

**Module 6**  
**Collaboration Unit**

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## **Module 6: Collaboration Unit**

### **PART I. Narrative Overview**

#### **Learners**

This collaboration project took place with a self-contained grade 12 Economics/Personal Finance class at Yorktown High School in Arlington, Virginia. Arlington County is located across the Potomac River and just fifteen minutes west of Washington, DC. The estimated current population is 234,200.

Yorktown High School is located in Arlington, Virginia, in the Northern Virginia region. As one of the three major high schools in Arlington, Virginia, 2,515 students were enrolled in grades 9-12 in the 2020-2021 school year. Of the total number of students, 12.07% are eligible for free or reduced breakfast and lunch in the 2018-2019 school year, and no data is available for the following two school years. In the fall of 2020, the racial and ethnic groups for students in the school consisted of 64.6% White, 15.6% Hispanic, 7.7% multiple races, 6.6% Asian, and 5.3% Black. 16% of the students are identified with a disability, 10.5% are economically disadvantaged, and 7.6% are English Learners (VA DOE, 2020). There were 623 students in 12th grade at Yorktown High School in the 2020-2021 school year.

The grade 12 Economics/Personal Finance class at Yorktown is composed of 15 students, all of whom have an individualized education plan (IEP). There are seven male students, and eight female students. Generally, 7-8 students are present for the class. The students sit at individual desks facing a SmartBoard.

The learners in the class have a range of educational needs due to special education challenges, such as autism, specific learning disability (SLD), other health impaired (OHI), low hearing, and emotional disability. The accommodations for instruction and learning in the classroom include clarify directions and check for understanding, seating away from distractions, shorten written assignments (without compromising skill), cue attention to task, extended time to complete assignments, movement

breaks, graphic organizers for writing, chunk material into smaller sections/steps, prompts to slow down and check over work before submitting, checklists for organization.

To best accommodate the needs of the learners, several differentiation steps were included in the lessons. All directions for the assignment were brief and concise, repeated frequently to help students understand the requirements. Written directions were provided on the whiteboard at the front of the classroom, as well as oral directions, for navigation to the Canvas page on the school library's website. Students were able to find the graphic organizer, pre-test and post-test on the Canvas page. Physical proximity was used to encourage engagement in the lesson by circulating amongst the students to check in. Breaks from the lesson were provided as requested, and at the midpoint of the class period. A graphic organizer was used to help students organize their research findings, and read out loud to students who requested it.

### **Instructional Preparation**

Below are the lesson plans used for this collaboration unit. The title of the unit was "Country Project". The simplicity of the title was intentional so that it was easy to identify on the Canvas page for the class. Also, the title described the focus of the research of researching countries, and defined the assignment as a project rather than a writing assignment or test review.

The "Country Project" is a collaboration unit that is primarily focused on empowering learners to access and use a curated list of library research databases to research economic data about countries. Learners used several research databases to research the GDP of ten different countries. Then, they identified economic data and general information about two countries. Each student presented their findings and made a recommendation of an economically stable country to a family that is seeking to move from an unstable economy. This collaboration unit connected to the Economics/Personal Finance SOL (EPF.5) that states:

"The student will demonstrate knowledge of a nation's economic goals, including full

employment, stable prices, and economic growth by

- a) distinguishing among economic indicators, for example, gross domestic product (GDP), consumer price index (CPI), and unemployment rate; (VDOE, 2021)

The overarching instructional methodology is the Guided Inquiry method which is applied to three different learning domains in the AASL Standards. With the use of the Guided Inquiry method, the learners were challenged to ask questions, to explore and to engage in analysis. The hope was to encourage the learners to move towards critical thinking with this methodology. Maniotes and Kuhlthau describe the intent of Guided Inquiry. “Through the inquiry process students ask many questions as they immerse in background knowledge, explore interesting ideas, and identify their own research questions to pursue for deep learning” (Maniotes and Kuhlthau, p. 15, 2014).

The learners engaged in the Create, Think and Grow learning domains as defined in the AASL Standards. In the first lesson, the learners engaged in the Create domain and psychomotor skills by selecting countries of their choice, identifying the GDP of those countries in library research databases and completing a graphic organizer. In the second lesson, learners engaged in the Think domain and used their cognitive skills to identify reliable sources for researching two countries of their choice. In the third lesson, learners engaged in the Grow domain and their developmental skills by analyzing and synthesizing data about their two countries.

The instructional strategies for this collaboration unit were rooted in the Guided Inquiry Process. The primary strategy was to generate questions with the students such as which countries they were interested in researching, and how are reliable information sources identified? In order to encourage deeper learning and thinking about the research process, and the analysis of economic data factors, questions were repeatedly used to encourage students in their thinking process. A graphic organizer (as shown below) was used for the process of identifying the GDP for ten different countries, and for completing a comparative analysis of two different countries. All research steps were modeled on the

SmartBoard for navigating to the library research databases and the exploration of the individual research databases. Students were challenged to synthesize in group discussion what they were finding and how they were locating the information. Student talk was encouraged to allow for metacognition and to give encouragement and share information as a class (Bowling, 2010). Learners were given the opportunity to present their recommendations at the end of the third lesson to show what they learned and to provide synthesis of their data research.

The “Country Project” collaboration unit followed three steps in the Guided Inquiry methodology. In the first lesson, learners were challenged to think broadly in an Open and Immerse step through the use of questions about where to find reliable information, and then how to apply that data finding strategy to the project assignment. Learners became familiar with enrolling in the school library Canvas page and becoming familiar with how to find the library research databases, and how to locate information within them. They will learn to identify the GDP for a country, and learn about the different levels of GDP around the world. In the second lesson, learners will engage in the Explore and Identify steps of the Guided Inquiry process. They will explore the library research databases for the GDP of ten countries, and then select two countries that are most interested in or believe would have stable economics. Using the library research databases, they will explore deeper into the economic data information about those two countries. With the use of the graphic organizer, they will identify both general information and economic data about the two countries. In the third lesson, the learners will continue to gather their data. Using the data in their graphic organizer, they will answer the short form questions to synthesize what they have learned. In the create step, the learners will make a one-page flyer for each of the two countries to display as a visual tool what they have learned. Finally, they will make a recommendation of one country to consider as economically stable to the family that wishes to leave their economically unstable country.

The Virginia Standard of Learning for this collaborative project is from the Virginia Department of Education grade 12 Economics/Personal Finance (EPF) SOL. The

collaborating Special Education teacher, Jamie Cooke, recommended the fifth SOL in the

EPF standards which are stated as:

- EPF.5 The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth by
  - a) distinguishing among economic indicators, for example, gross domestic product (GDP), consumer price index (CPI), and unemployment rate; (VDOE, 2021)

The collaborating teacher was interested in creating a research project that would be on level for the students, would include a project outcome, and also involve exploration and divergent thinking. The fifth SOL in the EPF standards laid the content groundwork for researching and comparing economic data between countries. There was also some flexibility for how many factors to include based on level of ability, and to accommodate the unit with shortened projects and classwork.

The fifth SOL in the EPF standards was matched with the Inquire and Curate Shared Foundations in the AASL standards. For the Inquire Foundation, learners “[b]uild new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems” (AASL, 2018).

For the first library lesson, the I.B.2 AASL standard is written as:

**I.B.2**

Learners engage with new knowledge by following a process that includes:

2. Devising and implementing a plan to fill knowledge gaps. (AASL, 2018)

In this standard, learners will learn what constitutes a reliable information source, to locate and use the library research databases on the school library Canvas page, and to engage in an inquiry-based and exploratory process to identify economic data about countries that they identify.

Both the second and third competency standards come under the Curate foundation. The Curate foundation is defined as: “[m]ake meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance” (AASL, 2018). Learners gathered and organized the economic factor data about countries they were curious about. They accomplished this through discussion, and the use of the graphic organizer, and the library research databases.

In the second lesson, the learners engaged in the Curate foundation through the IV.A.3 AASL standards which is written as:

#### **IV.A.3**

Learners act on an information need by:

3. Making critical choices about information sources to use. (AASL, 2018)

The learners used their knowledge that library research databases are a reliable source of information to identify the GDP and other economic indicators of various countries. They were able to navigate how to find the research databases and how to discern the usefulness of each database for their research purposes.

In the third lesson, the learners engaged again in the Curate foundation through the IV.D.2 AASL standards which is written as:

#### **IV.D.2**

Learners select and organize information for a variety of audiences by:

2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. (AASL, 2018)

The learners transferred the GDP data and other economic information about the countries they were interested in into the graphic organizer. Using the graphic organizer, and through modeling and classroom discussion, the learner synthesized the data into a one-page flier about each of the two countries that they selected. Based on that research and analysis, they selected one country to recommend as an economically stable country to move to.

The three library lessons were taught in three 85 minute block periods over the course of one week. Prior to the three lessons, the collaborating student teacher introduced the students to the term of gross domestic product (GDP) and provided a brief orientation to the country project. The learners were not given any orientation to the library Canvas page or to library research databases. After the three lessons, the learners completed any remaining details on their one-page flyers for each of the two countries, as permitted by their accommodations in their IEP.

## Part II. Instructional Delivery & Assessment

The following elements are included below as a part of the “Country Project” collaboration unit:

1. Pre-test
2. Lesson #1
3. Graphic Organizer
4. Lesson #2
5. Lesson #3
6. Post-test
7. Rubric

**Pre-test**  
**Grade 12**  
**Econ/Personal Finance**  
**Country Project**  
**Friday, March 18, 2022**

**Name:**

1. Where would you find research information about a country?
2. How do you know if it's a good website or book?
3. What sources would you avoid for school research?

### Lesson #1: Country Project

<b>Grade level, Collaborative Content Area</b>	Inquiry method: Guided Inquiry, <b>Open and Immerse</b> Grade: 12th graders self-contained special education Period 4: 10 students Learning challenges: (modest and high-function) autism, hearing disabilities, ADHD, emotional disability, specific learning disability (reading or math) Format: In person Date/time: March 21, 2022, period 4, 11:19 am to 12:47 pm Length: 90 minutes Collaborating teacher: Jamie Cooke, Librarian: Gwen Nixon Content area: Economics/Personal Finance
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<b>Content Objective</b>	<p>Virginia SOL Economics/Personal Finance EPF.5</p> <p>The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth by</p> <ul style="list-style-type: none"> <li>a) distinguishing among economic indicators, for example, gross domestic product (GDP), consumer price index (CPI), and unemployment rate;</li> </ul>
<b>AASL Competency</b>	<p>AASL Standards</p> <p>I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p><b>I.B.2</b> Learners engage with new knowledge by following a process that includes: 2. Devising and implementing a plan to fill knowledge gaps.</p>
<b>Library Objective</b>	Learners will identify two countries to research.
<b>Link to Background Knowledge</b>	<p>PRIOR TO THE LESSON:</p> <p>The teacher will provide an overview of the project and give the pre-test.</p>
<b>Hook or Introduction</b>  <b>(5 minutes)</b>	<p>Connect your laptop or co-teacher's laptop to the SmartBoard. Log in to Canvas. If you don't have access, ask the co-teacher to pull up their Canvas page. In a second tab, find the Yorktown Library website. In a third tab, find the Britannica School database and search for GDP.</p> <p>Britannica School High School, webpage for GDP: <a href="https://school.eb.com/levels/high/article/gross-domestic-product/389903">https://school.eb.com/levels/high/article/gross-domestic-product/389903</a></p> <p>With or without online access, write these research steps on the whiteboard:</p> <p>Yorktown Library Canvas Page Research Databases Alphabetical Listings of All APS Library Databases CultureGrams World Edition Choose a Continent, then a country Once you have chosen the country- go to the economy section (left hand column)</p>

	<p>Welcome the students and explain the plan for the week is to teach about accessing library resources today, Wednesday, and Friday during periods 2 and 4.</p> <p>Review the general results of the pre-test anonymously with the class, if time allows.</p> <p>Explain the plan is to learn how to access reliable information in library databases. This will be done in a project gathering information about countries.</p> <p>Tell the students the following scenario: A family currently lives in an economically unstable country. They want to move to a new country. They are focused on finding jobs and living in a more stable economy.</p> <p>Show the globe to give a visual of the world and to review the location of the continents.</p>
<p><b>Engagement in Learning</b> <b>(22 minutes)</b></p>	<p>Explain the project that they will start today: The project is to create a list of 10 countries with their GDP per capita in a graphic organizer. Then, pick 2 countries from your list of 10, and gather more detailed information on them. On Friday, we will transfer the information to a project template to create a flier for each country.</p> <p>Ask students to follow on their laptops with you:</p> <p>To begin, go to Canvas and to Grade 12 Economics/Personal Finance and find the graphic organizer in the folder called Country Project.</p> <p>In another tab, search in the web browser for APSVA Yorktown Library, and go to the APSVA library website. Click on self-enroll on the top of the Yorktown Library Canvas page.</p> <p>Once enrolled in the Yorktown Library Canvas page, find the Yorktown Library Canvas page in the dashboard of your Canvas page. Select Research Databases, then Alphabetical Listing of all APS Databases. Click on CultureGrams.</p> <p>To model how to complete the graphic organizer, ask the students for the name of a country as an example to find information on.</p> <p>Using the example of Somalia in Africa, ask the students for which item in the scroll down bar on the left to select. Select Economy. Try to select countries of modest or high GDP per capita.</p>

Before beginning to find 10 countries and their GDP per capita, briefly explain the term GDP per capita.

Ask the students to go to Britannica Student and search for GDP.

Find the Britannica Student database on the Yorktown Library Canvas page  
Search for GDP:

<https://school.eb.com/levels/high/article/gross-domestic-product/389903>

Highlight the key points about GDP per capita:

- It is the calculation of all goods and services produced by resources that are owned by that country's residents.
- It is also an indicator of the cost of living. If a country has a higher GDP, the country's economy is more stable.
- A country can have a growing GDP, but if the population is increasing, the GDP will go down or decrease.

Watch this video on Youtube about GDP per capita:

[https://www.youtube.com/watch?v=DbL5Tp\\_n-rY](https://www.youtube.com/watch?v=DbL5Tp_n-rY)

Ask students to complete the first section of the Country Project graphic organizer.

Once the students finish ranking the 10 countries, ask them to select 2 countries of high GDP that would have a stable economy. Ask the students to write them as their choice of countries to research, and to explain why they chose those countries.

[Possible analysis could include a modest GDP means an affordable standard of living and job availability.]

Discuss as they work on locating their 10 countries, what is a GDP, and what are the tradeoffs of a low, middle and high GDP?

[few jobs, range of good jobs/stable economy, high level of education required for jobs with high cost of living]

Discuss what is a cost of living

### Differentiation

Read the graphic organizer out loud to a student

Written directions on the whiteboard and oral directions for finding the library Canvas page and graphic organizer

Offer audio version of the information in the online encyclopedia for GDP per capita and economic information

	<p>Multiple check ins (both verbal and non-verbal thumbs up), repetition of direction, and slow pacing for navigation</p> <p>Offering breaks from the independent work</p>
<p><b>Assessment + Reflection</b></p> <p><b>(ADD TIME)</b></p>	<p><u>Assessment</u></p> <p>Ask the students to write a sentence in the graphic organizer: Which two countries with a high or moderate GDP would you recommend that a family move to with job availability and a stable economy?</p> <p>Once they have their sentences ready, ask them to share their answers with the class.</p> <p><u>Reflection</u></p> <p>If students are struggling to identify a country, ask them about a country that their family has lived in, or one that they are interested in visiting. Suggest selecting countries from multiple different continents.</p> <p>Work with the collaborating special education teacher to circulate around the room to make sure students are able to navigate the different websites.</p> <p>Offer a print out of the graphic organizer if a student prefers to write it out.</p> <p>Remind students that searching in Google for the GDP of a country is not a reliable source of information.</p> <p>If a student is having difficulty with choosing a country, ask students to spin the globe to randomly select a country.</p>
<p><b>Materials and Resources</b></p>	<p>Globe</p> <p>Graphic organizer</p> <p>Laptop</p> <p>Print copy of graphic organizer</p>

**Where in the World?**  
**SC12 Economics/Personal Finance**

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

Ranking 10 Countries

Name of Country	GDP (per capita)
1.	
2.	

3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Mark two countries in **bold** that you are interested in finding out more about.

What was interesting about the two countries that you selected?

<b>Economic Factor</b>	<b>Name of Country #1:</b>	<b>Name of Country #2:</b>
Website for country flag		
Capitol City		
Population		
Type of currency		
GDP per capita		
Employment stability		

How are the two countries similar?

How are they different?

Which country has a more stable economy and healthy rate of employment?

## **Lesson #2: Country Project**



	<p>Ask students for their takeaway from the video. Why are Wikipedia and other open source websites not reliable for information gathering? [the information is not properly curated and referenced, and often changing]</p>
<p><b>Engagement in Learning</b></p> <p><b>(20 minutes)</b></p>	<p>Ask students to find their graphic organizer that they worked on yesterday. It will be in the Country Project folder in Canvas.</p> <p>Show the graphic organizer on the SmartBoard or a paper copy. Run through the second half of the graphic organizer which is a chart comparing the two countries that they selected yesterday.</p> <p>Review the resources on the Yorktown library Canvas page: Culture Grams World Book Student</p> <p>Tell students that they can explore PebbleGo and Britannica as well.</p> <p>Model using one country how to find the information in one of the library databases</p> <p>For example, search the country Argentina in CultureGrams, scroll down on the left side to find Economy, click on Economy to find information about employment.</p> <p>Here is the information to search in the graphic organizer:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>To learn more about a country, we are looking for:</p> <ul style="list-style-type: none"> <li>- The image of the flag</li> <li>- The rate of GDP</li> <li>- The currency or type of money</li> <li>- Total population</li> <li>- The name of a capital city</li> </ul> </div> <p>Ask students to work independently or in pairs to find the information for the two countries.</p> <p>Remind students to write a short narrative about the positives and the challenges for considering a move to each country.</p> <p>The special education teacher will circulate amongst the students to confirm that they are navigating the library databases on the Yorktown Library Canvas site, and locating the correct information for the graphic organizer in Canvas.</p> <p><u>Formative Assessment</u> Circulate amongst the students as they work and ask them to explain what they are finding, and to explain which database they are using.</p>

	<u>Differentiation options</u> Provide a print out of the graphic organizer Read the graphic organizer out loud Review the steps to access the library research database individually as needed Model how to search the library research database on the SmartBoard Offer breaks at the mid point of the class Remind learners of how much time is available to complete the project Offer to work individually with learners as needed
<b>Assessment + Reflection</b>  <b>(5 minutes)</b>	<u>Assessment</u> Ask the students to briefly share what they are finding and to ask any questions. Confirm that they are able to find the information for each factor, and help to problem solve what they are skipping over.  <u>Reflection</u> Ask learners to share their project progress, and to share what was interesting or meaningful in the research Ask learners to reflect on the navigation of the library research database Ask learners to find their country of choice on the globe
<b>Materials and Resources</b>	Student will have their laptops Print out of graphic organizer Globe World map

### Lesson #3: Country Project

<b>Grade level, Collaborative Content Area</b>	Inquiry method: Guided Inquiry, Gather, Create and Evaluate Grade: 12th graders self-contained special education Period 4: 6 students Learning challenges: (modest and high-function) autism, hearing disabilities, ADHD, emotional disability, specific learning disability (reading or math) Format: In person Date/time: March 25, 2022, period 4, 11:19 am to 12:47 pm Length: 90 minutes Collaborating teacher: Jamie Cooke, Librarian: Gwen Nixon Content area: Economics/Personal Finance
<b>Content Objective</b>	Virginia SOL Economics/Personal Finance The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth by a) distinguishing among economic indicators, for example, gross



	domestic product (GDP), consumer price index (CPI), and unemployment rate;
<b>AASL Competency</b>	<b>AASL Standard</b> IV. CURATE  <b>IV.D.2</b> Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. Learners select and organize information for a variety of audiences by: 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
<b>Library Objective</b>	Learners will compare and contrast the information about two countries for their project.
<b>Link to Background Knowledge</b>	<u>Prior to lesson</u> Learners will have the economic data and general information about their two countries complete.  <u>Post lesson</u> Ask students to complete the post lesson test after lesson #3 is complete.
<b>Hook or Introduction</b>  <b>(5 minutes)</b>	Welcome the students to the final session for the Country Project.  Post a world map on the whiteboard. Ask the students to write the name of each of their countries on a sticky note with the GDP, and then put the sticky note on the location of the country. Cut the sticky note in half if there is crowding.
<b>Engagement in Learning</b>  <b>(20 minutes)</b>	Draw a sample flag on the white board with a flag, and the list of economic data (name of the country, GDP, population, currency, level of employment, and any other data that was interesting).  Ask students to share which databases they used to find the information. [CultureGrams for everything, Britannica for general information, PebbleGo for basic information]  Before beginning on the project flyers, ask the students to find Creative Commons, a free image website, in a new tab.  <a href="https://creativecommons.org/">https://creativecommons.org/</a>  Share with the students a brief orientation to the website. Click on search for CC images and do a couple of quick searches using name of country and currency, name of country and flag.

	<p>Ask students to transfer their data and narrative from the graphic organizer to the project template.</p> <p>Ask them to also include a brief comparison of the two countries by answering the questions at the bottom of the graphic organizer.</p> <p>Circulate and check in with the students to answer questions and share individually about their flyers. Ask them what they know about the economic conditions of the country. If over 50,000 GDP per capita, it's considered a higher cost of living.</p> <p>Once all the students have completed their one page flier for each country, ask them to share their final products with the class. When they share their brief presentation on each country, ask them to read the data information of each country, and a brief comparison of the two countries.</p> <p><u>Formative Assessment</u></p> <p>Ask the students to draw a sample flier on the board or to explain their plan for their layout.</p> <p>Ask the students what GDP levels they are finding.</p> <p>Offer to model how to look up a GDP in CultureGrams, and to help them complete the graphic organizer if they are behind on completing the graphic organizer.</p> <p>Ask students how they are doing, and offer to slow down and allow them to catch up.</p> <p><u>Differentiation options</u></p> <p>Offer the option to draw based on the photographs for exit ticket</p> <p>Offer an audio version of the encyclopedia on an iPad</p> <p>Have a range of books for various reading levels for high and low readers available on a side table</p> <p>Offer the option for staff member to scribe and read aloud directions</p> <p>Provide a digital copy of the KWL for use with assistive technology</p>
<p><b>Assessment + Reflection</b></p> <p><b>ADD TIME</b></p>	<p><u>Assessment</u></p> <p>Ask students to select the top two countries to recommend to the family based on a modest GDP, good employment options, and a stable economy with stable population growth</p> <p><u>Reflection</u></p> <p>Allow 20 minutes for the students to share their projects. Give students the option to share from their seat or to submit the assignment for the special education teacher to share on the SmartBoard. Ask students to share both the economic data and general information, as well as the brief comparison of the two countries.</p>
<p><b>Materials and Resources</b></p>	<p>Globe</p> <p>World map</p> <p>Print out of graphic organizer</p>

**Post-test**  
**Grade 12**  
**Econ/Personal Finance**  
**Country Project**  
**Friday, March 25, 2022**

**Name:**

1. Where would you find research information about a country?
2. How do you know if it's a good website or book?
3. What sources would you avoid for school research?

**Country Project**  
**Rubric**

<b>Area</b>	<b>Basic (8 points)</b>	<b>Intermediate (16 points)</b>	<b>Excellent (24 points)</b>	<b>Score</b>
<b>10 countries</b>	7-10 countries identified (2 points)	10 countries identified with GDP with 1 sentence of analysis (4 points)	10 countries identified with GDP and 2-3 sentences of analysis (6 points)	
<b>Comparison of 2 countries</b>	2 countries identified with part of chart completed (2 points)	2 countries identified with chart completed with 1 sentence of analysis (4 points)	2 countries identified with chart completed with 2-3 sentences of analysis (6 points)	
<b>Country flyers</b>	1 flyer created for each country with flag and a few bullet points of economic data (2 points)	1 flyer created for each country with flag, all economic data and general information for graphic organizer transferred	1 flyer created for each country with flag, all economic data and general information for graphic organizer transferred, and	

		(4 points)	2-3 sentences of comparison of the two countries (6 points)	
<b>Presentation of country</b>	Listen to other people's presentations, but choose not to present (2 points)	Presented the name of each country, flag, economic data and general information, and names of library databases used (4 points)	Presented the name of each country, flag, economic data and general information, and names of library databases used, and analysis of two countries (6 points)	
<b>Library Skills</b>	Enrolled in the Yorktown High School library course on Canvas	Enrolled in the Yorktown High School library course on Canvas, and referenced one school library database used.	Enrolled in the Yorktown High School library course on Canvas, and used two or more school library databases. Learners are able to infer information from the research database and transfer it to the project.	

### **Part III. Results and Reflection**

#### **Results**

Out of a total of 15 students registered for the class, 10 students completed the pre-test and 4 students completed the post-test. Three questions were included in the pre-test and the post-test:

1. Where would you find research information about a country?
2. How do you know if it's a good website or book?

### 3. What sources would you avoid for school research?

In the 10 pre-test responses, none of the students identified research databases as a source of information, and no one identified libraries as a reliable source of information. There was no distinction between male and female responses in the results. Chart 1 shows a summary of the pre-test responses.

In the 4 post-test responses, all four learners identified research databases as sources of reliable information. Two of the four responses identified libraries as a source of reliable information in addition to research databases. Wikipedia and the Google search engine were identified as unreliable sources of information. This was a change from the pre-test where Google searches were seen as reliable sources of information. Chart 2 shows a summary of the post-test responses.

A challenge to completing the post-test was the level of pacing in the class. Transferring the data from the graphic organizer to the layout of the flier took longer than I expected. While the students were able to navigate Canvas, complete the graphic organizer, and create the flyers, the process was time consuming. While the difficulty of the project was on level for the students, the level of pacing needed to be slower. In the end, the presentations and completing the post-test were cut short. Only a few students were able to present, and only four out of ten students completed the post-test.

The students in the EL program would have benefited from a class discussion about what they learned prior to the post-test to completely articulate what they learned in the project. The students with autism asked for direct phrasing of their answers in order to feel confident in their responses. A quick conversation did help but could have been done with each student individually. One student with ED did not have her laptop due to technical difficulties, and a printout of her graphic organizer would have helped her to create the flyers.

Chart 1

Pre-test

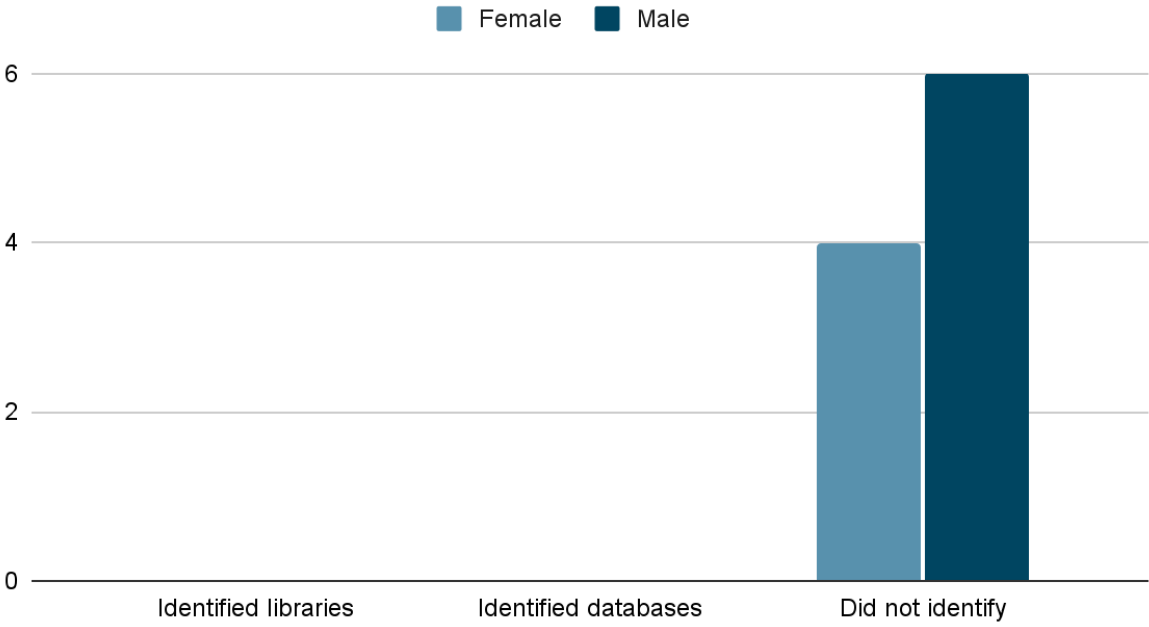
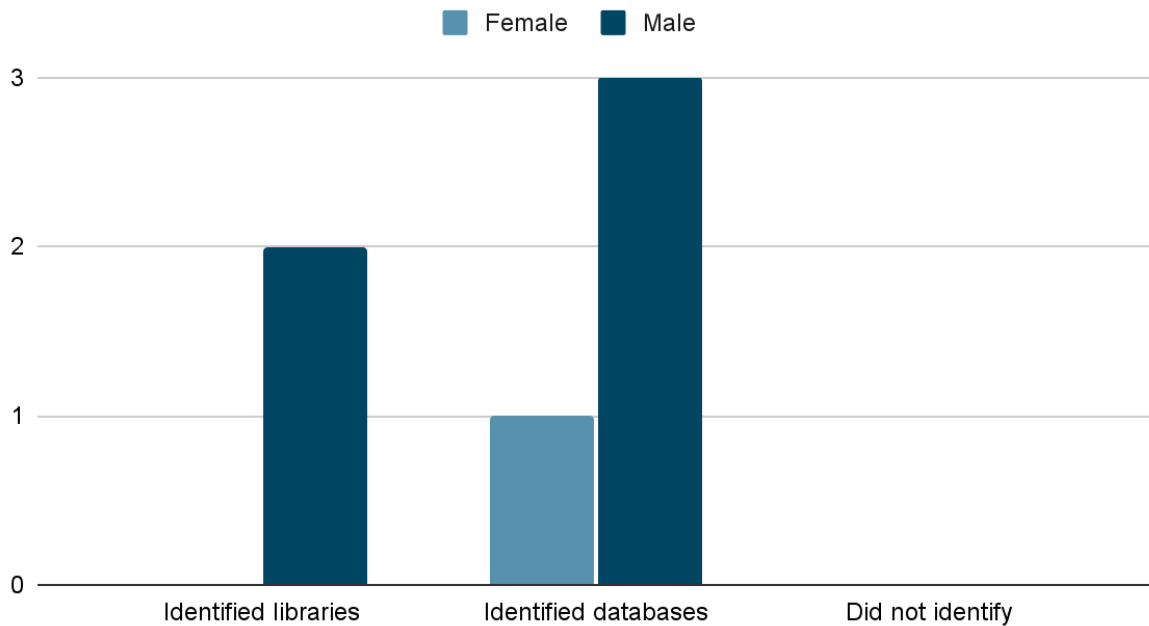


Chart 2

## Post-test



## Reflection

This collaboration unit was the result of work between myself, Jamie Cooke, Special Education Teacher, and Gwen Nixon, Library/Media Specialist. The reflections will be grouped based on the timeline of general impression of collaboration, initial planning dynamics, intensive planning discussions, the teaching of the lessons, and the post-lesson.

I identified early in the semester that I would conduct the collaboration unit at the high school where I am in my third school year of working part-time as a Special Education Assistant in self-contained classrooms. When I approached Jamie Cooke about teaching in her class, she was delighted to give me the opportunity. The fifteen students in her class are very low in scores, and there are some challenging behaviors to navigate. She was glad to support my need for teaching hours, and to get a break from the front of the classroom. She was quick to mention that she would need me to teach

both 2nd and 4th periods. In the spirit of flexibility, I was willing to take on the three additional 85 minute teaching block periods for the opportunity to fulfill my teaching hours. I understand that it would be helpful to keep her planning in sync with both classes of students working with me for the week. This increase in teaching hours was unexpected, but proved to be invaluable to the process.

In the time leading up to the week of teaching, Ms. Cooke modeled efficiency in communicating the content to collaborate with. She emailed the Virginia SOL for grade 12 Economics/Personal Finance, and provided a rough flow for the three lessons. She laid the groundwork for content to tie into. She also emailed a summary of the accommodations for all of the students. This proved to be key in planning for differentiation. I was expecting long meetings and discussions; I learned that a quick conversation can be just as effective. Teachers have limited time and need to use their planning and lunch time carefully. In the continuum of collaboration, I would offer that we reached a strong level of collaboration. She offered enough support to create collaboration but allowed me to develop the objectives and lessons to create the initial classroom teaching experience (Marcoux, 2007, p. 24).

There were two major benefits to the sudden opportunity to teach for six periods in one week. The first piece was that Jamie Cooke is very accessible, kind and deeply knowledgeable. I was able to dive deep into lesson planning and revision with her valuable feedback. The second piece was that I was able to test drive my lesson in the first class with only 2-3 students present for 2nd period. Fourth period immediately follows second period. I was much more prepared for teaching than if I had arrived with no “warm up” during 2nd period. Ms. Cooke was able to give me instant feedback during 2nd period and help me to refine the lesson immediately. She was able to review the rubric, pre and post lessons, and the graphic organizer and submit them to Canvas for the students to access. The “Country Project” was positioned at the top of the modules page to make it easy to access.

The students are a challenging group to work with. There are significant learning challenges in the group, strong and dynamic personalities, and about a third of the class is absent. Many of the students opt to take long breaks to be with their friends in the hallway. During the week of the “Country Project”,



most of the students were present and fully participated. They were intrigued by a change to the usual rhythm of studying for the WISE test, and enjoyed the change.

If I were to do the project again, there are several key considerations to include. The first piece is to overestimate how slow to pace the class. When I was nervous, or eager to stay on schedule, several of the students were unable to stay engaged. I was able to notice with a quick check in that I needed to slow down and allow everyone to catch up. Also, they needed more check-ins and walking around than I expected. Each step needed a pause, reset and then moving to the next step. Finally, the learners appreciated informal discussion and fun facts. Ms. Cooke is the master of this and now I understand why she keeps an informal, and engaging manner in class. They like sharing about their pets, families, and favorite television shows, and keeping the tone light. Whenever there was a lot of explaining or quick steps within the library Canvas page, the students would easily get lost. Slowing it down, checking in, chatting to keep the learners engaged was key to maintaining momentum and flow. A great example of this was choosing the countries. The learners enjoyed sharing about countries they have visited, areas of concern in the world, and where their families are originally from. The recipe section on CultureGrams was very popular for highlighting cuisine in different countries and talking about favorite foods in their families.

The pre- and post-test data showed clear success in helping the learners connect to the library Canvas page, and to become oriented to the library research databases. They knew how to find the library Canvas page, and how to navigate the information in the research databases. I think that the pre-/post-test questions could be edited to better reflect their understanding. Multiple choice might have been easier to assess for understanding the impact on students' learning.

Overall, I started the collaboration unit expecting a more collaborative arrangement with the librarian. I assumed that a library lesson would require heavy involvement of the librarian. In the end, SOL testing was taking place in the library. One of the librarians was out of the building for a week, and there was no feedback to my initial request for suggestions of resources. We made plans to hold the lessons in the classroom. In the end, one of the two librarians recommended PebbleGo as a research

database. While PebbleGo proved to be on level for reading for this class and there was general information like population. There wasn't, however, any significant information on economic data like GDP, unemployment trends, or general level of economic trade. CultureGrams and Britannica were not suggested by the library staff but proved to be very valuable for the project. The communication with the library staff proved to be more of a Connection stage on the continuum of collaboration, as stated by Betty Marcoux (2017). The library staff made some general recommendations, and there was no feedback or discussion about the teaching objectives or lessons. I learned to allow the process to flow as it needed to. In the end, we were able to find what we needed with the library staff's orientation to the library research databases.

## **Conclusion**

Collaboration has been an area that I enjoyed working in past team projects for both small and large education projects. Working in collaboration with teachers and librarians requires a different level of communication, assessment, and expectation. Deborah Rinio discusses the clear positive benefit on students of collaboration between teachers and librarians, to the point that it "helps to improve student academic achievement" (p. 45, 2018). Rinio continues by emphasizing the critical importance of trust in working relationships.

"It may seem a cliché, but developing trust is the first step toward building effective working relationships with colleagues. In fact, studies show that trust is a significant predictor of collaboration; the higher the levels of trust, the higher the levels of collaboration in schools" (Rinio, p. 2018).

I would echo this belief in the value of trust. I had a strong working relationship already in place with Ms. Cooke, so the collaboration unit was an easy layer to add.

I was reminded of the value of listening. I enjoy processing ideas and discussing the development of lessons. Ms. Cooke was not available for this process due to her schedule. She was happy to review lessons and provide the SOL connection and student accommodation. Because of the level of trust, I was

able to develop the lessons independently with only cursory input from her. I also learned that efficient conversations are an important skill to learn. When Ms. Cooke shared five succinct ideas for content, I was quick to write them down. Respecting her schedule and time was key to the collaboration.

In this collaboration unit, I was reminded of the value of being open to ideas and setting aside personal expectations. Even though I wanted to work more closely with the librarians, it wasn't necessary or possible for this project. I requested resources that were on level for the students and included economic data information. The librarians were quick to note that it was difficult to find in books. They offered the library research databases but I needed to do the groundwork of fully exploring the databases and online videos to discern the level of content that matched the students' reading and comprehension skills. Again, adjusting my expectations allowed for the connection with the librarians. I was able to take what they offered and build on it.

A key challenge in the lessons was the amount of formative assessment needed to create and scaffold the connection between the students' reading and comprehension skills, and the content. For students who are in the EL program or with SLD, there were significant challenges to navigating the CultureGrams website. The narrative was too challenging for them to discern the content. By identifying specifically how to find the GDP, population, and currency, they were able to feel some level of success. The narrative around trade and employment numbers was much more difficult, and many students appeared to skip over it and not include it in their final project.

The learners did learn about library research databases and enjoyed researching economic data. I was impressed most by how a group of students of varying skill levels could self-navigate and find meaningful information and make personal connections to their own lives. I think the students responded well, even with their learning challenges to the project in part because I was familiar to them, and they were witness to a successful teaching collaboration.

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