Get Started with Investigations

Investigations were designed to allow students to take a deeper dive into topics covered in Go Above the Noise and other topics that span subjects and disciplines. Investigations require research and media making, and are designed to be a more in-depth project than a Go Above the Noise response.

While working on Investigations, students will

1. Select a question to research
2. Investigate their question by exploring and collecting resources
3. Create a Make & Share—a media-based “answer” to their question—and post it on KQED Learn
4. Reflect on the process and their Make & Share

Throughout this process, students will interact and collaborate with other students by rating and commenting on resources, and viewing and commenting on Make & Shares.

Step 1: Students select a question to investigate

- Decide if you want students to choose any question that interests them, or if you want to pre-select a question for them
- Have students join an Investigation.
- Once students have joined an Investigation, they will be prompted to complete Step 1: Get Started. Here they will share what they already know about the topic and what they want to find out.

Step 2: Students investigate the topic

- Explain to students that the next step of the project is investigating the answer to the question they chose.
- You can introduce this step with the video How To Investigate a Question, which features Gabriela Quiros, a producer for KQED’s Deep Look series. Discuss with students what they learned about how journalists gather information.
- Use any other curriculum materials, instructional methods and resources you typically use for a research project or investigation. The following Google presentations (available in the toolbox in each Investigation and in Teacher Resources) support the Investigate step on KQED Learn:
Students should begin by exploring the resources that are already posted in their Investigation.

Students can rate and comment on resources posted by KQED and other students. They should use How to Rate a Resource to guide them in their ratings. Since the Investigations are collaborative, the goal is that students will support each other in finding and selecting good resources. Remind students to approach their comments with this in mind and review the KQED Learn Code of Conduct, if needed.

After exploring the resources already posted in their Investigation, they can do their own research and add new resources.

Note: Students doing a hands-on investigation in science class, where they taking and recording data, can share their data as a resource on KQED Learn by linking to a Google Doc or Spreadsheet (permissions need to be set to “anyone with the link can view.”)

Once students have completed their research, they are ready to create a Make & Share.

Step 3: Students create a Make & Share and post it on KQED Learn

Students will create a response to their question, called a Make & Share. The Make & Share can be video, audio, text (e.g. blog post or essay) or images.

Note: KQED Learn supports the embed of videos on YouTube (published as “unlisted” or “public,” audio from SoundCloud and images in .jpg or .png format. For other media types, include a link to the media piece in a text-based Make & Share.

Make & Shares must be the student’s own creation (not a video, infographic or image they found online).

You can introduce this step by asking students to share why they think it’s important to share their stories and perspectives on their Investigations.

Show the video The Importance of Sharing Stories, which features Ethan Lindsay, the managing editor for KQED News. Ask students to share what stands out to them from the video.

Ask students why they think reporters and producers use different kinds of media to tell stories. Why would audio sometimes be better than video? When would an infographic or a text article be the best choice?
Show the video **Using Different Types of Media to Tell Stories**, which features Mina Kim, KQED News Anchor. Discuss as a class some of the reasons she mentions for using different media formats.

Use any other curriculum materials, instructional methods and resources you typically use for multimedia or writing projects. The Google presentation **Which Type of Media Should I Chose?** (available in the toolbox in each Investigation and in Teacher Resources) may help students decide which type of media is best suited for answering their Investigation question.

Students should create their Make & Share outside of KQED Learn.  

- **Storyboard** and **script** templates are available in Google Docs for students to plan their media pieces.
- **Note:** Teachers can refer to KQED Teach to learn how to make media in different formats, and to learn about free sites and apps for creating media.

Once their Make & Shares are complete, have students post them on KQED Learn. To post a Make & Share, students will need need a thumbnail image (less than 200 KB) and a title for their piece. They will also select the resources they used during their Investigation by checking the appropriate boxes.

### Step 4: Students reflect on their Make & Share

- Tell students that the final step of their Make & Share is reflecting on their project.
- Use any curricular materials, instructional methods and resources you typically use for student reflection. The Google presentation **Why Should I Reflect On My Work?** (available in the toolbox in each Investigation and in Teacher Resources) supports this step.
- Students should write about their Investigation process. Some questions they can think about are: Why did they choose the topic? What was successful? What would they do differently next time? What did they learn? How did they collaborate with other students?

### Step 5: Students view and comment on other Make & Shares

- Part of the fun of sharing work is hearing what other people think about it. It’s also fun to see what others have produced (Was their answer to the Investigation question similar or completely different? What type of media format did they choose to tell their story?) and share your thoughts about their work.

[learn.kqed.org](http://learn.kqed.org)
- Ask students why they think giving and receiving feedback is valuable.
- Students can view the video Giving and Receiving Feedback, which features John Sepulvado, a KQED journalist and host of The California Report.
- The Google presentation How Do I Give and Receive Feedback When Commenting On KQED Learn? will help students think through how to use the commenting features.
- Have students view some of their peers’ Make & Shares and leave comments. You can review KQED Learn Code of Conduct, if needed.

### Common Core State Standards and NGSS*

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>CCSS.ELA-Literacy.CCRA.R.1</td>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.CCRA.R.7</td>
<td>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.R.9</td>
<td>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
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<tr>
<td>CCSS.ELA-Literacy.W1</td>
<td>Write arguments to support claims with clear reasons and relevant evidence.</td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.6</td>
<td>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.7</td>
<td>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
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<tr>
<td>NGSS.SEP.7</td>
<td>Engaging in argument from evidence</td>
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<tr>
<td>NGSS.SEP.8</td>
<td>Obtaining, evaluating and communicating information</td>
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*Other NGSS standards may apply, depending on a student’s Investigation*