

Information Literacy Skills

Classroom Practice Guidelines



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Research

Before starting, you should refer to the first book to look at the stages of research (deciding, finding, using, recording, reporting, and evaluating), and what should teachers and students do on the process. These stages might help you to focus on the task and what will you want the students to have at the end of their research.

A. Guided Research with Single Resource

Guided research with single resource usually works for younger children. The idea of this research is giving those kids clues and guidance to do the task.

First thing that you should prepare is the deciding part. Younger pupils usually can decide the general ideas such as "I want to have a research on frog". However, sometimes the children do not know what they should do along the process to find information about frog.

At this point our role as teachers takes part. We should prepare hint or keywords which will help the students understand and focus on their finding. Moreover the ability of younger kids to find resources on the shelves also takes time and other skills. Therefore if we do not have specific time to find resources on the lesson it will be better if we prepare related resources that they need.

In other words the steps will be like below,

1. Students decide the big idea (topic that they want to be explored)
2. Teachers prepare hint questions/ keywords for finding information.

Notes: The words must be not more than three words, it is really important to make the keywords as simple as possible so the students really understand the meaning and it keeps them on track and focus with the information finding

3. Prepare the media that the students will use to record the information. If you want differentiation happens in your classroom you must think about your students' learning styles because it will bring great effect on their learning.
4. Before they work with their research independently, it is better to explain what does the research template mean and what should they find in order to fill in the chart

5. Facilitate further inquiry → some students with higher order thinking might come up with deeper finding or even different solution, you should also think how you will help them.

Practical Example:

Issue: Animals and Plants

Topic (come up from the student): Frog

Research Design Template:

My Study about:-----

The Picture:	Classification:	Home:
Survival Strategy: Camouflage/casing prey/mimicry/close leaves/drop leaves	Lifecycle:	Interesting Fact:

Notes:

To be able to understand the classification of both animals and plants we can prepare flash card with pictures and notes about it (the idea of having this is giving students an opportunity to read more and find their own interest. If you have a student who really love reading you will find out this will help him/her learn more that you expect, but if you have

a student who does not like to read still they will find the interest by looking at the picture)

e.g.

- gives birth → mammals
- have spores → fungi
- have wings → birds
- have leaves, roots, flowers, seeds → plants
- have more than 4 legs → insects
- the way they walk is crawling or creeping → reptiles
- etc

B. Guided Research with Multiple Resources

This research is also usually for younger children but this research gives more opportunity to explore more than one type of resource along the process. However the steps that we, as teachers do are nearly the same with the previous research. More addition is only in the resources part. We can use informal discussion with the kids, experiments, newspapers, magazines, and many other format of information. In this case the students are allowed to have more information before they process the information using their own ways and conclude their own learning.

One thing that we must remember, we are working with younger children so it means if we use multiple resources there will be more time needed for the preparation before introducing the issue to the children.

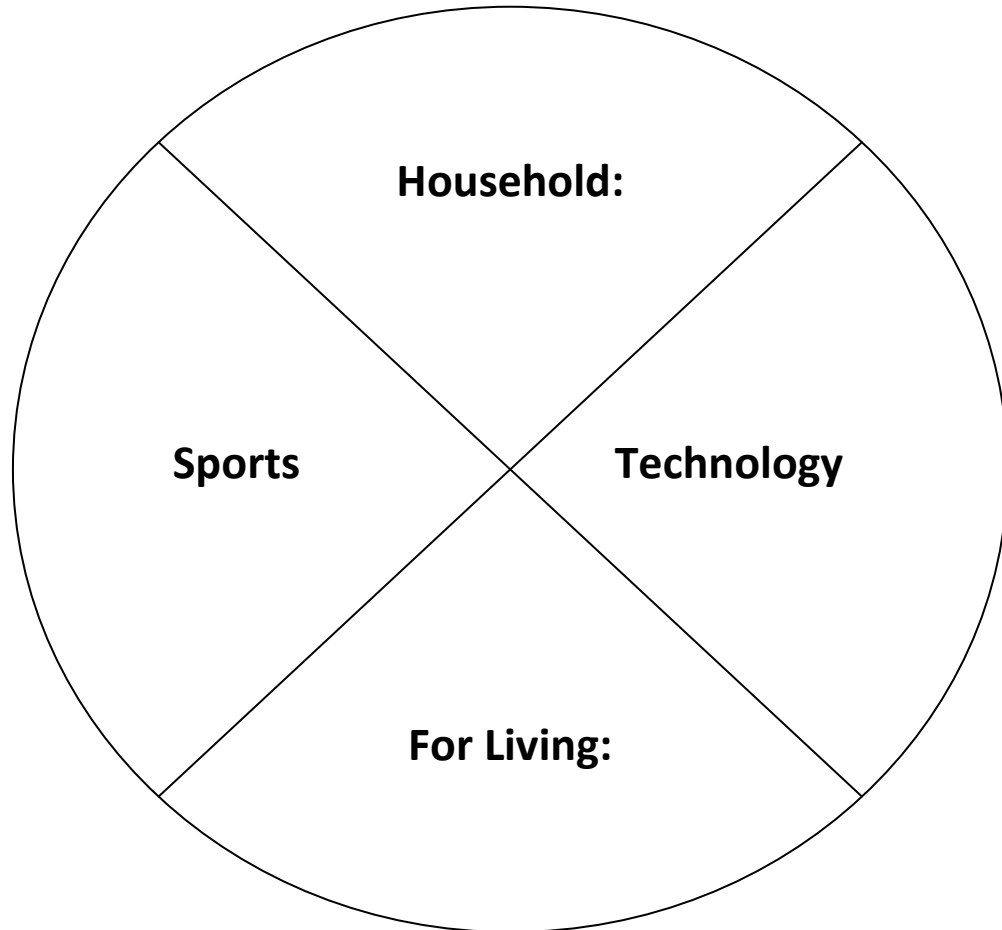
Based on the experiences, once we introduce this to the children while we are not ready, there will be more questions from the children and they will ask us to guide them more and more (dependent). If this condition happens, it means our intention to have an inquiry research for the children will not be achieved.

Practical Example:

Issue: Air for our Life

Topic (come up from student): The use of air for human/people

Research Design Template:



Notes:

- Start the discussion with the headings above and ask them what do they know about the headings
- Then ask the students to find the use of air based on the headings (here they can make collage from newspaper or magazine which tell them about the use of air) then challenge them to give comment or short information to support their collage
- Provide them with movie, poster, or experiment which might help them understand better from the examples.

C. Comprehensive Research

At this stage students are expected to be more independent. They will design their own research by starting choosing their topic, formulating research questions, finding resources, recording the information, and writing simple bibliographic convention.

The level of difficulties can be adjusted with students' readiness. We should remember that research can be achieved well if students have high interest on their topic and they know what should they do and where to find the information. If these three cycles are broken, there will not be an effective research and at the end the students will come up with teachers' driven activities.

Comprehensive Research Steps:

1. It is better if you record all the process in a special book (in order to review it with the students if they start not to focus on their first goal of doing this research)
2. Ask the students to decide their own topic and the reason why they choose it
3. Based on the topic, ask the students to continue with formulating research questions. Two or three questions are enough so that they can still focus on the task (we should remember at this stage the students still learn to have the real research in a simple way)
4. Give them choices to choose the resources that they want, however we still need to make the limitation (for examples we provide them with 4 different resources and they can choose which one they feel comfortable with)
 - **Internet**→give them **option of websites** that they can use (at this point never let the students choose and find their own websites. Besides it will waste time, because they are not ready, it will also give them space and gap to lose the focus)
 - **Books**→choose books which have **picture and explanation and glossary** in simple language otherwise it will be one of their reason to be dependent to you by asking questions instead of reading the books
 - **Movie**→ It is better to use **discovery school movies** related to the topic which last only about 30-60 minutes so that they will not lose interest and start to talk with their friends during the movie then at the end they will not get any information
 - **Interview**→Give the list of people, whom you know might give them accurate answers, where they can go to find information that they need. Never let

them go to any person that they like because this will make them having inaccurate data for their research

5. Prepare a worksheet along the research process in order to make the students know what should they do next after one task finished (in this case, worksheet or guidelines are really important)
6. After finishing the recording stage, make sure that you also giude the students when they do the reporting stage. It is the stage where the students need to gather all information that they find in a form of report writing (paragraph)

Practical Example:

Issue: Biodiversity

Topic (come up from student): The balance live of a desert

Research Design Template:

Presearch

Name/Class:

Class Topic:

Read one selection about your area of interest. On the organizer below, record possible research topics, information about these topics, and ideas and questions you have. Be sure to explore topics that you would like to study in depth.

Area of Interest:	
Possible Topic	Information, Ideas, and Questions
.....
.....
.....
.....

.....
.....
.....

Research Process

Questions/Research Focus	Information (notes) Not more than 2 paragraphs for each resources	Bibliography Notes
Question 1		
Question 2		
Question 3		

Recording Data

Notes/Main Idea Based on the questions (Is it answering the question or out of context?)	Note Making Look at the information and try to paraphrase

D. Analysis Research

In this research students are challenged to think deeper. They will be given some possibilities of a topic (remember the topic must challenge their inquiry and it should not be a single problem, it should be a comparison, cause and effect, relationship, etc) and they will be challenged to find facts and strong reason of the answers and arguments of their finding. The research process more or less will be similar to comprehensive research, however this require more analysis and the ability to give arguments because based on the facts and answers that they find, it can be two different side of answers, because of that their arguments based on the finding facts will help them to defense the answers.

Analysis Research Steps:

1. Adapt the steps in comprehensive research
2. Always remember that the answer of the students' research may lead them to two ways perspectives (positive and negative) so remind them to find arguments based on two ways perspectives

3. Basically analysis research is the continuity of comprehensive research where students start to develop their understanding about the importance of academic honesty in research and report writing, therefore they must be equipped with the information about plagiarism and bibliographic convention. (referring to the IL manual handbook)

The Perils of Plagiarism

What is it?

Plagiarism is

Using other authors' words and ideas in your writing without giving them credit

DON'T:

- Cut and paste from on-line sources
- Use another student's work as your own
- Just change a few words from any source for your paper
- Turn in a paper you wrote for another class

Why Shouldn't I?

Plagiarism is a serious offense and can lead to failing grades or suspension from school.

How can I avoid it? (To cite or not to cite)

1. Always develop a working bibliography and a works cited list
2. Use quotation marks when you record the author's exact words
3. Credit an author's new findings, interpretations, or point of view with in-text citations (name and page number within the text of your paper)
4. Common knowledge does not need in-text citations but must be written in your own words. Just list the source in your working bibliography

Remember!

- Document all note facts with source and page number
- Vary your sources. It is hard to copy from a video, interview, experiment, museum display, etc
- Skim a text for relevant information before taking note facts

- After reading a passage, close the book and write what you learned in your own words
- Photocopy an article, and highlight key words and phrases before writing note facts
- Note facts shouldn't be complete sentence. Cross out unnecessary words

(Adopted from *Research in The Real Classroom: The Independent Investigation Method for Primary Students*, 2011)

Practical Example:

Issue: Children Trafficking

Topic (come up from student): Child Labor

Research Design Template:

Presearch

Name/Class:

Class Topic:

Read one selection about your area of interest. On the organizer below, record possible research topics, information about these topics, and ideas and questions you have. Be sure to explore topics that you would like to study in depth.

Area of Interest:	
Possible Topic	Information, Ideas, and Questions
.....
.....
.....
.....
.....

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.....

Research Process



Questions/Research Focus	Information (notes) Not more than 2 paragraphs for each resources	Bibliography Notes
Question 1		
Question 2		
Question 3		

Recording Data

<p style="text-align: center;">Notes/Main Idea Based on the questions (Is it answering the question or out of context?)</p>	<p style="text-align: center;">Note Making</p> <p>Look at the information and try to paraphrase</p>

The Bibliography-Works Cited and Works Consulted

Internet Resources-Work Cited

WORDS CITED:

In Works Cited you only list items you have actually cited (used and made reference to in the essay)

Author's Name	Latest Update	Web Page Title	URL	Date Visited

Internet Resources-Work Consulted

WORKS CONSULTED:

In a Bibliography you list all of the material you have consulted in preparing your essay, whether or not you have actually cited the work. This should include most or some of your works cited as well as other background reading that you've done for the essay.

Author's name	Latest Update	Web Page Title	URL	Date Visited

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Printed Material Resources-Work Cited

WORDS CITED:

In Works Cited you only list items you have actually cited (used and made reference to in the essay)

Author's Name	Title	Year of Publication	Publisher	Page

Printed Material Resources-Work Consulted

WORKS CONSULTED:

In a Bibliography you list all of the material you have consulted in preparing your essay, whether or not you have actually cited the work. This should include most or some of your works cited as well as other background reading that you've done for the essay.

Author's name	Title	Year of Publication	Publisher

Notes:

The other templates can be modified based on the resources that the students' use and in liaise with Boolean strategies, bibliography citing, and evaluating good websites guidance.

D. Case Study

At this stage students are trying to apply the real academic research in a simple way. They are going to plan their research in a complete way start from the research plan until the evaluation process. This stage also can be used by the teachers if they want to conduct their own professional research for educational purposes. The researcher can adapt their own level of difficulties based on their ability. Basically this study and also the steps only help them to make the process easier to do.

Case Study Steps:

1. Do all the simple steps in comprehensive and analysis researches
2. Make a research template plan to make sure that everything that you plan is recorded
3. Make a list of resources and compile them together in a form of data variable
4. Develop links with other expertise and build networking among others
5. Always ask somebody else to read and correct your work to make your research more accurate from other's perspective

Practical Example:

Issue: Classroom Management

Topic Student Centered Classroom

Research Design Template:

Action Research Plan

Research purpose Why do I want to inquire into this?	
Research question What do I want to find out? What sub questions do I have?	
Data collection How will I collect data?	
Data analysis How will I analyze the data?	

<p>Timeline</p> <p>How will I pace myself?</p>	
<p>Support</p> <p>Who can help me to keep me going?</p>	
<p>Ethics</p> <p>Do I need parental or other permissions? Are there ethical implications?</p>	
<p>Sharing</p> <p>How will I share my research? Who should I share it with? Who could benefit? How will I share it with my school community? With the wider IB and educational community?</p>	

Bibliographies

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