Module 5 Final Assessment: Research Writing and Reporting—Literature Reviews and Responses

For Teachers:

Once teams have compiled their research proposals and resources, students will be introduced to research writing and reporting. Teachers will lead students through materials for synthesizing literature reviews, paying particular attention to the difference between narrating annotated bibliographies or listing resources and formal literature review writing, which provides more synthesis and moderation of the professional resources. Students will also be more formally introduced to proper publication formatting and instructed to select a format based on the subject matter of their research (MLA, Chicago, APA, etc.). Students will then apply these skills to the completion of an outline draft of a literature review integrating the respective sources found in their research process as compiled in the Team Formal Research Proposal. Though these are drafts, students may receive instruction on The College Board's Task 1 Individual Research Report (IRR) rubric and teacher feedback for this practice using it as applied to student work. Teachers may also choose to show student samples from past years' submissions, with rubric scoring commentary, as found in the AP Classroom materials from The College Board.

Once students have completed their individual literature review outlines and received feedback, they will take their work back to their teams and begin synthesizing areas of overlap in the lenses. To practice the collaborative reflection necessary for the Oral Defense focus of The College Board's Task 1 Presentation skills (see Module 7), students will complete informal reflection response papers for at least one other team member. To do this, students will share their outlines with another team member. Then they will respond, noting the major perspectives, conclusions, and implications, and then react to how the information interacts with the findings of their own lens. Once all team members have completed a response, they will read and share them with the rest, facilitating full-team discussion of all lenses and all intersections of information in addressing the original team inquiry. Ultimately, this will lead students to complete a formal collaborative statement, which becomes the basis for their argumentative presentations (this step will be saved for the opening of Module 7 after students are taught basic argument structures in Module 6).

Purpose

Module 5 enacts students' first full implementation of research and writing skills consistent with The College Board's Task 1 process. In teams of 3-5, students will work through research question creation, task coordination, project management, and research writing. This will ultimately culminate in a team conclusion based on collective findings (in Module 7).

In the Classroom: Set-up

Before the assignment, students must have already deeply engaged with the following sources:

- Selections, from Henry David Thoreau's Walden
- Study, "Design and Development of Virtual Reality-Based Mobility Training Game for People With Parkinson's Disease" published in frontiers in Neurology (2021)
- TEDx lecture, "The danger of AI is weirder than you think" (2019)
- Article, "Computers Do Not Make Art, People Do" published by the Association for Computing Machinery (2020)
- Article, "Beyond Asimov: The Three Laws of Responsible Robotics" published by Human-centered Computing (2009)
- Audio news story (with transcript), "A Ukrainian Twitch influencer's community rallied around him when Russian invaded" aired by NPR (2022)
- Study, "The collaborative work experience of robotics and human workers in the automobile industry in South Africa" published in the African Journal of Science, Technology, Innovation and Development (2020)

These sources mimic the kinds of 'stimulus materials' students will receive from The College Board for Task 2 and in Part B of the end-of-course exam. Students will note and discuss themes that come from the intersection of the sources. These themes then become a springboard for research question formulation.

Students then engage in the sources, mapping topics, questions, and ultimately sub-questions through various applied lenses, aiming for multiple researchable perspectives. Teams will have already discussed their working dynamics and process, and set, clear expectations for accountability and task responsibility based on the necessary steps in the procedure outlined below.

What To Do

Teams will create research questions and then select, evaluate, and revise their personal question based on techniques learned in previous modules. This research question will then form the basis for the requirements of this assessment, enumerated in the steps to follow.