

Module 1

Welcome to Child Care and Early Education *Research Connections!*

Worksheet 1.1: Evidence-Based Practices in Early Childhood Education

Your Name _____ Course _____ Date _____

Explore ideas about "Evidence-Based Practice" using these or other resources suggested by your instructor:

<http://www.recognitionandresponse.org/content/view/101/113/> or

<http://www.nectac.org/topics/evbased/evbased.asp>

Then complete the following tasks and questions. Bring the finished worksheet to class.

1. In your own words, explain what is meant by "Evidence-Based Practice."	
2. Now think about your own career goals. Briefly describe the kind of work you hope to be doing in the future.	
3. Finally, please consider how you might use evidence-based practices in your future work. What is an example of a situation in which your decision will need to be based on your knowledge of evidence-based practices? [if possible, compare notes with a classmate whose career goals are different.]	

Module 1

Welcome to Child Care and Early Education *Research Connections!*

Worksheet 1.2: Initial Exploration of the *Research Connections Web Site*

Your Name _____ Course _____ Date _____

Please go to the home page of the *Research Connections* site, www.researchconnections.org. Preview the home page and begin by exploring freely, clicking on a number of links to see what you may find. Then complete the following tasks and questions. Bring the finished worksheet to class.

1. Click on several of the "Topics of Interest" on the home page. Describe what you found on one of those topics, and how you might use this information.	
2. Now click on several of the bars at the top of the home page (such as "Research Collection," "Our Publications," or "What's New"). Please describe a few of the resources you found.	
3. From the home page, try doing a few searches about ECE and/or school age topics that interest you. If you are searching for an exact phrase, put it in quotation marks. On this worksheet, note what terms you used, and how easy or challenging you found the search process. Also try browsing by "Topical Classifications" to get a general idea of available resources on a topic or subtopic that interests you. Jot down information	

about 1-2 of those resources to share with classmates	
4. How would you answer a colleague's question, "What IS <i>Research Connections</i> "?	

Module 1

Welcome to Child Care and Early Education *Research Connections!* Worksheet 1.3: Searching for Information on *Research Connections*

Your Name _____ Course _____ Date _____

Search Term(s) and/or Topical Classification suggested by your instructor

Now that you have seen and tried a few searches and browsed some Topical Classifications with your instructor, you will try searching the *Research Connections* collection on your own or with a partner or partners. First, search the collection using a word or phrase in quotation marks (for example, "child abuse," or "Early Head Start," "playground safety," Or "afterschool." Look at the results—how many did you end up with? Next you'll narrow and filter your search and then try a search using another term that interests you. Try browsing in Topical Classifications as another way of finding resources in this general area, and compare the results. Again, bring these notes to class or submit as indicated by your instructor.

1. What were the results of your search (number of sources found; how many are "Reports & Papers"?)? Find the full-text version of at least one of the sources and make a few comments about it.	
2. Now change the search term to narrow or modify the search—for example, if you had used "Early Head Start," you might now type in "Early Head Start parents," or if you had used "child abuse," you might substitute "child neglect." If you get more than 25 results (which you probably will), Try filtering your search by using various filter tabs on the right side of the results page. How are the results different? Again, make notes about the results.	

<p>3. Next, please do a different search using a search term that was not suggested by your instructor—something that interests you as a future early childhood educator. Again, try narrowing or changing the search term, and filtering the search results. Make notes about the results of your search.</p>	
<p>4. Finally, try to browse by Topical Classifications for resources on the same general topic or issues that you used for #3 above. Which topic(s) or subtopic(s) led you to good information? Did you find it more or less useful to browse for this information, or to do a specific search as in #3 above? Be prepared to discuss situations in which each strategy may be helpful.</p>	

Module 1

Welcome to Child Care and Early Education *Research Connections!*

Worksheet 1.4: Research Terminology

Your Name _____ Course _____ Date _____

Research Term _____

As discussed in class, you will be responsible for learning more about a specific research term—one that's important in ECE research. Your main source of information will be the *Research Connections* web site, www.researchconnections.org. From the home page, click on "Understanding Research" and from there, go to the alphabetical "Research Glossary."

1. In your own words, how would you explain the meaning of your assigned research term? (do not just copy the Glossary definition)	
2. Please give a down-to-earth example that would help someone else understand this term. If possible, draw your example from the early childhood world of programs, teachers, children, youth, and families.	
3. Finally, please consider why this term/concept is important to know about, for someone who wants to understand and use research. Jot a few notes here and be prepared to share your ideas in class.	

Module 1

Welcome to Child Care and Early Education *Research Connections!*

Worksheet 1.5: What's the Use of Research?

Your Name _____ Course _____ Date _____

Too many people see no use in research, or they don't understand what makes some research better than other research. On your own, explore this issue in two places: on the NAEYC web site, www.naeyc.org/resources/research (the sections on why research is important, and what is "good research"; and on the *Research Connections* site (click on "Understanding Research" at the top of the home page and from there, click "Assessing Research Quality." Make notes below and then be prepared to respond to a friend as in the scenario below.

1. Make notes here on some of the information you found—what <i>new</i> ideas do you have about the value of research and about what makes some research of better quality? (please put these ideas in your own words)	
2. Now that you have this information, what would you say to a friend or co-worker who challenged you with something like, "I can't be bothered with all that research stuff—when I go on line on person says one thing and another person says another—and it has nothing to do with my work!?" Please make some notes here and be prepared to role-play this or a similar scenario.	

Module 1
Welcome to Child Care and Early Education *Research Connections!*
Worksheet 1.6: Self-Assessment

Your Name _____ Course _____ Date _____

This form will help you keep track of your growing ability to find and use research about early childhood development and education. Please complete each item, providing examples where required.

COMPETENCY

CURRENT LEVEL OF COMFORT AND SKILL

	Have not tried this yet	Tried, but lack comfort and skill	Becoming more comfortable; need to learn more skills	Quite comfortable and skilled in this area
Navigating from, and back to, the home page				
Performing an initial search				
Improving the results by narrowing my search term or adding other search terms "AND," "OR"				
Using filters to focus on the kinds of resources I want				
Browsing <i>Research Connections</i> using appropriate topics and subtopics in Topical Classifications				
Finding and downloading full text documents				