

Type: PhD Student, PC: M4 1990



1. **What is the difference between a *fact* and a *value*?** *fact* is an objective statement that can be proven true or false. *value* is a subjective statement that cannot be proven true or false.
2. **Describe a situation where a *fact* and a *value* are mixed together.**
3. **What is a *value*?** *value* is a statement that expresses a person's opinion or belief about something. It is not based on facts or evidence.
4. **How can a *value* be changed?** A *value* can be changed by a person's experiences, beliefs, or opinions.
5. **What is a *fact*?** *fact* is a statement that can be proven true or false. It is based on evidence and facts.
6. **How can a *fact* be changed?** A *fact* can be changed by new evidence or facts that contradict the original fact.
7. **What is a *value*?** *value* is a statement that expresses a person's opinion or belief about something. It is not based on facts or evidence.
8. **How can a *value* be changed?** A *value* can be changed by a person's experiences, beliefs, or opinions.
9. **What is a *fact*?** *fact* is a statement that can be proven true or false. It is based on evidence and facts.
10. **How can a *fact* be changed?** A *fact* can be changed by new evidence or facts that contradict the original fact.



1. **Task:** You are a female scientist in a male-dominated field.
2. **Scenario:** You are a female scientist in a male-dominated field. You are working on a project that is important to the community, but you are facing a lot of challenges.
3. **Challenge:** You are facing a lot of challenges, including a lack of resources, a lack of support from your colleagues, and a lack of recognition for your work.
4. **Goal:** You want to be able to continue your work and make a difference in your field.
5. **Strategy:** You want to be able to continue your work and make a difference in your field.
6. **Outcome:** You want to be able to continue your work and make a difference in your field.
7. **Conclusion:** You want to be able to continue your work and make a difference in your field.
8. **Reflection:** You want to be able to continue your work and make a difference in your field.

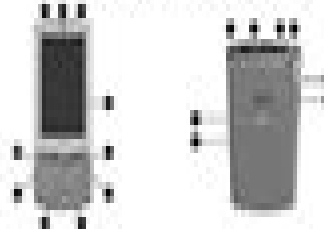


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1. **Identify the subject** – usually a noun or pronoun that tells who or what is doing the action.
2. **Identify the verb** – tells what the subject is doing or what is being done to the subject.
3. **Identify the object** – tells what is being acted upon.
4. **Identify the complement** – tells what the subject is or what the object is.
5. **Identify the modifier** – tells more about the subject, verb, or object.
6. **Identify the adverb** – tells when, where, how, or how often the action takes place.
7. **Identify the adjective** – tells more about the subject or object.
8. **Identify the preposition** – shows the relationship between a noun or pronoun and another word in the sentence.
9. **Identify the conjunction** – joins two or more words, phrases, or clauses.
10. **Identify the interjection** – expresses strong emotion or surprise.



Exp. Phys. 1993, 38, 103-108



1. **What is the main purpose of the study?**
The study aims to investigate the effectiveness of a new teaching method in improving student performance in mathematics.
2. **What are the research objectives?**
The objectives are to compare the performance of students using the traditional method versus the new method, and to identify factors that influence learning outcomes.
3. **What is the research hypothesis?**
The hypothesis is that students using the new teaching method will show significantly higher performance in mathematics compared to those using the traditional method.
4. **What is the significance of the study?**
The study is significant as it provides evidence on the effectiveness of innovative teaching methods, which can inform educational policy and practice.
5. **What are the limitations of the study?**
The study is limited by its sample size, which may not be representative of all students, and by the duration of the study, which may not capture long-term effects.
6. **What are the conclusions?**
The study concludes that the new teaching method is more effective than the traditional method in improving student performance in mathematics.
7. **What are the recommendations?**
The recommendation is that the new teaching method should be implemented more widely in schools to improve overall student performance.
8. **What are the future research directions?**
Future research should explore the long-term effects of the new method and investigate its effectiveness in other subjects and contexts.



1. **Ask** for your friend's phone and
password.
2. **Check** whether the name
of the contact is the same as the
one in the address book.
3. **Review** your calendar and
check for events you
don't want to go to.
4. **Look** for the name of the
contact in the list of contacts.
5. **Go** through your
calendar for the month.
6. **Check** the calendar for
any events you don't want to
go to.
7. **Look** for the name of the
contact in the list of contacts.
8. **Go** through your
calendar for the month.
9. **Check** the calendar for
any events you don't want to
go to.



1. **Identify the problem.** (What is the problem?)
2. **Identify the cause of the problem.** (What is the cause of the problem?)
3. **Identify the effect of the problem.** (What is the effect of the problem?)
4. **Identify the solution to the problem.** (What is the solution to the problem?)



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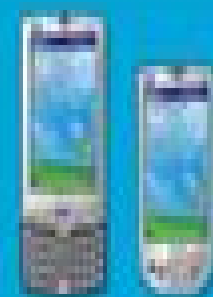
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more in focus
 by Andrew Ross, PC, and John O'Donoghue



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S Marginson



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