

# The Research Process



**DEFINE** your task, claim, or thesis

**PLAN** what you need for research









**LOCATE** your sources & save them

**USE** relevant information as support

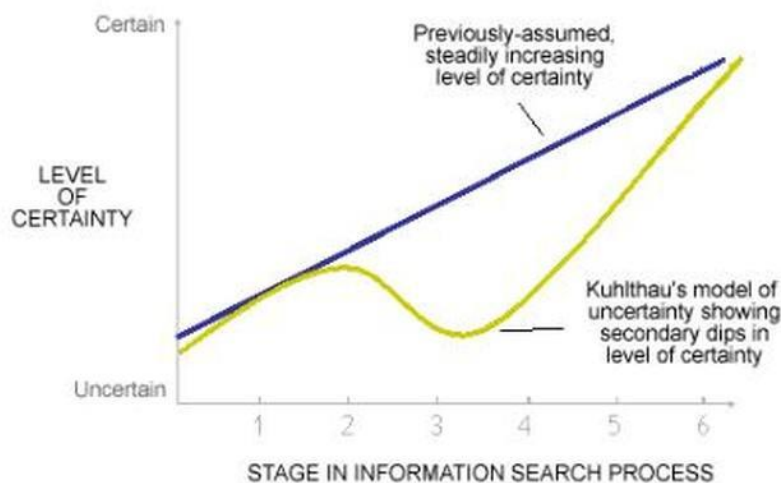
**SYNTHESIZE** evidence & your new ideas

**REVISE** your paper, project, or presentation

## KUHALTHAU'S INFORMATION SEARCH PROCESS & AFFECTIVE DOMAINS

Task	Initiation	Selection	Exploration	Formulation	Collection	Presentation	
<b>Feelings (Affective)</b>	Uncertainty 	Optimism 	Confusion Frustration Doubt 	Clarity 	Sense of direction/Confidence 	Satisfaction/Disappointment 	
<b>Thoughts (Cognitive)</b>	Vague					Focused	
<b>Actions (Physical)</b>	Seeking relevant information/ Exploring					Seeking pertinent information/ Documenting	

Courtesy of [inquirylearningbestpractice.wordpress.com](http://inquirylearningbestpractice.wordpress.com)



Kuhlthau's "dip" courtesy of [thinkedu.net/blog/kuhlthau-the-research-process](http://thinkedu.net/blog/kuhlthau-the-research-process)

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## KUHALTHAU'S INFORMATION SEARCH PROCESS & AFFECTIVE DOMAINS

The information research process (ISP) is a holistic learning process encompassing the affective experience of students as well as their intellect. The ISP involves thoughts, actions, and feelings that take place over an extended period of time: it includes developing a topic from information in a variety of sources, and it culminates in a presentation of the individual's new perspective on the topic. The ISP is a complex learning process that occurs in a sequence of stages. Affective symptoms of uncertainty, confusion, and frustration are associated with the vague, unclear thoughts about a topic or question in the early stages of the process. As thoughts shift to clearer, more focused constructs, a parallel shift is noted in increased confidence and feelings described as sure, satisfied, and relieved.

The first stage, task initiation, is characterized by feelings of uncertainty of what is expected and apprehension at the task ahead. Students think of possible topics in preparation of selecting one to pursue. In the second stage, topic selection, a feeling of optimism is commonly experienced after a topic has been chosen. The third stage, prefocus exploration is a difficult time for most students, when they experience confusion and frustration and may even doubt their ability to complete the task. Confusion and doubt are present until a focus begins to emerge.

The fourth stage, focus formulation, is the turning point of a search, when students have learned about their topic from the information they encounter and have formed a personal perspective or focus within the topic. They gather information with more confidence and a sense of direction. Interest and motivation increase at this stage. In the sixth stage, search closure, feelings of relief are common, but feelings of anxiety about presentation also manifest. After presentation, students often experience satisfaction and accomplishment if all has gone well and disappointment if it has not.

The ISP is the preparation phase of the writing process. Writing blocks, which often result from incomplete thoughts, may be a consequence of a lack of construction during the ISP. Although writing from sources makes up 80 percent of school writing, findings indicate that thoughts and feelings change in the ISP as an individual forms new constructs. These new constructs should be evident in the papers that students write at the close of the search process, thus demonstrating writing from what is learned from information, rather than from what is previously known.

[https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/edchoice/SLMQ\\_InformationSearchProcess\\_InfoPower.pdf](https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/edchoice/SLMQ_InformationSearchProcess_InfoPower.pdf)

Kuhlthau's work corresponds to Eisenberg and Berkowitz's Big6: <https://thebig6.org/>

Model of the Information Search Process							
	Initiation	Selection	Exploration	Formulation	Collection	Presentation	Assessment
Feelings (Affective)	Uncertainty	Optimism	Confusion Frustration Doubt	Clarity	Sense of direction / Confidence	Satisfaction or Disappointment	Sense of accomplish- ment
Thoughts (Cognitive)	vague	—————→		focused	—————→		Increased self- awareness
Actions (Physical)	seeking	relevant Exploring	information	seeking	pertinent Documenting	information	

Kuhlthau, C. C. *Seeking Meaning: A Process Approach To Library and Information Services*. Libraries Unlimited, 2004.