When using an inquiry process, time management becomes crucial. It is very easy to get “lost” in the process. To help you, here is a proposed timeline that might be useful in completing this research task. Remember, though, that you may need to adjust this depending on your total study plan for the term. Good luck!

<table>
<thead>
<tr>
<th>Week</th>
<th>Step(s)</th>
<th>Comments</th>
<th>Completed (Y / N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. (21-25 February)</td>
<td>1, 2, 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. (28 Feb – 4 March)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. (7 -11 March)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. (14-18 March)</td>
<td>6A &amp; B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. (21-25 March)</td>
<td>6C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. 28 March – 1 April)</td>
<td>6D, 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 1
Go through the task and highlight with a marker or pen key words that tell you what the task is asking of you:

You are to select ONE of the following areas and write a report:

- Oblates and social justice (e.g. Rosies);
- Oblates in Sri Lanka or China.

Your report should use the following headings:

- Introduction (include hypothesis)
- Oblate involvement in Social justice / Sri Lankan or China
- Evaluation of Oblate involvement in Social justice / Sri Lanka or China
- Oblates and other world religions
- Conclusion

It is important that incorporate into your report the three core components of the Study of Religion course (i.e. Australian religious perspectives, world religions, and the nature and significance of religion).

Step 2
Form a learning team with one or two other students in the class.

With your peers, spend some time looking at each possibility by conducting a Google search to find out how much material is available on each topic. In other words, do some preliminary reading.

Record the URL’s for the sources you have gone to here:

<table>
<thead>
<tr>
<th>Oblates &amp; Social Justice</th>
<th>Oblates in Sri Lanka</th>
<th>Oblates in China</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on what you have found from your preliminary reading, which topic seems to be the best one to research?

Area selected for research: ____________________________________________
Step 3

Framing

In this phase of the inquiry process, you are trying to:

- Become aware of matters and issues relating to the topic;
- Outlining and defining the topic or issue;
- Identifying a range of sources dealing with the topic;
- Exploring knowledge, viewpoints, questions and approaches about the topic; and
- Identifying, focusing and recording key points of investigation.

To do this, you are to use the core components of the Study of Religion course to write some framing questions that you might ask about your selected topic:

<table>
<thead>
<tr>
<th>Topic area:</th>
<th>Write possible questions in the spaces below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian religious perspectives</td>
<td>e.g. What work do Australian Oblates do in this area?</td>
</tr>
<tr>
<td>World religions</td>
<td>e.g. In this work, how do Oblates foster good relations with members of other world religions?</td>
</tr>
<tr>
<td>The nature and significance of religion</td>
<td>e.g. How does the work of the Oblates reflect the role of religion in contemporary society (either in Australia or in the country you have selected)?</td>
</tr>
</tbody>
</table>
Step 4

Investigating

In this phase of the inquiry process, you are trying to:

- Identify appropriate resources and methods
- Establish validity of sources
- Continue formulating research questions and develop ideas for a hypothesis
- Gather, collect, organise, select, sort, and present data and evidence
- Investigate and research issues related to the hypothesis

Gathering

Central to this phase of the inquiry process is keeping a good set of working notes. This can be done by using the References feature of MS Word. As this is a complicated process, your SOR teacher will show you how to do this. As an alternative, you can create hard copy notes for your research using the following table as a guide (copy and paste for each source):

<table>
<thead>
<tr>
<th>Source No.</th>
<th>Author (Surname, Initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date (Year)</td>
</tr>
<tr>
<td></td>
<td>Title:</td>
</tr>
<tr>
<td></td>
<td>City:</td>
</tr>
<tr>
<td></td>
<td>Publisher:</td>
</tr>
<tr>
<td></td>
<td>Date retrieved (if web source)</td>
</tr>
<tr>
<td></td>
<td>From URL:</td>
</tr>
<tr>
<td>Notes:</td>
<td>Main ideas (jot down the key ideas as you read. HINT- Pay close attention to the topic sentence in each paragraph)</td>
</tr>
<tr>
<td></td>
<td>How might you use this information in the report (e.g. what sections)?</td>
</tr>
<tr>
<td></td>
<td>How valid is this source? Why?</td>
</tr>
<tr>
<td></td>
<td>How is bias evident in the source (EVERYTHING in religion IS biased. The important thing is to detect the bias)?</td>
</tr>
</tbody>
</table>
Developing a hypothesis

By now, you should be getting some idea of the work of the Oblates in your chosen area. Based on your research, propose an initial hypothesis for your report (in other words, what is your central argument about the Oblates?) Remember, though, that this is an initial hypothesis. As your research progresses, you may well want to modify the hypothesis.

Record your initial hypothesis here:
Step 5

Reasoning

In this phase of the inquiry process, you are trying to:

- Speculate about sources such as corroboration of evidence, authoritative sources, bias
- Propose/deduce interrelationships from the data
- Present findings and evidence using the genres of a report
- Move towards providing explanations and interpretations of the work of the Oblates of Mary Immaculate
- Shape and reshape the hypothesis

Now, go back over the notes you have taken from material gathered in the previous steps. Using highlighting pens, identify points upon which different authors agree. Using a different colour, identify points over which disagreement exists. Record the key points of agreement/disagreement in the following table:

<table>
<thead>
<tr>
<th>Points of agreement</th>
<th>Points of disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In relation to the above (and especially the points of disagreement), are some sources more valid than others? Why? (HINT- always look for consensus views – what are MOST authors saying about this topic?)

Are there any implications from this information for your initial hypothesis? If so, record a modified hypothesis in the space provided below:
Judging

In this phase of the inquiry process, you are trying to:

- Draw conclusions based on evidence
- Justify conclusions about the hypothesis using evidence
- Decide whether further investigation, reasoning, evidence or action is required
- Present decisions and conclusions using the genre of the report

It’s now time to bring your report together. At this stage, create an outline of what you will include in the various sections of the report:

- Introduction
  - hypothesis

- Oblate involvement in Social justice / Sri Lankan or China
  Topic sentence for section

Points

- Evaluation of Oblate involvement in Social justice / Sri Lanka or China
  Topic sentence for section

Points

- Oblates and other world religions
  Topic sentence for section

Points

- Conclusion
  Topic sentence for section

Things to consider:
Looking back, how did you prove your hypothesis?
What did you learn?
What areas deserve further research in future?
Step 6B

Judging

(a.) Go back to the learning team that you worked with at the start of this inquiry. Show your peers the draft of your assignment. Take on board any advice that your peers might offer you.

(b.) Show your draft to your teacher. Take on board any suggestions that he/she might have.

Step 6C

Judging / Writing and shaping

(a.) Compile your Annotated Reference List FIRST using APA referencing style (see separate referencing guide).

To be in your Reference List, you MUST have cited the source in the main body of your report. For each entry, you need to include:

- A summary of the main ideas from the source;
- An indication of HOW you used the source in the report; and
- An evaluation of the usefulness of the source mentioning any bias that was evident in the source.

Using the outline you developed in Step 6a, write your draft report remembering to adhere to all the conventions of the report genre. This report should be one step away from the final product. When complete, submit your draft to your teacher for final comment.

Step 6D

Judging / Writing and shaping

Almost there! Take on board any further suggestions made by your teacher, make the corrections and submit your report. Well done, but . . .!
Step 7

Reflecting

It’s not quite finished. The final step (Reflecting) is very important (and sometimes neglected) as a phase of the inquiry process. In this phase of the inquiry process, you are trying to:

• Evaluate how effective my learning has been?

• Consider:

  o how I feel about the topic now?
  o how the investigation could have been improved?
  o what connections I see between this study and other studies I have already undertaken (in Religion or other study areas) or might undertake?
  o how my religious attitudes and values have been challenged, changed or strengthened through this study?
  o whether this study has helped me to decide how to live my life more purposefully, ethically or effectively?

• Reflect on:

  o what problems I encountered in the research and how I responded to them?
  o how has this study helped my understanding of religion?
  o what have I learnt about and from religion through this study?
  o where I stand in relation to religious diversity?
  o how I can apply my personal learning to current religious issues?
  o what action I can take in relation to the work of the Oblates of Mary Immaculate today?
Exercise

(a.) Peer conferencing

Return to the learning team that you joined at the start of this process. Swap your assignment with your peers and consider your assignment in the light of the above questions.

<table>
<thead>
<tr>
<th>What points of agreement exist between your assignments?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What points of disagreement exist?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If I was studying this topic again, what would / could I do differently?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What have I learned from this task that I can use when conducting your next inquiry?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

(b.) Teacher conferencing

Use your responses recorded above as the basis for a conference with your SOR teacher. Does he/she have any suggestions for any of the above? If so, record them here.