The Research Cycle (Jamie McKenzie)

a. How the Research Cycle provides a framework for inquiry-based instruction:
   - It promotes deeper questioning rather than superficial fact-gathering and reporting;
   - Focuses on forming: 1. essential questions (those that require problem-solving and/or decision-making) and 2. subsidiary (category and detail questions that will help guide research) early in the research process;
     o Questioning is deep and interconnected
     o Not enough to have lots of information; must create linkages and webs of interconnected questions, with cause & effect relationships driving inquiry
   - Conceives of the students’ role as information producers rather than consumers;
   - Requires students to revise and rethink their research questions throughout the process, requiring independent thinking, reflective self-assessment, and student responsibility;
   - Cycles through the stages (revisiting them if necessary) of Questioning, Planning, Gathering, Sorting/Sifting, Synthesizing and Evaluating.
   - The final stage, Reporting, ideally involves presenting findings and recommendations to an authentic audience

b. How the Research Cycle enables success for users in the information search process
   - It uses brainstorming and cluster diagramming of essential and subsidiary questions in the first stage of the process (Questioning) in order to “map out” what is to be explored;
   - Asks students to think strategically about how to best find pertinent and reliable information that will answer subsidiary questions before beginning their search;
   - Asks students to plan how they will sort and sift their information (targeting what is most relevant, then organizing it effectively)
     o This can be through effective questioning paired with cluster diagramming, note-taking, or setting up personal databases.
     o Organizing their findings around key ideas, categories and questions first leads to reflective thinking throughout the process, rather than waiting until after all the information has been gathered. It also avoids “info glut.”
   - The Reporting phase creates accountability for one’s research, raising the standards.

c. How the Research Cycle supports the teacher-librarian’s role as collaborator:
   - It promotes librarians and librarian-provided resources (such as online pathfinders) as a means of narrowing down potential resources and of not wasting time in fruitless search efforts;
   - Librarians can teach the strategies outlined in the model, such as creating cluster diagrams, finding a strong research/essential question, and effectively organizing information;
   - Librarians can help teachers design lesson plans that utilize the Research Cycle; specifically, they can help teachers incorporate questioning, use of essential questions, and question-driven research into lesson plans;
   - Librarians can equip students with the technology tools they need to create persuasive research-based presentations;
   - Librarians can assist teachers and students with finding authentic audiences (in person or virtual) for their presentations.
Resources:

