

Set Clear & Rewarding Assignments

- Be clear in your own mind what you want the students to learn and demonstrate.
- Be able to demonstrate how the assignment meets curricular outcomes as well as the criteria for evaluation.
- Discuss the relevancy of the assignment to the student and the curriculum.
- Construct the assignment so students create new information or demonstrate information learned in a new format.
- Have students keep a research journal that tracks how they found their information. This helps to discourage plagiarism.
- Always request a bibliography with assignments and follow the style outlined in the Ontario School Library Association (OSLA) document Information Studies.
- Partner with your teacher-librarian to teach the research model by the OSLA.
- Encourage the use of a variety of resources that best meet the needs of the assignment (encyclopedia, newspapers, books, videos, websites, interviews, journals scholarly or popular journal articles, primary sources, images)
- Teach students to check resources used for currency, bias, and relevancy.

What Teacher-Librarians Can do for You!

- Team teach the research process
- Collaboratively plan units and design research assignments
- Develop student information literacy skills including:
 - steps in the research process
 - asking good questions
 - identifying starting points
 - selecting suitable resources
 - database search techniques
 - effective web searching
 - website evaluation
 - comparison of sources
 - note-taking
- Introduce technologies to enhance teaching & learning
- Recommend reading material at appropriate levels
- Suggest teaching materials such as multimedia and websites
- Coordinate the purchase of materials for your curriculum
- Help you access community resources

Education Library
Queen's University
Kingston ON K7L 3N6
<http://library.queensu.ca/webedu/>
email: education.library@queensu.ca
phone: (613) 533-3193; toll free: 1-866-267-7406
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Teachers & Teacher- Librarians @YourLibrary



A Guide for Teacher Candidates

Teach the Research Process

Design Creative Research Projects

Set Clear Inquiry Objectives

STAGE 1:

PREPARING FOR RESEARCH

Define
Explore
Identify
Relate

Create displays (models, dioramas, stations, posters, demonstrations)



Work with the Ontario School Library Association document: Information Studies K-12 (1999) to determine inquiry objectives for specific grades.

http://www.accessola.com/action/positions/info_studies/

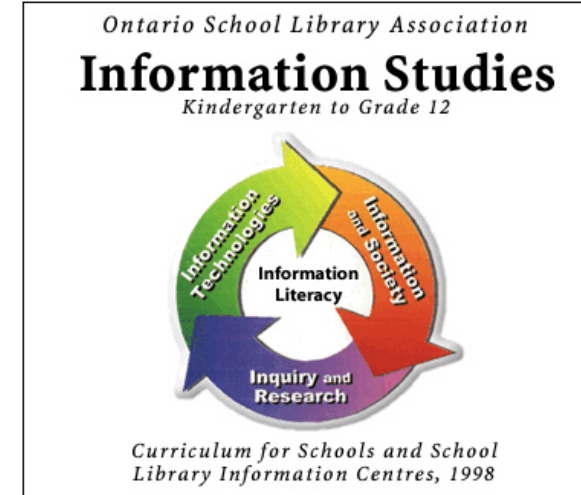
STAGE 2:

ACCESSING RESOURCES

Locate
Select
Gather
Collaborate



Use media formats to display learning (video, PowerPoint, webquest, audio interview, game)



Use the Ontario Ministry of Education Think Literacy documents (written by OSLA) for subject-specific examples of how to connect reading across the curriculum.

<http://curriculum.org/thinkliteracy/library.html>

STAGE 3: Analyse/Evaluate

PROCESSING INFORMATION

Test
Sort
Synthesize

Have students teach others what they have learned (jigsaw method, poster tour - physical or virtual, learning centre)



Have students apply what they learned to their own lives (personal relevance)



Create information in a new form (poetry, game, simulation, role-play, concept map, skit, collage)



Consider the process as the end product (research strategy, notes, annotated bibliography, variety of resources used, presentation & organizational skills)

STAGE 4:

TRANSFERRING LEARNING

Revise
Present
Reflect
Transfer

