

Collaboration Project

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## **Part I. Narrative Overview**

### **Learners**

#### ***Knowledge of Learners:***

I collaborated with Joann Flemming, a teacher at Armstrong Elementary School in Reston, Virginia. Ms. Fleming teaches a class within the Comprehensive Service Site, which supports special education students with a variety of special education eligibilities, such as autism, emotional/behavioral disabilities, and other health impairments. These students require more support in place that is typically provided in team taught or regular self-contained classrooms. Ms. Fleming class consisted of five students; four fifth graders and one fourth grader. All five of the students read and write below grade level. Four of the students need one-on-one teacher support in order to complete tasks and assignments. The other student is able to complete some tasks and assignments independently when available for learning.

#### ***Accommodations:***

The accommodations provided for these students included: modeling, graphic organizers, reading aloud texts, frequent check-ins, and clear and concise directions and expectations given both orally and in writing.

### **Instructional Preparation**

#### ***Unit title:***

Using Databases, Finding Citations, and NoodleTools for Personal Inquiry Global Awareness Projects

#### ***Brief Description:***

For this unit, I worked with Ms. Fleming CSS class, which is a group of five fourth and fifth grade special education students who require extra support in order to be successful in school. While the rest of the general education fifth grade class worked on a Global Awareness Technology Project, the students in Ms. Fleming's class worked on a hybrid assignment that was between a personal inquiry and global awareness project. In this unit, I worked with

students as they practiced performing a topic search in online databases, locating MLA citations within online databases, and using NoodleTools as a way to organize their print based and digital resources.

***Instructional Methodology and Inquiry Model Description:***

All three of these lessons are part of the Gather phase of the Guided Inquiry Model. The instructional strategies used included teacher-led whole group instruction, modeling the skills to the group, then modeling together with the students before they were given an opportunity to practice the skill themselves with support from myself and other staff in the classroom. These lessons fit into the Gather phase of the Guided Inquiry Model because prior to my lessons, the students worked with Ms. Fleming to explore possible topics to research before they identified the topic or individual to focus their inquiry on (Maniotes & Kuhlthau, 2014, p 12, section Guided Inquiry Scenario). The students worked with me on skills they would use to gather information in order to “begin to think about what might be important information to share with others” (Maniotes & Kuhlthau, 2014, p 13, section Guided Inquiry Scenario).

***Primary Goal and Objective:***

The content area integrated into the library lessons the fifth grade research standard 9: The student will find, evaluate, and select appropriate resources for a research product; while focusing on the following skills: b) collect information from multiple resources including online, print, and media; c) use technology as a tool to research, organize, evaluate, and communicate information; and f) give credit to sources used in research. The following AASL competencies were addressed in this unit:

- VI.A. Learners follow ethical and legal guidelines for gathering and using information by:
  1. Responsibly applying information, technology, and media to learning.
- VI. B. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

***Time:***

This unit was accomplished in three 25-minute sessions. Before I started working with the students, the classroom teacher worked with the students to identify a topic to search for this project.

**Part II. Instructional Delivery & Assessment**

**Pre-assessment/Post-assessment:**

1. The best way to find relevant sources on online databases is to:
  - A. Type in the essential question into the search box.
  - B. Type in keywords related to my topic into the search box.
  - C. Read through all the topics and pick a topic that sounds good.
2. FCPS's online databases have a read aloud option.
  - A. True
  - B. False
3. What format of citation do we use?
  - A. APA (American Psychological Association)
  - B. MLA (Modern Language Association)
  - C. Chicago
4. Why is it important to cite your sources?

Short answer:
5. What types of information will you find in a citation?
  - A. Author
  - B. Date
  - C. Title
  - D. All of the above

## Lesson Plans

### Lesson 1

<b>Grade Level, Collaborative Content Area</b>	5th Grade, ELA Guided Inquiry Design Unit In-person, 25 minutes Done within a Guided Inquiry Design Unit for a Global Awareness Technology Project.
<b>Content Objective</b>	Standard 5.9 Research: The student will find, evaluate, and select appropriate resources for a research product:  b) Collect Information from multiple resources including online, print, and media.  c) Use technology as a tool to research, organize, evaluate, and communicate information.
<b>AASL Competency</b>  <b>Library Objective</b>	I.B.2 - Devising and implementing a plan to fill in knowledge gaps. <b>Note: This lesson was altered and it wasn't covered.</b>  VI.A.1 - Responsibly applying information, technology, and media to learning.  This lesson is part of the <i>Gather</i> phase of the Guided Inquiry Design Model.  Students will identify keywords to search within online databases.
<b>Link to Background Knowledge</b>	Classroom teacher will have already guided students through the <i>Identify</i> part of the Guided Inquiry Design method to identify meaningful inquiry questions.
<b>Hook or Introduction</b>	<b>Think and Share (1 minute):</b>  Ask students to give a thumbs up, thumbs down, or thumbs sideways to indicate how comfortable they feel with using online databases.
<b>Engagement in Learning</b> (This should be enough detail so someone reading the plan could teach the lesson)	<b>Teacher-led, whole-group instruction (5 minutes):</b> The librarian will project onto the Smartboard so the students can see what the librarian is doing on their screen. Instruct the students that they will practice doing keyword searches. Show students OSLIS's video <a href="#">Using Keywords</a> .  <b>Group Modeling - I do/We Do (7 minutes):</b> Display a Google Slide presentation that has an example essential question. Using a graphic organizer, the librarian will walk the students through breaking essential questions into the most basic parts and using those parts to create keywords that will be used to search the databases. Librarian will demonstrate what to do when the search doesn't yield enough or accurate results. The librarian will model how to make note the title of the database, name of text, and author for promising resources on the same graphic organizer.  <b>Practice (12 minutes):</b>

	<p>Using the same graphic organizer, the students will be given an opportunity to break down their own essential questions, complete keyword searches in the databases, and record findings. Classroom teacher and librarian will be circulating around the students to give assistance and ensure students are engaged.</p> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Reviewing the read aloud features available in databases.</li> <li>● The librarian will be expliciting modeling steps for keyword search and filling out the graphic organizer.</li> <li>● As the students are practicing using the tools, the librarian will be checking in with students.</li> <li>● For students who complete this more quickly, they will be instructed to use the keyword search to locate more resources.</li> </ul>
<b>Assessment &amp; Reflection</b>	<p>The students will be assessed through the graphic organizer used to record their keyword search.</p> <p>Informal assessments will be conducted by the librarian as they circulate around the room.</p>
<b>Materials/ Resources</b>	<ul style="list-style-type: none"> <li>● Laptops for the librarian and students.</li> <li>● Smartboard</li> <li>● Access to online databases (students will be instructed to go to their class's folder in the school library's Schoology class for links).</li> <li>● Graphic organizer to record keyword search and resource information.</li> </ul>

## **Lesson 2**

<b>Grade Level, Collaborative Content Area</b>	<p>5th Grade, ELA Guided Inquiry Design Unit</p> <p>In-person, 25 minutes</p> <p>Done within a Guided Inquiry Design Unit for a Global Awareness Technology Project.</p>
<b>Content Objective</b>	<p>Standard 5.9 Research: The student will find, evaluate, and select appropriate resources for a research product:</p> <p>b) Collect information from multiple resources including online, print, and media.</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>f) Give credit to sources used in research.</p>

<b>AASL Competency</b>  <b>Library Objective</b>	<p>VI.A.1 - Responsibly applying information, technology, and media to learning.</p> <p>VI.B.2 - Acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>This lesson is part of the <i>Gather</i> phase of the Guided Inquiry Design Model.</p> <p>Students will identify the location of citations within online databases. Students will record the citation in the proper format on graphic organizer.</p>
<b>Link to Background Knowledge</b>	<p>The librarian demonstrated where to easily find links to databases, reviewed the read aloud options available in online databases and how to search up topics in online databases.</p> <p>That was the initial stages of the Gather phase of the Guided Inquiry Model.</p>
<b>Hook or Introduction</b>	<p><b>Think and Share (3 minutes):</b></p> <p>Students will answer two questions on a half sheet of paper:</p> <ol style="list-style-type: none"> <li>1. Where can you go to quickly find links for the online databases?</li> <li>2. Which one of the following is not an FCPS online database: <ol style="list-style-type: none"> <li>a. PebbleGo</li> <li>b. Britannica Elementary</li> <li>c. Wikipedia</li> <li>d. World Book Discover</li> </ol> </li> </ol>
<b>Engagement in Learning</b> (This should be enough detail so someone reading the plan could teach the lesson)	<p><b>Teacher-led, whole group instruction (7 minutes)</b></p> <p>The librarian will ask students to share what they know about citations and why they are important for inquiry projects. Using a Google Slide, the librarian will show this <a href="#">video</a> (play from 0:00 - 3:08) explaining what citations are and their importance.</p> <p><b>Group Modeling &amp; Practice: Locating Citations (15 minutes):</b></p> <p>The librarian will open up World Book Discover online database and model searching a topic, like Frida Kahlo. Using that informational text, the librarian will ask the class if they know where to find the citation on the webpage. Librarian will confirm if the correct answer is given and go on to demonstrate where to find the citation, which is typically at the bottom of the webpage. The librarian will show students where to copy and paste the citation on the graphic organizer. <i>Note: check in with the classroom teacher to see if they are concerned with proper formatting of citations. Some teachers may not be concerned with this.</i></p> <p>The librarian will then have the students open Britannica Elementary online database and instruct the students to perform a search on Friday Kahlo. The students will be expected to locate the citation within Britannica. The classroom</p>

	<p>teacher, staff, and librarian will check in with students to ensure they have located the citation.</p> <p>Using the graphic organizer, the students will locate the citation for resources they located during their keyword search. Classroom teacher, staff, and librarian will be circulating around the students to give assistance and make sure the students are able to find the citations.</p> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Reviewing how to search using an online database.</li> <li>● Explicit modeling steps for how to locate a citation and copying and pasting into the graphic organizer.</li> <li>● As the students are practicing using the tools, the librarian and other staff will work with students as they locate the citations.</li> <li>● For students who complete this more quickly, they will be instructed to practice locating more resources and copying and pasting that information into the graphic organizer.</li> </ul>
<b>Assessment &amp; Reflection</b>	<p>The students will be assessed through the graphic organizer used to record the resource information located.</p> <p>Informal assessments will be conducted by the librarian as they circulate and check in with students.</p>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>● Laptops for the librarian and students.</li> <li>● Hard copies of warm-up questions and pencils</li> <li>● Smartboard</li> <li>● Access to online databases (students will be instructed to go to their class's folder in the school library's Schoology class for links).</li> <li>● Graphic organizer to record resource information.</li> </ul>

### ***Lesson 3***

<b>Grade Level, Collaborative Content Area</b>	<p>5th Grade, ELA Guided Inquiry Design Unit</p> <p>In-person, 25 minutes</p> <p>Done within a Guided Inquiry Design Unit for a Global Awareness Technology Project.</p>
<b>Content Objective</b>	<p>Standard 5.9 Research: The student will find, evaluate, and select appropriate resources for a research product:</p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>f) Give credit to sources used in research.</p>



<b>AASL Competency</b>  <b>Library Objective</b>	<p>VI.A.1 - Responsibly applying information, technology, and media to learning.</p> <p>VI.B.2 - Acknowledging authorship and demonstrating respect for the intellectual property of others.</p> <p>This lesson is part of the <i>Gather</i> phase of the Guided Inquiry Design Model.</p> <p>Students will organize source materials with NoodleTools.</p>
<b>Link to Background Knowledge</b>	<p>In the first lesson, the librarian demonstrated where to easily find links to databases, reviewed the read aloud options available in online databases and how to search up topics in online databases. The second lesson, the librarian reviewed the importance of citing information gathered from sources and where to locate citations within online databases. Due to the short amount of time where the students are available for learning, this lesson on using NoodleTools was taught separately so as to not overwhelm the students.</p>
<b>Hook or Introduction</b>	<p><b>Think and Share (1 minutes):</b></p> <p>Students will answer the question below. The question will be displayed on the Smartboard.</p> <ol style="list-style-type: none"> <li>1. What do you know about NoodleTools?</li> </ol>
<p><b>Engagement in Learning</b> (This should be enough detail so someone reading the plan could teach the lesson)</p>	<p>The librarian will project their screen on a Smartboard so they can model for the students.</p> <p><b>Group Modeling &amp; Practice: Setting up NoodleTools account and opening a new project (10 minutes)</b></p> <p>The librarian will demonstrate how to set up an account and create a new project in NoodleTools using the following steps. The librarian will also handout hard copies of all the steps modeled for students to refer to.</p> <ol style="list-style-type: none"> <li>1. Go to the school's library's Schoology folder.</li> <li>2. Click on the NoodleTools link.</li> <li>3. Sign in with Google and type in your password if prompted.</li> <li>4. Click on the green "+ New Project" button.</li> <li>5. Type your first and last name into the "Project Title" box.</li> <li>6. Make sure that the MLA citation style is selected.</li> <li>7. Change the citation level to "Starter".</li> <li>8. Click the "submit" button.</li> </ol> <p><b>Group Modeling &amp; Practice: Creating database and book citations in NoodleTools (14 minutes):</b></p> <p>The librarian will open up an online database and pull up an informational text about Frida Kahlo. Within that informational text, the librarian locate the citation and copy it. The librarian will follow these steps to copy and paste the MLA citation so it is saved within NoodleTools:</p> <ol style="list-style-type: none"> <li>1. Click on the project created earlier.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Click on the green “+New Sources” button in the top right corner.</li> <li>3. Select “Database” from the options given and choose “original content in database”.</li> <li>4. Click the section that says “Quick cite: Copy &amp; paste a citation” and paste the database citation into the text box for manually-edited citations.</li> <li>5. Click the blue “save” button on the bottom left corner and that source will be added to your project.</li> </ol> <p>The students will have an opportunity to practice copying and pasting database citations into NoodleTools.</p> <p>The librarian will then demonstrate how to create a citation for a book in NoodleTools.</p> <ol style="list-style-type: none"> <li>1. After clicking on the green “+New Sources” button in the top right corner, choose the “Print or in-hand” option and then select “book”.</li> <li>2. In the Import section, the drop down menu will have ISBN selected. In the box next to that drop down section, write the ISBN and hit search.</li> <li>3. Select the search result that matches the book, click on the “Import Selected Source” button, and then click the “Continue” button.</li> <li>4. Click the blue “save” button on the bottom left corner and that source will be added to your project.</li> </ol> <p>The students will have an opportunity to practice copying and pasting database citations into NoodleTools.</p> <p>The librarian will instruct students to click on the button that looks like a printer and select the “Print/Export to Google Docs” option. Then the students will share their Works Cited Google Doc with the librarian.</p> <p>Classroom teacher and librarian will be circulating around the students to give assistance and ensure students are engaged.</p> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Hard copies of the steps modeled for students to refer to they forget how any of the steps.</li> <li>● Reviewing where to locate a citation.</li> <li>● Model the steps to set up NoodleTools account, create a new project, and how to create citations for databases and books.</li> <li>● As the students are practicing using the tools, the librarian will be checking in with students.</li> <li>● For students who complete this more quickly, they will be instructed to practice creating more citations for both databases and books.</li> </ul>
<b>Assessment &amp; Reflection</b>	<p>The students will be assessed through the Works Cited Google Doc they share with the librarian.</p>

	Informal assessments will be conducted by the librarian as they circulate and check in with students.
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Laptops for the librarian and students.</li> <li>• Smartboard</li> <li>• Access to online databases (link will be available in the school library's Schoology folder).</li> <li>• Access to NoodleTools (link will be available in the school library's Schoology folder).</li> </ul>

### Part III. Results & Reflection

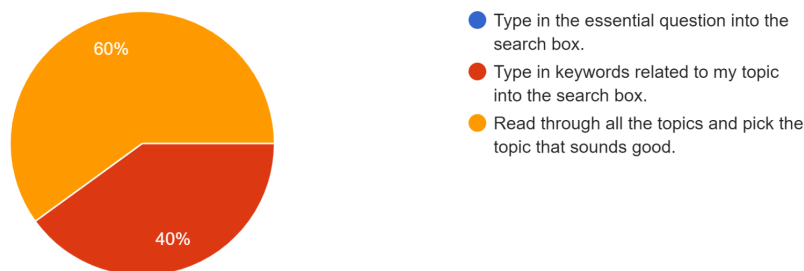
#### Results

Based on the data collected from the pre and post assessments, my instruction did make a positive impact. However it is somewhat difficult to determine how much of a positive impact for a few reasons. The first reason is that one of the students accidentally completed the post assessment twice. I had asked the school librarian I was collaborating with to give the pre and post assessments when I wasn't there, but that led to some user errors when administering the assessments. In the future, I would administer the assessment to try to eliminate user errors. Another issue is that only four of the five students answered the fourth question, which also impacted the accuracy of the results.

**Figure 1**

#### Pre-Assessment Question #1

The best way to find relevant sources on online databases is to:  
5 responses



**Figure 2**

#### Post-Assessment Question #1

The best way to find relevant sources on online databases is to:

6 responses



*Note.* The question answered in figure 1 and figure 2 is the only clear area of improvement.

Even though one student completed the post assessment twice, there is still an increase in the number of students who correctly answered the first question.

**Figure 3**

### Pre-Assessment Question #2

What kinds of information and tools can you find in online databases?

5 responses

the anser to your question
search box
Myon search box
books search box sometimes puzuls
search box, online books

**Figure 4**

### Post-Assessment Question #2

What kinds of information and tools can you find in online databases?

5 responses

Cites i think thats it "Once upon time there was dragon who destoryed a castle some lived and some died but there was a knight who was very mad because the dragon destoryed his home and stole his wife so he went with a horse to kill the dragon after that they went to caves sea monsters forests stinky slime monster now there was the dragons cave the dragon was sleeping in a plot of gold with the wife the wife tryed to get out but she couldnt so the knight came in and pulled his sword out and cuts the dragons head and saves her wife the end'

books, magazine

books

books and stuff you need

the stuff you need?

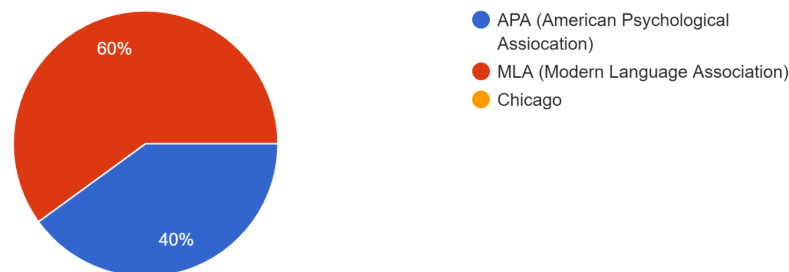
*Note.* Figure 3 and figure 4 demonstrate how the short answer questions didn't always yield clear results as to the number of students who are able to identify the kinds of information and tools available in online databases. Figure 4 shows that one answer was completely unrelated to the question being asked. After analyzing the responses for both the pre and post assessment, figure 3 shows the focus to be mostly on search boxes. Figure 4 shows that the focus shifted to books. Based on the responses in both figure 3 and figure 4, this was not a good assessment question. If I were to use this assessment in the future, I would remove or reword this question to be more clear and specific.

**Figure 5**

### Pre-Assessment Question #3

What format of citation do we use?

5 responses

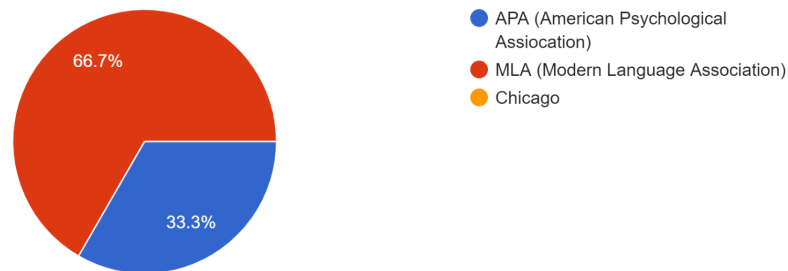


**Figure 6**

### Post-Assessment Question #3

What format of citation do we use?

6 responses



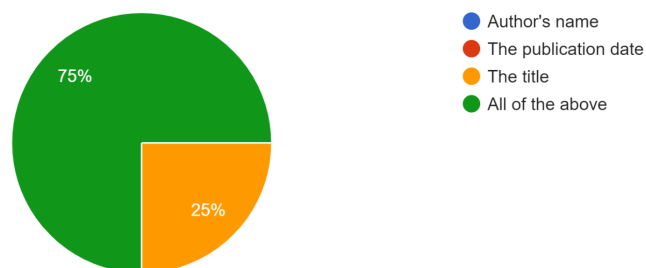
*Note.* At first glance it seems as though there was a slight increase in the number of students who correctly answered this question. However, the results are skewed because one student answered this question twice during the post assessment.

**Figure 7**

### Pre-Assessment Question #4

What types of information will you find in a citation?

4 responses

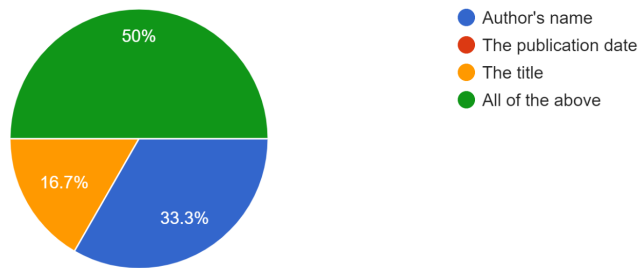


**Figure 8**

### Post-Assessment Question #4

What types of information will you find in a citation?

6 responses



*Note.* The results based on figure 7 and figure 8 are even more skewed than the previous question because only four students completed this question on the pre-assessment and one student answered this question twice on the post-assessment.

**Figure 9**

### Pre-Assessment Question #5

Why is it important to you cite your sources?

5 responses

- so you can find stuff like it
- so you don't lose it
- to do a project learn stuff and learn information
- so that you know what to use
- it's copywrite, you could get in trouble because you're not crediting the person using those words

**Figure 10**

### Post-Assessment Question #5

Why is it important to you cite your sources?

5 responses

- to learn information "Once upon time there was dragon who destoryed a castle some lived and some died but there was a knight who was very mad because the dragon destoryed his home and stole his wife so he went with a horse to kill the dragon after that they went to caves sea monsters forests stinky slime monster now there was the dragons cave the dragon was sleeping in a plot of gold with the wife the wife tried to get out but she couldnt so the knight came in and pulled his sword out and cuts the dragons head and saves her wife the end'
- to not plagiarize anything
- fo infasi
- so the techer knows wher you got it andcan look at the ater and the ater can see it and no plagarisam
- so you don't get sued

*Note.* Figure 9 and figure 10 demonstrate how the short answer questions didn't yield clear results as to the number of students who are able to explain the importance of citing sources. Figure 10 shows that one answer was completely unrelated to the question being asked. After analyzing the responses for both the pre and post assessment, figure 9 shows the focus to be mostly on using citations to keep track of information used. Figure 10 shows that the focus shifted to not plagiarizing. This question was more successfully answered than the question shown in figure 3 and 4 because the answers align with the reasons given in an FCPS video about the importance of citing sources.

I am unable to comment on subgroups within the class. The whole class has been identified as needing special education services. The whole class identified as male. I was unaware if any of the students received ELL services. However, in my experience as a classroom teacher, I have found that the services provided for both special education students and ELL students are similar. Given the types of accommodations I provided for the students, I believe that any student who also received ELL services would have received sufficient support.

### **Reflection**

Overall, I was very pleased with how my collaboration experience went at Armstrong Elementary School. For two of the three lessons, the students were engaging with me and completing the tasks that I asked them to do. During the final lesson, the students were more distracted, but I think that was because that lesson was held on a Monday and sometimes it can be difficult for students to get back into the classroom routine after the weekend. This experience was very informative and gave me ideas on what to improve with any future opportunities I have collaborating with teachers.

The biggest complication I faced during this collaboration was due to not being in the same school as my collaborating teacher. I had been in communication mostly with the school librarian and I only met with Ms. Fleming once early in the planning process. She had told me that the students would create an essential question with sub questions connected to the Global



Awareness Technology Project prior to my working with them. Ms. Fleming shared her discomfort with using the online databases and NoodleTools to organize the resources students used in their projects. The first lesson I prepared was going to demonstrate how to create keywords from an essential question. After creating the keywords, the students would use them in their research. However, when I arrived for my first lesson, Ms. Fleming wasn't there. I was told by the other staff in the classroom to go ahead with the lesson. About halfway through the lesson, Ms. Fleming arrived and seemed bothered that she wasn't alerted that I had arrived and started leading the lesson. I also found out that she had decided to have the students pick a person or a topic to research for this assignment, making my creating keywords lesson unnecessary.

Despite this setback with the first lesson, I was able to adjust the following lessons to focus on locating citations and using NoodleTools. Perhaps with another group of students, these topics could have been combined into one lesson, but this particular group of students needed the information to be presented in two different lessons, due to short attention spans. During the remaining two lessons, I led a group instruction on each topic and demonstrated how to do the skill. Between myself, Ms. Fleming, and the 2-3 instructional aids present in the classroom, we would work with the students while they practiced the skill. There was only one student who was able to work independently, while the rest would wait for someone to work with them. This is a common occurrence among students with emotional/behavioral disability. Perhaps due to experiencing repeated academic failure, many of these students will wait to work with a staff member instead of trying to complete an assigned task.

As stated previously, this collaboration unit would have been more successful if I was working in the same building as the collaborating teacher because I would have been more involved in the Global Awareness Technology Project. Based on Ms. Fleming shared her discomfort with online databases, the students were not engaging with the online databases in the early stages of the project, which is unfortunate because of the amount of information and

accessibility tools available. Read aloud and dictionary tools could have really supported the struggling readers in Ms. Fleming's class.

If I worked at Armstrong Elementary School, I could have supported "learners in accessing diverse resources in multiple formats" so the students would be in a position to take a more active role in their learning (Moreillon, 2016, p.5, para 1). If I had the opportunity to work with Ms. Fleming throughout the duration of this project, perhaps I could have supported her in "brainstorming ideas, the essential question(s)" to create a more open-ended invitation for learners to "pursue divergent lines of inquiry" (Moreillon, 2016, p.5, section Launching Inquiry Learning). Perhaps I could have helped her in "co-developing assignments that allow for a diversity of final products" instead of only using the format of a written assessment (Moreillon, 2016, p.5, section Demonstrations of Learning Outcomes). However, I do want to recognize that these ideas are easy to come up with, but sometimes their execution isn't as simple. I know the effort goes into creating learning experiences for students with emotional/behavioral disabilities. Without the support of another educator, sometimes teachers need to throw out the original carefully crafted lesson plan and find something that is more feasible for the students.

According to Marcoux's article about the levels of collaboration, my lessons fall into the coordination type of collaboration (2007, p. 22, Section Coordination). I was informed of the lesson goals and expected outcomes. Following Ms. Fleming's requests, I demonstrated how to use resources and "participated in facilitating their use" (Marcoux, 2007, p. 22, Section Coordination). I appreciated Marcoux pointing out that "not all lessons need or should be at the 'ultimate collaboration' level" (Marcoux, 2007, p. 22, Section A Moveable Feat). However, if this project had reached the ultimate collaboration level, the librarian and teacher could have worked together to create a learning experience that allowed students to "build upon their creativity and celebrate what is unique about" each individual student, as well as challenging them to take risks and innovating (Moreillon, 2016, p. 50, paragraph 2).

## References

Maniotes, L. K. & Kuhlthau, C. C. (2014). Making the shift. *Knowledge Quest*. 43(2), 8-17.

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Moreillon, J. (2016). Making space for curiosity and creativity: Classroom-Library collaboration for inquiry learning. *School Library Connection*. 50-52.