

Research Projects Featuring Packback

Overview:

Research projects are great opportunities for students to dive deeper into topics that interest them. The problem is students may not have the time or space to figure out what really interests them! Packback can help develop students' interest, comprehension, development of sources and refinement of the research questions that will generate meaningful finished products.

Learning Objective or Goal (Applicable Common Core Standard): CCSS.ELA-LITERACY.W.9-10.7,

CCSS.ELA-LITERACY.W.9-10.8, CCSS.ELA-LITERACY.W.9-10.10

- Students will develop questions, contribute to peers' questions, and iterate on their research questions.
- Students will understand that research is not a solo activity and oftentimes the best research is done in collaboration with others.

Approximate Time:

- 3-4 weeks

Prep, set up, and/or materials needed before class:

- Educators need to clearly outline the benefits of structuring a research project with the thoughts and input from peers.
- Outline the expectations up front
 - "Packback is part of this research project as a way for you to develop ideas, collaborate with your classmates, and be fully prepared to turn in your final assignment. "
 - Discuss the role research projects play in education and the greater professional environment.
 - Determine what portion of the final project this work will be worth. 10% is a good standard.
 - The first questions should not be the final question. Create your first question based on what you're interested in.

Activity:

- **Week 1:** Provide students the research project assignment with the topic(s).
 - Highlight Packback as a core piece of the finished product. Students can think of Packback as a working draft of their final question and weave in pieces from Packback into their final product.
 - Instruct students to generate an open ended question (check out our teacher playbook!) about the topic of the research project. Keep it broad!
 - Provide students with class time as needed to either begin or complete this first question.
- **Week 2:** Students will respond to **one, unresponded** to question by mid week. Students will respond to **any** question by Friday EOD or Sunday.
 - Students should be given time to begin or complete their responses to peer questions. Students should respond to questions that interest them or pertain to their project to enhance their own understanding and their classmates.
 - Educators may require students to add a source to their responses. This will add to their classmates available sources to cite in the final product.

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- It will be necessary to require students to initially **respond only to posts that have no responses**. Generally, we encourage students to choose what they respond to, but for a project that relies on classmate feedback, each student should get the benefit of classmate feedback.
 - Students can use their **second response** to interact with **any post in the class**.
 - This structure will ensure all students get feedback
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- **Week 3:** Students will edit, refine, or add to their question based on feedback
 - Students will review responses to their research question. take the past two weeks of work in Packback, and refine their question based on peer responses or their learnings over the past two weeks.
 - This step will be challenging for students. Helping students understand the value of narrowing the question to help focus their final product is crucial.
 - **Week 4:** Students begin draft the final research project
 - Students will gather all sources cited from their own questions and responses from their classmates.
 - Students will collect the work and ideas from Packback and begin to draft a cohesive version.

Assessment & Evaluation:

- Educator should be monitoring student work on Packback throughout the project. Use the engagement tools to highlight great student questions by featuring them. Provide specific praise for students who have done exemplary work. Use the coaching tool for the students who need direct feedback to improve their work.

Modification & Differentiation:

- Curiosity scores should be set and expectations can be differentiated for higher performing students by requiring them to achieve a higher score.