

# ENGL 1001: Reflecting on Research Process

Fall 2025

Learning outcome (use <a href="#">Bloom's</a> , <a href="#">Krathwohl's</a> , or <a href="#">Fink's</a> taxonomies)	Activity (estimate time)	Assessment criteria: How will you know students have met the objective?	Threshold concept(s) (or knowledge practices or dispositions from the <a href="#">Framework</a> )
<b>Explain the strengths and limitations of their research process</b>	<p>Think-Pair-Share (5-10 minutes)</p> <p>Students reflect on doing research for ENGL 1001 (with the journal).</p> <p>Students partner with one another. They talk about their research topic and the process for searching. What went well/consider a strength? What did not go well/consider a limitation?</p> <p>Ask volunteers to report on what they learned.</p>	<p><b>One-Minute Paper</b></p> <p>Students share something they learned from their partner about the search process they would like to incorporate. Students share something they felt was helpful to share with their partner about the research process.</p> <p>Instructor will use Qualtrics/MS Form (Or other tools) to let students: Write down helpful tips from peers Write down things that aren't clear</p> <p>The paper includes descriptive words about both the strengths and limitations of their research</p>	<p>Searching as Strategic Exploration:</p> <ul style="list-style-type: none"> <li>design and refine needs and search strategies as necessary, based on search results;</li> </ul>
<p>Talking points:</p> <ul style="list-style-type: none"> <li>Instructor shares the students have had</li> </ul>			

experience with research before this class.			
<b>Formulate a plan for what they would do differently if they were going to publish their project</b>	<b>Individual searching ( 3 minutes)</b>  Students practice searching the library databases with their topic.	<b>One-Minute Paper</b>  Students share their search strategies. They talk about how their search strategies would change over time.  Record keywords/search engines they used overtime	Scholarship as Conversation: <ul style="list-style-type: none"> <li>contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;</li> </ul> Information has Value: <ul style="list-style-type: none"> <li>decide where and how their information is published;</li> </ul>
<i>Talking points:</i>  The librarian shared a video or resource either in class or before class about the publishing process.  Students will be asked to incorporate their research journal entries for ENGL 1001.			

<p><b>Describe how their research process changed from the first research journal entry to the last</b></p>	<p>Think-Pair-Share (5-10 minutes)</p> <p>Each student brings a copy of the first journal entry and the most recent journal entry. Share with a partner and the partner shares their feedback, observations on the changes. Then the individual looks at the observations and thinks about that other perspective.</p>	<p><b>One-minute paper</b></p> <p>Ask students to reflect and answer the following prompt: How have your ideas of what research is <b>changed</b> from the beginning of the unit to the end of the unit?</p> <p>What additional questions were asked during the process?</p>	<p>Research as Inquiry:</p> <ul style="list-style-type: none"> <li>• use various research methods, based on need, circumstance, and type of inquiry;</li> </ul>
<p><i>Talking points:</i></p> <p>Librarian asked them to bring a copy of their research journal. They will be sharing it with a colleague.</p> <p>We have experience and time to do research and reflect on the process throughout the semester.</p> <p>Think about the research process from the first library session to this session.</p>	<p><i>Example:</i></p>		