Inquiry with SDSS Library Learning Commons

Connect and Wonder

Reflect

Investigate

Express

Construct

Points of Inquiry model developed by British Columbia Teacher-Librarians’ Association. 

Created by Sharon Doyle, Teacher-Librarian
SDSS Library Learning Commons
Updated, January, 2016
Points of Inquiry

Inquiry with research needs a map to help you break down a big task into small parts. This research booklet will help you do that.

Wonder: What are you researching?
- What topic will you research?
- What research questions will you find the answers to?
- While your teacher may provide a topic, you will need to break down that often large topic is smaller questions to help you better direct your research and reading.

Investigate: Read. Read. Read.
- What resources will you use? Books, websites, eBooks, DVDs, YouTube?
- Use different resources to expand and verify information.
- Check for the reliability and credibility of the resources.
- Use a bibliographic structure or graphic organizer to keep track of resources.

Construct: Take notes; use OWN words.
- Construct your own meaning with your own words.
- Use a variety of note-taking strategies to help create your own words for your own understanding.
- Keep track of your defined research questions to help you stay focused and on topic.

Express: Show your learning
- Act as an expert and demonstrate knowledge.
- Choose an appropriate medium to demonstrate learning.
- Essay, video, blog, Prezi, Museum Box, timeline – experiment with a variety of presentation tools.
- Understand the impact of design in visual presentation.

Reflect
- Review and understand criticism and comments from peers and teacher.
- Reflect on the challenges you experienced.
- What changes will you make to your study research skills in the future?

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Piloted with James Brown, Social Studies 8 teacher
SDSS Library Learning Commons
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Wonder

 Clearly define research to narrow topic. Break down topic into 3-5 manageable questions to explore.

 1.

 2.

 3.

 4.

 5.

 maybe more ...

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Investigate: Read. Read. Read.

To help build a better understanding of your WELL DEFINED topic of inquiry, you need to read and view a variety of resources. All the resources you need are available at the school Library Learning Commons.

http://sdsslibrary.weebly.com/

Choose the best 3-4 resources. Keep track of the resources used. Where are these resources located?

BOOKS – Encyclopedias are a good place to start. The Library Learning Commons catalogue, Destiny, have a large collection of print and E books to help you.

DATABASES – The Library Learning Commons has a large selection of eBooks to help with your research; try World Book Online, Biography in Context, Student Resources in Context.

INTERNET – Critically evaluate each website your use. Check for reliability of the information, the quality of the writing and information and the authority of the author and or publishing company.

IMAGES – You will need to careful and record where you collected the images that you use in your research. You need to gather information from the website that hosts the image. Remember, Google Images is an search engine and not a website!

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Construct: Take notes; use OWN words

This is the most time consuming element of your research.
You must OWN your work! This means you take what you read and put it into your OWN words.
You may decide to redefine your research questions along the way.

To help organize your notes, you will use a 2 column note-taking strategy known as the Cornell System.

| Research question... | Notes ...
|----------------------|------------|

Summarize notes into sentences to make a paragraph.
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Construct: Bibliography Organizer

What resources did you use to help build your knowledge? Remember, you need to record where you found any IMAGES you used.

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Which resource was the most useful and why?

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Express: Represent your learning
What have I learned and how will demonstrate my learning?

- Essay
- Power Point
- Presentation to class
- Video
- Timeline
- Poster - online or paper
- Brochure – online or paper

Outline the tools, timeline and organization of your presentation.

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Reflect

Carefully read the rubric or criteria for the assignment, also closely read your teacher's feedback. Reflect on the work you handed in. Is this your best work? How can you improve? Identify 2 things that you did well things you did well. Next identify what you will change for your next inquiry project.

2 things I did well ....

1 thing I need to do to improve for next time ...

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Notes and Ideas ...
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