

# RESEARCH PROCESS

For Independent Researchers and Inquirers

<p><b>Curious</b></p> 	<p><b>Question</b></p> 	<p><b>Locate</b></p> 	<p><b>Record</b></p> 	<p><b>Review</b></p> 	<p><b>Share</b></p> 
<p>What am I curious about?            What do I already know about this?            What would I like to investigate further?</p>	<p>What questions will help guide my research?</p>	<p>What sources of information will I use?            Are they reliable?            Do I understand what is being said?</p>	<p>How will I record my findings?            How will I make sure I am using my own words and recording my thinking?</p>	<p>Have I found the answers to my questions?            Do I have any further questions?            Do I need to research further?</p>	<p>Who else might be interested in this?            Who will be my audience?            How can I best share what I have learned?</p>
<p><b>I could:</b>            Brainstorm            Concept map            Mind map            Discuss with a friend            Use a KWL</p>	<p><b>I could use:</b>            3 storey intellect            Q matrix            Blooms taxonomy            5 Ws and an H</p>	<p><b>I could use:</b>            Books            Websites            Video clips            Ask an expert            Pictures            Field trip</p>	<p>Using key words, pictures and phrases I could use a:            Data chart            Journal            Mind map            Fishbone</p>	<p><b>I need to:</b>            Re-read            Reflect            Synthesise            Ask for feedback</p>	<p><b>I could create:</b>            A workshop            imovie            Narrative            Report            Model            Piece of art            Presentation</p>

## Researching Rubric

	Beginning Researcher	Developing Researcher	Confident Researcher	Expert researcher
Identifying an area of interest	With support, identifying an area of interest that is familiar and personal	Independently identifying an area of interest that is familiar and personal	Choosing topics that are of interest and may be new or unfamiliar	Seeking challenging or unfamiliar topics to investigate
Formulating questions	With support, posing a question that matches the topic	Posing a mixture of fat and skinny questions that match the topic	With some support, posing a big question that is supported by smaller, contributing questions	Independently posing a big question that is supported by smaller, contributing questions
Locating information	Locating information in a provided text to answer a specific question	Using a text from a suggested list to locate information relevant to the question	Independently finding resources and locating information to answer guiding questions	Using efficient strategies to locate and interpret information from a range of reliable sources
Recording information	With support, recording keywords, phrases and images using a provided recording strategy	Independently using a suggested recording strategy to take notes using some keywords and phrases and images	Choosing from a limited range of strategies to organise information, recording relevant keywords, phrases and images	Choosing an effective way of organising information and recording own understanding of information using paraphrased language
Reviewing your information	Conferencing with a teacher to check information and ensure it is understood	With support, reviewing information to check if questions have been answered	Independently reviewing information and collecting further information if necessary	Independently reviewing information, identifying and acting on what else might be needed
Sharing with others	Sharing findings with others by showing or telling in own words	Using a small range of strategies to inform others of findings using own words	Using own words to communicate your findings to an identified audience in an informative way	Using own words to communicate findings to an identified audience in an appropriate, informative and engaging way

## Researching Rubric with teaching notes

	Beginning Researcher	Developing Researcher	Confident Researcher	Expert researcher
Identifying an area of interest	With support, identifying an area of interest that is familiar and personal	Independently identifying an area of interest that is familiar and personal	Choosing topics that are of interest and may be new or unfamiliar	Seeking challenging or unfamiliar topics to investigate
Teaching notes	<ul style="list-style-type: none"> <li>Immerse students in class topics in engaging ways</li> <li>Find out student's personal areas of interests</li> <li>Brainstorming with students what do you already know about this and what else might you want to know</li> </ul>	<ul style="list-style-type: none"> <li>Immerse students in class topics in engaging ways</li> <li>Teach strategies for brainstorming what do you know, what do you want to know such as: concept map, think/puzzle/explore, see/think/wonder</li> <li>Expose students to interesting concepts, topics and current events that may stretch their thinking and interests</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to use brainstorming strategies to identify what is known and not yet known to challenge themselves to pick a topic that 'stretches' themselves</li> <li>Introduce the Learning Pit or Challenge pits to help them understand how challenge leads to learning</li> <li>Expose students to interesting concepts, topics and current events that may stretch their thinking and interests</li> </ul>	<ul style="list-style-type: none"> <li>Challenge students to think deeply about class topics by using strategies such as; laying it on the line, connect/extend/challenge,</li> <li>Teach strategies for brainstorming</li> <li>Use the Learning Pit or Challenge pits to help them understand how challenge leads to learning</li> <li>Expose students to interesting concepts, topics and current events that may stretch their thinking and interests</li> </ul>
Formulating questions	With support, posing a question that matches the topic	Posing a mixture of fat and skinny (or open and closed) questions that match the topic	With some support, posing a big question that is supported by smaller, contributing questions	Independently posing a big question that is supported by smaller, contributing questions
Teaching notes	<ul style="list-style-type: none"> <li>Introduce a simple questioning framework such as 5Ws and an H</li> <li>In small groups brainstorm and suggest possible questions they could investigate</li> <li>Support them to choose one question that they don't already know the</li> </ul>	<ul style="list-style-type: none"> <li>Extend questioning skills by teaching them how to distinguish between fat/skinny or open/closed questions</li> <li>Develop a question criteria with them. Eg: Is this question of interest to you? Would it be of interest to others? Is it too big or too</li> </ul>	<ul style="list-style-type: none"> <li>Model use of a question hierarchy (such as 3 story intellect, Weiderhold's Q matrix, Bloom's Taxonomy), so they can see how 'smaller questions' are needed to help answer a bigger question.</li> <li>Share great questions either from peers or other people as examples and inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>Conference their questions before starting to research and offer feedback</li> <li>Discuss the value of posing 'non-googleable' questions</li> <li>Share great questions either from peers or other people as examples and inspiration.</li> </ul>

	answer to, that will be able to be researched.	small? Do you already know the answer to this question?	<ul style="list-style-type: none"> <li>• Conference their questions before starting to research and offer feedback.</li> </ul>	
<b>Locating information</b>	Locating information in a provided text to answer a specific question	Using a text from a suggested list to locate information relevant to the question	Independently finding resources and locating information to answer guiding questions	Using efficient strategies to locate and interpret information from a range of reliable sources
<b>Teaching notes</b>	<ul style="list-style-type: none"> <li>• Brainstorm ways of finding out information on the topic such as: books, websites, video clips, ask an expert, conduct a survey, pictures, etc.</li> <li>• Consider working with students who have similar interests in a guided group</li> <li>• Find resources at the student's level that are on topic.</li> <li>• Teach how to use an index page, table of contents, reading subheadings</li> <li>• Teach simple navigation strategies using a website you have selected</li> <li>• Teach how to locate directly stated information that answers their question</li> <li>• Encourage them to also find information on topic that is of interest to them and goes beyond their question</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss different ways they could find out information on their topic.</li> <li>• Create a short list of resources at the student's level that they can choose from</li> <li>• Continue to teach how to use an index page, table of contents, reading subheadings</li> <li>• Continue to teach simple navigation strategies using a website you have selected, and some simple search strategies</li> <li>• Support students to identify who might be an expert and how to 'interview' them</li> <li>• Teach strategies for determining whether a text is suitable for them: Is it on topic? Is it at your level- can you understand the information?</li> <li>• Teach how to locate information that is relevant to their question/s and underline or highlight key words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to use a range of different sources including seeking out experts, audio visual and multimodal resources</li> <li>• Continue to teach internet searching strategies such as putting keywords into the search bar, using the + key, adding 'for kids' or a children's search engine like kiddle or kidrex.</li> <li>• Continue to teach strategies for determining whether a text is suitable for them: Is it from a credible source? Is it a primary or secondary source?</li> <li>• Teach them more efficient strategies for locating information such as skimming and scanning, rereading for meaning, inferring information not explicitly stated.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to use a wider range of different sources, persisting further than the first texts or websites they find.</li> <li>• Continue to teach them more efficient strategies for locating information such as skimming and scanning, rereading for meaning, inferring information not explicitly stated.</li> <li>• Teach them how to cross reference similar or conflicting information from different sources.</li> <li>• Continue to teach strategies for determining whether a text is suitable for them: Is it from a credible source? Is it a primary or secondary source?</li> </ul>

Recording information	With support, recording keywords, phrases and images using a provided recording strategy	Independently using a suggested recording strategy to take notes using some keywords and phrases and images	Choosing from a limited range of strategies to organise information, recording relevant keywords, phrases and images	Choosing an effective way of organising information and recording own understanding of information using paraphrased language
Teaching notes	<ul style="list-style-type: none"> <li>• After sharing a text, ask students what key information they have read or heard. Model the recording of this information using keywords, phrases or pictures</li> <li>• Teach what a keyword is and isn't (which words carry the most meaning)?</li> <li>• Use reciprocal writing in a guided group to record information</li> <li>• Explain why we don't copy slabs of information directly</li> <li>• When using a longer text (written or audio visual) stop after short sections and record relevant information</li> <li>• Introduce a simple organiser for recording information such as a data chart</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to teach which words are best for note-taking ie. content words (nouns, adjectives and verbs) not connector or 'function' words ('dictogloss' strategy can be useful for this)</li> <li>• Teach them how to separate the main idea from details in a sentence or paragraph</li> <li>• Show them how to use diagrams and bullet points when recording</li> <li>• Teach some simple note-taking strategies such as skinny notes or using post-it notes to record and organise small pieces of information</li> <li>• Model and teach a small range of graphic organisers such as data charts and concept maps</li> </ul>	<ul style="list-style-type: none"> <li>• Model and teach further strategies such as Cornell notes for note-taking, mind maps, fishbone diagrams, sketch notes for organising information</li> <li>• Explore effective ways of recording information on a computer</li> <li>• Encourage students to try different strategies to find out which methods are most effective for them</li> <li>• Have students compare notes they have taken on similar topics to evaluate which ways of taking notes are the most effective for them</li> <li>• Teach them how to document the sources their information has come from</li> </ul>	<ul style="list-style-type: none"> <li>• Model and teach further strategies such as using abbreviations and symbols when note-taking, colour-coding information into sub-categories or to match specific questions</li> <li>• Share ways their peers and adults (including yourself) take notes</li> <li>• Encourage students to select the method for recording that best suits their purpose, or design their own graphic organisers to suit their purpose</li> <li>• Teach them how to evaluate and select the most important information to record</li> <li>• Show them correct ways of citing or referencing sources of information</li> </ul>
Reviewing your information	Conferencing with a teacher to check information and ensure it is understood	With support, reviewing information to check if questions have been answered	Independently reviewing information and collecting further information if necessary	Independently reviewing information, identifying and acting on what else might be needed
Teaching	<ul style="list-style-type: none"> <li>• Review information</li> </ul>	<ul style="list-style-type: none"> <li>• Support students to review</li> </ul>	<ul style="list-style-type: none"> <li>• Model how to check</li> </ul>	<ul style="list-style-type: none"> <li>• Refer students to co-construct</li> </ul>

<p><b>notes</b></p>	<p>recorded with student (or students if in a guided group inquiry) to check they understand what has been recorded and that it answers their question.</p>	<p>information recorded to check whether they have enough information to answer their question</p> <ul style="list-style-type: none"> <li>Support students to identify any gaps and suggest checking another source.</li> <li>If students have uncovered information they find interesting that goes beyond their original question, show them how they can extend their research to incorporate it.</li> </ul>	<p>information against original questions.</p> <ul style="list-style-type: none"> <li>Work with students to co-construct criteria to check their information</li> <li>Schedule a learning conversation or conference to advise students on how to deal with any gaps they have in their information, or how to include extra information they have uncovered that they find interesting</li> </ul>	<p>criteria to help them check their information and prepare for a teacher conference</p> <ul style="list-style-type: none"> <li>Schedule a learning conversation or conference where students can inform you of what they have discovered, any gaps or additions, and give constructive feedback.</li> </ul>
<p><b>Sharing with others</b></p>	<p>Sharing findings with others by showing or telling in own words</p>	<p>Using a small range of strategies to inform others of findings using own words</p>	<p>Using own words to communicate your findings to an identified audience in an informative way</p>	<p>Using own words to communicate findings to an identified audience in an appropriate, informative and engaging way</p>
<p><b>Teaching notes</b></p>	<ul style="list-style-type: none"> <li>Teach students how to paraphrase at the sentence level: Read a sentence together, identify the key message/words, rewrite the sentence in your own words, retaining the key message.</li> <li>Provide students with multiple ways of sharing what they know now with a small audience eg. Write, draw, show, tell using concrete materials</li> </ul>	<ul style="list-style-type: none"> <li>Teach students how to paraphrase at the paragraph level: Read a paragraph together, identify the key message and supporting detail. Record in key words or phrases (or use key words/phrases recorded during an earlier note taking session). Rewrite the paragraph in your own words, retaining the key message. (As per <i>recording information</i> section, 'dictogloss' strategy can be useful for this)</li> <li>Suggest and explicitly teach</li> </ul>	<ul style="list-style-type: none"> <li>Make explicit links back to information recorded earlier in the process on a data chart (or using other recording strategies) and show how to combine this information to recreate messages and information in your own words</li> <li>Refine paraphrasing skills by examining good and poor examples.</li> <li>Explicitly teach an increasing range of strategies for sharing considering verbal, auditory and kinaesthetic methods</li> <li>Help students identify an authentic audience</li> <li>Provide criteria- what do you</li> </ul>	<ul style="list-style-type: none"> <li>Show how to combine information gathered across multiple texts to recreate messages and information in your own words</li> <li>Refine paraphrasing skills by examining good and poor examples.</li> <li>Continue to expose students to an increasing range of strategies for sharing considering verbal, auditory and kinaesthetic methods</li> <li>Help students identify an authentic audience</li> <li>Co-construct criteria with students- what do you need to include in your</li> </ul>

		<p>a small range of ways of sharing information eg. a written report, an oral presentation with props, a 3D model with oral explanation</p>	<p>need to include in your sharing/presentation? How will you know if you are successful?</p> <ul style="list-style-type: none"><li>• Show how information gathered can be used for different purposes e.g. to explain, to persuade, to entertain.</li></ul>	<p>sharing/presentation? What makes a great presentation?</p> <ul style="list-style-type: none"><li>• Show how information gathered can be used for different purposes e.g. to explain, to persuade, to entertain, including hybrid texts eg. a historical narrative which entertains people and informs them of history at the same time.</li></ul>
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