

2027-02-16 · 80 minutes

Submit research notes

Your goal: Submit a complete, annotated research notes packet that grounds your ER needs assessment in evidence.

One product: Annotated ER research notes packet: research questions, credible sources with annotations and citations, needs-assessment summary, and one evidence gap.

Question: What do these sources support together, and what remains unknown?

Start the work

Summarize one source accurately and cite both so a reader can check them. A credible-looking citation does not prove a claim.

1. Assemble your research questions, sources, annotations, and citations.
2. Write a short needs-assessment summary of what the evidence shows.
3. Identify one gap where you still lack evidence.
4. Self-check against the research rubric.
5. Submit the annotated ER research notes.

Save locally if the source set, rubric, assignment or access is missing. Label simulated records as original practice. Name what you still need; after uploading, check that Schoology shows Submitted. A saved file alone does not show official completion.

Words you will use

research question

A focused question that sources may help answer.

source

A record from which information is taken.

source set

The collection of records used for a question.

excerpt

A selected part of a source; it may omit other context.

observation

Something explicitly shown in the supplied record.

claim

A statement offered for a reader to assess.

annotation

A short explanation of a source and its relevance.

summary

A brief account of what a source says.

relevance

How information connects to the question.

citation

Details that identify a source so a reader can locate it.

author

The person or organization responsible for a source.

publisher

The organization that makes a source available.

credibility

How well a source is supported and suitable for the claim being made.

potential bias

A possible influence on what a source selects or emphasizes.

scope

The question, setting or material a source actually covers.

synthesis

A statement that connects findings from more than one source.

needs assessment

An evidence-based account of a problem or need to address.

evidence gap

A question the available evidence does not answer.

limitation

A boundary on what evidence can establish.

criterion

A stated requirement used to check work.

rubric

The teacher's criteria and levels for evaluating assigned work.

simulated

Invented for teaching, not collected from real people or a real site.

draft

A version that may still change.

Schoology submission check

Confirmation that submitted work reached its destination.

official completion

Meeting the actual enrolled activity requirements, including required confirmation.

H1: Choose one route and check the requirements

The teacher selects the route. With an actual ER question, kept sources and assigned criteria, assemble your genuine packet. Do not also complete the simulated S1 packet.

Without those inputs, complete the original practice below. All S1 records are fictional classroom documents, not published research or evidence from an actual ER.

For the opening, a list names separate findings. A synthesis connects findings from multiple sources. An evidence gap names a question those sources cannot answer.

Answer both opening questions: how does synthesis differ from a list? Why should a summary name an unanswered question? Use this paragraph; later cards can wait.

The original completeness check requires the question, three source entries with annotations and citations, a supported synthesis, and one gap. It is not your teacher's grade rubric.

R1: Keep the previous source-entry method

For each practice source, write two annotation sentences. First summarize its actual content; then explain its relevance to the question. Do not invent what the author observed.

Add a citation using author, date, title and publisher. Use one consistent format. For these simulated records, include the S identifier and the label fictional classroom record.

Check the source's scope and possible bias. A title alone supplies no finding. An author label or official-looking layout does not prove credibility.

For real work, use the original sources and actual citation details. Retain the February 10 method: summary, relevance, consistent citation and supported bias checks. Do not reuse its vaccine example as ER evidence.

S1: Complete original practice source set

Original route only. Research question: Which entrance-direction information gaps occur across these three supplied draft ER visitor documents? The complete simulated excerpts and metadata follow.

All three records have fictional author Practice Design Team, fictional publisher Classroom Draft Collection, and simulated record date February 1, 2027. These labels belong only to the exercise.

S1-A title: Draft arrival card. Complete excerpt: "Go to reception." Scope: this card's wording only.

S1-B title: Draft appointment directions. Complete excerpt: "When you arrive, ask at reception." Scope: this directions excerpt only; no real appointment exists.

S1-C title: Draft visitor map note. Complete excerpt: "Visitor entrance: east door. Reception: desk A." Scope: this map note only.

No floor plan, actual building, visitors, waiting times or outcomes are supplied. East door and desk A are fictional labels. They are not directions for any real site.

The collection covers drafts selected by one fictional design team. That shared selection is a possible source-selection bias; these are not independent research studies. Do not call any author dishonest.

Use all three records for practice. Their text supports checking whether an entrance is named. It cannot establish which door is appropriate, what visitors do or whether a design works.

Actual route: use the teacher-approved source set and required source count instead. Do not add these three fictional source entries.

N1: Connect findings without inventing effects

Original route: compare the three excerpts. Combine at least two source findings and account for any record that differs. Cite the identifiers beside each supported finding.

Write two or three synthesis sentences. State the pattern, connect it to a bounded documentation need, and keep the conclusion about these drafts. Do not prescribe clinical routing.

State a supported need about the draft set's entrance wording, not about visitors. A named entrance in one draft does not prove that another draft caused delay or harm.

Name one unanswered question and the information needed to address it. A next information need is a proposal, not evidence already collected. No new test or visitor contact is required.

Actual route: synthesize your actual findings with citations and limits instead. Use genuine evidence, including disagreement; source agreement alone does not prove a claim.

Q1: Check the same packet on your own

Original route: check each record's complete excerpt for a named entrance, then compare all three. Your summary must account for every record's wording.

Each entry needs two annotation sentences and a citation. Check each citation against M1's pattern: author, date, title, collection, record identifier and the fictional classroom record label.

Name the possible shared-selection bias supplied in S1. It limits generalization beyond this selected draft set. No measured effect or actual research credibility is established.

If stuck, compare two records first: check whether each names an entrance. Then bring the third back and complete the full three-record packet.

Check every synthesis clause against a cited excerpt. Revise one unsupported clause, or explain why a checked clause is supported. Keep the correction in the same packet.

Actual route: check your genuine source entries and synthesis against the real originals and teacher criteria. Skip the fictional answers and restart; do not create a second packet.

P1: Hold real requirements separately

Use one brief note with evidence of what you actually did or a next action you need. Start it during work; update only changed items at closing.

Keep eight checks separate: actual ER question, genuine source set, rubric/format, notebook readiness, enrolled instructions, official completion, assignment access, and whether Schoology shows Submitted.

Do not copy private records, names, account information or clinical observations into this preparation. Keep genuine work in the teacher-approved route.

Open the linked February 16 BI assignment and follow its posted instructions and deadline. If access fails, save locally and ask the teacher for help.

A saved file is not a received submission. Uploading the practice packet does not complete official Research and Documentation work. Do not invent a grade or completion check.

Both routes finish with the same-packet reflection: name the most important supported finding and one limit. No separate exit submission or partner response is required.

M1: A different complete two-record model

This fictional library example models the method, not the assessed ER draft answers. Question: Do two library notices state their opening day?

M1-A metadata: Practice Library Team; January 28, 2027; Draft desk notice; Classroom Model Collection. Complete excerpt: Open Tuesday. M1-B uses the same author, date and publisher; title Draft poster; complete excerpt: Welcome.

M1-A annotation: The desk notice names Tuesday as its opening day. This helps answer the question because its wording includes a day. Citation: Practice Library Team. (2027, January 28). Draft desk notice. Classroom Model Collection. M1-A, fictional classroom record.

M1-B annotation: The poster welcomes readers without naming an opening day. This is relevant because the question asks whether that detail appears. Citation: Practice Library Team. (2027, January 28). Draft poster. Classroom Model Collection. M1-B, fictional classroom record.

Scope and possible bias: one team selected these two drafts. They support a wording comparison only and may omit other notices. They cannot establish what a real library publishes.

Model synthesis: Opening-day information differs across the two drafts: A names Tuesday, while B names no day (M1-A; M1-B). The draft set needs a check for consistent opening-day information; no actual opening schedule is verified.

Model gap: What is the genuine approved opening day? The missing input is a current authorized schedule. No such schedule was obtained in this exercise.

Use the method with your selected route. Original-route learners assess all three S1 records; actual-route learners use their genuine source set. This library model is not another required packet.

Try the decision

Original route only: compare which S1 records name an entrance. What can your synthesis claim?

Actual route: use genuine evidence and teacher criteria instead; skip this fictional decision.

- A cited, record-by-record account of which drafts name an entrance; any inconsistency needs a verified check.
- The documents prove visitors were delayed and require a fast-track clinical lane.
- No wording comparison is possible until real visitors are observed.

Explain your choice using the reading. Discuss it or say it to yourself. This practice does not add another submission.

Your 80-minute flow

0–10 minutes	Use H1 for both opening questions. Actual route: review the genuine rubric. Original route: use the stated practice completeness check.
10–30 minutes	Original route: read R1/S1 and use M1 as needed to assemble three source entries and their question links. Actual route: assemble the genuine kept source set instead.
30–50 minutes	Original route: use N1 to write the cited synthesis. Actual route: synthesize actual source findings instead.
50–60 minutes	Name one gap and the information needed to address it in your selected route. Do not collect new data.
60–75 minutes	Use Q1 for your selected route; revise the same packet. Update the inputs you still need and submit through the linked assignment, or save locally if access fails.
75–80 minutes	Explain the most important supported finding and one limit on the same packet; update only changed work checks, including whether Schoology shows Submitted.

Your response record

Use these labels on paper or in your document. The space below also works when this page is printed.

Both routes: list, synthesis and gap

Answer H1's two opening questions in brief phrases.

H1 supplies both distinctions. No prior source reading is required.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Original route only: question and source links

Record the S1 question and identify how A, B and C each help answer it.

Actual route: use your actual question and sources instead; skip these fictional links.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

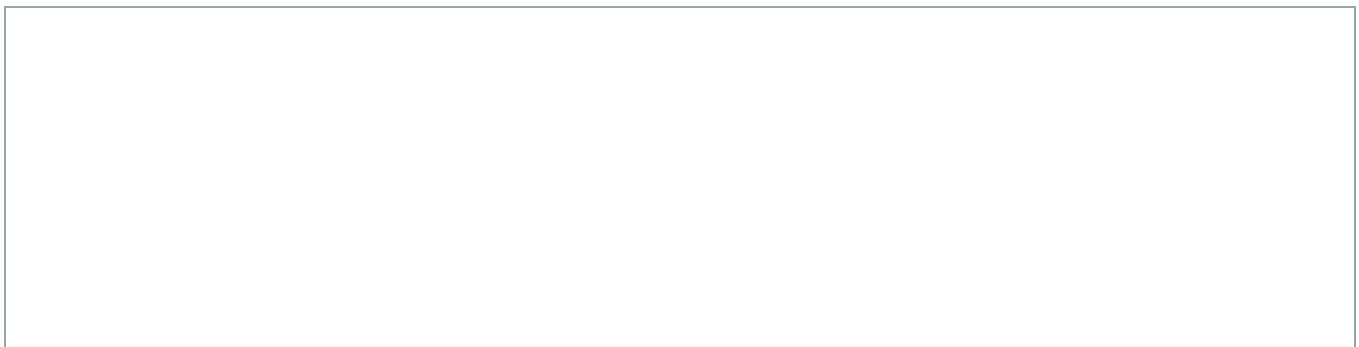


Original route only: three complete source entries

For A, B and C, write two annotation sentences and a consistent citation. State their scope and supplied selection-bias limit.

Use R1 and S1. Actual route: assemble genuine entries using real metadata and teacher requirements instead; no duplicate simulated entries.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Original route only: supported synthesis

Write two or three sentences connecting the findings, accounting for any record that differs, and naming a bounded documentation need. Cite source identifiers.

Use N1. Actual route: synthesize genuine findings and their limits instead; skip the fictional summary.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

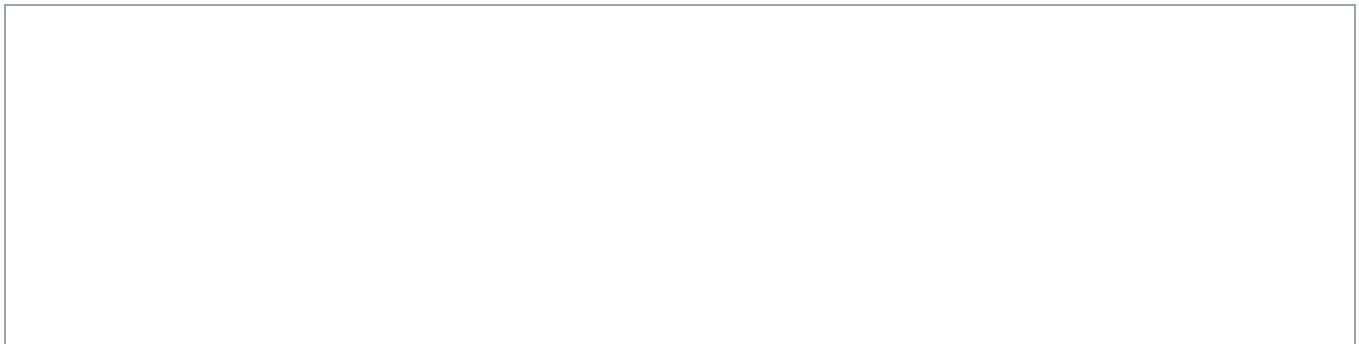


Original route only: one evidence gap

Name one question the excerpts cannot answer and the information needed to address it.

Do not collect new data. Actual route: name the gap in your genuine evidence instead.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Both routes: check and revise the same packet

Use Q1's check for your selected route. Correct an unsupported clause or justify one accurate clause.

Original route uses Q1's checks; actual route uses its real sources and teacher criteria. No second packet.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Both routes: requirements and Schoology submission check

For each of P1's eight checks, give brief evidence of what you did or a next action you need.

Use the same packet or existing work-check record. No private information or claimed action without evidence.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Both routes: final finding and limit

Point to the most important supported finding in your packet and explain one limit.

A short note or spoken self-check on the same product is enough; no separate exit submission.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Check your product

- Original route: all three S1 entries link to the supplied question and contain two annotation sentences, citation details and a scope/bias limit.
- Original route: the synthesis cites each record's entrance wording, including any difference, without inventing outcomes.
- Original route: one unanswered question and needed input remain clearly uncollected.
- Actual route: genuine source records and teacher criteria replace S1 responses; no duplicate fictional packet.
- Both routes: revise the same packet, keep eight checks distinct, and check saving, Schoology submission and official completion separately.

Keep the limit: The original records are fictional communication drafts. They support a bounded wording comparison, not actual ER research, visitor behavior, causation, clinical routing or design effectiveness. Genuine rubric alignment, official completion and submission require their own evidence. It cannot support conclusions beyond these stated limits.

Turn in your work

Keep the selected-route packet together. Use the linked February 16 BI assignment and follow the teacher's required format. After uploading, check that Schoology shows Submitted.

Save locally if the source set, rubric, assignment or access is missing. Label simulated records as original practice. Name what you still need; after uploading, check that Schoology shows Submitted. A saved file alone does not show official completion.

[Open this assignment in Schoology.](#)

Carry forward

Combine supported findings, cite their sources, and name what the evidence cannot establish.

On February 17, carry a supported need and an honest evidence gap into the privacy-versus-visibility discussion. How could the supported need conflict with patient privacy or visibility?

Sources and resources

[Open today's page](#)