Workshop: Conducting Research that Matters

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Conducting Research that Matters

- Start with an important problem
- Apply the framework of classics and theories
- Stay with the problem to verify
- Develop concepts, models from the results
- Design application to address the problem
- Look to the future
Start with a real problem

- Identify a problem you are particularly concerned about related to children and young adults in information society.

- In preparation for writing a proposal describing the problem, stating research questions related to the problem, how you may gather data to investigate the problem and how the data may indicate ways to address the problem.
Apply classic framework

- Everyday Life Information Seeking
- Context and Task
- Authority – expertise, perspective, bias
- Group Information Seeking
- Problem Solving in the Workplace
- Learning and Knowledge Construction
# Model of the Information Search Process

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Initiation</th>
<th>Selection</th>
<th>Exploration</th>
<th>Formulation</th>
<th>Collection</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings</td>
<td>uncertainly (affective)</td>
<td>optimism</td>
<td>confusion</td>
<td>clarity</td>
<td>sense of direction/confidence</td>
<td>satisfaction or disappointment</td>
</tr>
<tr>
<td>Thoughts</td>
<td>vague</td>
<td>focused</td>
<td></td>
<td>increased interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions (physical)</td>
<td>seeking relevant information</td>
<td>exploring</td>
<td>seeking pertinent information</td>
<td>document</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kuhlthau (2004, p. 82)
Workshop Assignment

- Identify a problem you are particularly concerned about related to children and young adults in information society.
- Apply the framework of classics and theories
- Identify where you are in the Information Search Process

- Prepare a brief statement describing the problem, what theories relate to the problem and where you are in the ISP.
Conducting Research that Matters

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<table>
<thead>
<tr>
<th><strong>INQUIRY PROCESS</strong></th>
<th><strong>INFORMATION SEARCH PROCESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Open &amp; Immerse</td>
<td>Initiation &amp; Selection</td>
</tr>
<tr>
<td>Explore</td>
<td>Exploration</td>
</tr>
<tr>
<td>Identify</td>
<td>Formulation</td>
</tr>
<tr>
<td>Gather</td>
<td>Collection</td>
</tr>
<tr>
<td>Create &amp; Share</td>
<td>Presentation</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Assessment</td>
</tr>
</tbody>
</table>

Kuhlthau, C., Maniotes, L., Caspari, A. GUIDED INQUIRY © 2012
<table>
<thead>
<tr>
<th>What students are doing in ISP</th>
<th>Stage of ISP</th>
<th>Phase of Guided Inquiry</th>
<th>What the inquiry community is doing in Guided Inquiry</th>
</tr>
</thead>
</table>
| Initiating research project  | Initiation  | Open                    | • Invitation to inquiry  
                                         • Open minds  
                                         • Stimulate curiosity |
| Selecting topic               | Selection   | Immers e                | • Build background knowledge  
                                         • Connect to content  
                                         • Discover interesting ideas |
| Exploring information         | Exploration | Explore                 | • Explore interesting ideas  
                                         • Look around  
                                         • Dip in |
| Formulating focus            | Formulation | Identify                | • Identify inquiry question  
                                         • Pause and ponder  
                                         • Decide direction |
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<tbody>
<tr>
<td>Collecting information on focus and seeking meaning</td>
<td>Collection</td>
<td>Gather</td>
<td>• Gather important information • Go broad • Go deep</td>
</tr>
<tr>
<td>Preparing to present</td>
<td>Presentation</td>
<td>Create</td>
<td>• Reflect on learning • Go beyond facts to make meaning • Create to communicate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share</td>
<td>• Learn from each other • Share learning • Tell your story</td>
</tr>
<tr>
<td>Assessing process</td>
<td>Assessment</td>
<td>Evaluate</td>
<td>• Evaluate achievement of learning goals • Reflect on content • Reflect on process</td>
</tr>
</tbody>
</table>
Guided Inquiry Design Process

1. Open
2. Immerse
3. Identify
4. Gather
5. Create
6. Share
7. Evaluate
Look to the future

- Research is an essential component to providing meaningful, relevant services and systems to meet the needs of young people in the changing information environment of the digital age.

  Research
  Tradition – Experience