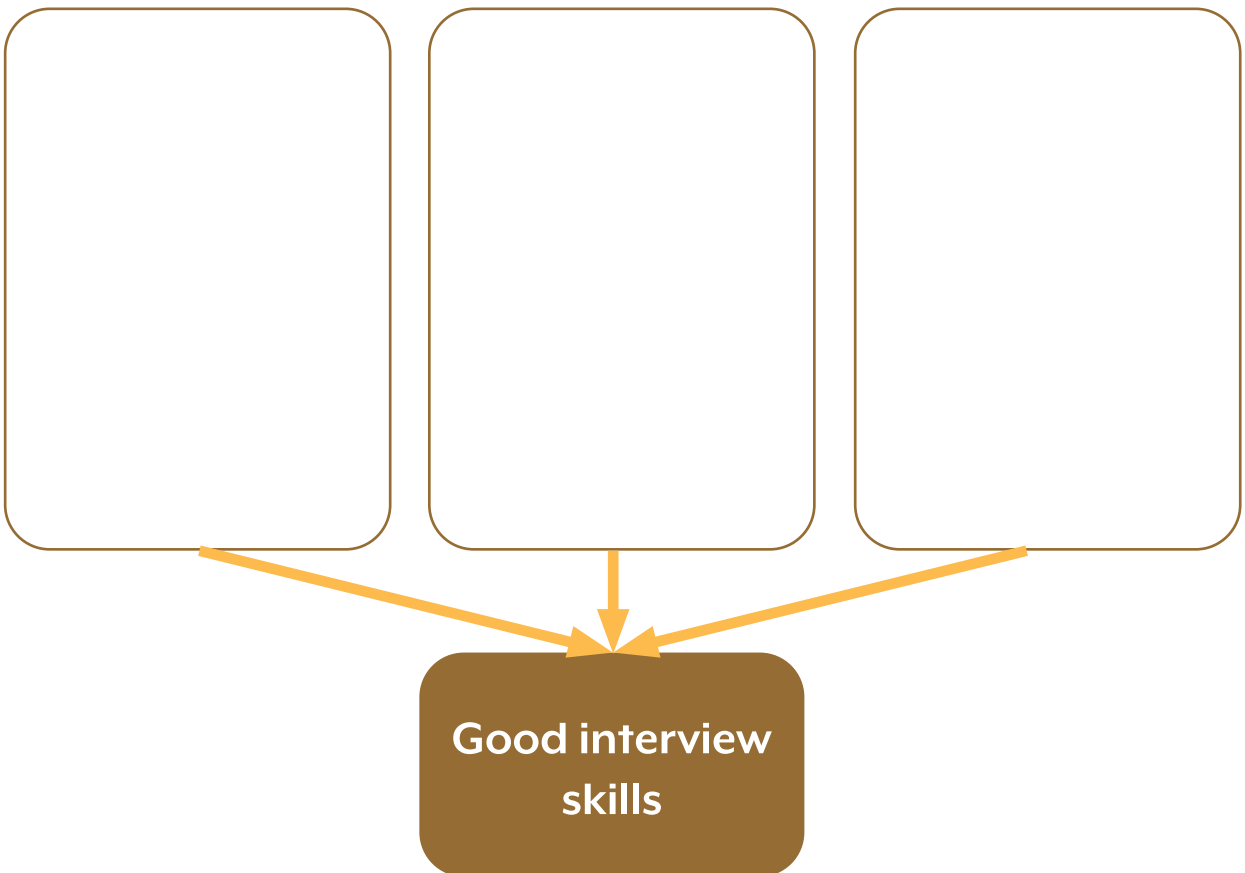
Key Vocabulary

- ✎ structured
- ✎ unstructured
- ✎ demographic
- ✎ sample
- ✎ participant objectives
- ✎ method
- ✎ characteristics
- ✎ ambiguity
- ✎ analysis



WARM UP: BRAIN GAME

Instructions: Think of an interviewer that you know or have seen on television. What skills do you think a good interviewer has? Discuss with your partner and write your answers in the space below.





CONDUCTING INTERVIEWS

An interview can be described as a conversation used to gather information. Interviews can be conducted face to face, online or over the telephone and are a useful way to collect information on people's thoughts, feelings and attitudes.

Interviews can be qualitative or quantitative data collection methods. Structured interviews are quantitative while semi-structured and unstructured are qualitative. Face to face interviews allow accurate screening. Interviewers can verify information, such as age, gender, and ethnic group. They also enable the interviewer to pick up non-verbal cues, which show feelings, such as discomfort or enthusiasm.

Gathering non-verbal cues is particularly useful in a job interview, where the employer can accurately gauge the suitability of the candidate through additional information gained from non-verbal cues. Lastly, face to face interviews allow the interviewer to control the focus on the interview.

Activity 1:



Concept Check

Instructions: Match the key words with the correct definition

key words	definition
objectives	clearly defined following a pattern and distinct order and organization
method	a person who takes part in something
characteristics	something without formal organization or structure
ambiguity	a particular sector of a population
demographic	a particular procedure for accomplishing or approaching something
sample	a thing aimed at or sought, specific goals
structured	a detailed examination of the elements or structure of something
analysis	a feature or quality belonging typically to a person or a thing which serves to identify and distinguish them from something else
unstructured	the quality of being open to more than one interpretation
participant	a small part or quantity intended to show what the whole is like



Activity 2:



Concept Check

Instructions: In pairs or individually, read through the three different types of interviews before you complete the activity 3. Highlight important aspects for each type of interview.

Structured (S)

A standard set of pre-determined questions are asked in a specific order.

Respondents select answers from a list of choices.

The interviewer may provide clarification if needed.

This type of interview is particularly suitable for use in surveys.

Quantitative

Semi-structured (SS)

The interviewer uses a set of pre-determined questions, and the participants answer in their own words.

A topic guide may be used to ensure that all of the participants provide information on the same topics.

The interviewer can probe areas or ask follow up questions to gain more information or clarification.

Semi-structured interviews are suitable for collecting systematic and in-depth information from a large number of participants.

Qualitative

Unstructured (US)

The interviewer has no structured or pre-determined questions; instead, the interviewer uses broader questions to engage the participants in an open, informal, and spontaneous discussion.

The interviewer probes for additional information or clarification to gather in-depth information on the topic or to explore inconsistencies.

Unstructured interviews are suited to finding out in-depth information on participants' stories and experiences, or in the case where little information exists on the topic.

Activity 3:



Application

Instructions: Read the following statements and add the letters [S] [SS] or [US] to indicate the type of interview.

- The interviewer would like to interview a large group of teachers to get information on what they think are the best types of assessment methods. He creates the questions he would like to ask. _____

- The interviewer would like to get feedback on the fitness habits of a group of 30-year-old men and women. He knows what he wants to ask and what the answers might be. He decides to email a survey to the list provided by the local gym. _____

- The interviewer is doing research on experiences in World War I. Although the participants have unique stories and experiences to share with the group, they all have the topic in common. _____

- What type of interview is most suitable if a firm wants to recruit an employee _____?
_____?

- What type of interview is most suitable if a firm want to understand how customers feel about a new product _____?
_____?

Activity 4:



Application

Instructions: In small groups look at the advantages and disadvantages of using interviews as a method of collecting data. Based on your learning so far, add at least 3 more points.

Advantages
Interviews are easy to conduct and all types of people can be included in the sample.
The interviewer has control of the interview and can ask the kind of questions that he or she has thought about and wants to get more details about.
The structure of the interview can change depending on the needs being addressed.
Interviews can capture verbal and non-verbal cues, which helps to get a more well-rounded understanding of the topic.

Disadvantages
The cost of organizing and administering the interview may be high.
The quality of the data may depend on the skills of the interviewer – the better the interviewer, the better the data.
The data collected needs to be processed, which might be a time-consuming task.
The number of interviews a researcher can do depends on things such as the cost and ability to process the raw data.

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Activity 5a:



Application & Reflection (Optional Activity)

Imagine you want to find out about what students think about food in the school's cafeteria. Use the boxes below to outline what information you would want to find out.



Activity 5b:



Application & Reflection (Optional Activity)

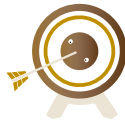
Now use the text box below to write out 5 questions that would help you gather this information.

Possible Interview Questions:
1.
2.
3.
4.
5.

A group of people are sitting around a table in a meeting room, engaged in a discussion. The room has a brick wall and a large window. A large, stylized brown graphic overlay covers the right side of the image, containing the title text. The people are dressed in casual business attire. There are papers, a laptop, and a pen on the table. The overall atmosphere is professional and collaborative.

LESSON 8: FOCUS GROUPS





Lesson Objective:

By the end of the lesson, students will:

- 👁️ develop an understanding of focus groups and their application in research
- 👁️ explore the characteristics interviews as a data collection method

DICT
A-Z

Key Vocabulary

- ✎ moderator
- ✎ imply
- ✎ non-verbal clues
- ✎ informal
- ✎ comparison
- ✎ enquiry



WARM UP: BRAIN GAME

Instructions: Match each word with its definition.

moderator	having a relaxed, friendly or unofficial style, manner or nature
imply	an arbitrator or mediator; someone who remains impartial but helps to keep the proceedings on track
non-verbal clues	to indicate the truth or existence of something by suggestion rather than stating it directly
informal	a consideration of the similarities or differences between two things or people
enquiry	an act of asking for information
comparison	hints or suggestions not involving or using words or speech but given through gestures or body language





CHARACTERISTICS OF A FOCUS GROUP

The collection of information from a focus group is based on the collective views, opinions, and experiences of a chosen group of participants. Understanding what is said and what is implied through non-verbal clues is an important part of focus groups. So, what are the main roles of the people within a focus group? How does a focus group differ from an interview?

Who are the participants of a focus group?

Usually, participants of a focus group are chosen for the common characteristics they share. In any one focus group, an ideal number of participants would be between 9 and 13 so that the group is not divided into equal sides in the interview as a larger group may confuse the researcher. In addition, trying to collect and analyse data may be complicated if too many peoples' opinions are involved.

What is the atmosphere of a focus group?

Unlike structured interviews, focus groups tend to be more relaxed and informal. Participants are encouraged to discuss and share their opinion on a central topic. Researchers have found that a round table is best for conducting a focus group, where participants can easily contribute to the conversation. The recording device should be placed in the middle of the table. Like in interviews, participants must be asked for their permission to be recorded. Unlike structured interviews, focus groups are intended to be a lighter setting for participants to enjoy an open discussion.

What is the role of the researcher?

Similar to a semi-structured interview, the researcher assumes the role of moderator, using pre-determined questions to guide the direction of the discussion. The moderator should make all participants comfortable and ease into the discussion with some general questions. After the participants are comfortable, then the interviewer can ask for more specific information with questions like, “Could you explain further?” or “Do you have an example of what you mean by that?” The interviewer says how much time the focus group discussion will take and make sure to finish within that amount of time.

What about data collection?

Since participants will be speaking at the same time, the researcher must use a reliable recording device to collect data. After the focus group, the researcher analyses the data from the focus group carefully and systematically. From this analysis, the researcher makes conclusions.



Activity 1:



Concept Check

Instructions: Think of the advantages and disadvantages of focus groups as a method of data collection. Record your ideas in the boxes below. Once you have finished, compare your answer with that of your partner.

Advantages

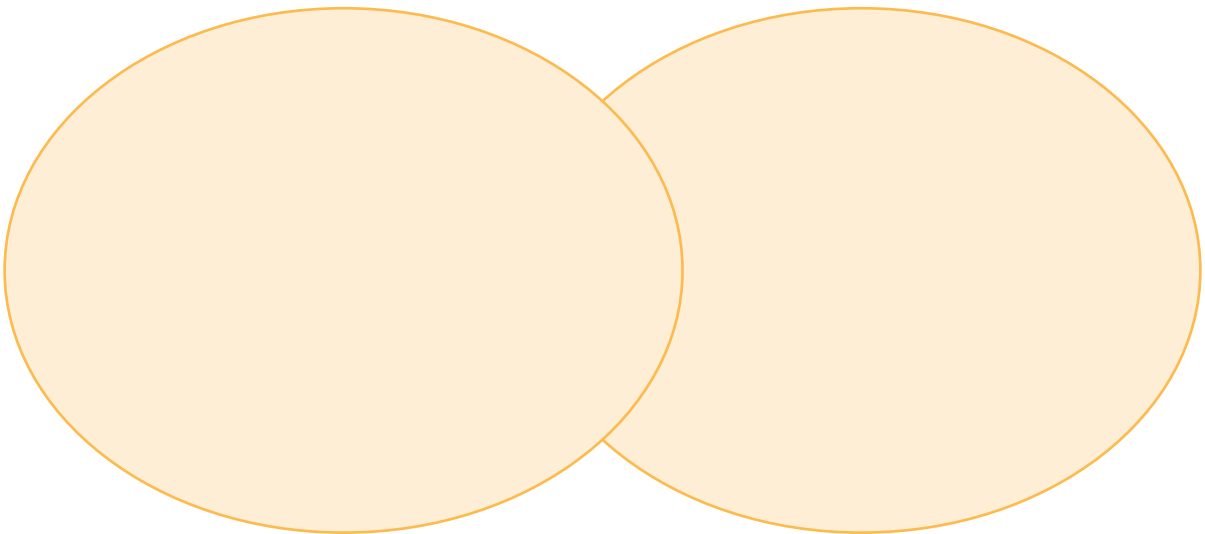
Disadvantages

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Activity 2:**Concept Check**

Instructions: Using the Venn diagram, make a note of the similarities and differences of focus groups compared to interviews as a data collection method. Are there any advantages that stand out? Can you think of a situation where having a focus group might be an advantage?

**Focus Groups and Market Research**

Have you ever wondered why new products introduced into the market place seem to be instantly popular with the general public? Do you think this is just random luck, or do you think companies have researched the market to find out exactly what people want? If you say the second option, you are right.

Companies spend billions of dollars each year finding out what colour shoes would sell best or what taste in breakfast cereal adults prefer. This is called market research, and it starts with getting the attitudes, opinions, ideas, tastes, beliefs, likes, dislikes, and values from everyday people. Information provided in focus groups is considered to be very valuable to a company. This information can prevent a company from losing millions of dollars on a product that no one will buy.

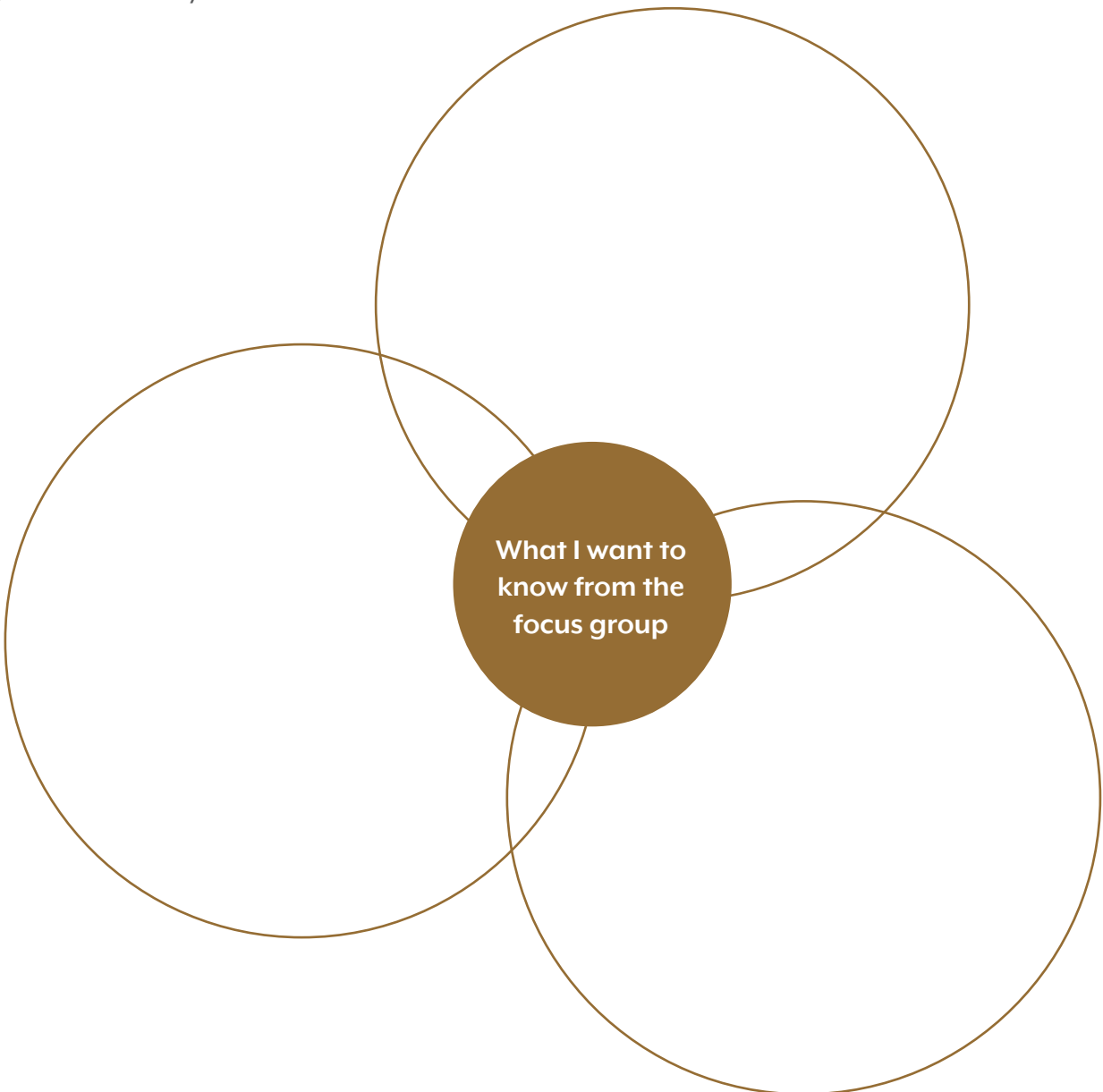


Activity 3:



Application

Imagine that you are the CEO of a new coffee brand called “Cafe Delight.” Your job is to understand what customers want in a coffee. It is up to you, as CEO, to meet with a focus group in order to get their ideas and opinions. What kind of information are you hoping to get from your focus group? Write your ideas in the boxes. Once you are finished, share your ideas with your classmates.



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Activity 4:



Application and Reflection

Using your notes, write specific questions that you can ask your focus group about “Café Delight.”

A large rectangular box with a thin black border. In the top-left corner, there is a small icon of a pencil. The rest of the box is filled with 20 horizontal grey lines, providing space for writing.





LESSON 9: TERM RESEARCH REPORT





Lesson Objective:

By the end of the lesson, students will:

- 👁️ use effective mediums to communicate research findings
- 👁️ develop an understand of addiction and its implications



Key Vocabulary

- ✎ addiction
- ✎ mental health
- ✎ prevention
- ✎ treatment

Project Description:

Addiction has a devastating effect on individuals, their families and the wider society. Mental health issues such as depression, anxiety and paranoia are commonly linked to drug abuse and addiction.

Collect secondary to produce a leaflet or information sheet on addiction and its effects on both physical and mental health. The guidelines detail the topic you will need to cover as part of your research.

Your teacher may ask the guidance councillor to come to class and provide you information on this issue, but you are also expected to conduct secondary research of your own. Some sources will be provided for you by your teacher. Remember to collect appropriate data and avoid plagiarism.

Project Guidelines:

In order to get a comprehensive understanding of the topic your work should include headings related to the questions.

- What is addiction?
- Why do people start smoking or using drugs or alcohol?
- Effects of addiction on physical and mental health
- The impact of addiction on the individual, their family and society
- Important UAE laws related to drugs
- What are the available treatments for addiction in different societies?
- How can we prevent people from becoming addicted?

The sources provided by your teacher should provide you with all the information you need. However, you are encouraged to find further sources to strengthen you leaflet or information sheet.



Further Guidelines:

- Once you have conducted your research you can start developing the leaflet of information sheet.
- You can use one of the leaflet or brochure templates from Microsoft. Alternatively, you can use paper or develop a template on your own.
- The font size should be 12 point. Use a font like Times New Roman or Calibri, and avoid fancy or comical fonts, even for the title page and other headings
- You will not have much space so keep the information short and to the point.
- Remember to use appropriate images and reference important sources and authorities to give your work credibility
- Your work should be impersonal, objective, and professional. The text needs to be clear and concise the reader should be able to develop an understanding of the subject.
- The following information gives your further guideline on what to avoid and what to include.

Avoid

filler words
needless language
rambling sentences
personal or friendly language
vague words like some, many, numerous
<for that reason> <due to the fact that>
abbreviations and contractions, like «haven't»

Include

clear, concrete, precise, and direct sentences
«because» or «since»
full forms of words, like «have not» or «did not»

Numbers

Write words for counting numbers from one to nine and ordinal numbers from first to ninth.

Write digits if the number has been calculated followed by a space and a unit of measurement, like «19 kilograms».

Write percentages in words at the beginning of a sentence. Otherwise, write them as digits, like «67%».

Paragraph structure

Paragraphs should be of similar length.

Each paragraph should contain a different topic sentence.

Topics should be logical and systematic.

Use transition words and phrases between paragraphs.

Grammar & Punctuation

Check your work for correct punctuation and grammar.

Check for correct spelling and punctuation.

Sentence structure

Have one idea per sentence.

Sentences can be simple or complex, but they must say their idea clearly.

Long sentences should be rewritten.

Avoid using «I» or «we»

Write the introduction and discussion in the simple present tense.

Use the simple past tense to describe existing research.

The background of the page is a close-up, slightly blurred photograph of a stack of papers. The papers are in various colors, including white, yellow, green, and red. A large, solid brown silhouette of a person's head and shoulders is overlaid on the right side of the image, facing right. The text 'LESSON 10: FINAL REVIEW' is centered within this silhouette in a bold, orange, sans-serif font.

**LESSON 10:
FINAL REVIEW**





Lesson Objective:

By the end of the lesson, students will:

- 👁️ check their understanding of lessons six through eight.
- 👁️ reflect on areas for improvement.



Key Vocabulary

- ✎ Review keywords for lessons six through eight.



Important Note: The activities provided below serve as a review and do not represent the full scope of materials for the final examination. In order to succeed in the final examination students should ensure they have a sound understanding of key concepts in all in Lesson.

Review Activity 1:



Summarize

Instructions: Briefly summarise the data collection techniques you learned about this term.

Data Collection technique	Summary in bullet points
scientific experiment	
survey	
online survey	
interview	
focus group	
observation	

Review Activity 2:



Compare

Instructions: Briefly summarise the strengths and weaknesses of each data collection technique.

Data Collection technique	Strengths	Weaknesses
scientific experiment		
survey		
online survey		
interview		
focus group		
observation		

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Review Activity 3:



List

Instructions: List the key characteristics of a focus group

Review Activity 4:



Describe

Instructions: Write a short summary on how you can use the characteristics of data collection techniques to ensure you are able to gather the data that you need?



Review Activity 5:



Discuss

Instructions: Discuss the main differences between the three types of interviews outlined in lesson 7. Write a short summary

Review Activity 6:



Critical Thinking

Instructions: Read the potential research projects:

- Studying and recording the behaviour of animals in their natural habitats
- Gathering more information about consumer habits by watching shoppers in a grocery store
- Understanding how young people make decisions by seeing the interaction of students in a high school cafeteria

Choose one and describe the most suitable way to collect data for it?

Data collection technique _____

Reason:

Review Activity 7:



Justify

Instructions: Develop 3 potential research ideas where one of the data collection techniques would be the most suitable. Make sure you are able to justify your choices.

1. Interviews
2. Focus Groups
3. Observations

Research idea 1:

Justification:

Research idea 2:

Justification:

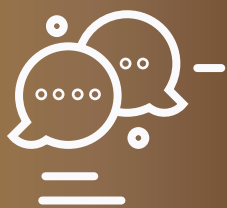
Research idea 3:

Justification:





GLOSSARY



KEYWORD

Keyword

addiction

ambiguity

analysis

characteristics

comparison

concept

concerns

conclusion



MEANING

Meaning

the fact or condition of being dependent on a particular substance or activity and being unable to break free from it

a feature or quality belonging typically to a person or a thing which serves to identify and distinguish them from something else

the quality of being open to more than one interpretation

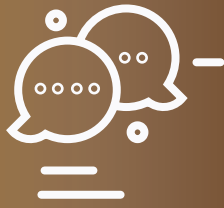
a detailed examination of the elements or structure of something

a consideration of the similarities or differences between two things or people

an abstract idea or plan

something that is a cause of anxiety or worry

the end or finish of an event, process or text



KEYWORD

cost-effective

data analysis

data collection

demographic

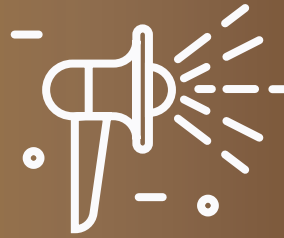
duplicate

enquiry

ethical

frequency

imply



MEANING

effective or productive in relation to its cost

process of analysing the information a researcher collected during a research project

the process of gathering information during a research project

a particular sector of a population

something that is exactly like something else, something that may have been copied

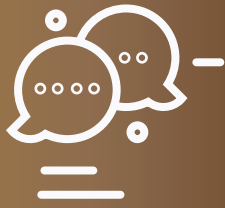
an act of asking for information

related to moral principles, something that is morally good or correct

the rate at which something occurs over a particular period of time or in a given sample

to indicate the truth or existence of something by suggestion rather than stating it directly





KEYWORD

informal

jargon

likelihood

likert scale

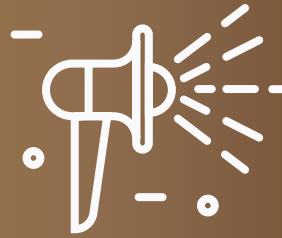
manipulate

mental health

method

methodology

moderator



MEANING

having a relaxed, friendly or unofficial style, manner or nature

special words or expressions used by a profession or group that are difficult for others to understand

the state or fact of something's being likely; probability

a scale used in a survey to measure people's attitudes to something

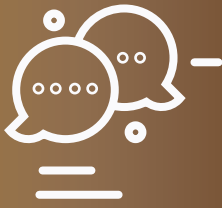
to alter, edit or adjust text or data

a person's condition with regard to their psychological and emotional well-being

a particular procedure for accomplishing or approaching something

a system of methods used in a particular area of study or activity

an arbitrator or mediator; someone who remains impartial but helps to keep the proceedings on track



KEYWORD

negate

non-verbal clues

objectives

observation

participant

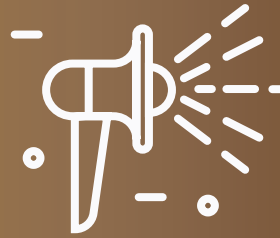
prevention

prezi

process

responses

results



MEANING

to make invalid and negative

hints or suggestions not involving or using words or speech but given through gestures or body language

a thing aimed at or sought, specific goals

the action or process of closely monitoring something or someone

a person who takes part in something

the action of stopping something from happening or arising

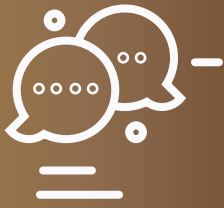
a presentation and collaboration tool that similar to powerpoint

a series of actions or steps taken in order to achieve a particular outcome

the answers study participants give when you collect data

something that is caused or produced by something else a consequence or outcome





KEYWORD

sample

skew

specific

specific

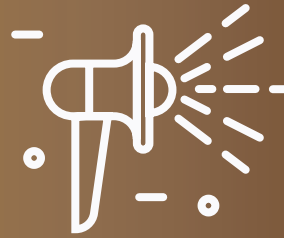
structured

survey

treatment

trends

unstructured



MEANING

small part or quantity intended to show what the whole is like

showing a bias towards one particular group or subject

something that is clearly defined or identified

clearly defined or identified

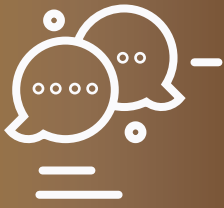
clearly defined following a pattern and distinct order and organization

a list of questions to ask a study participant to collect data

care given to someone to for an illness or injury or to improve their mental or physical condition

a general direction in which something is developing or changing

something without formal organization or structure



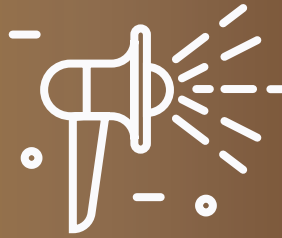
KEYWORD

validate

validity

variable

variable



MEANING

to check or prove the validity or accuracy of something

a fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question

an element, factor or feature that is liable to vary or change

something that is not consistent or having a fixed pattern and is liable to change

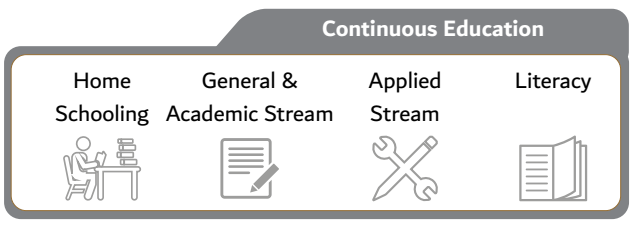
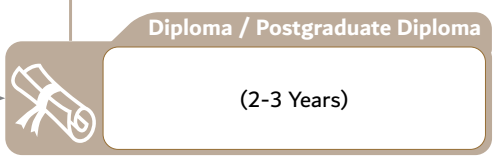
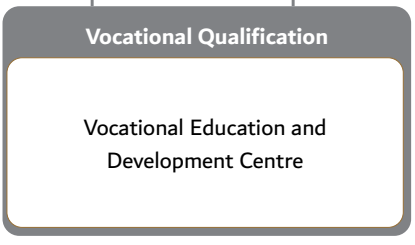
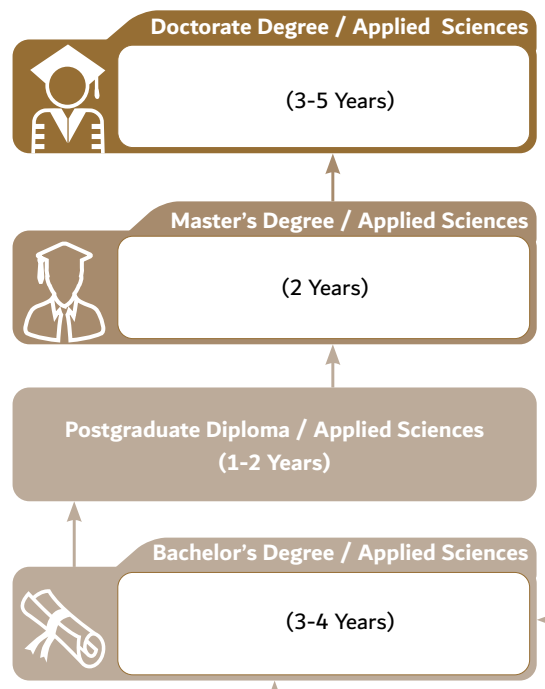


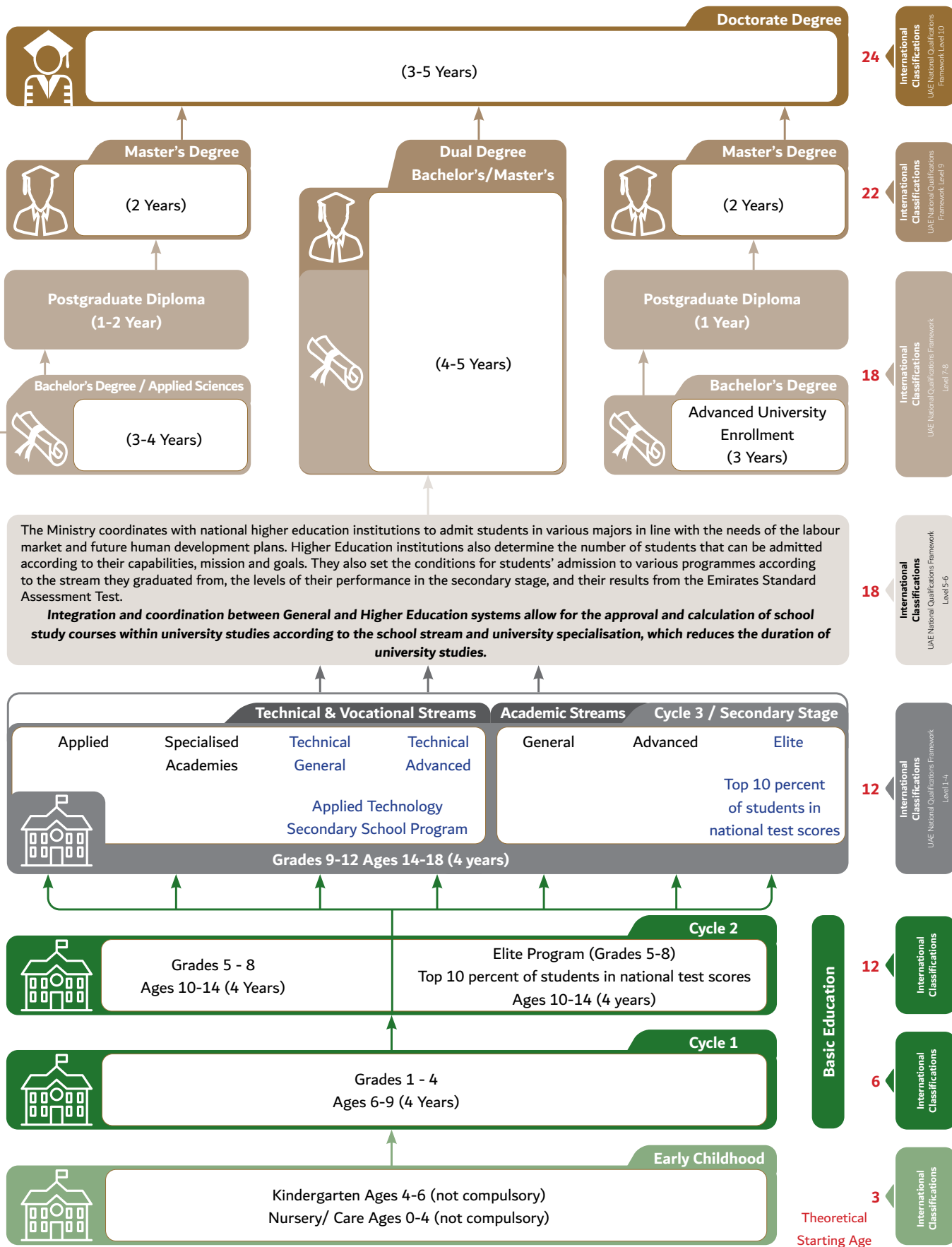
Notes



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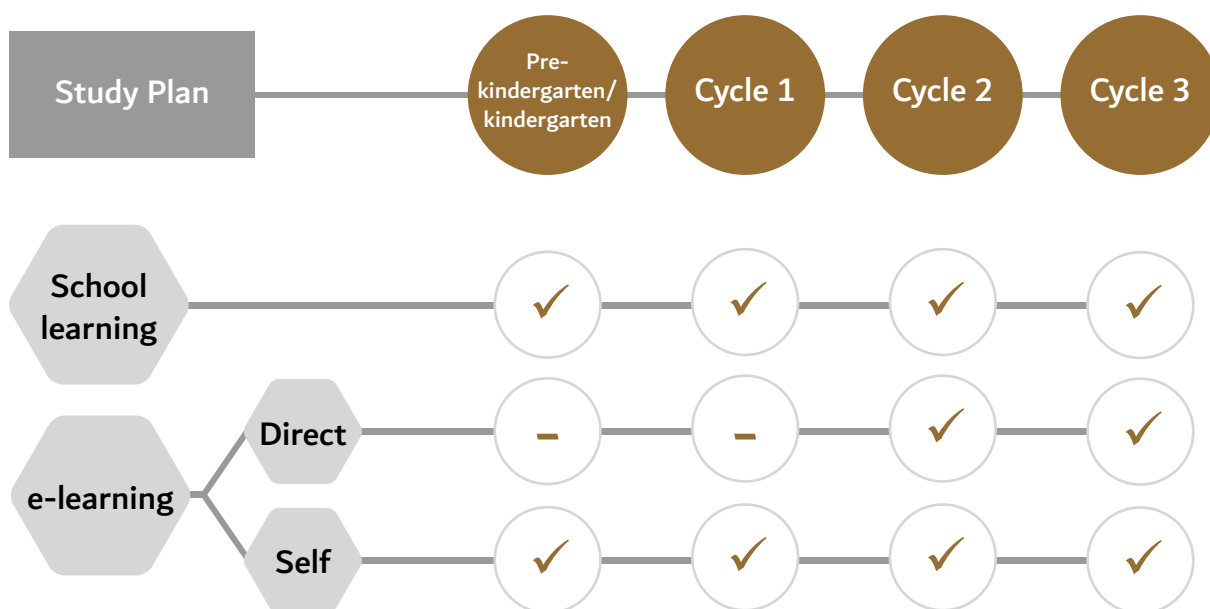
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Hybrid education in the Emirati school

Within the strategic dimension of the development plans in the Ministry of Education, and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:



برنامج محمد بن راشد
للتعلم الذكي
Mohammed Bin Rashid
Smart Learning Program

Electronic units

