



A major focus of school libraries is research, and the GPISD strategic plan requires each grade level or subject area K-12 to do research at least once a semester. Grand Prairie ISD's research process which incorporates higher level thinking skills, is modeled after Jamie McKenzie's Research Cycle. (www.fromnowon.org). GPISD librarians developed the "Traits Of Good Research" model after years of working with students and teachers, and it is our belief that good research possesses all or most of these traits. Librarians will be working with teachers to develop research assignments which promote the use of critical thinking skills.

RESEARCH PROCESS

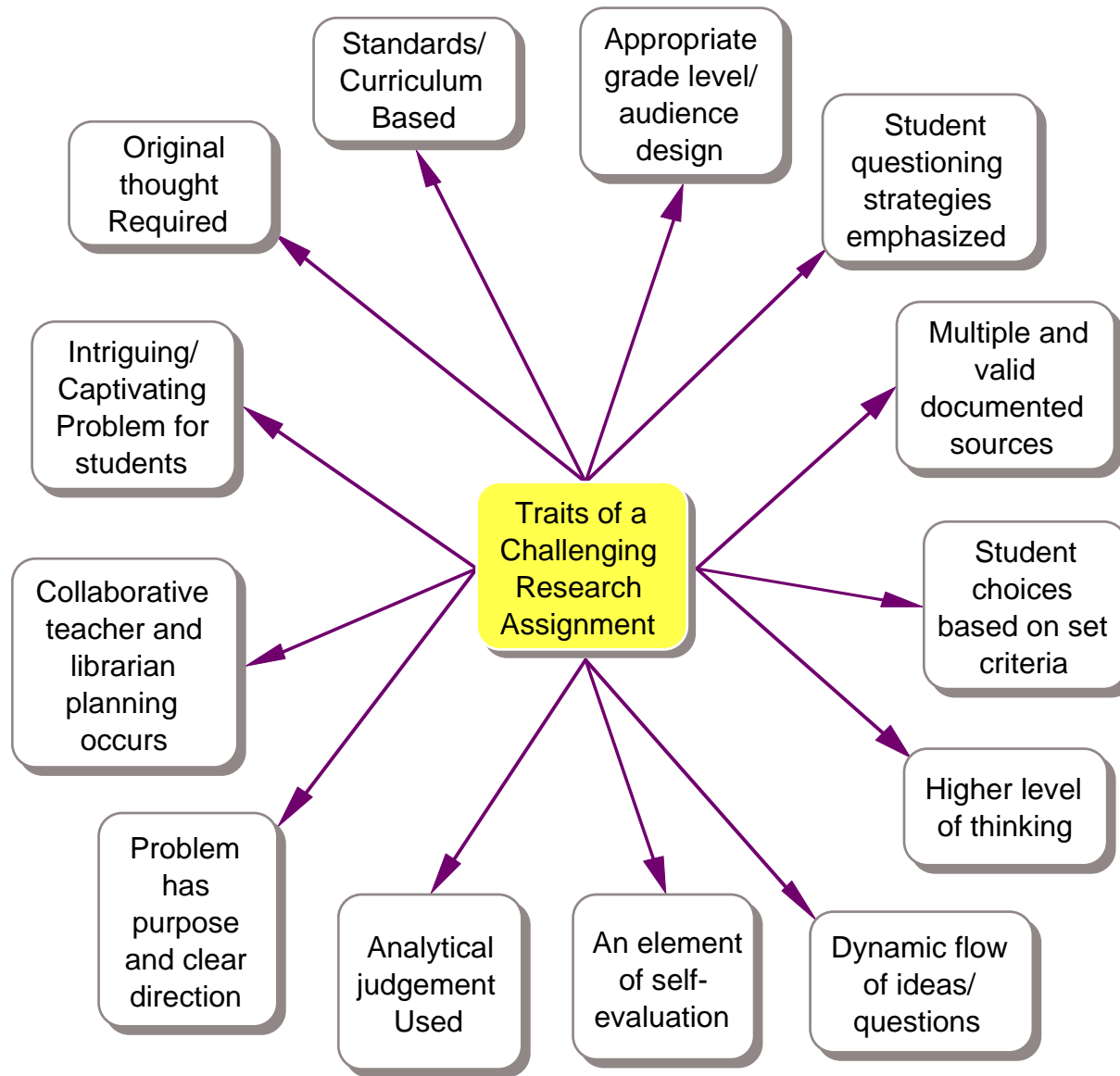
- 1. Questioning**
What is the task?
What do I need to know?
What will my final product be?
- 2. Planning the Search**
Where can I find my information? (Example - Print, online, other)
Which resources are best for me to use?
Where are these resources located?
- 3. Gathering/Sorting/Recording**
Which information should I keep?
Is the information credible and relevant?
Have I recorded my sources?
- 4. Taking Inventory**
Are all of my questions answered?
Do any of my questions require more information?
Do I have any new questions?
- 5. Continuing the Search**
What other sources can I use to find new information?
Have all of my questions been answered completely?
- 6. Creating the Final Product**
How will I organize and present my information?
How will I give credit to my sources?
- 7. Evaluating the Research**
Does my product answer my questions?
Is my information clearly presented?
Is My work neat and complete?

Adapted from Jamie McKenzie's "Research Cycle," fromnowon.org, *Educational Technology Journal*.

Traits of a Challenging Research Assignment



Librarians and Teachers working together to promote higher level thinking.



Created by GPISD Librarians to collaborate with Teachers.

Traits of a Challenging Research Assignment	Example/Evidence
Standards/Curriculum Based	
Appropriate grade level/ audience design	
Student questioning strategies emphasized	
Multiple and valid documented sources	
Student choices based on set criteria	
Higher level of thinking	
Dynamic flow of ideas/ questions	
An element of self-evaluation	
Analytical judgment used	
Problem has purpose and clear direction	
Collaborative teacher and librarian planning occurs	
Intriguing/captivating problem for students	
Original thought required	