Marshfield High School

Research Template Model

"Teaching the research process is the most authentic learning we can give our kids."

Why teach the process?

It is fundamental to life long learning, the work that we do, and informed decision making

- ✓ It is a readiness skill that prepares students for life
- ✓ It is a readiness skill that prepares students for a career
- ✓ It is crucial for the college bound
- ✓ Professionals and most adults with internet access use it on a daily basis

8 Areas of Research

BACKGROUND

- Skim
- Explore

QUESTION

- Narrow Topic
- Develop Topic

GATHERING INFORMATION

- Decide on Best Type
- Decide on Best Search Terms

NOTE TAKING

- Keywords
- Summarize
- Paraphrasing

CITE SOURCES

- Correct Footnoting
- Correct Citation

ORGANIZE INFORMATION

- Sort
- Logical Order

SHARE PROJECT

- Written
- Visually
- Orally

REVIEW

- Self
- Peer
- Teacher

BACKGROUND

The Background piece of research consists of reading to gather information (or background) about the topic. If a class is studying **Countries of the World** and the researcher needs to find a specific country to do a report on, the process begins by looking at a variety of material related to the topic.
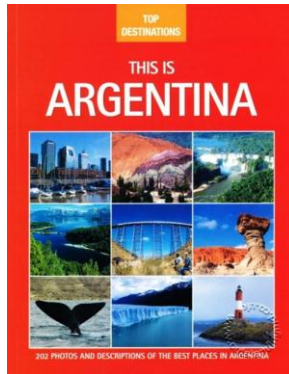
The researcher does this to get an idea of what would be an interesting topic.

Once a topic has been selected, time is spent reading in order to develop essential questions to investigate.

BACKGROUND

BACKGROUND – Contd.

For example: After glancing through several country books, the researcher may choose to research Argentina.[1]

Once a topic selection has been made the researcher reads about the topic (for example, Argentina) to determine the 3 or so essential questions to pursue in the research (often generated from the 5 Ws)

BACKGROUND

QUESTION

As the researcher reads about the topic, essentials questions are developed. Often they are based on the 5 Ws. These essential questions Drive the Research process.
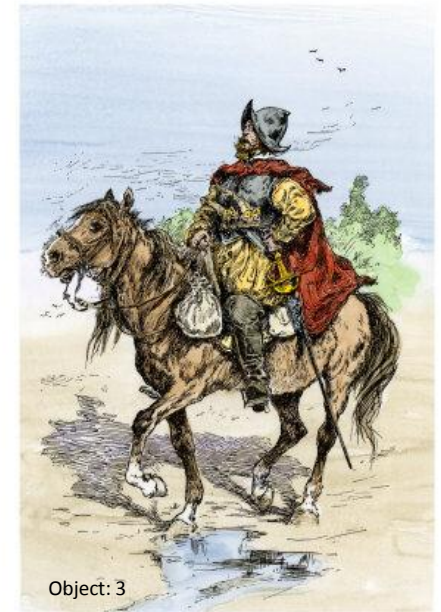
For example: After reviewing some material about Argentina 3 essential questions emerged.

Object: 2

1. What is known about the early natives?
2. When did the Spanish arrive and settle?
3. How did Argentina win its independence?

Object: 3

Working from these 3 broad topics, the researcher begins to narrow the search.

QUESTION

QUESTION – Contd.

Narrowing the search can mean several things. It can mean:

1. the researcher has narrowed the topic down to some essential questions (as in the previous slide) and will use them to guide the research process (this is normal practice for a young or novice researcher)

2. one or more of the essential questions gets further refined as part of the research process

3. one or more of the essential questions gets dropped or replaced

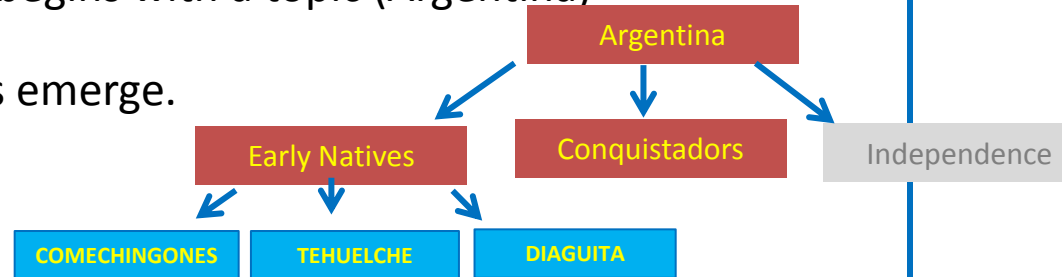4. a combination of the above
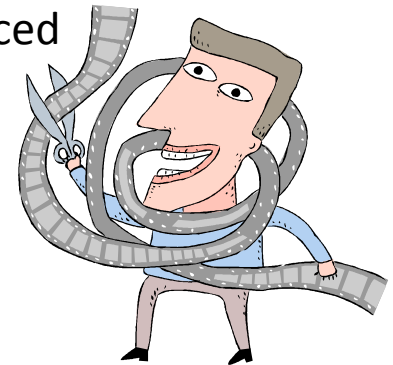
QUESTION

QUESTION – Contd.

It might help the researcher to think of the process of narrowing topics as a dichotomous key. The researcher begins with a topic (Argentina)

Through initial reading 3 questions emerge.

Further reading regarding one of the questions, (Early Natives), raises more questions of interest (groups of early natives)

Depending on the age and sophistication of the researcher one or more of the original questions may be dropped (Independence)

Argentina

Early Natives	Conquistadors	Independence

COMECHINGONES	TEHUELCHE	DIAGUITA

Object 4

The goal in the Question stage is to establish which specific questions the researcher will pursue. The questions drive the research.

QUESTION

QUESTION – Contd.

A young, or novice, researcher benefits from a structured research template that begins with the essential research questions formulated.

Q. 1: <u>What is known about early natives?</u>

Note 1: *blah, blah, blah*

Note 2: *blah, blah, blah*

Note 3: *blah, blah, blah*

_____
Topic Sentence for paragraph 1

From these notes the student writes the **Topic Sentence** for the paragraph

QUESTION

GATHERING INFORMATION

At this stage of the research process, decisions are made about where to look for information.

Young or novice researchers need direction to where:

✓ they are not overwhelmed by the amount of information (searching www. is often overwhelming)

✓ they can find accurate information

✓ they can find information at their reading level

✓ they can experience success in locating information that answers the essential Q
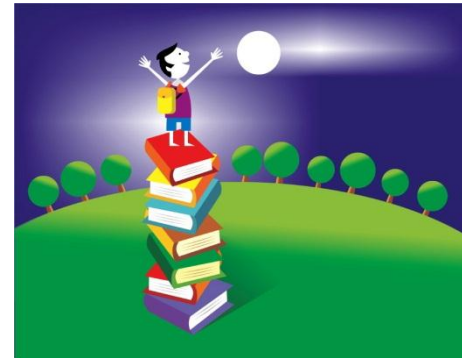
GATHERING INFORMATION

GATHERING INFORMATION – Contd.

The librarian and teacher work together to direct the researcher

Books:

Databases:

Web Quests:

Object 4: Click to watch a video about Incan civilization.

Path Finders:

THE SECRET OF THE INCAS

GATHERING INFORMATION

GATHERING INFORMATION – Contd.

In this step of the process, the young or novice researcher needs skills to:

- ✓ use a Table of Contents
- ✓ use an Index
- ✓ use Guide words
- ✓ create the best search terms
- ✓ navigate a site

Note Taking Prompts

Does it relate?
How does it relate?
Is it important?
Does it answer your essential Question?

A more experienced researcher needs skills to:

- ✓ evaluate a Web site
- ✓ use Boolean search terms
- ✓ to customize a search using advance search options

GATHERING
INFORMATION

NOTE TAKNIG

At this stage of the research process, students are shown "How" to put information in their own words.

A young or novice researcher, could be taught to read a passage, close the book, and tell another what they read (they would be using their own words).

The same technique can be used with a computer by having them put a piece of paper over the screen after they have read a passage.

Eventually, the step of telling another is eliminated and the researcher records info in their own words.

The researcher could write down Key words or Key phrases,

summarize or paraphrase.

Help researchers
BUILD THE HABIT
of putting researched
information into their own
words

NOTE TAKING

If, as educators, we really want to stop plagiarism and get original work, teaching students how to take proper notes is the most important step.

NOTE TAKING

To PARAPHRASE means you put someone else's ideas into your own words

- A paraphrase is when the author's meaning, argument or sequence of ideas is presented in your research
- A paraphrase needs to be ENTIRELY In Your Own Words (That means you cannot just substitute a word or phrase. The <u>entire sentence structure</u> must be altered.) [3]
- To create a paraphrase:
  - ✓ Write down the author's basic point(s) using Key Words or Key Phrases
  - ✓ Don't copy, but check your paraphrase for accuracy
  - ✓ When you write your paper, convert these key ideas/phrases into complete sentences
- **PARAPHRASING REQUIRES A CITATION!**

To SUMMARIZE means you condense (or shorten) someone else's ideas or words

- A summary is more removed from the work you are researching than a paraphrase
- Whereas a paraphrase is more of a point-by-point translation, a summary requires you to absorb, understand and figure out the passage, then put that understanding down in your own words [4]
- In a summary, examples and illustrations are left out
- Summaries are, by definition, shorter than a paraphrase
- **SUMMARIZING REQUIRES A CITATION!**

NOTE TAKING

NOTE TAKING – Contd.

For the young or novice researcher, writing notes on a template under the essential question helps to stay focused. In other words, the researcher is going to Look for and Record information that answers the Q.   They would avoid notes that do not.

Q. 1: What is known about early natives?

Note 1: *Some had advanced technology. They made canals to water crops. They made pottery. They made cloth.*

Note 2: *Some were warriors. Some were fierce. Some rode horses.* [2]

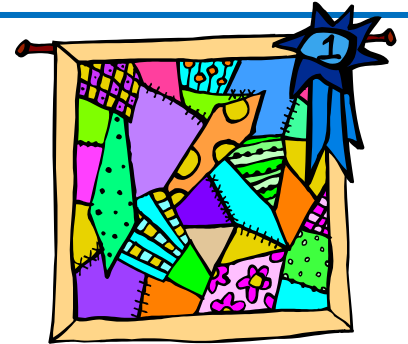The teacher works on writing traits, transitions, thesis and, topic sentences, etc. The sorting of the notes comes later.

A more advanced researcher could keep notes on a separate doc or on note cards. At the time a note is taken, the source from which the material is taken is cited. Regardless of method, notes should always be available.

No Research Paper should be submitted without a copy of the Research notes

NOTE TAKING

NOTE TAKING – Contd.

There are different ways a researcher is guilty of plagiarism.

- ✓ Word-for-word
- ✓ Patchwork

Word-for-word is plagiarism is pretty obvious to the person who does this. Patchwork plagiarism is not as obvious.

There are some who think that taking a sentence (or most of it) from one place and using it to build research from information taken from another place, is unique. Therefore, it is viewed (by some) as legitimate. Along with word-for-word plagiarism, the researcher needs to be taught what is wrong with this kind of research, how to avoid it, and how to properly cite information, ideas, and works.

Students should keep a search log.

NOTE TAKING

CITE SOURCES

Giving credit for the information used goes hand-in-hand with using your own words.

For the young or novice researcher, having a spot on the template to correctly record information crediting the source is useful. That way the essential questions, the researched notes and the source are all in one spot. The researcher can see how things are connected.

RESEARCH LOG

Q. 1: What is known about early natives?

Note 1: *Some had advanced technology. They made canals to water crops. They made pottery. They made cloth.*

Note 2: *Some were warriors. Some were fierce. Some rode horses.*

Note 3:

Q. 2:

Source: Author (last name first):
Title of book:
Place of publication:
Publisher:
Date:

Topic Sentence for ¶ 1 comes from notes related to essential Q

_____

CITE SOURCES

CITE SOURCES – Contd.

It is useful to agree on a style for citation. MHS uses MLA-7 across the campus. It is recognized that college-bound students may be required to use APA, Chicago, etc., but the consensus is that students can readily adapt to a different form of citation, once one format is learned.

✓ Students taught MLA style (using hard copy format)

✓ Students taught MLA style using OSLIS citation maker (electronic format)

✓ Students directed to information for correct citations (MHS Library Web Page)

CITE SOURCES

CITE SOURCES – Contd.

Citing Graphs, Charts, Tables, and Figures

Many research projects contain objects to help highlight points the researcher makes. To do this, use the following guidelines:[5]

- Use a separate title for each

- Use a separate Table at the end of your research project to Reference the objects

- Create a citation for each object you use

CITE SOURCES
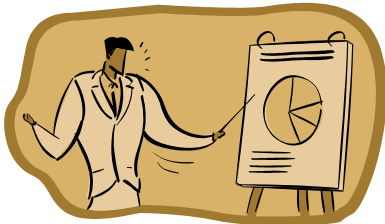
ORGANIZE INFORMATION

This step teaches student how to fluidly connect ideas. This works off of the principle of sorting note cards. A new or novice researcher (using a search log) would actually cut the notes into strips, determine the best order and reattach them to the search log.

A student using a search log on the computer, would cut and paste to re-arrange notes in order.

The student would go through two or more sort processes; the first to determine the notes that are related and the second to determine the order in which the notes should be placed.

ORGANIZE
INFORMATION

ORGANIZE INFORMATION – Contd.

Students are taught different ways to sequence their notes:

- ✓ Chronological
- ✓ General to specific
- ✓ Most important to least important (or vice versa)
- ✓ By categories
- ✓ Easiest to hardest
- ✓ Temporal words

The classroom teacher teaches the different ways information is organized along with *transitional* words or *connecting* words.

Researcher taught ways to put information together:

- ✓ Cluster Notes
- ✓ Outline
- ✓ Cornell Notes

http://www.englishcompanion.com/Tools/notemaking.html

ORGANIZE INFORMATION

SHARE INFORMATION

Deciding on the format for presenting the research is part of this process

(for a student, this piece may have already been decided in advance):

- ✓ speech (oral)
- ✓ paper (written)
- ✓ ppt (visual)
- ✓ etc.

Sharing of information can also include a self-reflection/management piece:

- ✓ *Who is my audience?*
- ✓ *What's my next step?*
- ✓ *How much time is needed to complete?*
- ✓ *How much time to I have?*
- ✓ *What tools/resources will I need?*

SHARE PROJECT

REVIEW

The last step in the Research process is to review the product. At this point editing and rewrites take place. This can take place by any or all of the following:

✓ Self

✓ Peer

✓ Teacher

REVIEW

OBJECTS USED IN PRESENTATION

Object 1:	Moccasins
Object 2:	Spanish Explorers
Object 3:	Early Natives

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1. Dalal, Anita. <u>Argentina</u>. Austin, Texas: Raintree Steck-Vaughn, 2001.

2. Objects – 2,3, 4 Martin, Philip. "Reading." *Free Reading Clip Art*. Philip Martin, Web. 26 Oct. 2011. <http://reading.phillipmartin.info/la_reading.htm>.

3. "Paraphrase and Summary." *KU Writing Center*. University of Kansas, Web. 5 Jan. 2012.
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4. Plotaick, Jerry. "Paraphrase and Summary." *University College Writing Center*. University of Toronto, Web. 5 Jan. 2012.
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5. "Research Paper Format to Make a Perfect Presentation." *Dyslexia Consultants.com*. 5 Jan. 2015. Web. 1 Jan.
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