**Keyword Planning**

**Organizer 1:**

**Your Question: Why would an on-going student centered inquiry-based portfolio be worth implementing?** (\* note- this question was revised at the end of the Google search)

Brainstorming keywords, phrases, synonyms. Please use truncation and quotation marks when appropriate

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| Keyword 1:  Inquiry learning | Keyword 2:  Digital Portfolio | Keyword 3:  Assessment | Keyword 4:  Student  -----------------  \* Note: I changed this keyword as I was searching  I changed it to common core satndards |
| Synonym(s) 1:  Student centered  Project-based  Education | Synonym(s) 2:  Record  Personal journal  Archive  Manual  Summary  Report  File | Synonym(s) 3:  Evaluation  Evaluate  Grade  Value  Examination  Measurement  Authentic assessment | Synonym(s) 4:  Pupils  Learners  School child  School aged child  Children  ------------------  21st century skills |

**Organizer 2:**

**Bernie Dodge 3M Chart:**

Words your results must, might, mustn’t have

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| Must:    Digital portfolio  Assessment  Student  Added: common core standards as I was searching | Might:  Learners  School children  Measurement  Evaluate  Examine  Record  Authentic  Inquiry-based learning  21st century skills | Mustn't:  Elementary school aged children  Course programs |

**Organizer 3:**

**Google Search Log**

Share your search thinking and refinements as you interact with the search engine

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| **Strategies** (identify your strategies incorporating knowledge built from the readings/viewings for this Mod): | **Results**  (number/quality of hits & comments) |
| First Google search statement/query:  **Inquiry-based learning**  I started with just one of my keyword phrases to see what it would turn up. | **# of hits: 12,300,000**  This gave me an extensive list on ideas related to inquiry-based learning. This list definitely was not a good place to stop. I noticed that the first few results were defining my term/ phrase and Wikipedia appeared as the third result in my list. |
| Second attempt (describe refinements)  **Inquiry-based learning + digital portfolio**  Refinement: Since I wasn’t just interested in inquiry-based learning, I decided to add a phrase to connect the portfolio part of my question. | **# of hits: 3,790,000**  This helped me to decrease the number of hits. The results list went down to about a ¼ of the size of the first search.  In my first few results, I found a quality resource that I felt supported my thesis question, but there were still too many in the results. And even with finding the one quality resource, most of the others that came up first was not worthy yet. |
| Third attempt (describe refinements)  **“Inquiry-based learning” + “digital portfolio”**  Refinement: I decided to refine my searching using the same keyword phrases but this type I used quotes around both of the phrases I felt were important. Using the quotes around the phases ensured that my search this time would keep the words in the phrase together. | **# of hits: 137,000**  This search strategy considerably decreased the number of hits again, but I still did not have an effective number of hits to work with. The number was still too high. And the first 10 results are not highly relevant to my research or they are not exactly what I am looking for. Most of them were .com domains. I previewed a few and found one or two that were pertinent. |
| Fourth Attempt (describe refinements)  **“Inquiry-based learning” + “digital portfolio” + “high school students”**  At this point, I started to refine my thesis question with a possible grade level range. I added another term/ phrase to limit by a grade level range. I put the phrase in quotes in order to keep the words together for the search. | **# of hits: 9,500**  At this stage of my search, I started to see more quality resources that were pertinent to my thesis question. But I still had too many results to work with.  I also began to notice more 2 different types of results appearing: pdf files & documents being represented as well as different domains that were not .com. This lead me to my next refinement. |
| Fifth Attempt (describe refinements)  **“Inquiry-based learning” + “digital portfolio” + “high school students” site:gov**  I added the limit by site (.gov) to see what results would appear. | **# of hits: 15**  This got my results to a manageable number, BUT I started seeing course programs or course study descriptions. After viewing a few of these, I thought that one or two might be beneficial to my research but there was too many on this list. So, while my result list was at a good number, I still didn’t have the information I was looking for. |
| Sixth Attempt  **“Inquiry-based learning” + “digital portfolio” + “high school students” site:gov + site:edu**  **“Inquiry-based learning” + “digital portfolio” + “high school students” site:gov site:edu**  Ha! Thinking that I could combine site limits to get better results from more than one domain, I tried adding two site limits. One with a plus sign and one without. | **# of hits: 0**  **# of hits: still 0**  My so-called brilliant idea of adding two site limits did not work. I went back to the search results. |
| Seventh Attempt  **“Inquiry-based learning” + “digital portfolio” + “high school students” site:edu**  This time I curious to see my results with just the same keyword phrases but with the site limit .edu. | **# of hits: 96**  I was still not getting the type of results I was looking for. Most were course study programs. |
| Eighth Attempt  **“Inquiry-based learning” + “digital portfolio” + “high school students” site:org**  Out of curiosity, I wanted to see results with using the same phrases but with site limit .org. | **# of hits: 1,090**  Mush like the other two site limit searches, I was getting to see pdf files & documents from realiable sources but still a lot of program studies. |
| Ninth Attempt  **“Inquiry-based learning” + “digital portfolio” + “high school students” site:edu file type:pdf**  I chose to go back to site:edu limit and then add limit filetype:pdf. From readings or playlist, I recalled that someone mentioned they look for pdf files because an organization will sometimes share the information as a pdf file if they feel that it is important information. | **# of hits: 29**  Although, I thought this was a good results number to work with, I wasn’t entirely happy with the information of my results. So, this is where I began looking at the phrases I used and decided to try refining that way. |
| Tenth Attempt  **“digital portfolio” + assessment + “high school students” site:edu filetype:pdf**  In trying to get results that were more relevant to my thesis question, I tried adding assessment and took out inquiry based learning. My thought was that digital portfolio would cover it being an inquiry based project. I also realized at this point, that I was more interested in the connection between using digital portfolios as an assessment tool. | **# of hits: 2,590**  This took my results number up too high. But I did notice that one resource continued to appear in the past three or four searches. This resource was one that I liked. I was also starting to see more result resources that I could use for my research. Now, I just needed to refine to get a better number to work with. |
| Eleventh Attempt  **“digital portfolio” + assessment + “high school students” + “21st century skills” site:edu filetype:pdf**  At this point, I decided to add 21st century skills to my search. I added the phrase with quotes in order to keep the terms together. I began to think that I might be interested in refining my thesis question by adding the connection between digital portfolios and measuring the 21st century skills of high school students. | **# of hits: 164**  This refinement of my search, I felt, was taking me in the right direction. I was liking the information that was appearing in the results. The number was not down to a number I’d like to see it at but certainly more manageable than 2,590. |
| Twelfth Attempt  **“digital portfolio” + assessment + “high school students” + “21st century skills” + “common core standards” site:edu filetype:pdf**  With continuing my thought process of the 21st century skills, I thought why not connect that to common core standards. If I were researching this to convince my staff and administration that this is something we should do at the high school level, then maybe I want to see what research is out there that connects digital portfolios to common core standards. | **# of hits: 4**  Bingo! The first thing I noticed what that the one quality resource that was appearing on different searches was still showing up on this one. But the rest wasn’t enough information to support my research. I still needed to go back to refine my search because I wanted more than 4 results. |
| Thirteenth Attempt & Final Query  **“digital portfolio” + assessment + “high school students” + “21st century skills” + “common core standards” site:edu**  I decided to take off the file type (pdf) tosee what results I would net. I was noticing that program course studies were mainly showing up as pdf files, so I thought if I take file type off I might get other resources besides course studies. | **# of hits: 22**  This finally netted me a results list that had a few good resources on it with an adequate number that I could start my research with. |
| Revised Thesis Question:  This is my thought process concerning my thesis question after I was done searching on Google with keywords & limiters. I refined my question, which I believe is much stronger question to research.  **Why would implementing a digital portfolio at the high school level be a way to assess 21st century skills in relation to the Common Core Standards?** | |

**4 Reflection:**

Summarize discoveries you made as you thought about searching and refined your searches. Synthesize any key points on search strategies from the readings/viewings. You may write this summary in paragraph form, bullet points, chart form or combination as long as you are communicating what you have learned. Please also share your reflection in your Learning Portfolio reflection for Mod 4.

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| I found the Organizer #1 & 3 to benefit me the most. One area, I had trouble with was the “Mustn’t” column on the Organization #2: Bernie Dodge 3M chart. I had a hard time coming up with terms that I didn’t want to see in my results. In fact, I found that I filled this in after I starting my Google searching under the Organizer #3: Google Search Log. I also began to revamp my question as I was completing my Google search. I think going through the search scaffolds helped me to refine my thesis question. After completing the search scaffolds, I wanted to add a grade level range to my research thesis question. I can see the value in students using scaffolds like this. It may help them to “zero” in on a better a thesis question. The search would in a sense open their eyes to other possible ideas.  One of the key points I Iearned from this lesson is that students would benefit from these types of scaffolds, and it is vital that they have the opportunity to use them in guided practice lessons with the teacher and then in independent practice on their own with teacher helping or intervening when necessary. From my Google search practice, I found myself “honing back” in on my thesis question. This process helped me to change my thesis statement to make it stronger.  Another interesting thing I learned is that this was something that students could not do all in one day or all in one class; especially those students who were just learning to use such scaffolds.  Using a scaffold chart like these would definitely be a benefit to students. A teacher can use these charts or ones like them to actually model this skill and show how to apply these search strategies while thinking out loud with the class. Modeling in front of the class would help the students to visually see the process as well as help them with using a think out loud strategy. Then they could transfer the chart to guided practice. They could work in groups using the charts to practice developing key words and search skills with sample thesis questions. As students begin their own independent practice the charts can be used because the students would be familiar with them, and it would serve as a great visual if the teacher would need to intervene and help student at this stage. If it were written down, the teacher could help more effectively by seeing what the student was using for search keywords & limits. |