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00:00:00,000 --> 00:00:07,466

Written titles: Arak Journal, College-Level Research

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00:00:07,466 --> 00:00:16,100

[Music] [Written question: How was this project different from research you did in high school?]

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00:00:16,100 --> 00:00:18,800

There were absolutely differences in my

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00:00:18,800 --> 00:00:20,866

process. I think in high school you're

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given a couple sources. You're told these

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are your options for sources, and then

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they really try to cut down how many you

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can use and they want you to use certain

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amounts from each. When I got into this

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00:00:33,400 --> 00:00:36,200

it was, well I have all these technical

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00:00:36,200 --> 00:00:38,433

things that I already looked up, let me

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00:00:38,433 --> 00:00:40,566

look into these personal stories. Let me

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00:00:40,566 --> 00:00:42,733

see how those can coexist within my

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00:00:42,733 --> 00:00:45,333

paper without me sounding cold or

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00:00:45,333 --> 00:00:48,333

detached from what I'm writing about. In

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00:00:48,333 --> 00:00:50,833

high school I didn't write anything that

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I put my heart into like I put this into.

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I had already argued a lot with people

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about it when I presented it as a bill,

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so it had a lot of emotional value to me.

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In high school you do research on dead

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00:01:05,600 --> 00:01:08,733

white men's books you know. You tell

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00:01:08,733 --> 00:01:10,666

people this is why I think this

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00:01:10,666 --> 00:01:13,066

character did this. So this is symbolism

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00:01:13,066 --> 00:01:16,700

everyone! And and here it was I have to

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00:01:16,700 --> 00:01:21,466

find a way to help people. I think just

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00:01:21,466 --> 00:01:24,566

resources in general. I knew it was going

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00:01:24,566 --> 00:01:26,533

to need to be more than like the first

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00:01:26,533 --> 00:01:27,933

thing that popped up when I searched on

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00:01:27,933 --> 00:01:30,533

Google, you know what I mean? So I think

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00:01:30,533 --> 00:01:33,533

it was just the realization that I

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probably should be using the resources

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that are provided to me as a student.

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Like just taking the time to really look

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00:01:40,966 --> 00:01:42,633

for resources as opposed to just reading

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00:01:42,633 --> 00:01:44,533

a paper. And I mean the length also is

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00:01:44,533 --> 00:01:46,633

something I kind of had to get used to.

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00:01:46,633 --> 00:01:49,166

So it was nice actually to be able to

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00:01:49,166 --> 00:01:51,600

use resources and research and just

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00:01:51,600 --> 00:01:53,900

continue to kind of let my ideas evolve

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00:01:53,900 --> 00:01:57,566

as I was writing. I think this research

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00:01:57,566 --> 00:01:59,166

paper in college, there's just so much

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00:01:59,166 --> 00:02:01,066

more creative liberty in the actual

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00:02:01,066 --> 00:02:03,633

process. I don't know if it's just to attribute it

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00:02:03,633 --> 00:02:05,600

to my professor, but he was awesome.

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00:02:05,600 --> 00:02:08,233

And he just gave us the topic, he's like,

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00:02:08,233 --> 00:02:10,366

"Write about food." And then that was your

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00:02:10,366 --> 00:02:12,133

only parameter. Like that was my only guideline.

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00:02:12,133 --> 00:02:14,600

I remember in high school

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00:02:14,600 --> 00:02:16,066

you've got a very specific question

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00:02:16,066 --> 00:02:17,666

that they want answered, and you've got

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00:02:17,666 --> 00:02:19,566

your five primary sources, and you're

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00:02:19,566 --> 00:02:21,666

over here highlighting trying to find

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00:02:21,666 --> 00:02:23,700

the connections between that. But in

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00:02:23,700 --> 00:02:26,000

college, and when you do research papers

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00:02:26,000 --> 00:02:27,766

from this point on beyond, you know

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00:02:27,766 --> 00:02:29,366

there's so much more depth in what you

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00:02:29,366 --> 00:02:30,933

can use and those resources available

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00:02:30,933 --> 00:02:33,533

you know. You can synthesize

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00:02:33,533 --> 00:02:35,766

peer-reviewed journals, and books, and

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00:02:35,766 --> 00:02:37,666

newspaper articles, and create something

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00:02:37,666 --> 00:02:40,533

that is truly unique. Not to be, not to

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00:02:40,533 --> 00:02:43,433

say it again but... Again, just a vast body

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00:02:43,433 --> 00:02:45,333

of literature. I guess in high school

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00:02:45,333 --> 00:02:47,966

when I did research papers I was faced

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00:02:47,966 --> 00:02:51,800

with the the problem of scarcity. Because

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00:02:51,800 --> 00:02:55,733

our resources were a bit more limited.

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00:02:55,733 --> 00:02:59,100

Which meant it was easy for us to find

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00:02:59,100 --> 00:03:02,300

that common thread, but it was hard for

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00:03:02,300 --> 00:03:04,266

us to put you know the meat on the bones

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00:03:04,266 --> 00:03:09,833

so to speak. To start crafting the

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00:03:09,833 --> 00:03:12,700

argument. On the other hand, I guess this

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00:03:12,700 --> 00:03:14,133

time around I was faced with the problem

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00:03:14,133 --> 00:03:17,066

of abundance. That may be good, that may

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00:03:17,066 --> 00:03:18,766

be bad. Especially if you're a bit more

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00:03:18,766 --> 00:03:23,100

curious. In the sense that, you could take

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00:03:23,100 --> 00:03:25,433

your argument a thousand-and-one

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00:03:25,433 --> 00:03:28,266

different ways. While it's hard to narrow

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00:03:28,266 --> 00:03:31,333

it down to one, once you do it that was a

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00:03:31,333 --> 00:03:34,633

very very satisfying process from then

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00:03:34,633 --> 00:03:37,133

onwards. So I guess in short

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00:03:37,133 --> 00:03:41,333

compared to high school it can be a bit

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00:03:41,333 --> 00:03:42,966

more overwhelming. There are a lot more

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00:03:42,966 --> 00:03:45,966

resources to overwhelm you. But then

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00:03:45,966 --> 00:03:47,266

again there are a lot more resources to

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00:03:47,266 --> 00:03:51,700

help you.

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00:03:51,700 --> 00:03:51,766

you

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00:03:51,766 --> 00:03:58,666

[Music] [University of Delaware, Library, Museums & Press animated logo.]