

# Everyone Matters – Engagement for Learning

## Strategy: Developing Effective Active Research

**Brief description:** the use of a wide range of resources on self or paired directed research is a useful strategy in developing independent learning

### Curriculum example:

In MFL students could be directed to research language based content when comparing two different location/countries

### Teaching Development: i.e. introduction, groupings, timings, key skills required, messages, behaviour skills etc

- Careful consideration must be given to the range and location of the research sources.
- The resources must be appropriate to the group
- The distribution and location of the resources in the classroom must be considered as student movement will be needed.
- Expectations of conduct when moving around the resources and use thereof must be clear
- Timings must be made clear with 'stages' of completion given in order to maintain momentum.
- Clear understanding of the purpose and outcome of the research is needed to support focus
- Explicit sharing of the assessment criteria is important
- Expectations regarding return of resources during and at end of process are important



### Assessment Criteria –staff

- The purpose of the research is understood by all
- Time limits have been given and are acknowledged
- All resources are treated with respect
- Movement around the room is appropriate
- Return of resources occurs as discussed.



### Assessment Criteria – pupils

- You understand the purpose of the research
- You move around the resources without disturbing the learning of others
- You are able to transfer the information you need and return the resources so others can use them
- You return all resources appropriately at the end of the research phase

### Strengths

- Promotes high degree of independent learning
- Helps students develop resource interrogation skills
- Allows teacher to support on a small group or individual level
- Active engagement through a variety of media

### Weaknesses

- If purpose is not understood off task behaviour will result
- Movement around the resources will need to be monitored
- students off task behaviour will increase if literacy skills are challenged
- return of resources can be a conflict point if not process not made explicit