Research Orientation Stations – Chemistry

1 -- Blackboard Enrollment and Safe Assign – needs 9 computers with headphones and student assistant. Teachers need to have self-enroll set up in advance.

* Students begin with step 1 handout
* Students enroll in chemistry course and set up BB – if needed get password from student assistant with spreadsheet
* Students get step 2 when we (student assistant) see that the course is listed under the “My Courses” in BB
* They watch a video on the media center site and then complete step 2 questions together as a group
* Tables need sample papers and Safe Assign report.
* Game/Wrap Up -- Go over correct citation and parenthetical citation in wrap up – use NoodleTools
* Give students 2 minutes (ish) to summarize learning in notes at end of station.

2 -- Citations - Paraphrasing/Summarizing/Source Evaluation – needs 9 computers – hard copies of sample DHMO paper excerpt with Works Cited Page – teacher or librarian at this station

* Students will use the weebly page to look at why a student chose his topic – DHMO
* Students will analyze the source and paper sample and Works Cited to determine problems
* A teacher or librarian needs to discuss with students that the missing paper should have parenthetical citations after the first few sentences because they are paraphrased from the website. Then later in the paper excerpt, there should be quotation marks and another parenthetical citations
* Teacher or librarian asks if the students found any other problems with the source. Let students go online to examine the source (<http://dhmo.org> – also linked to media center site for chemistry project) and find why evaluation is so important. Students should discuss how they would analyze the site.
* Also discuss Matt’s terrible Works Cited page and the problems with his sources
* Give students 2 minutes (ish) to summarize learning in notes at end of the station

3 - Using Information to Support a Claim – Needs direction sheets (for groups not individuals), Evidence/Claim envelopes, dry erase fine point markers. Teacher or librarian with this station.

* Students will match up claims and evidence
* Teacher/librarian checks student work
* Students move on to step two using dry erase markers to add parenthetical citations to evidence samples.
* Teacher checks work
* Before leaving station, the students will use a paper towel to erase the parenthetical citations
* Give students 2 minutes (ish) to summarize learning in notes at end of the station

4 -- Getting Started – needs 9 computers and a student assistant

* Students will reset NoodleTools passwords or get new accounts – if there’s not time, they will be given directions to do this on their own time.
* Students will use the NoodleTools “Getting Started” page to try new ways to search. They will also look at two databases that have print resources to help them with research
* Give students 2 minutes (ish) to summarize learning in notes at end of the station

The review game will cover some basics of researching, plagiarism, etc. that we went over in the different activities. Students will turn in their summary of learning to use again later in class when working on research projects. They will also have the handout from station 4 to be able to review some of the search engines they liked.