

MEDIA CENTER NEWS

Cappi Arroyo
Media Specialist

Sandy Joiner
Media Assistant

Research with FINDS

FINDS is a tool we can use to teach students the steps necessary to do a comprehensive job of researching. We might use these steps if we are selecting a movie to see or planning to go out to eat, so teaching students to use this method simplifies the research process.

Several of the steps require teachers to really think about the assignment they are giving to their students. We all want our students

to move beyond the mere regurgitation of facts. With the technology resources available to students, they can easily copy and paste facts, data and graphics about a country or an animal without ever doing any real thinking. **OUR GOAL IS TO GET OUR STUDENTS TO THINK,** but this will require planning on your part and the expectation that students will move up through Bloom's Taxonomy to engage in real thinking and learning!



*The computer can be a tool or a crutch!
Help students to learn & think!*

FINDS is a tool you can use in any class. I will be happy to plan units with you whether you use any library resources or not. Just let me know.

INSIDE THIS ISSUE:

Assignment Organizer	2
Data Table	2
Bloom's Strategies	3
Research Questions	4
Report Alternatives	4

FINDS

- FOCUS
- INVESTIGATE
- NOTE
- DEVELOP
- SCORE

What is a Focus Question?

The use of a focus question, a thesis statement or an essential question will require students to develop and support or disprove a

position on a topic. The big difference is in the coaching that the teacher provides to move students from a report on "cats" to "feral cats ...how can we

solve this problem in our community?"

This is not an easy process, but very critical for effective research.

Tools & Templates:

FINDS Assignment Organizer

FINDS Assignment Organizer Name _____ Date _____

Teacher _____ Project _____ Date _____

F: Focus on the information need What is my task? What did my teacher ask me to do? What is my focus question/thesis statement? What do I want to know? 1. 2. 3. 4. 5.		Keywords / Related words or terms:																														
I: Investigate resources to look for an answer <i>Brainstorm sources – pick the best to use</i> <table border="1"> <tr> <th>Possible Sources:</th> <th>Location/Notes:</th> <th>Best?</th> </tr> <tr><td> </td><td> </td><td> </td></tr> </table> How will I evaluate sources? Where can I find the information in the source? Special location and access for sources?		Possible Sources:	Location/Notes:	Best?																												How many different sources do I need to use (minimum)? _____ _____ Print (books &/or databases) _____ Websites _____ Other: _____ <input type="checkbox"/> My research is complete
Possible Sources:	Location/Notes:	Best?																														
N: Note and evaluate facts <i>Reminder: Rewrite information in summary form and use the "rule of five".</i> How will I record the information/sources that I find? <input type="checkbox"/> Data Table <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Note cards <input type="checkbox"/> Other: _____		How will I give credit to the sources I use? <input type="checkbox"/> Data Table <input type="checkbox"/> Works Cited Page <input type="checkbox"/> Other: _____																														
D: Develop information into knowledge for presentation <i>What final product or performance will complete my assignment?</i>		How will I give credit to the sources I use? <input type="checkbox"/> Data Table <input type="checkbox"/> Works Cited Page <input type="checkbox"/> Other: _____																														
S: Score your presentation and your research <table border="1"> <tr> <th>What could I do better next time?</th> <th>What could I do better next time?</th> </tr> <tr> <td><input type="checkbox"/> My FINDS organizer is complete.</td> <td><input type="checkbox"/> Was my research process efficient and effective?</td> </tr> <tr> <td><input type="checkbox"/> I have met the requirements.</td> <td><input type="checkbox"/> I answered the research question(s).</td> </tr> <tr> <td><input type="checkbox"/> I gave credit to ALL my sources.</td> <td><input type="checkbox"/> I used the best sources of information.</td> </tr> <tr> <td><input type="checkbox"/> My work is neat.</td> <td><input type="checkbox"/> I used more than one source of information.</td> </tr> </table>		What could I do better next time?	What could I do better next time?	<input type="checkbox"/> My FINDS organizer is complete.	<input type="checkbox"/> Was my research process efficient and effective?	<input type="checkbox"/> I have met the requirements.	<input type="checkbox"/> I answered the research question(s).	<input type="checkbox"/> I gave credit to ALL my sources.	<input type="checkbox"/> I used the best sources of information.	<input type="checkbox"/> My work is neat.	<input type="checkbox"/> I used more than one source of information.	How will I give credit to the sources I use? <input type="checkbox"/> Data Table <input type="checkbox"/> Works Cited Page <input type="checkbox"/> Other: _____																				
What could I do better next time?	What could I do better next time?																															
<input type="checkbox"/> My FINDS organizer is complete.	<input type="checkbox"/> Was my research process efficient and effective?																															
<input type="checkbox"/> I have met the requirements.	<input type="checkbox"/> I answered the research question(s).																															
<input type="checkbox"/> I gave credit to ALL my sources.	<input type="checkbox"/> I used the best sources of information.																															
<input type="checkbox"/> My work is neat.	<input type="checkbox"/> I used more than one source of information.																															

The FINDS Assignment Organizer can help teachers and students with all the steps necessary to start the research process. We can use this as a preparation tool when planning the lesson and as a process with your students.

It includes the organizer, the data table for taking notes and tracking sources, and a (fill in the blank) Works Cited page... all inclusive on a 11 x 17.

This tool can easily be customized to meet specific research needs.

Works Cited

Data Table for Note Taking

Research Data Table Topic _____ Student Name _____

Focus Question: _____ Teacher _____ Date _____

Source:	1	2	3	4	5

Source: Oakley, Mt. Carmel Middle School, Research Data Table - template # 11071 .jpe

Works Cited

.....

Author's Name (Last, First I) _____
 Title of the Article " _____"
 Book, Magazine, or Website Title _____
 Version, Vol., Issue #: _____ Editor (Last, First) Ed. _____
 City _____: Publisher _____, Date _____
(if web-Date of access: 01 Jan. 2010) _____, Medium _____, (i.e. Web, Print, DVD)
 Internet address (optional-ask teacher) <http:// _____>

Author's Name (Last, First I) _____
 Title of the Article " _____"
 Book, Magazine, or Website Title _____
 Version, Vol., Issue #: _____ Editor (Last, First) Ed. _____
 City _____: Publisher _____, Date _____
(if web-Date of access: 01 Jan. 2010) _____, Medium _____, (i.e. Web, Print, DVD)
 Internet address (optional-ask teacher) <http:// _____>

Author's Name (Last, First I) _____
 Title of the Article " _____"
 Book, Magazine, or Website Title _____
 Version, Vol., Issue #: _____ Editor (Last, First) Ed. _____
 City _____: Publisher _____, Date _____
(if web-Date of access: 01 Jan. 2010) _____, Medium _____, (i.e. Web, Print, DVD)
 Internet address (optional-ask teacher) <http:// _____>

Author's Name (Last, First I) _____
 Title of the Article " _____"
 Book, Magazine, or Website Title _____
 Version, Vol., Issue #: _____ Editor (Last, First) Ed. _____
 City _____: Publisher _____, Date _____
(if web-Date of access: 01 Jan. 2010) _____, Medium _____, (i.e. Web, Print, DVD)
 Internet address (optional-ask teacher) <http:// _____>

BLOOM'S CRITICAL THINKING/QUESTIONING STRATEGIES

COACH STUDENTS TO HELP THEM REALIZE HOW ASKING HIGHER LEVEL QUESTIONS EXTENDS THEIR KNOWLEDGE AND UNDERSTANDING OF A TOPIC.

Level 1: Knowledge —

exhibits learning by recalling facts, terms, basic concepts and answers.

Who, what, when, where, which, find, how, define, identify, label, show, spell, list, match, name, relate, tell, recall.

Level 2: Comprehension—

demonstrates understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Classify, compare, contrast, demonstrate, describe, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, represent, show, summarize.

Level 3: Application— solves problems by applying acquired knowledge, facts, techniques and rules in a different way.

Adapt, apply, build, choose, construct, demonstrate, describe, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, represent, show, summarize.

Level 4: Analysis—

examines and breaks information into parts by identifying motives or causes; makes inferences and finds evidence

Agree, analyze, assume, categorize, classify, compare, conclude, contrast, discover, distinguish, divide, examine, group, justify, omit, prove, relate, sequence, simplify.

Level 5: Synthesis— compiles information together in a different way by combining elements in a new pattern or by proposing alternative solutions.

Adapt, change, choose, combine, compile, compose, construct, create, delete, design, develop, discuss, elaborate, formulate, incorporate, infer, imagine, improve, invent, make maximize, minimize, modify, originate, plan, propose, solve, suppose.



Level 6: Evaluation—

Presents and defends opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Appraise, assess, award, compare, criticize, defend, determine, disprove, evaluate, improve, influence, judge, measure, mark, prioritized, prove, rank, rate, recommend, rule on, select, support, test, value.



Adapted by Betty Bankhead for the Colorado Power Libraries Project from http://www.kyrene.org/schools/brisas/sunda/litpack/bloom_handout.htm

Research Question Rubric

Level 1: My research is about a broad topic. I can complete the assignment by using a general reference source such as an encyclopedia. I have no personal questions about the topic.

My research is about an animal.

Level 2: My research answers a question that helps me narrow the focus of my search. The question may mean that I need to go to various sources to gather enough information to get a reliable answer.

What methods has my animal developed to help it survive?

Target levels for focus questions:

Level 3: My research answers a question of personal relevance. To answer this question I may need to consult not just secondary sources (books and magazines), but use primary sources such as original surveys or interviews.

What animal would be the best pet for my family to adopt?

Level 4: My research answers a personal question about a topic. My research contains information that may be of use to decision-makers as they make or distribute funds or may be of interest to the community. There will be a plan to distribute this information.

How can our school help stop the growth in unwanted and abandoned animals in our community?

MultiMedia Schools, November/December 1999.

ALTERNATIVES TO REPORTS AS RESEARCH PRODUCTS

Bankhead, Betty, Janet Nichols and Dawn Vaughn. *Write It!* Englewood, Colorado: Libraries Unlimited, 1999.

Annotated Bibliography	Poem
Article for a Specific Audience	Political cartoon
Bibliography with abstracts	Portfolio
Business plan	Poster display
College essay	Presentation to corresponding class or younger audience
Contest entry	Resume
Cultural activity	Speech
Database	Study guide
Debate	Survey
Expedition planning	Television advertisement
Fitness plan	Test questions
Future prediction	Time capsule
Grant proposal	Time line
In-class essay from notes	Translation
Infomercial	Travel brochure
Interview	Video
Job application	Web site
Job interview questions	Wellness plan
Legislation	
Letter to the editor	
Literary criticism	
Map/chart/diagram/design	
Medical diagnosis	
Multimedia presentation	
Newspaper/magazine	
Personal narrative, diary, letter	

