



# Britannica EDUCATION

**The session will begin  
momentarily!**

# **Ready for Research**

## **GALILEO Virtual Conference**

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**Britannica**  
**EDUCATION**

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# Session Agenda



- ✓ **Introductions and Goals**
- ✓ **What is Research?**
- ✓ **Review “Ready for Research” Guide**
  - **5 Steps**
  - **Graphic Organizers**
  - **Discussion - how can this support educators/students**
- ✓ **Debrief and Next Steps**

# Session Objectives



- ✓ Identify key components of formal research versus informal research
- ✓ Unpack the steps of Britannica's "Ready for Research" guide to support student research projects
- ✓ Understand proper use of sources to avoid plagiarism and copyright infringement

# What I'm here for:

- ✓ Demonstrate strategies and provide resources to enhance and deepen student research skills
- ✓ Discuss how these strategies can be implemented to create positive outcomes for students

# What I'm not here for:

- ✓ Telling you what to do
- ✓ Telling you how to teach
- ✓ Dictating how to implement your curriculum
- ✓ Selling Britannica resources

# Today's Resource: Britannica School

- ✓ **Three levels of online resources** for students and educators
- ✓ Articles, photos, illustrations, primary source documents, maps, and **more!**
- ✓ **Accessible** on any device, anywhere, at any time
- ✓ **Safe**, reliable, up to date
- ✓ **Access for all Georgia Public K12 Educators through GALILEO**



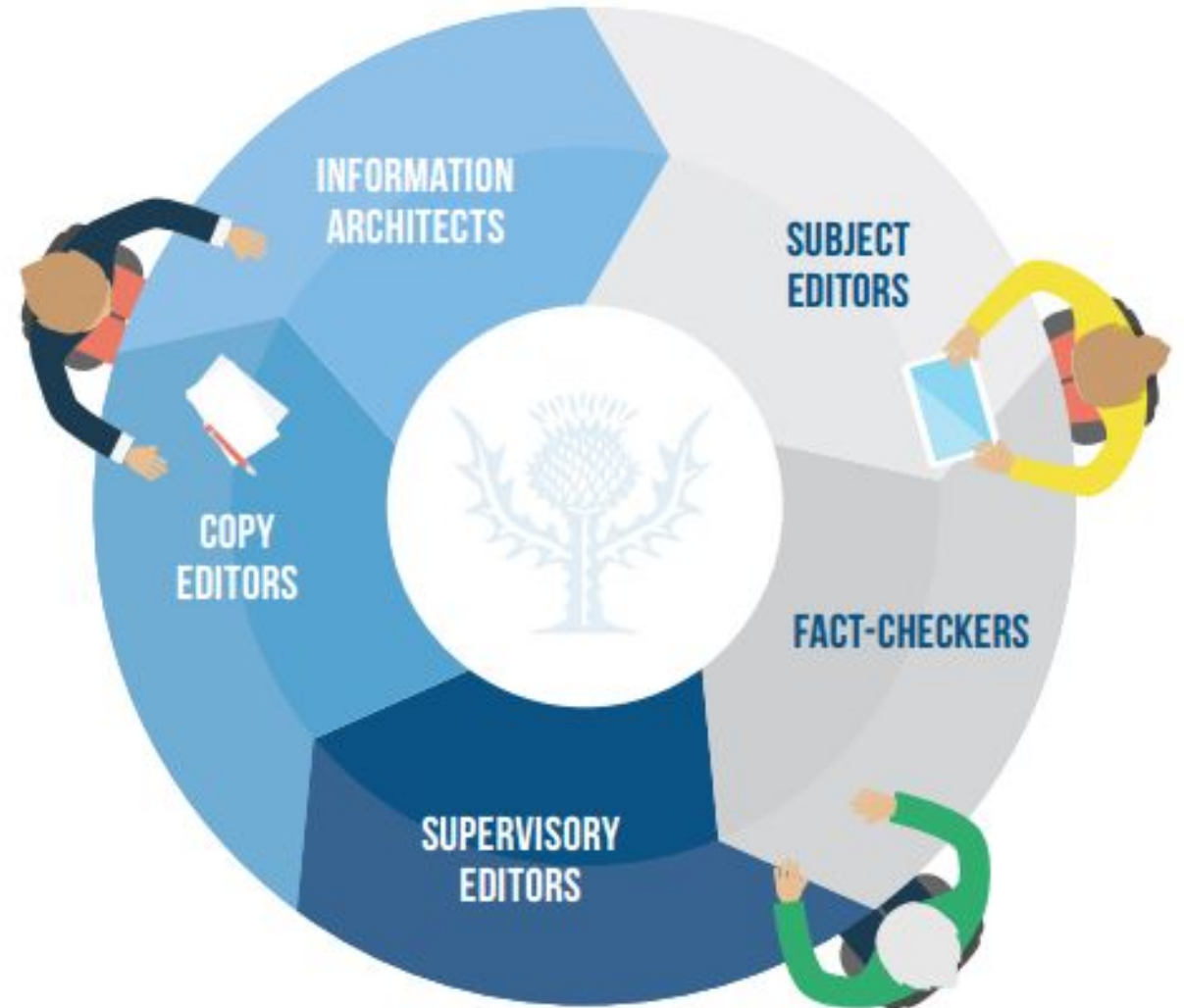
# Support Tools



- **Britannica Learn Asset Library**
  - Scavenger Hunts, Graphic Organizers, Promotional Materials, Infographics, Posters and more
- **Public Webinars**
  - Offered monthly, live and on-demand
  - *Britannica School* Product Training
  - Thematic Monthly Webinars by Britannica Consultants
- **Asynchronous Tutorials**
  - Guided tour of *Britannica School*
  - Also available for *Britannica LaunchPacks* and *ImageQuest*

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## OUR EDITORIAL DEPARTMENT: THE PROCESS





***10 SECOND SHARE***

***WHAT IS RESEARCH?***

***WHAT RESEARCH DO  
YOU CONDUCT ON A  
DAILY BASIS?***



**IT'S 7 AM**

**GOOD MORNING! HOW DO YOU GET YOUR NEWS?**



**IT'S 10 AM**

**ARE YOU LOOKING FOR A  
NEW DOCTOR  
OR SOMETHING FUN TO  
DO THIS WEEKEND?**



**IT'S 4 PM**

**ARE YOU RESEARCHING A PROJECT OR  
POTENTIAL VACATION SPOT?**



**IT'S 8 PM**

**HAVE YOU EVER RECEIVED AN E-MAIL  
THAT YOU AREN'T QUITE SURE IS  
REAL, OR SAFE?**



**IT'S 11 PM**

**IS THERE A QUESTION KEEPING YOU AWAKE AT  
NIGHT?**

# Informal Research

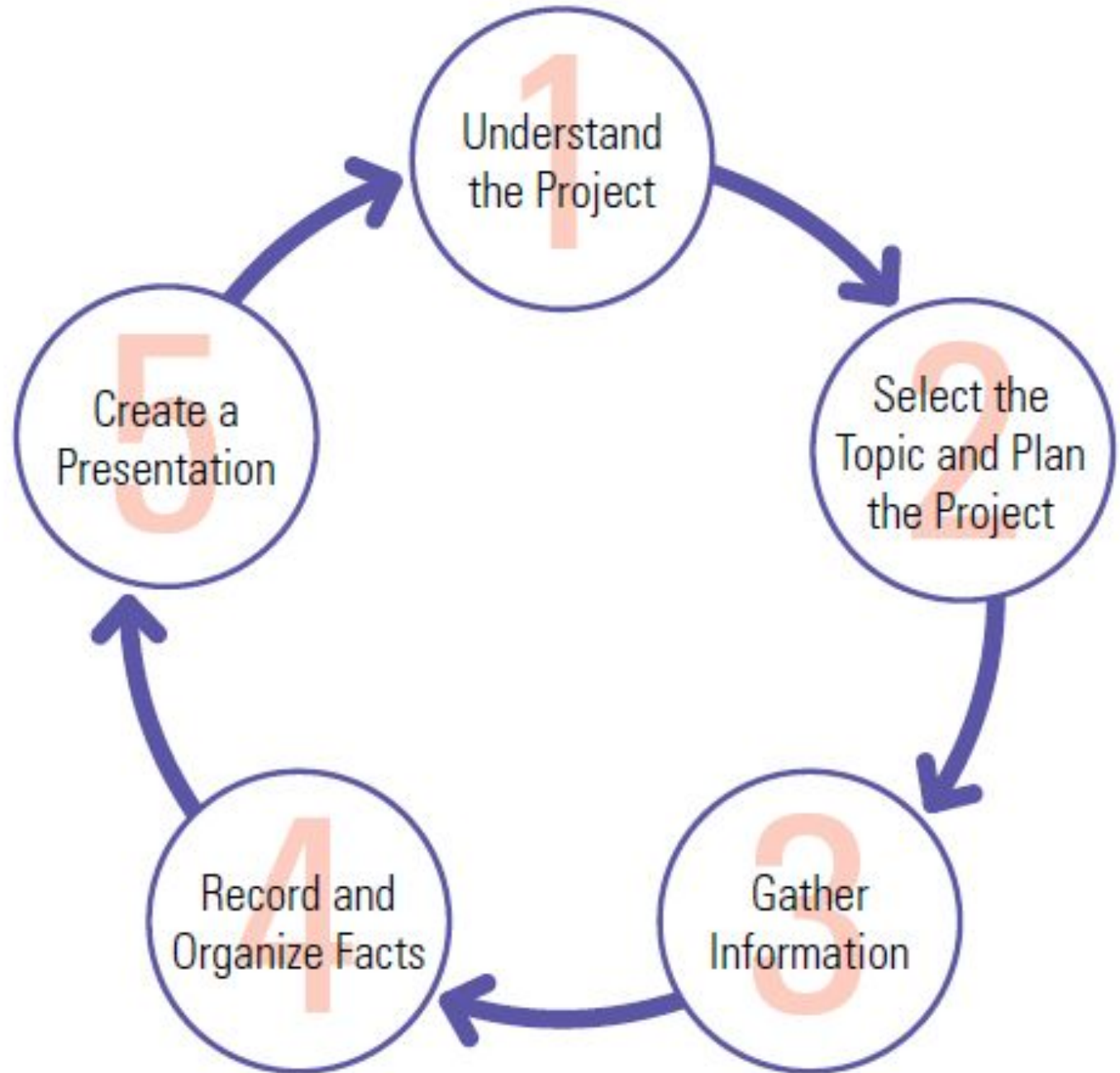
- ✓ Google Searches
- ✓ YouTube Videos
- ✓ Books and Magazines
- ✓ Questions:
  - Top NBA Scorer for 2013
  - When *Lord of the Rings* was filmed and released

# Formal Research

- ✓ Using resources to answer a question, solve a problem, or find out something you want to know
- ✓ Investigate:
  - Dig out facts
  - Organize facts
  - Draw conclusions

# Ready for Research

A five-step process to get students from start to finish in the research process



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# Step 1: Understand the Project

**Share Out:** Can anyone provide an example of a research project you completed? How would you have answered the questions on the right?

## Questions to ask:

- What will be the final presentation?
- What is the purpose of the project?
- How many people will be involved?
- What is the minimum or maximum number of pages?
- What resources will you need?
- When is the project due?

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# Step 2: Select the Topic and Plan the Project

How do you know if  
you have a good  
project?

Answer these three questions to get on your way:

- Does the topic interest you?
- Is there enough information on the topic?
- Is the topic within your abilities?

# Step 2: Select the Topic and Plan the Project

Activate your prior  
knowledge and  
determine next  
steps

What do you know about the topic?

- Make a list - you may know more than you think!

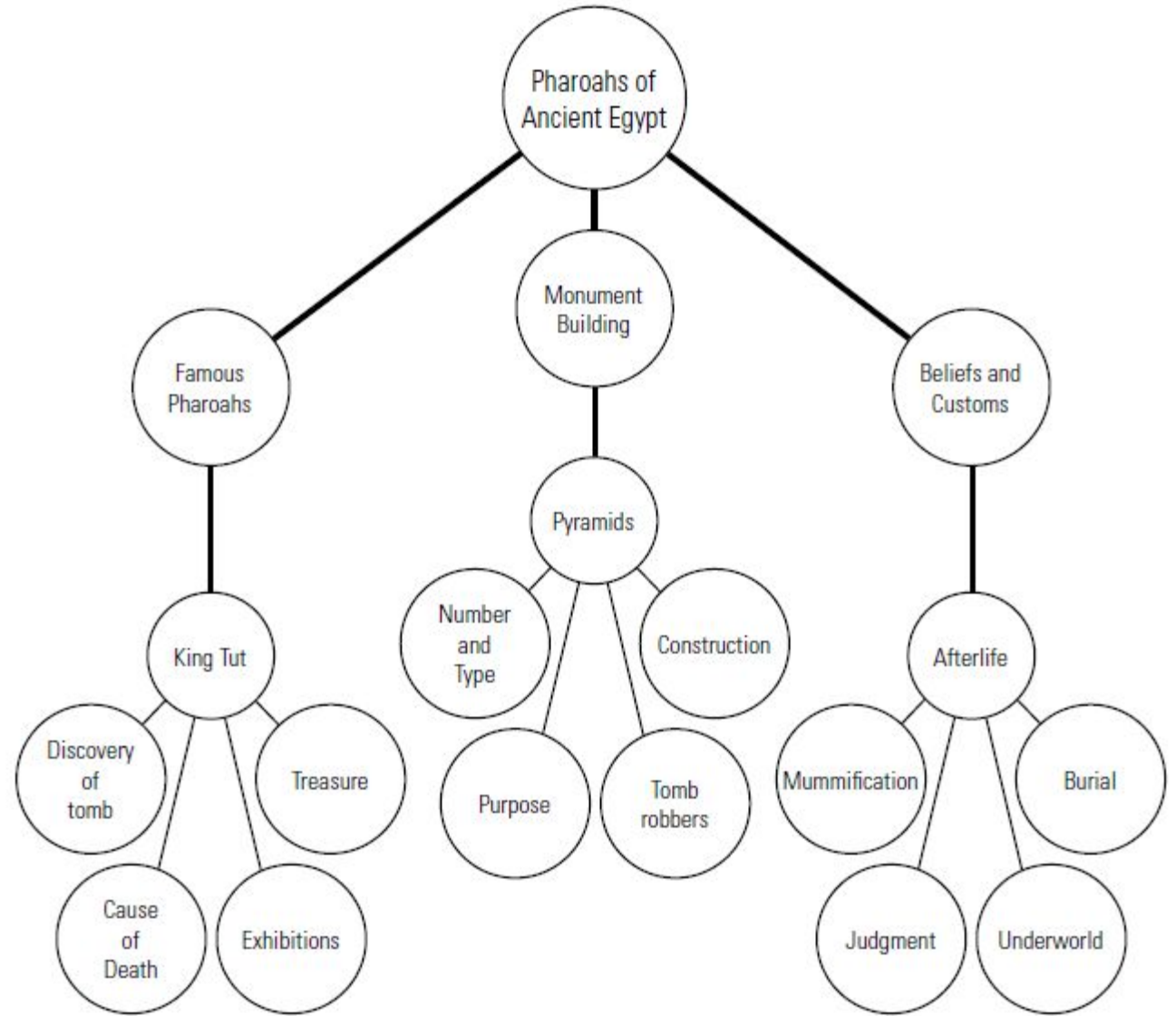
What do you want to know about the topic?

- Think about the purpose of your project
  - Will you **INFORM**, **PERSUADE** or **ENTERTAIN** your audience?

**Brainstorm - Idea webs can help you dig deeper into your topic, and identify subtopics to explore**

# Step 2: Select the Topic and Plan the Project

Idea Webs to hone or  
develop topics





***10 SECOND SHARE***

***WHAT IS THE  
DIFFERENCE BETWEEN  
A PRIMARY AND  
SECONDARY SOURCE?***

# Step 3: Gather Information

Determine what  
sources you need:

- Primary/Secondary
- Where will you find the information?
- Refine your search
- Evaluate your sources

Students should focus on the following criteria when evaluating sources, asking if the information is:

- Accurate
- Reliable
- Credible
- Current

Website Name: \_\_\_\_\_

Website Address: \_\_\_\_\_

Criteria	Questions	YES	NO
Authorship	Is the author an authority or a reliable source on your subject?		
Publishing Body (Publisher)	Is the Web site from a recognized organization or publisher?		
Point of View or Bias	Is this Web site neutral and unbiased?		
Referral To and/or Knowledge (Verifiability of the Details and Literature)	Does the Web site include a bibliography and acknowledge its sources?  Can the information on the Web site be confirmed or verified?		
Currency	Is the information current and up-to-date?		
Conclusion	Is this Web site a good source of information for this research project?		

This checklist is based on the web site "Evaluating Information Found on the Internet" written by Elizabeth E. Kirk and published by Johns Hopkins University's Sheridan Libraries. This web site can be found at <https://guides.library.jhu.edu/evaluate>



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Graphic Organizer: Evaluating Resources

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# Step 3: Gather Information

Determine what  
sources you need:

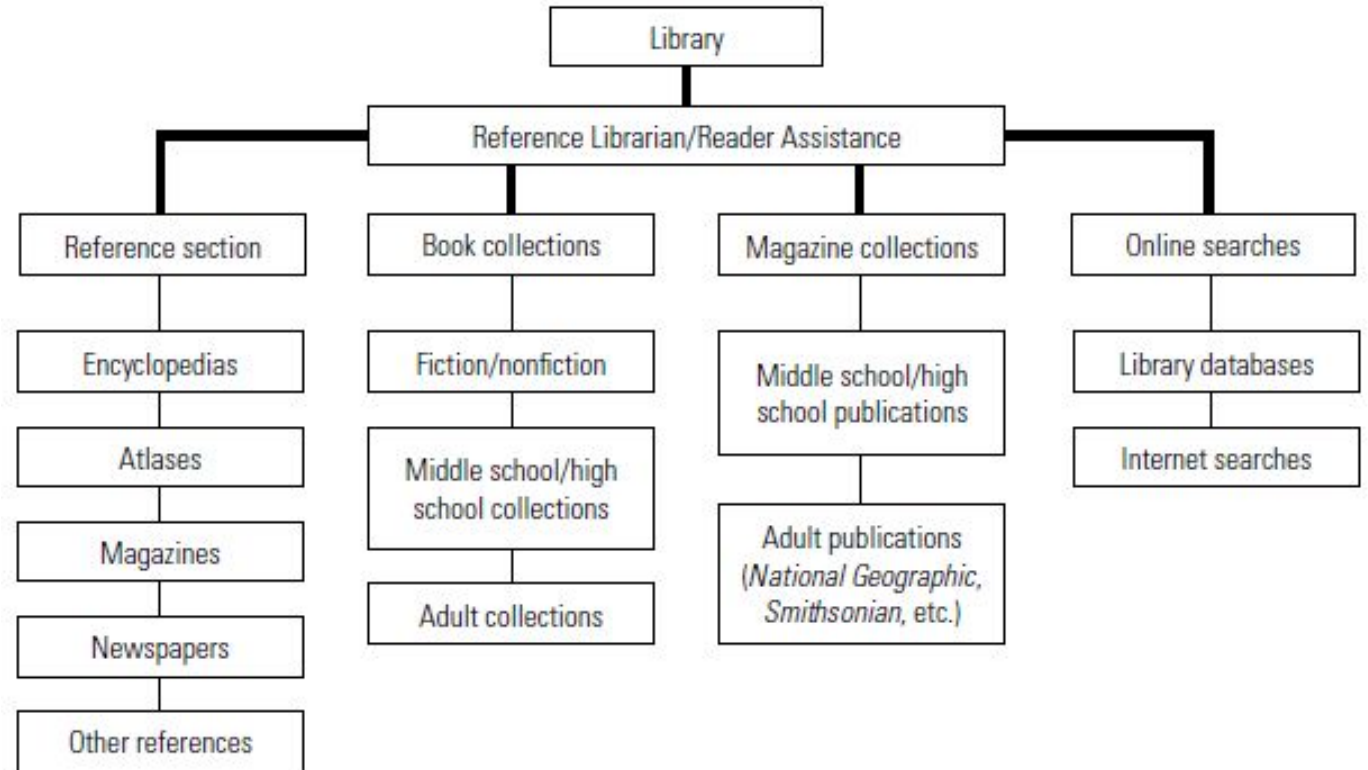
- Primary/Secondary
- Where will you find the information?
- Refine your search
- Evaluate your sources

Online searches should be specific and refined

Students will often use secondary sources (i.e. *Britannica School*) for research, but in some cases, primary sources may be appropriate

# Step 3: Gather Information

Where to find relevant  
information



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# Step 4: Record and Organize Facts

Guide to note-taking

## Take accurate Notes:

- To record main ideas you will use to prepare your project
- To gather specific details or evidence to support your main ideas
- To record quotations you want to use in your project
- To note graphic images that might support your text

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# Step 4: Record and Organize Facts

Guide to note-taking

## Key takeaways:

- **Avoid plagiarism - cite your sources**
- **Paraphrase, Summarize and Interpret in your own words**

# Step 4: Record and Organize Facts

Examples of effective  
note-taking

Notecards (Interpret,  
Summarize, Paraphrase)

Outline to organize info

Resource number      Note-card number

Evidence 4 murder of King Tut?  
2 CT scans + X-rays show major chest damage.  
Could be murder. Need I

p. 231

Page number

Original

Meanwhile, the so-called red planet captured the popular imagination as a possible home of alien life—the army “little green men” of science fiction movies, and radio and television programs. Scientists now know that there are no manufactured canals on Mars. There are no humanoids on the planet, nor even animals or plants. No forms of life have been found on Mars.—L. S. Baugh

Title: King Tutankhamen: Boy Pharaoh

I. Who King Tut was

A. When he reigned

1. records say 1333-23 BC
2. died when only about 18

B. How he became pharaoh

1. took throne after death of Akhenaton
2. parents not really known
3. black fragment says he was king's son
4. has physical resemblance to mummies of Akhenaton and Smenkhkare

II. Why he is famous

A. Didn't do much as pharaoh

1. no accomplishment listed anywhere
2. no monuments built by him or to him

B. Is famous mainly for his tomb in Valley of Kings

1. discovered by Howard Carter in 1922 (use map here)
2. hidden, so only tomb not robbed

C. Fantastic treasures found (use death mask here)

1. gold, jewelry show artists' skills
2. paintings, pottery, furniture show daily life of pharaohs
3. writings tell about ancient Egypt
4. artifacts now in Egyptian Museum in Cairo

III. How King Tut died

A. Some say disease

1. medical analysis of mummy in 2010
2. malaria parasites, bone disease found

B. Others think an accident

1. X-rays show damage to chest, broken ankle, leg
2. critics say Carter's men did damage

C. Still others believe murder

1. medical scan shows hole in base of skull
2. someone removed Tut's name from records
3. hid the tomb under another tomb and rubble

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# Step 5: Create a Presentation

**You've done the research  
and organized the facts,  
now put it all together!**

**Evaluate Conclusions and go back to the purpose of the project. Are you trying to:**

- **Persuade?**
- **Inform?**
- **Entertain?**

**Written Presentations:**

- **Organize your paragraphs accordingly:**
  - **Introductory paragraph**
  - **Middle paragraphs**
  - **Concluding Paragraph**

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# Step 5: Create a Presentation

What type of  
presentation are you  
doing?

## Oral Presentation:

- Think about your audience
- Organize your speech (use your notes!)
- Preparation is key
- Manage your fear

## Multimedia/Creating Presentation:

- Organize your talk to present info in the right order
- Visuals shouldn't distract from the message or be too mundane
- Test special equipment in advance
- Make sure you have the space!

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# Wrapping it up

**Practice self evaluation:**

**What went right?  
What went wrong?  
What should I do  
differently next time?**

**Ready for Research includes a self evaluation  
- the more you learn, the easier your next  
research project will be!**

- **Reflect on your successes, what you enjoyed, and how you executed key components of the project**
- **Did you have any struggles or difficulties?**

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# Wrapping it up

**Practice self evaluation:**

**What went right?  
What went wrong?  
What should I do  
differently next time?**

**Ready for Research also has an outlined Evaluation Chart for students and teachers**

- **Focuses on each component and step of the research project**
- **Asks students to evaluate whether they did well or need more practice**

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# Questions?

## Session Evaluation



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