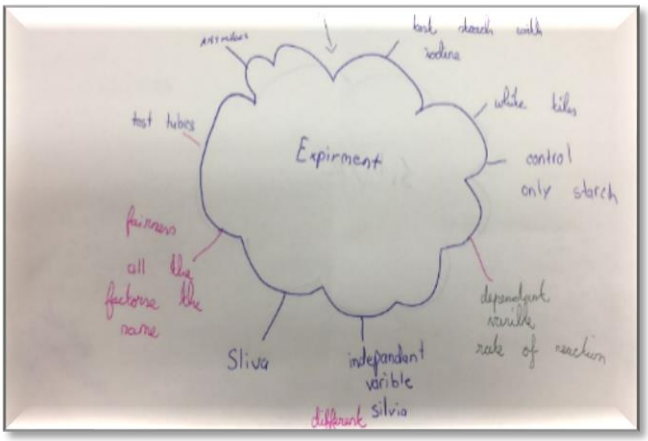
Thinking About Student Research Records

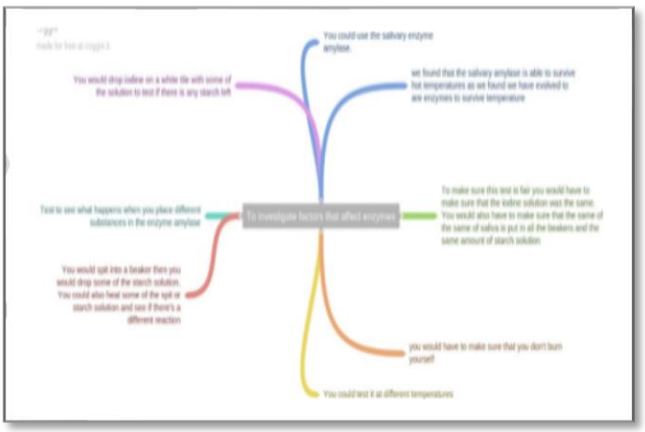
Students should keep research records during their investigations. They are a measure of both physical activity and cognitive work. They show transparency and highlight authentic student work, reflection and development. They allow collaboration between peers in a group. They are primary sources and are used in compiling the final report. Record keeping is regarded as good scientific practice.

Some examples of ways in which students could keep records include

- Take photos
- Keep a diary/log
- Draw prediction graphs
- Use a mind map/coggle
- Use a timeline

Examples of methods of record keeping in action:

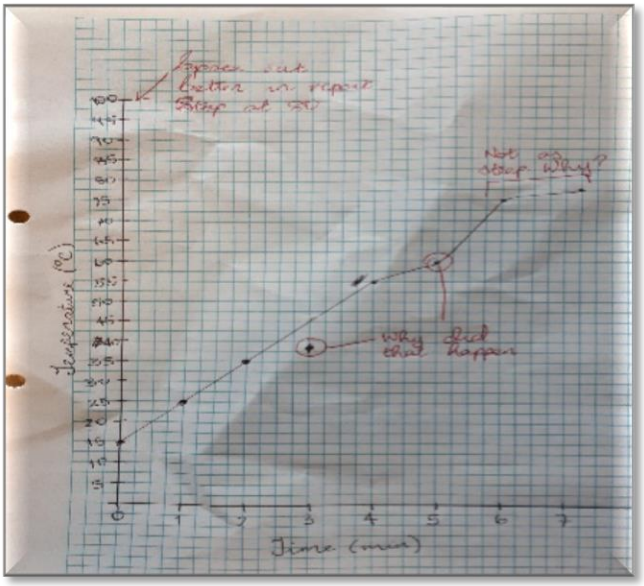




Record keeping allows students to:

- Review their process
- Collaborate with their team
- Refine their investigation
- Authenticate their work
- State their newly acquired skills
- Ensure good practice for future science investigations

Examples of students collaborating to review and refine their process:

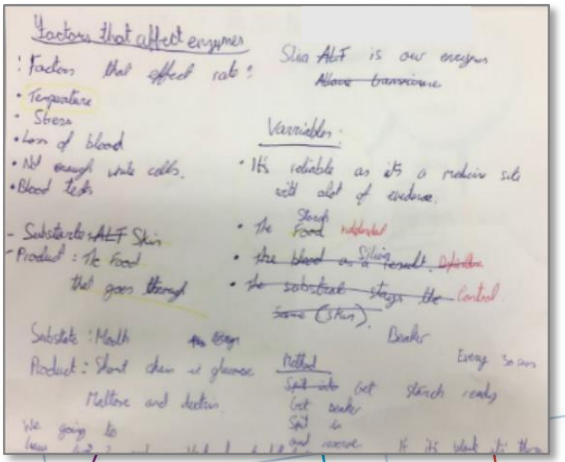


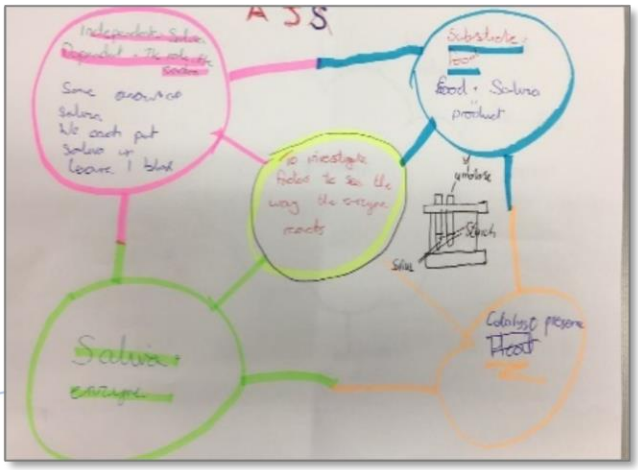
Research Records

- ~ are required as evidence of student work
- ~ will be refined by students to enhance the quality of their final report

Research Records → **Final Report**

Examples of what students might put into their research records in action





What might students put into their research records?

- How and where background information was collected
- Summary of information gathered on the background theory
- Planning decisions they made as a group
- Initial and refined questions, hypotheses and methods
- Information on why and how they refined their investigation
- Evidence of any trials carried out, raw data collected, interesting, anomalous or sensory data observed
- Data Collection methods they used
- Mistakes made and decisions for improvement

(Student friendly version available in Figure 1)

Fig1. Examples of what students might put into their research records