



*Jelgava*

◊ JELGAVAS VALSTS ĢIMNĀZIJA ◊

Jelgavas Valsts  
ģimnāzija

# Pētījuma darba izstrāde svešvalodā pamatskolas un vidusskolas klašu grupās

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**Pētījums** - mērķtiecīgas zinātniskās izziņas un analīzes darbības rezultāts; zinātnisks darbs, kurā apkopoti, izklāstīti pētnieciska darba, pētīšanas rezultāti, darba beigās tiek doti secinājumi.

**Pētījuma nozīmīgums** - tiek veicināta skolēnu kompetence par zinātniskās pētniecības būtību, organizāciju un dažādu metožu pielietošanu.





# Pētījuma izstrāde 7. un 10.klasē

## 7. klase

- Pētījuma temata izvēle;
- Pētījuma problēmas un/vai aktualitātes formulēšana;
- Zinātniskās literatūras analīze (ieskats avotu daudzveidībā un to ticamībā);
- Darba mērķa un uzdevumu formulēšana(plāna izstrāde rezultāta sasniegšanai);
- Pētījuma jautājuma izvirzīšana un noformulēšana;
- Datu ievākšana un apkopošana (google/whatsapp aptaujas forma);
- Datu apstrāde, rezultātu analīze un interpretācija, secinājumu formulēšana;
- Literatūras un avotu saraksta veidošana, noformēšana;
- Pētījuma prezentēšana (Powerpoint prezentācija)

## 10. klase

- Pētījuma temata izvēle;
- Pētījuma problēmas un/vai aktualitātes formulēšana;
- Zinātniskās literatūras analīze (avotu daudzveidība un doto paraugu analīze vadoties pēc kritērijiem);
- Darba mērķa un uzdevumu formulēšana(plāna izstrāde rezultāta sasniegšanai);
- Pētījuma jautājuma izvirzīšana un noformulēšana;
- Datu ievākšana un apkopošana (google/whatsapp aptaujas forma; intervijas; salīdzināšana);
- Datu apstrāde, rezultātu analīze un interpretācija, secinājumu formulēšana;
- Literatūras un avotu saraksta veidošana, noformēšana un izvērtēšana atbilstoši kritērijiem (APA stils);
- Pētījuma prezentēšana (Infografika)



# Pētījuma izvērtēšana (SLA prezentācija)

	1-Needs improvement	2-Fair	3-Good	4-Excellent
<b>Task achievement</b>	<p>Gives mostly isolated, unrelated statements. The student has not provided the required information about the topic. Three or more of the project requirements is not included.</p> <p>Speaking time: 1 minute</p>	<p>The expressed opinion is not always relevant to the topic. The student has provided minimal information about the topic. Two of the project requirements are not included.</p> <p>Speaking time: 2 minutes</p>	<p>The opinion expressed may be insufficiently developed. The student has provided the required information about the topic. One of the project requirements is not included.</p> <p>Speaking time: 3 minutes or more than 5 minutes</p>	<p>Gives a relevant and appropriately supported opinion. The student has provided a wide range, clear and concise information about the topic. All of the project requirements are included.</p> <p>Speaking time: 4-5 minutes</p>
<b>Planning</b>	<p>Students have not followed the plan and have failed to report on all of the project parts.</p> <p>The students are not ready to present the project during the lesson.</p> <p>The students have not tried to divide roles and have not shared responsibilities in the group.</p>	<p>Students have not followed the plan and have failed to report on all of the project parts.</p> <p>The students are ready to present the project only during the lesson. (Have not sent it to the teacher on the deadline).</p> <p>The students have tried to divide roles and have shared responsibilities in the group.</p>	<p>Students have mostly followed the plan but have failed to report on all of the project parts.</p> <p>The students are ready to present the project only during the lesson. (Have not sent it to the teacher on the deadline).</p> <p>The students have divided roles and have shared responsibilities in the group.</p>	<p>Students have followed the plan and shared it with the teacher.</p> <p>The students have <b>sent</b> the project on the deadline.</p> <p>The students have divided and fulfilled roles and have shared responsibilities in the group.</p>

	1-Needs improvement	2-Fair	3-Good	4-Excellent
<b>Spelling and grammar</b>	Student's presentation has four or more spelling and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
<b>Eye contact and posture</b>	Student reads all of the reports with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
<b>Pronunciation and voice</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear the presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
<b>Use of communication aids (e.g., transparencies, slides, posters, handouts, computer generated materials)</b>	Communication aids are poorly prepared and they detract from the presentation.	Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners may be confused.	Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids.	Communication aids enhance the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Information is organized to maximize audience understanding. Details are minimized so that main points stand out. <b>All sources are present (text and pictures).</b>  <b>Follow the guidelines of the school.</b> <a href="http://vgim.jelgava.lv/attachments/documentation/15783056925e13089c49ad8/rekomendacijas-jvg-2019.pdf?t=1578306056">http://vgim.jelgava.lv/attachments/documentation/15783056925e13089c49ad8/rekomendacijas-jvg-2019.pdf?t=1578306056</a>

# Skolēna pašnovērtējums un cita skolēna snieguma izvērtējums 7. klasē

SELF-EVALUATION

## STUDENTS' FEEDBACK LIST

Name of the presenter	What was successful in the speech and its delivery	What wasn't so good/what should be improved	Suggested mark

Name \_\_\_\_\_ Research \_\_\_\_\_

Please rank yourself in the areas below, with 1 being the worst and 10 being the best.

I actively participated in the planning of the research:

1 2 3 4 5 6 7 8 9 10

I did my very best to reach the goal of the research:

1 2 3 4 5 6 7 8 9 10

List 3 ways that you contributed to the success of this research:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What would you say was the most successful aspect of your research, and why?

\_\_\_\_\_  
\_\_\_\_\_

Given the opportunity to do this research again, what would you do differently?

\_\_\_\_\_  
\_\_\_\_\_



# Skolēna pašnovērtējums un cita skolēna snieguma izvērtējums 10. klasē

## Group and Self-Evaluation

Evaluate your performance in this project:

Name: \_\_\_\_\_

Statement	Always	Sometimes	Seldom
Contributed ideas to the project.			
Listened to and respected my classmates.			
Came to class prepared to work.			
Found appropriate materials for the project.			
Cooperated with my group members.			
Did my fair share of the work for this project.			

1. What tasks did you specifically complete for this project? \_\_\_\_\_

\_\_\_\_\_

2. What do you think was your greatest strength from the list above?

\_\_\_\_\_

3. What do you think was your weakness that you should work on in your next group project?

\_\_\_\_\_

4. If you need to defend any of your answers, write comments here:

\_\_\_\_\_

Evaluate each group member's performance:

Group Member's Name: \_\_\_\_\_

Statement	Always	Sometimes	Seldom
Contributed ideas to the project.			
Listened to and respected others in the group.			
Came to class prepared to work.			
Found appropriate materials for the project.			
Cooperated with all group members.			
Did his/her fair share of the work for this project.			

1. What tasks did this group member complete for this project? \_\_\_\_\_

\_\_\_\_\_

2. What do you think was this group member's greatest strength from the list above?

\_\_\_\_\_

3. What do you think was this group member's weakness?

\_\_\_\_\_

4. If you need to defend any of your answers, write comments here:

\_\_\_\_\_

# Pētījums 7. klase (paraugi)

## Objectives

- Come up with the theme and subtitle of the work.
- Write the aim of the research.
- Write the description of the teens fashion in 80's and nowadays.
- Collect survey data.
- Collect all the links in the last slide.



## WHY DID WE CHOOSE THIS TOPIC

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- Because children our age ,in this generation start to eat unhealthy food and choose unhealthy lifestyle .So, we chose this topic to prove the children what healthy lifestyle is.



# 19TH CENTURY FASHION

## WOMEN

The fashion of the 19<sup>th</sup> century is renowned for its corsets, bonnets, top hats, bustles and petticoats. Women's fashion during the Victorian period was largely dominated by full skirts, which gradually moved to the back of the silhouette.



## MEN

During the second half of the 19<sup>th</sup> century men retained the white waistcoat and black tail-coat and trousers of the early 19<sup>th</sup> century for evening wear. For day wear they wore a frock coat with straight trousers, a short waistcoat and a shirt with a high stiff collar.



# CONCLUSIONS

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- There are visible matches in the clothes.
- Now clothes are made so that they are more comfortable but still look elegant.
- If there are some clothes that look the same, they are no longer relevant.
- We were able to work together as a group and that made some of the work easier.
- We faced the risk of confusing 19<sup>th</sup> century clothes with some other century.





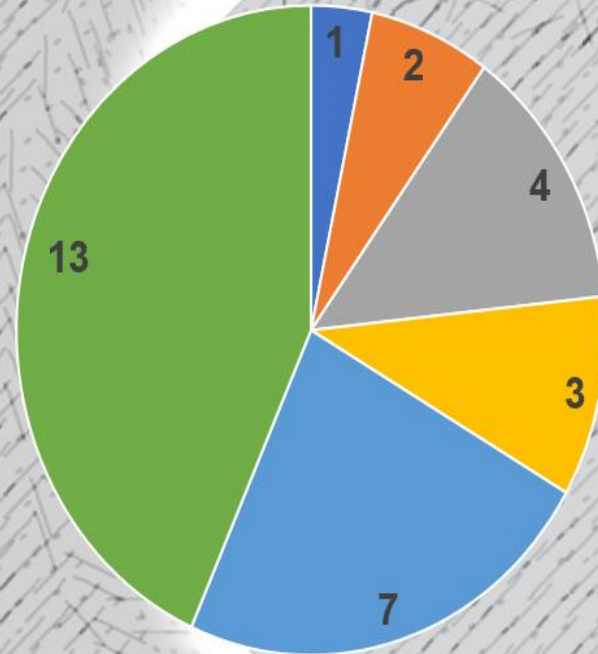
# Development of iPhone from 2007 to 2014



- ❑ On January 9, 2007, Steve Jobs announced the first iPhone. Since the release of Apple 1, the business was successful in its field.
- ❑ Apple released the iPhone 4, its fourth phone, on June 7, 2010. The most recent phone at that time had FaceTime and a Retina display.
- ❑ The iPhone 6 had the best customer satisfaction rate in the business and was the most popular smartphone of the iPhone series. It was released in 2014.



# Which are the most popular iPhones in our class?



- iPhone 11
- iPhone 12
- iPhone 13
- iPhone 14
- No iPhone
- Did not answer



# Pētījums 10. klase (paraugi)



Social media has taken a big role in people`s lives. Some people choose to use it often, but others use it rarely or not at all. Although it has it`s privileges, it can affect people badly as well.



## The aim of the research

The aim of this research is to find out the impact of social media on people.



## The research question

How does social media affect people`s mental health?

## Objectives of research

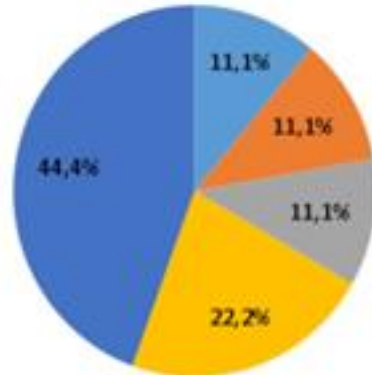


1. To find appropriate literature on social media and it`s forms;
2. To form interview questions and interview both participants;
3. To summarize, analyse the results of the interview;
4. To make conclusions.



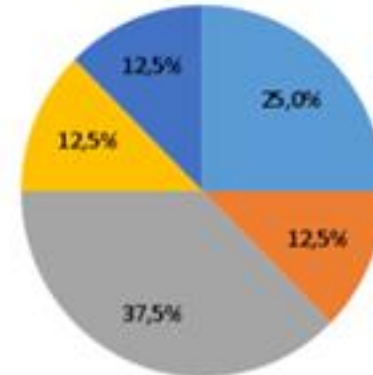
# Data

1965 - 1979



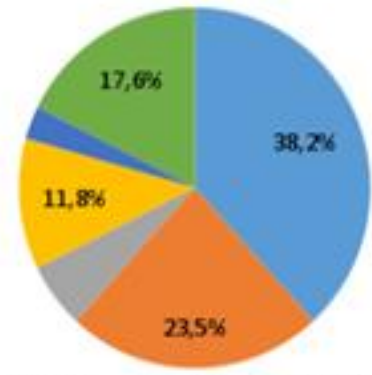
● Waze ● Duolingo ● Smart-ID ● Facebook ● Whatsapp

1980 - 1994



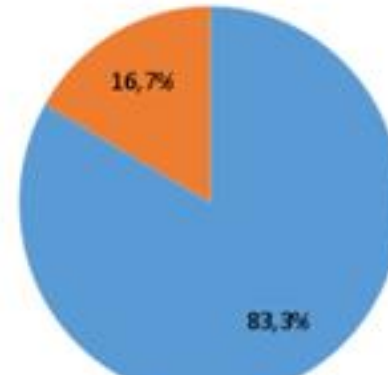
● Instagram ● E-klase ● Whatsapp ● Facebook ● Gmail

1995 - 2009



● Tiktok ● Snapchat ● Spotify ● Youtube ● Whatsapp  
● Instagram

2010 - 2023



● Tiktok ● Youtube

# The creation process of AI art

## HOW AI ART IS CREATED IN THE FIRST PLACE?

"To create AI-generated art, people use AI as a creative tool and work with **algorithms** to set up specific rules through which machines analyze thousands of images to comprehend a particular creation process, like a specific style or aesthetic."



## Conclusion:

- *Individual sports can be more challenging emotionally and mentally.*
- *Being part of a team allows you to understand losing and how to deal with it. Team sports athletes can rely on the support of their teammates*
- *Individual sports can cause athletes to have an unhealthier relationship with losing as they lack the support and accountability of a team.*



# Avotu ticamība

## Kritēriji avotu kritiskai izvērtēšanai

Metodoloģijas pamatā ir četri kritēriji:

**1. Patiesums** (Vai avots ir tas, par ko tas “uzdodas”? Vai avots ir oriģināls vai kopija? Vai tas ir patiesš vai viltus avots?)

**2. Aktualitāte** (Vai informācija ir aktuāla vai arī citviet atrodamas jaunākas ziņas? Cik ilgi pēc notikuma tika radīts avots?)

**3. Neatkarība** (Vai avots ir neatkarīgs vai tā informācija ir atkarīga no citiem avotiem? Kādā veidā?)

**4. Objektivitāte** (Vai avota informācija ir tendencioza? Kā intereses pārstāv avots? Vai citos avotos ir atrodama pretrunīga informācija? Cik ticama ir pretrunīgā informācija?)





## Četri soļi, kā izvērtēt avotu ticamību

1. Tekstu var nokopēt no avota materiāla tīmeklī un iekopēt to **meklētājprogrammā ar pēdiņām** katrā pusē.
2. Attēliem var izmantot **Google attēlu meklētāju** ([www.images.google.com](http://www.images.google.com)) vai **TinEye** ([www.tineye.com](http://www.tineye.com)).
3. Audio ir grūti noteikt, vai digitālais ieraksts, kas ticis atrasts tiešsaistē, ir autentisks. Kādu pavedienu var sniegt meklēšana pēc **nosaukuma** vai **datnes nosaukuma**.
4. Video materiālam ir svarīgi apskatīt tādas iezīmes kā **video klipa kvalitāte** un kurš to ir augšuplādējis. **Komentāri** var sniegt papildinformāciju.



## Jautājumi, kas ir svarīgi “sērfojot” internetā

- Kas ir **mājas lapas turētājs**? Vai par to ir atrodama informācija vai kontaktu lapa?
- Kāds **mērķis** ir mājas lapai un kādā veidā tiek ietekmēts saturs? Vai tās **nolūks** ir informēt, sniegt faktus, propagandēt kādu viedokli, kaut ko pārdot vai izklaidēt?
- Kas ir **mērķauditorija**? Vai **saturs** ir sarežģīts vai viegli saprotams? Vai **fakti** ir pareizi? Vai ir kāda informācija par avotiem? Vai ir informācija, kad šī mājas lapa tikusi pēdējo reizi papildināta?
- Vai varat iegūt informāciju no **citām avotiem**? Kādām citām interneta vietnēm pastāv saites ar vietni, kuru aplūkojat?

# Avotu ticamības izvērtēšanas kritēriji (paraugs nr.1)

## Source Evaluation Checklist

### Source:

Include as much information as is available: author, title, publication information and date

### 1. Authority/Credibility

Is there an author? What are his/her credentials? Is the "author" an organization or association?  
What makes this author an expert?

### 2. Purpose

Is the goal of the source to inform? To persuade? To advocate an agenda? To sell something? Are there ads? Do they relate to the site? Is it a commercial site? Governmental? Educational Institution?

### 3. Currency

When was the source published or created? Is there a revision or update date? A copyright date?

### 4. Accuracy

Is the information based on fact or opinion? Does the author provide evidence for statements? Are sources provided?

### 5. Ease of Use

Is the source well-organized? Can you find what you're looking for? Does the source offer anything unique?



# Avotu ticamības izvērtēšanas kritēriji (paraugs nr.2)

## Evaluating Sources Check List:

Once you've located your resources in the online database and catalog, you should evaluate them to determine if the information presented is useful for your research. Consider the following criteria:

### Relevance

*Is the content of the item suitable for your research?*

In a journal article, usually the abstract or lead paragraph will give you enough information to determine if the item is relevant. Be sure to check the date of publication. Does it fit with your research needs?

Circle your answer: **Yes, No, Not Sure**

### Timeliness

*Is the information provided in the article or book up-to-date?*

Check the date of the publication. Are you looking for contemporary materials (sources which originated near or at the time of an event, idea, or phenomenon)? Are you looking for a current account of an historic event? The nature of your assignment will determine whether you need the most recent material available.

Circle your answer: **Yes, No, Not Sure**

### Reliability

*Is the information presented accurate and dependable?*

One way to help determine the reliability of a source is to compare the facts with other documents on the same topic to check supporting facts or data.

Circle your answer: **Yes, No, Not Sure**

### Validity

*From what sources were the facts gathered?*

Be sure that you know where the information presented in the source is coming from. Is the work based on personal opinion, original research, laboratory experiments, or other documentation? Is the periodical a scholarly journal or a popular source? A book based on opinion or research?

Look for bibliographies or original research as attachments or appendices. References often give you an opportunity to check item validity and are a possible avenue to additional resources.

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### Credibility

*What are the author's credentials? Is the author an expert in the field?*

Biographical reference sources on your Library Guide or a Google search for the author can often give you this information.

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### Perspective

*What is the author's point of view?*

Be watchful of author bias, especially when looking for objective accounts. Consider the author's cultural, political, social, and economic background.

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### Purpose

*What is the purpose of the source? Why was this item written: to persuade; to reinforce; to preach to the choir; to provide an overview; to generate controversy and provoke?*

Ask these and similar questions about your source so that you can find out if it would be a good fit with your own research project. The purpose of a source can range from dissemination of information about an important study or research project, to the insight of a specific group of people, to propaganda. Also, you want to consider your own purpose in conducting your research: does it mesh with the purpose of your source?

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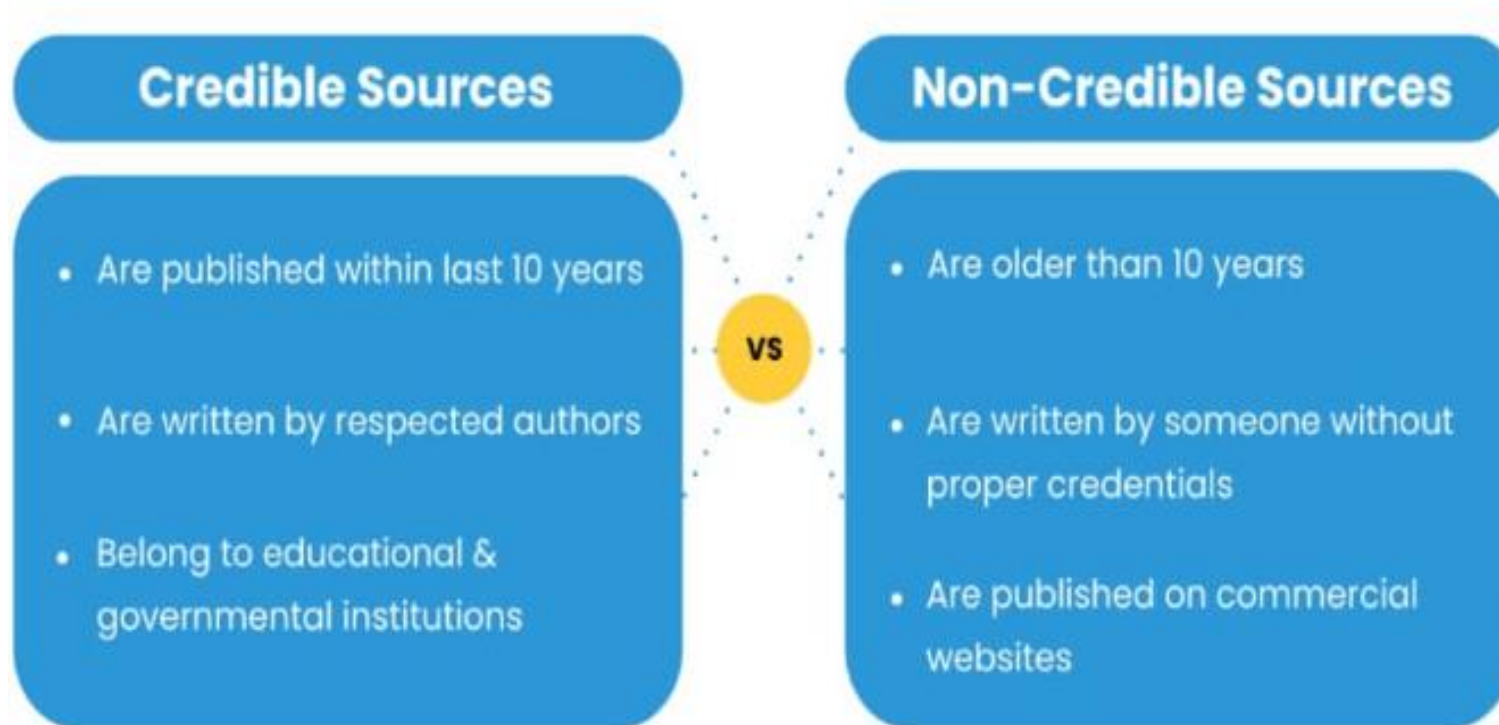
### Commercialism

*Does the source contain advertisements or other forms of commercialism that may bias the information provided?*

Commercial intrusions into sources (particularly websites) can often make these sources difficult to use and unreliable. Your search for a source may be driven off course, for example, by websites directing you to their sponsors. Similarly, what information appears or does not appear in a source may be dictated by the commercial owners or pressures of a source. Be aware of this when you look for sources—particularly on the Internet.

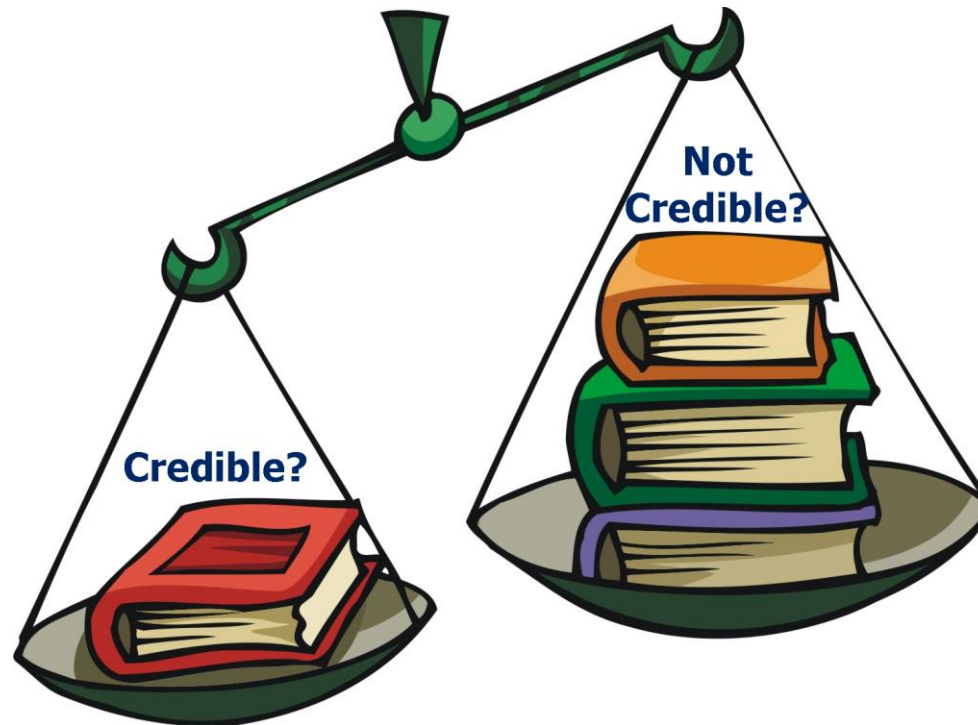
Circle your answer: **Yes, No, Not Sure**

# Pirmie soļi avotu ticamības izvērtēšanā



# Darbs grupās (15 – 20 minūtes)

- Avotu izvērtēšana trīs dažādās tēmās pēc kritērijiem.





An aerial photograph of the Jelgavas Valsts Ģimnāzija building, a large, light-colored structure with a prominent central tower and multiple wings. The building is surrounded by greenery and a paved area. The image is semi-transparent, allowing the text to be overlaid.

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**Paldies!**