

FINDS: A Research Process Model

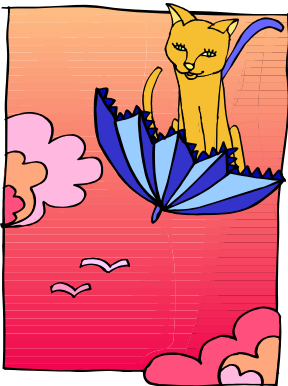
Focus on the information need	Investigate resources	Note and evaluate facts	Develop information into presentation	Score presentation and search
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Student Tasks/Skills

Focus on the information need

The student will:

- 1.1 Identify information problem.
 - 1.1.1 Narrow or broaden topic and write a thesis sentence.
 - 1.1.2 Use brainstorming, webbing, or graphic organizers to write presearch questions.
- 1.2 Decide how much information is needed.
 - 1.2.1 Evaluate scope of information needed.
 - 1.2.2 Recognize when there is a need for more than one source of information.
 - 1.2.3 Identify possible sources of appropriate resources.
- 1.3 Develop a search action plan with timeline.
 - 1.3.1 Define search terms (*i.e.*, descriptors, Boolean logic operators, proximity operators, alternative terms, wild cards, key words, search punctuation).
 - 1.3.2 Understand online navigation procedures and search strategies.
 - 1.3.3 Identify and sequence the steps in a search action plan.

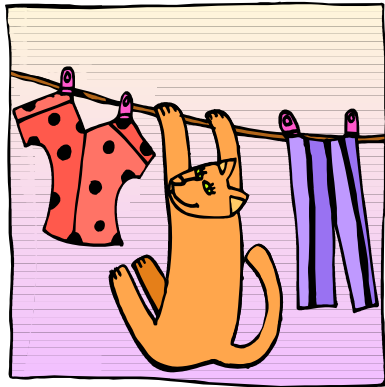


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Investigate resources to look for an answer



The student will:

- 2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources.
 - 2.1.1 Identify the library media specialist and staff as information sources.
 - 2.1.2 Use online public access catalogs (OPAC) in the local school, district, and public libraries, as well as the SUNLINK statewide K-12 database.
 - 2.1.3 Collect shared resources such as those available from SUNLINK and multitype library consortium.
 - 2.1.4 Identify appropriate resources from various locations (*i.e.*, public library, Internet, book store).
- 2.2 Apply evaluative criteria to select the best resources to answer the search question.
 - 2.2.1 Develop evaluative criteria for selecting resources to answer different types of information problems.
 - 2.2.2 Understand that the information need determines the resources selected (*i.e.*, newspaper, photograph, chart).
 - 2.2.3 Distinguish whether a primary or secondary source is more appropriate.
- 2.3 Demonstrate an understanding of how information is organized and located.
 - 2.3.1 Recognize that reference information is organized in specific formats (*i.e.*, specialized dictionaries and encyclopedias; directories and handbooks; almanacs and yearbooks).
 - 2.3.2 Understand that resources may be organized according to type or format either alphabetically, chronologically, topically, graphically, and/or numerically.
 - 2.3.3 Understand and use the organizational structure of the library (*i.e.*, Dewey Decimal Classification System, Library of Congress Classification System).
 - 2.3.4 Use tables of content, indexes, headings, key words, captions, guide words, glossaries, appendixes, cross references, menus, help screens, hypertext links, URLs, and other organizers.
- 2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities.
 - 2.4.1 Follow procedures for circulation and timely return of materials.
 - 2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.
 - 2.4.3 Follow guidelines and etiquette in the use of electronic information resources.
 - 2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.

Note and evaluate facts

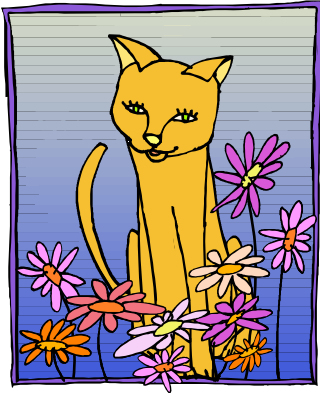
The student will:



- 3.1 Read, evaluate, and select information to answer search need.
 - 3.1.1 Differentiate between fiction and nonfiction; fact and opinion.
 - 3.1.2 Recognize that information is presented for a variety of purposes.
 - 3.1.3 Recognize that ideas and information can be enhanced, manipulated or distorted (*i.e.*, stereotypes, prejudice, bias).
 - 3.1.4 Distinguish contrasting points of view and perspective in ideas and information.
 - 3.1.5 Predict outcomes, sequences, events, and use visual and oral clues to interpret information.
 - 3.1.6 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.
 - 3.1.7 Use specialized resources (*i.e.*, gazetteers, biographical sources, atlases, periodicals, literary criticism, manuals, government documents) in print, nonprint, or e-resource format.
- 3.2 Take notes and record data required for citations.
 - 3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.
 - 3.2.2 Compile sources of all types of resources used for bibliography or works cited list.
 - 3.2.3 Recognize the purpose of copyright and copyright law.
- 3.3 Analyze information gathered and compare with research need.
 - 3.3.1 Sequence information alphabetically, numerically, statistically, categorically, or chronologically, as appropriate.
 - 3.3.2 Review notes and/or information for clarity, coherence, and completeness.
 - 3.3.3 Review data using e-tools (*i.e.*, spreadsheets, databases, word processing).
 - 3.3.4 Search for additional information, if needed.

Student Tasks/Skills

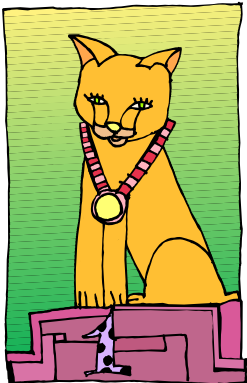
Develop information into knowledge for presentation



The student will:

- 4.1 Select a presentation format appropriate for the topic, audience, and purpose.
 - 4.1.1 Understand that information can be shared in a variety of formats (*i.e.*, written, oral, visual, digital).
 - 4.1.2 Understand the strengths and limitations of each type of media.
 - 4.1.3 Understand the need for effective planning strategies such as group member assignments, work flow, etc.
- 4.2 Analyze and synthesize collected information.
 - 4.2.1 Establish a clear focus for the product and/or information need.
 - 4.2.2 Use various techniques (*i.e.*, source cards, spreadsheets, outlines, storyboards) to organize information.
 - 4.2.3 Allow individuals in a group project to maintain their own opinions while working toward group consensus.
 - 4.2.4 Participate in group discussions and activities by expressing opinions about materials heard, read or viewed.
- 4.3 Use resources and technology to create and present a quality product.
 - 4.3.1 Prepare presentation for intended audience (*i.e.*, children, adults, supporters, opponents).
 - 4.3.2 Compile a bibliography (and in-text citations when required) in compliance with legal and ethical usage of copyright law and fair use guidelines appropriate to format.
 - 4.3.3 Use appropriate types of equipment and accessories to complete the project.
 - 4.3.4 Demonstrate effective interpersonal communication skills to share ideas and information with others.

Score presentation and search



The student will:

- 5.1 Apply or develop evaluative criteria for information problem or product.
 - 5.1.1 Use evaluative criteria (*i.e.*, rubric, checklist, personal need).
- 5.2 Reflect on the search process, noting strengths and weaknesses.
 - 5.2.1 Identify area(s) of needed change for next project (*i.e.*, journal entries, rubric, group discussion).
- 5.3 Make recommendations for improving process.
 - 5.3.1 Suggest specific ways to improve personal search methodologies.