

R4S: Research for Success: Learning Objectives & Outcomes

Module 1: Asking Good Questions

I Can Statements:

- I can ask appropriate questions that help me focus a research topic or solve a problem.
- I can use questions to narrow or broaden my topic.
- I can ask questions that open several avenues for me to explore.

Outcomes:

- Generate at least one question for three levels of questions: direct, implied, extend research.
- Generate several potential research questions using a question generator form.
- Evaluate potential research questions and revise to broaden or narrow the topic.
- Create a Diigo bookmarking account and use the account to collect web content.

Aligned to these standards:

CC Anchor Standard 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CC.9-12.W.7 , CC.9-10,11-12.W.HST.7 Standard 7 Grade 9-10,11-12 Conduct short as well as more sustained research project to answer a question (including a self-generated question) to solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

AASL 21st Century Standards

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.2.1 Display initiative and engagement by posting questions and investigating the answers beyond the collection of superficial facts.

1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

4.1.7 Use social networks and information tools to gather and share information.

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Module 2 : Finding Information

I Can Statements:

- I can gather relevant information from a variety of sources to answer a question.
- I can narrow my search to get useful results.
- I can use technology tools to help me keep track of relevant sources and share the information I find.

Outcomes

- Identify types of information sources
- Apply search strategies to a variety of search engines including databases and Internet search engines
- Use Evernote to keep notes
- Use Diigo to maintain list of sources
- Maintain a list sources using web 2.0 tool

Aligned to these standards:

Ohio Learning Standards & Common Core Standards

CCR Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CC.9-10. W.8 CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.11-12.W.8 WH/SS/S/TS8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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AASL 21st Century Standards

- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.

- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.

- 1.2.3 Demonstrate creativity by using multiple resources and formats.

- 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in

- 4.1.7 Use social networks and information tools to gather and share information.

- 4.2.1. Display curiosity by pursuing interests through multiple resources.

- 4.3.2 Recognize that resources are created for a variety of purposes.

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Module 3: Selecting the Best

I Can Statements:

- I can find information to answer my research questions or solve problem by using the advanced search features of appropriate databases and search engines.
- I can evaluate information from a variety of formats when researching.
- I can use technology tools to gather relevant information effectively and efficiently.

Outcomes:

- Identify ways to evaluate websites
- Complete website evaluation
- Create RSS feed in an RSS reader
- Create an account with Zotero or another personal research assistant tool
- Developed a search query
- Search databases and websites
- Record search history in either a paper research log or Evernote or with a personal research assistant tool such as Zotero

Aligned to these standards:

Ohio Learning Standards & Common Core Standards

CC Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CC.9-10.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.

CC.11-12.W.HST. 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searcher effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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CC.11-12.W.HST.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.6-8.R.ST.7 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

AASL 21st Century Standards

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3.2 Seek divergent perspectives during information gathering and assessment.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

4.1.7 Use social networks and information tools to gather and share information.

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4.4.6 Evaluate own ability to select resources that are engaging and appropriate for person interests and needs.

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Module 4: Putting it Together

I Can Statements:

- I can take good notes from my sources on the evidence I have gathered.
- I can organize my sources and notes, using appropriate tools.
- I can keep track of information from a variety of sources to avoid plagiarism.

Outcomes:

- Organize notes with documentation differentiating between quotations, paraphrases, and summaries
- Use tags to organize, sort and search bookmarks and notes
- Use tools such as Zotero, Evernote, Quicklyst to assist in research
- Define and identify common knowledge

Aligned to these standards:

Ohio Learning Standards & Common Core Standards

CCR Anchor Standard 8: Writing: Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Anchor Standard 6: Writing: Research to Build and Present Knowledge: use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CC.9-10.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.

CC.11-12.W.HST. 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searcher effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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AASL 21st Century Standards

- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.5 Use information technology responsibly.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 3.1.6 Use information and technology ethically and responsibly.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

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Module 5: Your Presentation

I Can Statements:

- I can develop a thesis statement when required.
- I can create and use citations properly.
- I can use a variety of multimedia technologies to produce, publish, and update my project.
- I can organize and share my research, collaborate with others and publish projects.

Outcomes:

- Create a thesis statement
- Properly document sources using a standard citation style
- Use appropriate multimedia to produce and/or publish a presentation
- Follow copyright guidelines when producing and/or publishing
- Apply for Creative Commons Licensing when appropriate
- Use various technology and tools to assist in writing, preparing a presentation and/or publishing
- Apply learning to effectively manage own online presence
- Prepare final presentation in format that meets assignment requirement

Aligned to these standards:

Ohio Learning Standards & Common Core Standards

CCR Anchor Standard 8: Writing: Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Anchor Standard 6: Writing: Research to Build and Present Knowledge: use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CC.9-10.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.

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<http://educators.infohio.org/r4s>

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CC.11-12.W.HST. 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searcher effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

AASL 21st Century Standards

- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 1.3.3. Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.6 Use information and technology ethically and responsibly.
- 3.2.3 Demonstrate teamwork by working productively with others
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

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Module 6: Making the Grade

I Can Statements

- I can evaluate the process, the completed project and the presentation.
- I can construct surveys to get feedback.
- I can apply what I have learned about the research process successfully in college and/or my career.

Outcomes:

- Reviewed and self-evaluated my work
- Designed a survey to obtain feedback from others
- Evaluated the research process
- Began a site to curate content on the research topic
- Initial review of college libraries
- Began an e-portfolio

Aligned to these standards:

Ohio New Learning Standards & Common Core Standards

CCR Anchor Standard 6: Writing: Research to Build and Present Knowledge: use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR CC.11-12.W.HST. 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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AASL 21st Century Standards

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.