



Beacon Media

Supporting Christian schooling worldwide

Research Skills

What are research skills?

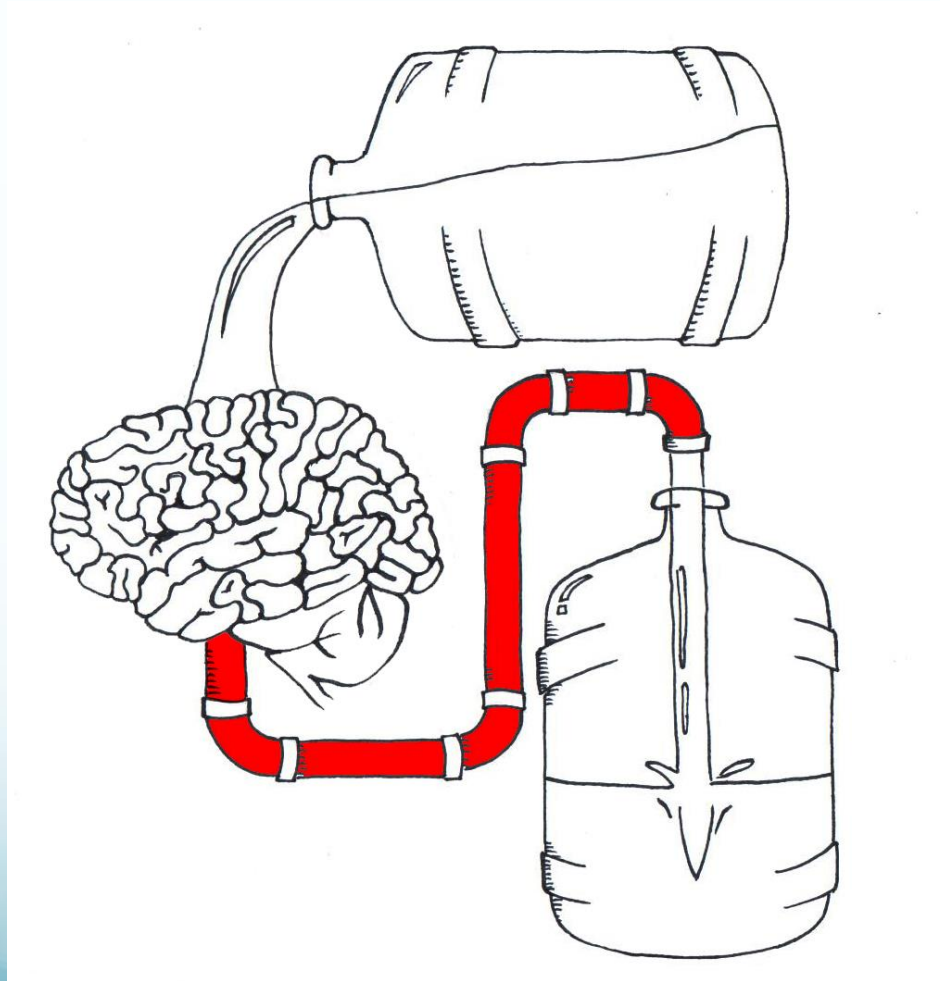
- “Finding out” skills
- Using written, visual or or verbal information
- Reporting on the information found

Why should we teach students to research?

Student will:

- develop skills for life long learning
- be able to find out information for themselves
- be inspired to learn as they answer their own questions
- become independent learners

Information in, information out



Is there creative thinking
involved?



Technology explosion around the world



What if you do not have a computer or the internet?

Don't under-estimate **the**
older generation...

They got their education
without **the help of**

Google & **Wikipedia**

FB Best Posts

What if you do not have library books?

Teachers can make research cards...

- One heading, one card
- Include questions the children might like to ask
- Present information in dot points, not whole sentences
- *Beacon Media* has research cards on many topics already prepared.

Example

About reptiles

What makes a reptile a reptile?

- cold blooded
- breathes with lungs
- has a backbone
- lays eggs
- has scales on the skin

Which reptiles crawl on short legs?

- lizards
- alligators
- crocodiles
- turtles and tortoises
- chameleons

Which reptiles crawl with no legs?

- snakes

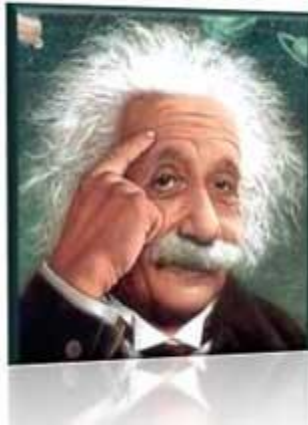
Why do reptiles like to lie in the sun?

How do reptiles survive when it is cold?

You can still present quality education without technology

- The key is creativity
- The Holy Spirit guides us
- Jesus is the Teacher
- You are His instrument
- Listen to His voice and allow Him to give you new ideas

If you want better results, try something new



Insanity is doing the same thing, over and over again, but expecting different results ~ Albert Einstein

Inquiry-based learning

- Find out what the students already know
- Ask the students for a list of questions.
- This will get them inspired to research
- Students research and present information

Where does inquiry-based learning start?

The preschool environment

Learning environments are set up where children:

- notice, wonder, play
- explore, observe, question
- gather, sort, compare
- reflect, share findings with others

What is the pre-school teacher's role?

- To set up the learning environment by providing a rich variety of materials and resources
- To guide the children by asking open-ended questions
- To listen to the children and help them make connections























How can children find out?

- Exploring
- Observing
- Excursions
- Science experiments
- Speakers
- Books, information cards, computers
- Demonstrations

Library books

Your school library books should be divided between:

1. Picture story books
2. Chapter books
3. Non-fiction books

Your student reading books will be separate – not part of the library. There will be selected “take-home” books” at the student’s reading level

How to organize non-fiction books

- Organize according to topics that fit the God-centred curriculum topics, e.g.
- Animals, plants, mini-beasts, transport
- Have each section labelled so that teachers can quickly find what they need to accompany the GCC topic

Alphabetical labeling



A-B

Animals
Air
Bible
Birds

C-D

Communication
Creation
Desert
Dinosaurs

E-F

Ecosystems
Electricity
Environment
Fiji
Firemen

Guidelines for teachers

- Student research on a topic is an **extension** of your input on the topic
- You will introduce the topic and place God at the centre of the topic.

Examples:

- *Living things* and *God is Creator*
- *Food* and *God is Provider*
- *Shelter* and *God is Protector*

Check your research materials

- Screen your material for humanistic and evolutionary viewpoints
- Are there any references to “millions of years”?
- Is there anything that goes against the Bible?

Tips for children when doing research projects

First draft

Given a suitable piece of information...

- They look for the main ideas. They make dot points with key ideas.
- They do not write whole sentences at this stage.

Example

Dot points

Sharks

- Live in the ocean
- Sharp teeth
- Eat fish and other sea animals
- Dangerous
- Can feel vibrations
- Good sense of hearing

Second draft

- They expand the dot points into whole sentences.
- They organize the sentences into paragraphs.
- They have it checked for mistakes.

Third draft

- This is the final.
- They choose the presentation format, e.g. book, poster
- They add drawings and coloured headings.
- They include references.

What else can be used?

As well as books and information cards we can use:

- maps
- charts
- posters
- photographs
- interviews
- objects

Storage of resources



Group work

- Also called “collaborative learning”
- Face to face interaction with each other
- They learn from each other, not just with each other
- They work in groups or 4 to 6

Roles of group members

Each group member can have a specific role:

- Leader (Gets things started and makes decisions along the way)
- Encourager (asks questions – what do we already know? What do we want to find out?)
- Scribe (takes rough notes)

Start with brainstorming



Write down whatever comes to mind as brief dot points.

Dividing the work

Then the group leader might divide the group:

- Work in pairs. Each pair takes a different aspect of the topic.
- Then they share with each other what they have found out.
- The leader assigns jobs for the final presentation – headings, written information, illustrations.

What is the teacher's role?

- Teacher moves around the groups making sure that all are participating
- Helps out where needed
- Inspires

Presentation of projects

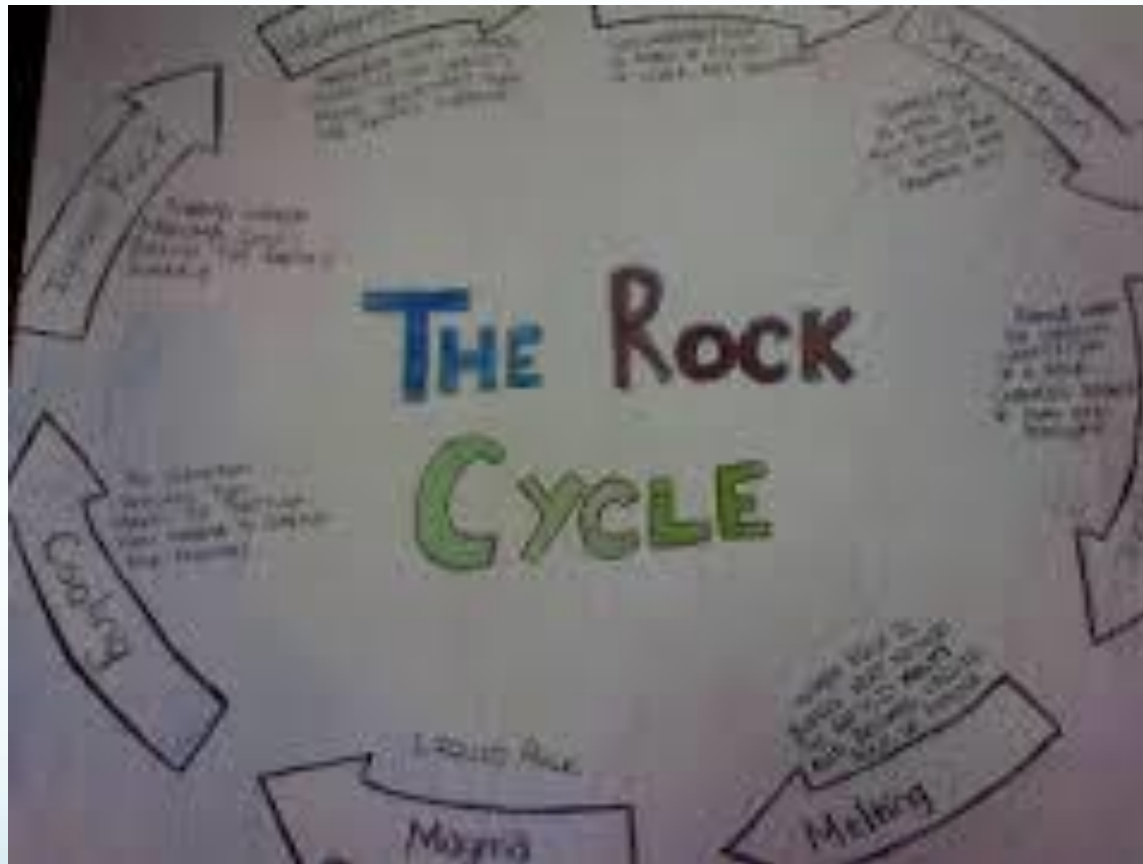
- Posters
- 3D Models
- Hand made books
- Class talks

Posters





Charts

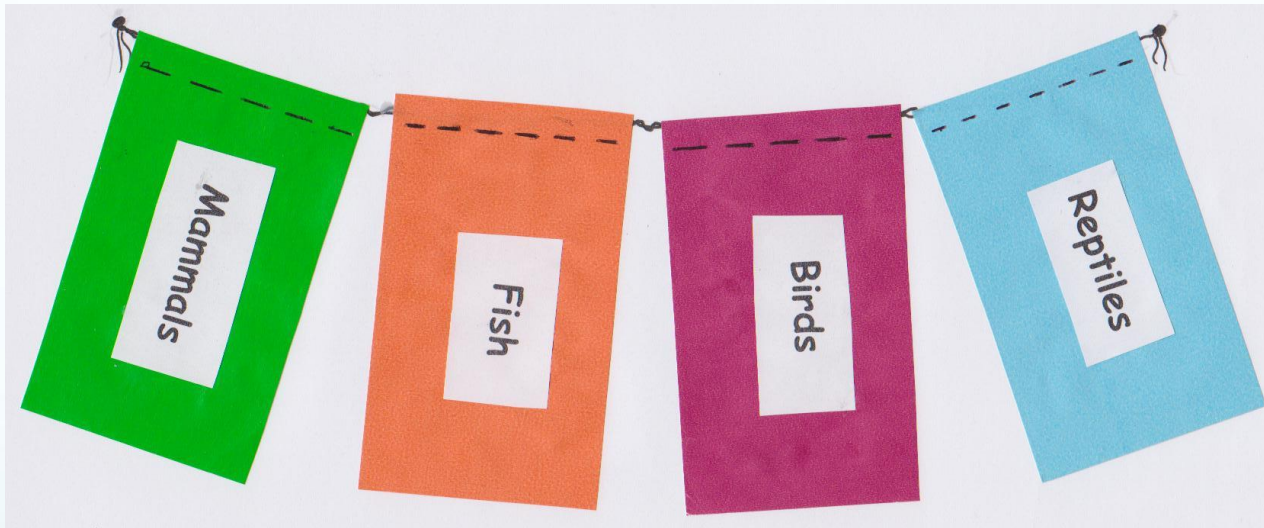


Models





Hand-made books



Self-assessment of a project

Years 3 and up

- Explain your expectations BEFORE students start a project
- The students can use the questions at the END of the project to see how well they have done.

- Have I written in my own words and not just copied slabs of text?
- Have I written in full sentences?
- Have I used paragraphs?
- Have I included any of my own original ideas or opinions?
- Is the project interesting, neat, clear and well designed?
- Does it include pictures / diagrams / graphs?

- Have I thought about whether the information is actually true? Or does it include some untruths such as evolution?
- Have I explained how God is involved in this topic?
- Would any part of this information be against what the Bible has to say?
- Have included references?

Discussion

How will research tasks differ for:

- Kindergarten
- Lower Primary
- Middle Primary
- Upper Primary