

T H E R E S E A R C H " S T O R Y " :
A F O R U M F O R I N T E G R A T I N G
R E A D I N G , W R I T I N G ,
A N D L E A R N I N G

W I L L I A M M C G I N L E Y
A N D D A N I E L M A D I G A N

The Research "Story"

promising instructional forum for introducing students to the *process* of inquiry and the role that reading, writing, and talking play in this process. In addition, we hoped that by inviting students to

clusive focus on content or product to one which also focuses on the process by which students come to know and learn.

In providing students with a forum for

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search projects were a regular activity. Before we were invited to participate as collaborators with Diane, she had just completed a project that re-

est to them. To Diane, these students would act as an original group of "research liaisons," informing the class about the research process in

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veal she had decided upon four possible re-
sources and with our help as collaborating

Although the nature of Kristin's questions in-

[REDACTED]

[REDACTED]

[REDACTED]

teachers she had made a record of the kinds of [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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Clearly, although the book was informative, it did not supply Kristin with the specific type of in-

formation she needed to write. She had to go to the library to read, write, talk, observe, and then read and write some more as it was relevant to exploring

would later discover in our conversations with her at the conclusion of her research, she re-

commended the books she read. She wanted to know more about. Even having encountered many stumbling blocks, Kristin was encouraged during

The interview helped me the most because you're right there and she (the bank manager) can tell you

comfortable medium of expression and communication for them. Often during group discussions and

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**The Research Story: Combining How We Learn
with What We Learn**

Since we were aware that writing had proven useful for Kristin throughout her research, we invited her to present to the class the written story of both what she had learned about banking and how she actually had gone about the process of acquiring this knowledge. In preparation for her presentation, we asked that Kristin begin thinking about how she might tell the story of how her

a result, subsequent conversations with both her and the group focused on helping them understand how a research story might be similar to a more traditional story with characters, a beginning, middle, and an end. Interestingly, Kristin decided to write her research story in the third person, placing herself as the main character in her paper.

Once there was this girl and at the age of five she started learning more around her like: job's, people,

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Mr. M: Now that you had a chance to go behind the desk during the interview, what surprised you, or what didn't you expect?

Kristin: I thought all of them had old ugly computers, but they had these real nice computers and they had their own vaults and they sell traveler's checks. I noticed the cameras during the interview, and I asked her what it was for, and she said she takes pictures of whoever looks funny.

Mr. M: Why didn't you put the part about the cameras and alarm button in your story?

their own topical inquiries and searches for information. As Kristin explained:

If someone had never done one (a research project), we can write it down and sort of teach them and it would be easier if everyone could read what I said--what I did. . . . I wrote about what I did learn and didn't learn and how scared I was. . . . If I wanted to do more research next year or sometime, I can look back and get some ideas from what I wrote.

It is evident from Kristin's comments that she

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O'Flahavan and Tierney, students must "recognize the value of initiating an engagement (in reading or writing) at an appropriate time" in ad-

For example, as she began her inquiry, reading helped her to clarify her previous knowledge about banking, in addition to helping her further

dition to "understanding the unique purposes"

Identify and confirm what she wanted to learn

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make meaning during this project provided them with an opportunity they might not have received in a traditional classroom setting where a completed "report" may be the sole basis upon which learning is assessed. On one level, the research stories that Kristin and her peers created provided the basis for reflection and learning about the process through which they came to know. This process has frequently gone unnoticed in classroom research projects. However,

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