Collaborative Practicum

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Department of Library and Information Sciences

LIBS 676: Library Media Services & The Curriculum

Professor Mary Keeling

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Part I: Narrative Overview

Knowledge of Learners & Accommodations

This unit was collaboratively planned with the school librarian, yearbook, and journalism teachers as the introduction to an inquiry project that would conclude with the production of a documentary. These are elective classes for 7th and 8th grade students at Pocahontas Middle School, a middle school in which 90% or more of students typically pass their eight grade English Reading and Math SOLs. Students had previously covered podcasting, short newscasts, "fake news", and how to conduct interviews. Students had a wide range of experiences with both inquiry and research prior to this project, as evidenced by the pretest answers. Some students had recently been taught by the school librarian about evaluating sources when writing research projects, while others had very minimal knowledge of what a database was, how to search, or what research included. They had more experience working in small groups to craft a product due to their previous journalistic experiences. I attempted to accommodate this wide range of experiences by introducing or reviewing skills in short whole class lessons before breaking into smaller groups where more targeted support could be provided. Incorporating frequent opportunities to move and talk was designed to increase attention through meeting the social-emotional needs of middle schoolers. Teachers also noted difficulty with gaining attention near the lunch period during 7th block and towards the end of the day in 8th block, which informed both the timing and activities selected.

The majority of students in these elective blocks are typically developing students without additional IEP or 504 accommodations. One student did require additional breaks as needed. However, there were a limited number of students who were identified as English

Language Learners, including one student with very limited English. Modeling, visual supports, and graphic organizers were used to support all students, including English language learners. Additionally, the classroom teacher and myself used the model of "one teach, one assist" during several of the lessons. The assisting instructor worked more directly with the ELL students to rephrase, add gestures or adult models, and offer examples to increase engagement. Both adults rotated throughout the room during small groups, adapting time with each group to meet the needs of those learners.

Instructional Unit

These lessons served as the introduction to a project-based unit in which students would create a documentary on a topic related to school life and/or the school community. During co-planning, we determined that, in the library, students would focus on developing topics, understanding how information can be shared in documentaries, and how to use databases to conduct research. We used The Big6 process to guide students through developing a question, devising a plan to fill information gaps, and collecting information from diverse perspectives. These objectives align with the Big6 stages of task identification, location & access, and use of information. This model was selected to meet student needs and teacher requirements. I proposed including an "explore" phrase prior to task identification, but the school librarian and teachers had concerns about student plagiarism. Due to time constraints, less time was spent on step 2, in which students determine all possible sources. Instead, students were directed to specific databases that would meet their research needs. These four lessons occurred over a 2 day period (2 lessons / block). Students were then to continue information gathering, synthesis, and evaluation as they created and showed their documentaries in class.

Part II: Instructional Delivery & Assessment

Pre-test / Post-test

An identical version of this form was used to collect both pre-test and post-test data. Students

completed it by clicking a link in Schoology, their school's learning management system.

After the pre-test, I noticed that many students understood that they needed to check

their sources, as this was frequently mentioned as a way to narrow your search. However, it

became clear that most students had very little understanding of what a database was, how

different databases meet different needs, or what types of tools might be available to assist

their searching. Although we had originally planned to show multiple databases to students, we

revised the lesson plan to focus on scaffolding towards independence with one database.

Lesson 1: Determining The Question

Grade Level, Content Area	Journalism / Yearbook Electives (30-35 minutes)
Content Objective	**English 8.9A:** Formulate and revise questions about a research topic.
AASL Competency	**AASL A.I.1:** Formulating questions about a personal interest or curricular topic
Lesson Objective	Student groups will compose a question about a topic that is related to their school community and personal interests.
Link to Background Knowledge	Students have previously started exploring research questions when they explored and developed podcasts.
Hook or Introduction	**Class Discussion (5m)** The teacher & librarian will ask students for examples of documentaries that they have watched and what questions or topics were explored.
Engagement in Learning	**Brainstorming (8-10 minutes)** The librarian will display a slide that shows the characteristics of a good question, using different examples that the class shared to highlight the qualities. Students will then split into their small groups to begin brainstorming questions that meet the criteria for the project. Students will have space on their graphic organizer to take notes as they talk. **Gallery Walk (8-10 minutes)** Each group will write their most preferred question, topic, or problem on chart paper. Before beginning the gallery walk, staff will give examples of the types of feedback that could be helpful: ● What comes to mind when you think about this topic? ● What would you want to know about this topic? ● Who might you want to hear from on this topic? Students will then rotate around the classroom to leave notes. **Finalize Questions (8-10 minutes)**

	Students will return to their groups to review the ideas and questions from their classmates. The group will have the opportunity to edit or refine their question. The teacher and librarian will re-visit the questions on the graphic organizers and chart paper to offer additional feedback between days. **Supporting All Learners / Differentiation:** ● Student choice is incorporated as they develop their questions. ● Students will be able to brainstorm topics for their questions using images, words, or sentences. ● Collaborative work allows for students to use their strengths (e.g., a strong writer could scribe the conversation / themes for the group). ● A gallery walk was selected over an electronic version so that students could move and stretch towards the middle of the block. ● The graphic organizer will be offered in both paper and digital format to support students' different learning styles, as well as to use text-to-speech & related accessibility features. Google is being used due to students' familiarity.
Assessment & Reflection	As a formative assessment, the librarian and teacher will be able to engage with student groups during their brainstorming and by leaving comments on the student gallery walk papers. Students will submit their final questions as an exit ticket (summative assessment).
Materials & Resources	Pre-test (This was given in the prior class period.) Day 1 Presentation (Appendix A) Graphic Organizer (Appendix B) Gallery Walk / Chart Paper Sticky Notes

Lesson 2: Documentary Viewing

Grade Level, Content Area	Journalism / Yearbook Electives 40-45 minutes

Content Objective	Students will analyze short documentaries to identify common techniques and filming strategies.
AASL Competency	**AASL A.3.2:** Developing new understandings through engagement in a learning group
Lesson Objective	Students will work in small and large groups to deconstruct how documentaries share information about a question of interest.
Link to Background Knowledge	Students have previously studied other styles of journalism, such as investigative reporting and podcast creation. The teacher and librarian will create connections by reviewing how different styles of journalism have core techniques used to share information with an audience.
Hook or Introduction	**Class Discussion (5m)** The teacher & librarian will ask students for examples of documentaries that they have watched and what they have noticed about them.
Engagement in Learning	**Documentary Viewing (20-30m)** Students will watch three documentaries, Cliques (student-created), NYT Film Club's documentary about family during the pandemic, and Uncomfortably Numb, a CSPAN student documentary winner. Students will have a graphic organizer to guide their viewing. Between each film, the teacher and librarian will co-lead a whole class discussion. After watching all three documentaries, students will then work in small groups to discuss their understandings and come to a consensus as they finalize their responses on the graphic organizer. Staff will rotate through the room to monitor participation and support engagement with the topic. **Questions will include:** ● What was their research question or topic? ● What filming techniques did you notice? ● What audio techniques did you notice? ● How did those filming/audio techniques help you understand or empathize with the topic?

	● What information did they share? Was any research done? **Supporting All Learners / Differentiation** ● Captions will be turned on during documentary viewing. ● Graphic organizer supports student attention and executive functioning during their documentary viewing. ● The graphic organizer will be offered in both paper and digital format to support students' different learning styles, as well as to use text-to-speech & related accessibility features. Google is being used due to students' familiarity. ● Students will be able to map their information needs using drawings, words, or sentences.
Assessment & Reflection	The graphic organizer will have space for student groups to take notes related to the documentaries. These will be used as formative assessment as the librarian rotates among groups and as a summative assessment at the end of the session.
Materials & Resources	**Documentary 1:** Student example (Cliques) **Documentary 2:** Interviewing 3 Families During COVID **Documentary 3:** Freedom of the Press Graphic Organizer (Appendix B)

Lesson 3: Information Needs

Grade Level, Content Area	Journalism / Yearbook Electives
Content Objective	**English SOL 8.9B:** Collect and synthesize information from multiple sources.
AASL Competency	**AASL B.1.2:** Devising and implementing a plan to fill knowledge gaps.
Lesson Objective	Students will refine their research questions. Students will devise a list of keywords.

Link to Background Knowledge	Students have previously developed their research questions. The models that the librarians use today will be based on documentaries that students viewed in the last class.
Hook or Introduction	The librarian will open by talking about how important it is to make a plan when we tackle a complex task. Students will be able to give examples of times when they made a plan and how it helped them. The librarian will then talk about how we need to use a plan when we research as well.
Engagement in Learning	**Whole Class Mini-Lesson (10-15 minutes)** Using the "I do, we do, you do" model, the librarian will introduce the concept of making a research plan. The librarian will model creating a research plan on a general topic by listing what information might be needed and what key words they might search. The whole class will then collaborate to create a sample plan on a model documentary topic. **Small Groups (10m)** Students will then turn to their own group's research question to determine their information needs & brainstorm keywords for research. Chart paper will be returned to each group to use. Comments from classmates, teachers, and the librarian can be used to spark thinking. The librarian will rotate among groups to view maps, asking questions to help students broaden, narrow, or prioritize their information needs. **Supporting All Learners / Differentiation** ● The graphic organizer will be offered in both paper and digital format to support students' different learning styles, as well as to use text-to-speech & related accessibility features. Google is being used due to students' familiarity. ● Students will be able to map their information needs using drawings, words, or sentences.
Assessment & Reflection	The teacher and librarian will rotate amongst each group throughout the small group discussion as an opportunity for formative assessment on each group's research plan and key words. Each group

	will submit their list of key words and plan on their graphic organizer as a summative assessment.
Materials & Resources	Day 2 Presentation (Appendix C) Graphic Organizer (Appendix B)

Lesson 4: Researching

Grade Level, Content Area	Journalism / Yearbook Electives
Content Objective	**English SOL 8.9B:** Collect and synthesize information from multiple sources.
AASL Competency	**AASL B.1.2**: Devising and implementing a plan to fill knowledge gaps. **AASL B.IV.3**: Collecting information representing diverse perspectives.
Lesson Objective	Students will plan for search refinement strategies. Students will summarize information from different sources.
Link to Background Knowledge	We will revisit the research plan that we created together during the third lesson, using that to guide us as we search together. The topic will also be connected to their everyday lives (e.g., cliques, living through a pandemic).
Hook or Introduction	Using a topic from a previous documentary, list 3 facts on the screen. Ask the students which facts are most related to the documentary. How do these facts add to the documentary's authority & authenticity? Why is the inclusion of **relevant** research important?

Engagement in Learning	**Whole Class Mini-Lesson (10-15 min)** The librarian will review what a database is, what might be included in a database, and why we use databases versus a Google search. The librarian will model using keywords from the plans we developed, showing how we can use them to start and refine a search – including searching within results, publication date, and choosing a type of resource. The librarian will model selecting an article, copying the citation, and adding notes. This will be done for each of the 2 databases that students will be encouraged to use. **Individual Work (20-30 min)** Students will use the databases to research their small group's topic. During this time, the teacher and librarian will rotate among the small groups to assist students with the skills of scanning a search, refining a search, and summarizing information that they find. Each group will be visited at least once by each staff member. **Post-Test (5-10 min)** At the end of the block, students will return to their seats to complete the post-test. **Supporting All Learners / Differentiation** ● The graphic organizer will be offered in both paper and digital format to support students' different learning styles, as well as to use text-to-speech & related accessibility features. Google is being used due to students' familiarity. ● Images of the databases are included on each slide, as well as a visual handout that revisits the process of locating the database, searching, and refining the search. ● Citation resources within each database will be highlighted to support student use of citations. ● Students will be able to map their information needs using drawings, words, or sentences.
Assessment & Reflection	The teacher and librarian will use observation & student questioning while rotating among the groups to engage in formative assessment of the research process (including refining searches & summarizing information). Students' research on their graphic organizer, as well as

|	the post-test they will complete, will be used as summative assessment for this lesson and the unit.
Materials & Resources	Day 2 Presentation (Appendix C) Visual Handout: Using Databases (Appendix D) Graphic Organizer (Appendix B) Post-Test

Part III. Results and Reflection

Results

Throughout the first lesson, the teacher and I met with each group multiple times to assess their progress toward question development. Through observation and questioning, I noticed two common problems. First, some groups were having difficulty because their personal interests did not connect to school life (e.g., the Bermuda triangle). Other groups were having difficulty with creating any ideas, possibly due to the open-ended nature of the project. These struggles occurred across groups of single gender, mixed gender, and including students with disabilities or English language learners. Some of this may have been avoided if we had included an "explore" phase, but this was vetoed by the school librarian and classroom teachers. In the moment, I adapted by using questions to walk students through their daily activities and interests at school, as well as offering in-the-moment scaffolding by creating sentence frames for their questions (e.g., "How does _____ impact _____?") At the end of the lesson, I used student graphic organizers and the papers from their gallery walks to analyze their success in composing a question of personal interest to explore. Results were mixed. All sixteen groups had successfully engaged in brainstorming, but only six of groups had well-developed questions that were ready for research. Because this was less than half, the librarian and teachers decided to revisit this objective after viewing documentaries and developing an understanding of how they can explore questions of interest. I also took the lead on leaving feedback on each group's gallery walk. This feedback varied from offering questions to help a group choose between topics, pointing out a need for specificity, or reframing a question with additional information.

During the second lesson, students were assessed on their ability to participate and work together in small and large groups to deconstruct documentaries, their questions explored, and how that information was explored. Student participation in the large group discussion was incredibly varied across the 5th, 6th, and 7th block. During the 5th block, very few students participated in the whole class discussion. However, every group in this period completed their graphic organizer and accurately identified the topics pursued, including the groups with students with disabilities and English language learners. During the 6th block, at least half of the class participated in the whole class discussion. Three of four groups accurately identified the questions of interest with each documentary. The fourth group responded correctly for 2 of the 3 documentaries. It is difficult to compare the results with the 7th block as this part of the project was interrupted by a fire drill that cut 20 minutes from the block.

Students were assessed on two objectives during the third lesson: refining their questions and developing keywords. All groups had finalized their topic of interest. This included one new partnership between two students who required targeted assistance to support processing. With keyword development, six groups (37%) developed 4-5 appropriate keywords.
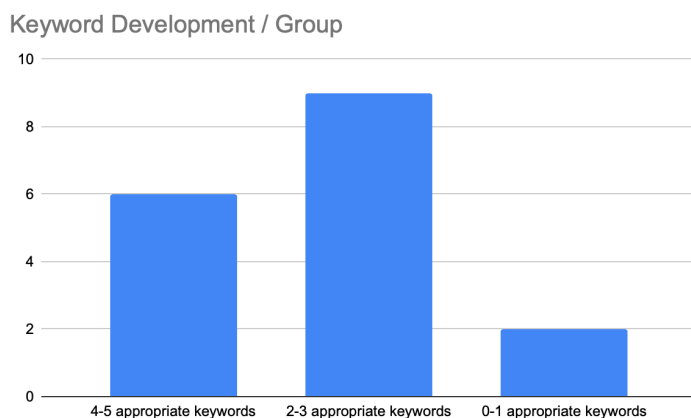
Nine groups (56%) developed 2-3 appropriate keywords; two groups (7%) developed 0-1 appropriate keywords. Overall, I felt that the majority of students developed enough appropriate keywords to successfully search for resources.

Keyword Development / Group

However, I wanted at least 70% of groups to develop 4-5 appropriate keywords. Because of this, there are multiple changes that I would make if teaching this again. Although I increased the amount of scaffolding for this lesson based on student responses in Lesson 1 and 2, I would add one more layer of scaffolding by having students work in their small groups to create a list of keywords for another example that is closely related tbefore creating their own lists. I also would add in an additional check where I signed off on each list of keywords prior to closing out small groups. There were several groups who appeared to be on the right rack for their first three words, but then stumbled in the last 2. I also think that I would build cross-group collaborative opportunities, such as taking turns sharing your list and assessing whether peers can identify your topic or having opportunities to ask peers for suggestions. I think that I under-estimated how challenging this skill may be, especially for youth who are frequently using more natural language searches with Google style tools.

Information Collected by Groups
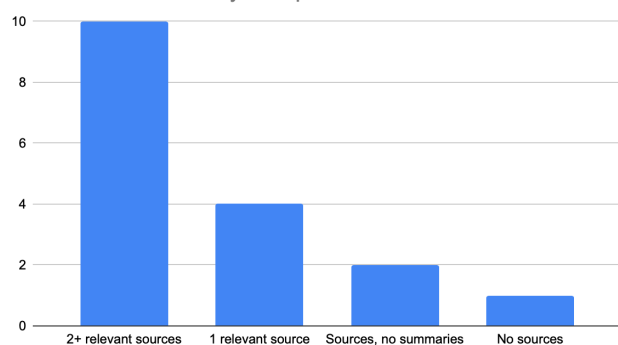
In the final lesson, students were asked to use databases to collect information from diverse perspectives. Ten groups (63%) were able to identify, cite, and summarize at least two relevant sources. This included one group that included a student with a disability. Four groups (25%) identified at least one source. One of the groups that struggled with summarizing their sources was the new partnership between two English language learner students. This group spent more time during these lessons finalizing their topic and determining keywords due to being a new group. They will likely need additional class time and support to
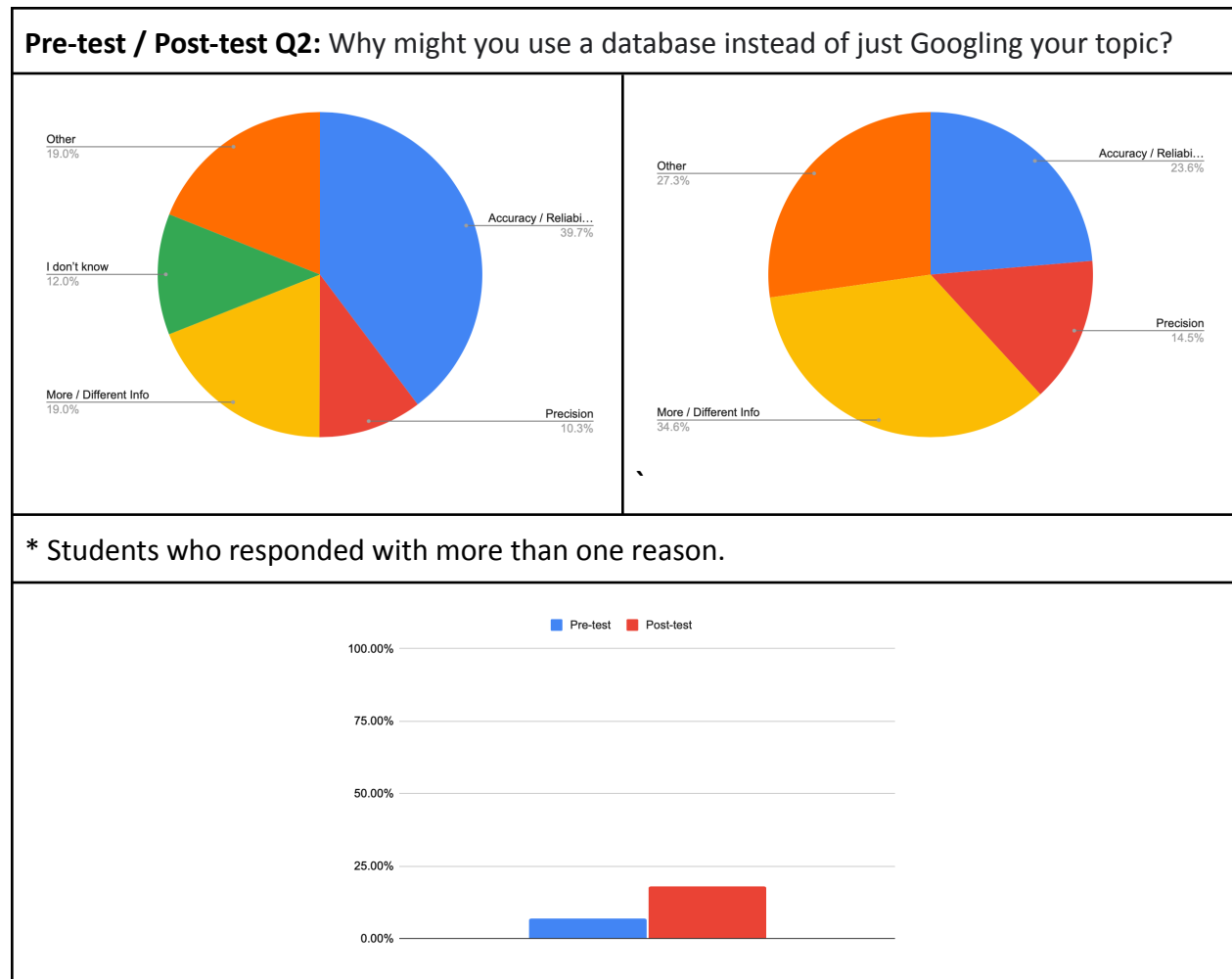
continue their research. Overall, I considered this lesson to be successful at meeting its goals

given the time restrictions as the majority of groups collected information that would be useful

in their documentary planning. However, in the future I would like to follow up this lesson with

additional conferences after students started drafting their documentary scripts. At that point, I

could support students to engage in the metacognitive work of analyzing whether they had

collected enough information and, if not, support them to identify information still needed.

Pre-test / Post-test Q1: When searching for information, I use…		
27.3% 59.1%	73.2% 21.4%	● A question ● A sentence ● A key word ● I don't know
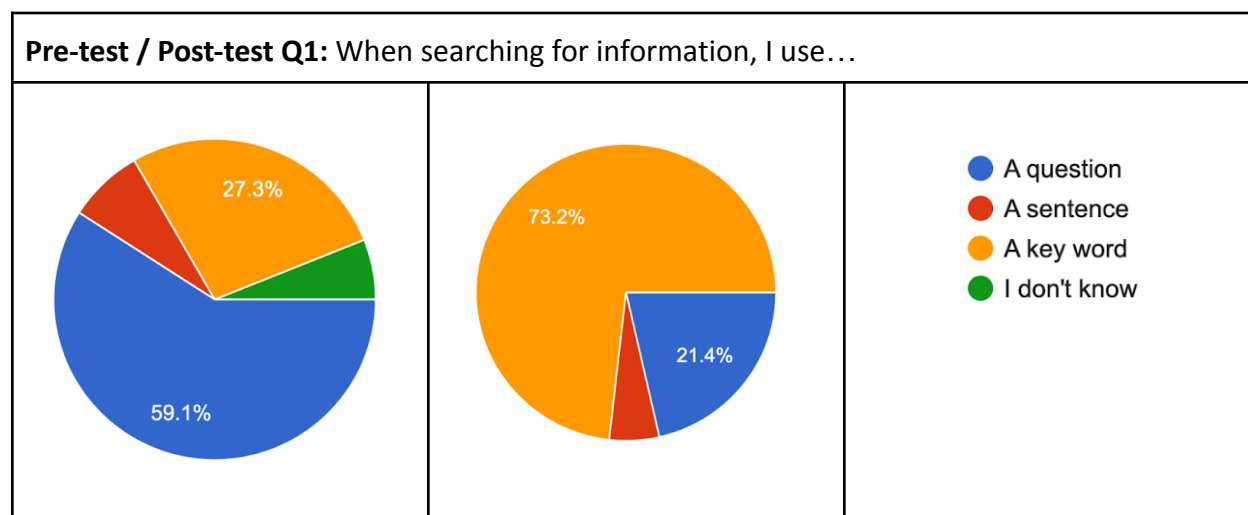
Additionally, students were assessed on their understanding of database use via the

pre-test / post-test process. Students significantly increased their understanding of the

importance of keywords when searching (an increase of 45.9%). The remaining 27% continued

to prefer sentences / phrases, which I did intermittently notice during their database searches.

They often fell back on these strategies when hitting roadblocks. After reflecting on this with my

collaborating librarian, I will ask future students to walk me through their process so that I can

support them to apply their new search strategies in more successful ways. I did acknowledge

that roadblocks and frustration are both normal parts of the research process, but these groups

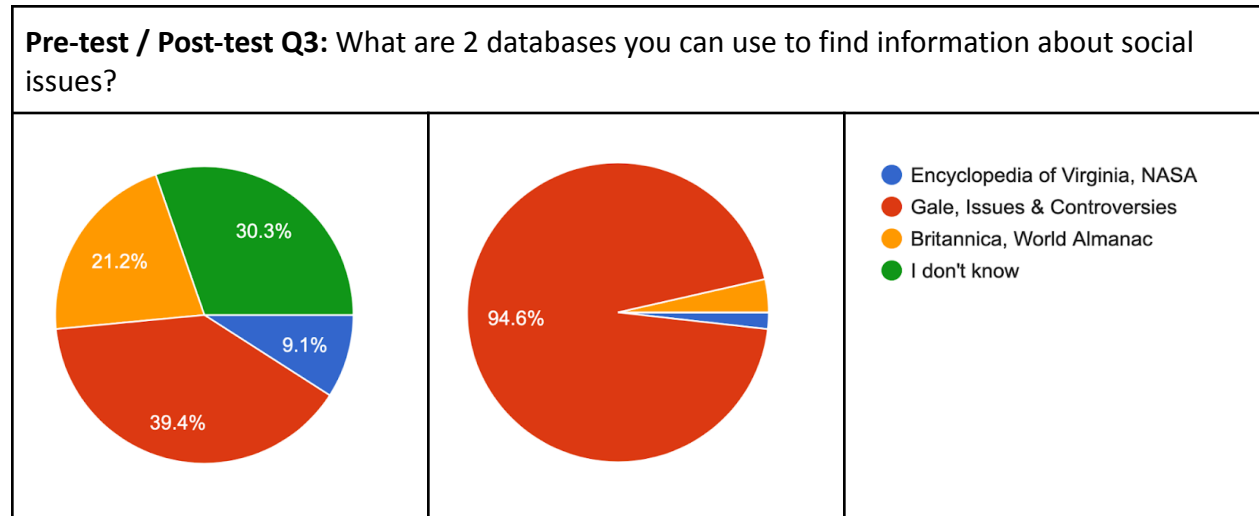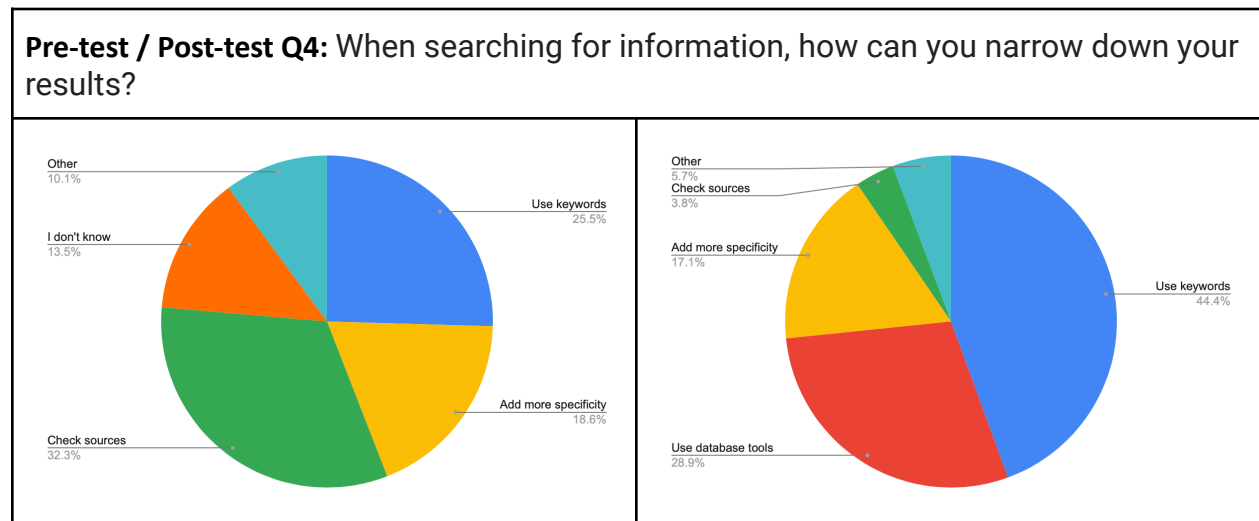needed explicit modeling about how to respond in those moments.

Pre-test / Post-test Q2: Why might you use a database instead of just Googling your topic?

Other
19.0%

Accuracy / Reliabi…
39.7%

I don't know
12.0%

More / Different Info
19.0%

Precision
10.3%

Other
27.3%

Accuracy / Reliabi…
23.6%

Precision
14.5%

More / Different Info
34.6%

* Students who responded with more than one reason.

This question was more difficult to assess due to the open-ended nature of the question. Answers were coded by category. However, several things point to increased understanding across students. First, the number of students who did not know about databases decreased from 12% to 0%. Second, double the number of students recognized that databases can access information that may not be available on Google. Finally, there was an increase in the number of students who listed multiple factors for why one would use a database. We did make improvements in student understanding of databases, but students will likely need many more opportunities to practice with explicit instruction before they deeply understand and can speak about their value for research.

Pre-test / Post-test Q3: What are 2 databases you can use to find information about social issues?

Legend:
- Encyclopedia of Virginia, NASA
- Gale, Issues & Controversies
- Britannica, World Almanac
- I don't know

Pre-test pie chart: 30.3%, 21.2%, 9.1%, 39.4%

Post-test pie chart: 94.6%

Students were the most successful in improving their responses to this question; it is also the only question that is basic recall of information versus analysis. At the pre-test, the number of students who understood which resources were (1) databases, (2) aligned with the topic was not much higher than statistically answering via chance. On the post-test, 94.6% of students correctly identified the appropriate databases.

Pre-test / Post-test Q4: When searching for information, how can you narrow down your results?

Pre-test pie chart:
- Other 10.1%
- I don't know 13.5%
- Check sources 32.3%
- Use keywords 25.5%
- Add more specificity 18.6%

Post-test pie chart:
- Other 5.7%
- Check sources 3.8%
- Add more specificity 17.1%
- Use keywords 44.4%
- Use database tools 28.9%

This is another question that I would consider successful at teaching the majority of the class beginning strategies for narrowing down their search. Prior to this unit, no students acknowledged or understood that there are database tools available to refine a search. After the unit, nearly 30% of students referred to those tools. Additionally, students in the post-test

were more likely to discuss layering keywords or using keywords together, rather than the single keyword referenced in the post-test. Finally, we reduced the number of students who did not know how to refine a search from 13.5% to 0%. "Other" included several English language learner students who responded by listing the names of databases, which highlights the difficulty of relying on a text-based assessment with these students. Although audio tools were available, few students opted to use them. Overall, based on the pre-test/post-test results, I find that this unit was successful at furthering students' knowledge of using databases for research.

Reflection

The most challenging component of the practicum occurred at the very beginning – locating teachers available for collaboration. Through my practicum, I discovered that the scope & sequence of the core classes is tightly regulated, with each core teacher expected to teach the exact same lesson on the exact same day. Collaboration with the school library is not currently a feature of the school culture. At best, the collaboration is limited to connection, where stand-alone lessons are used to reinforce the teacher's curriculum or assignment (Marcoux, 2007). The librarian said that she typically does not know all of the details of the assignment, nor is she involved in establishing rubric criteria to evaluate student research. However, once we started thinking outside the box, we were able to locate two elective teachers (yearbook, journalism) who were excited about the opportunity. These teachers appeared to be open to the idea based on their experience collaborating with each other, which illustrated for me how important it is for the librarian to build relationships and trust with teachers in the school if true collaboration is to be successful.

Throughout the project, I felt that we accessed different aspects of collaboration. In the beginning, when we were able to have common planning time to discuss the teachers' ideas and the ways that we could support the students, we were tapping into ultimate collaboration – my information and instructional delivery was integral to the project, resources supported the ultimate objective, and co-teaching was included in the delivery of lessons one and two (Marcoux, 2007). Because of this collaboration, students were highly engaged in these lessons, with high level of on-task behavior, asking creative questions towards each other, and working towards reaching both the content and AASL standards / objectives.

However, the research-focused lessons fell more in the realms of cooperation or coordination. We were still working towards a shared goal, but the dialogue between myself and the teachers around student success decreased. When I reflect on this, I believe that there were multiple factors in play. First, we did not have additional common planning time after the initial planning, relying on electronic methods (Google Docs, email). While these methods may work for some partnerships, these particular teachers worked better with in person common planning time. This taught me that I need to adapt the tools and methods I use for collaboration to the personalities and needs of those I am supporting. Second, I believe that the classroom teachers felt this was the "library's domain". Stand-alone lessons about research tools are a common practice in this school; this lesson likely felt more in line with that previous practice. Planning each of our roles in guiding and providing feedback during their research would assist, but I also think that this may be something that takes time, planning, and repeated practice to create change at a school level.

As I reflect on this unit, the biggest strength is that students were guided through the process of developing their own questions – which leads to increased ownership and relevance (Jaeger & Nesi, 2014). When students struggled during the first lesson, it would have been really easy to revert to providing a list of ideas. Instead, we helped students engage in the productive struggle, recognizing that this process is not linear (Marino & Eisenberg, 2018). We also frequently reminded students that this process is recursive; questions can be revisited, revised, changed, just as keywords and research focus points might. I acknowledged the emotions that might surface as part of the process, using Maniotes' discussion of hurdles to anticipate difficulties – such as developing a clear focus – and address them with students throughout the process (2021).

Additionally, this unit had strengths in supporting a wide variety of learners. Throughout the unit, we used different strategies – scaffolding, graphic organizers, visual guides – to assist students with thinking critically and organizing their information (Bush, 2006). This was evident in the success of students in making progress towards the learning objectives, especially as I reviewed the resources that students had uncovered. Not only had they found relevant resources to their question, but groups started discussing how this would impact who they interviewed, asked about images and visuals they could incorporate, and started making deeper connections (e.g., understanding how video game research applied to their own lives). I also observed increased inclusion of diverse learners as we progressed. For example, at the start of the unit, one student with autism appeared alienated from the process and disconnected from their group. However, by the end of the fourth lesson, this student's group was overheard complimenting their ideas and using their questions to think about their project from a different

angle In the future, I would incorporate an observation form that would capture and include these observations in a more formal way as they really illustrated the critical thinking skills that students were developing.

The largest weakness in this unit is the lack of the exploration stage. I knew that this the importance of this stage can not be over-emphasized from reading about Newport News' experience with how this activates and builds student background knowledge (Lambasta, Graham & Letteri-Walker, 2014).I had offered multiple ways to engage in this exploration, such as looking at headlines and images from teen magazines, browsing articles about school in the local newspaper, watching clips of teens discussing important issues or previewing teen documentaries. However, there was a repeated fear by the school librarian and classroom teachers that students would simply plagiarize their ideas from the headlines or videos seen. This is why the teachers insisted that students begin developing their questions prior to viewing any documentaries as well. Because we did not have an exploration stage, we ran into predictable problems as students struggled to develop their questions and decide an angle for their research. Revisions to the unit were made to accommodate this, but I think students would have been more efficient in developing their questions and starting their research if we had spent the time exploring. My hope is that I can leverage this experience to better advocate for the inclusion of exploration when engaging in collaborations in the future, as I think that the teachers felt that my advocacy came from inexperience with middle schoolers rather than deep understanding of the inquiry process through my own learning as a future librarian.

Additionally, I felt that the gallery walk had mixed success. Students were highly engaged with reading and discussing the topics as they walked around the room. However,

students struggled with leaving productive comments on the gallery walk papers, despite guiding questions. Students often left generic comments ("I like this idea!"). After reflecting with the school librarian, we decided that students would benefit from sentence frames for guiding their feedback in the future. I also think that the structure of the gallery walk would benefit from being revised. Rather than a loosely structured 10 minute period, it may be beneficial to separate it into components. For example, starting with a silent 3 minute walk where students list two words or people that come to mind for each topic.

Overall, I was pleased with our success in supporting students to develop meaningful questions, explore topics of personal interest, and develop research skills that will support them as they continue their educational journey. I consider myself a reflective practitioner, and look forward to carrying the lessons learned about exploration, providing feedback to students, and collaborative planning to my future collaborative work and instruction.

Part IV: Additional Materials

Meeting / Planning Log

Old Dominion University
LIBS 676 School Library Media and the Curriculum
Practicum Verification Form

Student: Audra Vanderland
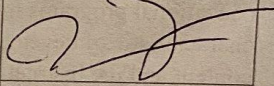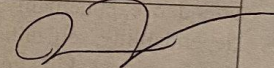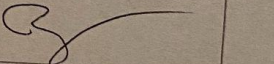
LIBS 676 Class section (CRN): _____

Location of practicum work: Pocahontas Middle School

Address: 12000 Three Chopt Rd, Richmond, VA 23233

Supervising School Librarian: Megan Walker

Total hours completed at location: 16 hours

Date	Hours/Task	Librarian Signature
March 21, 2022 3 hours	Introduction to the library Planning meeting with collaborating teachers	
March 22-25 2 hours	Unit / lesson planning for instruction Designing draft of graphic organizer Drafted pre-test / post-test & exit ticket Google Doc collaboration w/ Mrs. Walker / teachers Email exchange collaboration with teachers	
March 30, 2022 4.5 hours	Collaborative planning with Mrs. Walker Instruction (Blocks 6, 7, 8)	
Mar 31 - Apr 11 2 hours	Review of exit tickets, graphic organizers Review of feedback from Mrs. Walker Unit / lesson planning for instruction Email exchange collaboration with teachers	
April 12, 2022 4.5 hours	Collaborative planning with Mrs. Walker Instruction (Blocks 6, 7, 8)	

Comments:

Video / Recording

This video is of Lesson 3 (keywords) with one block of students, taught on April 12.

Lesson 1 Student Work (Brainstorming)

Documentaries will need…
a topic & compelling questions.

Great questions…
are more than yes or no
can't just be Googled
are meaningful
relevant
clear & focused

Brainstorm Space: What question are you going to answer?
What problem do you want to solve?

Why is the media such a big part of teens' lives?

How does the media impact grades for teens?

How does the media change how teens think?

How much time do teens spend consuming media each day?

Documentaries will need…
a topic & compelling questions.

Great questions…
are more than yes or no
can't just be Googled
are meaningful
relevant
clear & focused

Brainstorm Space: What question are you going to answer?
What problem do you want to solve?
- Is dress code gender orientated
- are sports helpful in a teen's life
- How has covid affected student's social life
- Does reporting school shootings boost the motive for shooters to be famous

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Documentaries will need…
a topic & compelling questions.

Great questions…
are more than yes or no
can't just be Googled
are meaningful
relevant
clear & focused

Brainstorm Space: What question are you going to answer?
What problem do you want to solve?

The effects of the school day on teens mental health

Sports-Swim,Soccer,Softball, Track,Tennis

Documentaries will need…
a topic & compelling questions.

Great questions…
are more than yes or no
can't just be Googled
are meaningful
relevant
clear & focused

Brainstorm Space: What question are you going to answer?
What problem do you want to solve?
- Anxiety
- Body Image
- Bullying
- Stress(Depresion)

Lesson 1 Group Feedback

Brainstorming	Gallery Walk	Teacher / Librarian Comments
School Sports - how do sports affect our academics?	How do sports affect academics? How do sports affect mental health? How do sports affect our outside life? How do sports affect our physical health? How do people balance sports & school?	These are all great questions. You may want to choose 1, or at most 2, so that it's manageable for this. Which Q is the most interesting to you? What do you want to talk about with other teens?
Anxiety Body Image Bullying Stress(Depresion)	How does anxiety affect people?	I love your big idea! Can we add more detail to help you not be overwhelmed with research. Do you mean teens or all people? Is there a specific anxiety or situation that you want to investigate?

What makes kids fail How do after school clubs help kids learn How do electives help kids	What makes students fail?	Your classmates gave you some ideas that might help you narrow your topic down… What aspect interests you most? Ex: How does _____ affect (student success, failure, grades)?
Homework	Why homework is bad Why do we have it How is it useful Does it make us remember our work more? Are teens overloaded with work? Does it affect teens mental health?	I think you have good clarifying questions to help you explore homework. Be careful about "why homework is bad" -- you've already decided an answer so the Q is a bit biased. Could you rephrase it? I like your Q about if it helps students remember their work.

Lesson 2 Student Work (Documentary Viewing)

Documentary Viewing

	"Cliques"	NYT Film Club Selection	C SPAN: Freedom of the Press
What question did they explore?	What are cliques and are they bad.	I don't know	What does it mean to be american
What did you notice about the filming style?	It's very well edited and has good transitions.	It's very good quality and more professional	It's very good quality and looks like a professional made and edited this
What did you notice about the audio?	It's sorta quiet and fuzzy.	It's very clean and clear	It has good background music
Was there anything that surprised you?	Even teachers have cliques.	There was a lot of arguing	Most countries don't have freedom of press

Documentary Viewing

	"Cliques"	NYT Film Club Selection	CSPAN: Freedom of the Press
What question did they explore?	What is a clique A clique is a small group of people that have similar interests and features	The do's and don'ts of parenting	IS freedom of the press being taken away?
What did you notice about the filming style?	They used many angles while filming.	It's mostly recorded by the families.	They had lots of transitions and the quality was very good
What did you notice about the audio?	They had music in the background And sometimes there was a lot of background noise	They have some background music.	They had no background noise except for music The music is changed depending on the mood.
Was there anything that surprised you?	The fact that they referenced mean girls	It looked more like a homemade documentary.	How many interviews they got with people

Documentary Viewing

	"Cliques"	NYT Film Club Selection	C-SPAN: Freedom of the Press
What question did they explore?	What is a clique	How do different parents deal with their families during covid	What does it mean to be american
What did you notice about the filming style?	They use transitions	They used clips and had one on one interviews	They used a clip of the students talking about the documentary
What did you notice about the audio?	They used sound clips	They made the people talking voice overs	They used music in the background
Was there anything that surprised you?	They used movie clips	That the family had 9 people	That they interviewed people that aren't students and are actual workers for news

Lesson 3 Student Work (Keywords)

What are five keywords I could use when searching?	What are five keywords I could use when searching?	What are five keywords I could use when searching?
Mental health	Dress code	Social Media
Students	unfair	Teenagers
sports	sexist	Mental Health
brain	Middle school	Discrimination
Teenagers	outdated	Peer Pressure

What are five keywords I could use when searching?	What are five keywords I could use when searching?	What are five keywords I could use when searching?
School Safety	School failure	Covid-19
drills	Bad grades	Students
reactions	How to be prepared for school	Covid affected social life
Intentions	School stress	Social life changes
Awareness	Peer pressure	Quarantine effects

Lesson 4 Student Work (Databases)

Our Research

Copy this slide for each source.

1. Log in through **Clever**.
2. Scroll down to **HCPS Library**.
3. Click on **Gale Middle Schools** or **Issues & Controversies**.

Source Citation: Staats, Cheryl. "Understanding implicit bias: what educators should know." *American Educator*, vol. 39, no. 4, winter 2015, pp. 29+. *Gale In Context: High School*, link.gale.com/apps/doc/A439363051/GPS?u=middle_school&sid=bookmark-GPS&xid=e5877b31. Accessed 12 Apr. 2022.

Link to article:
https://go.gale.com/ps/retrieve.do?tabID=T003&resultListType=RESULT_LIST&searchResultsType=SingleTab&hitCount=3&searchType=AdvancedSearchForm&currentPosition=3&docId=GALE%7CA439363051&docType=Article&sort=Relevance&contentSegment=ZXBK-MOD1&prodId=GPS&pageNum=1&contentSet=GALE%7CA439363051&searchId=R3&userGroupName=middle_school&inPS=true

Summarize This explains why kids react the way they do when unordinary things(lockdowns, fire alarms, tornado alerts) happen. Sometimes those screams are for fun, but other times their screams of real fright.	**Questions / Comments**

Source Citation: Wallace, Stephen Gray. "A Through Line: CARING, COMPASSION, and CONFLICT RESOLUTION." *Camping Magazine*, vol. 92, no. 6, Nov.-Dec. 2019, pp. 40+. *Gale In Context: High School*, link.gale.com/apps/doc/A611537997/GPS?u=middle_school&sid=bookmark-GPS&xid=1327cc28. Accessed 14 Apr. 2022.

Link to article:https://go.gale.com/ps/retrieve.do?tabID=T003&resultListType=RESULT_LIST&searchResultsType=SingleTab&hitCount=5326&searchType=BasicSearchForm&currentPosition=13&docId=GALE%7CA611537997&docType=Article&sort=Relevance&contentSegment=ZXBK-MOD1&prodId=GPS&pageNum=1&contentSet=GALE%7CA611537997&searchId=R1&userGroupName=middle_school&inPS=true

Summarize important information. If you put yourself in the place of the person you are arguing with, it can help you understand their position.	**Questions / Comments**

Source Citation: Pavlakis, Alyssa, and Rachel Roegman. "How dress codes criminalize males and sexualize females of color: Too often, school dress codes are enforced in ways that disproportionately impact students of color--both male and female." *Phi Delta Kappan*, vol. 100, no. 2, Oct. 2018, p. 54. *Gale In Context: High School*, link.gale.com/apps/doc/A562866812/GPS?u=middle_school&sid=bookmark-GPS&xid=1ce59ecc. Accessed 12 Apr. 2022.

Link to article:
https://go.gale.com/ps/retrieve.do?tabID=T003&resultListType=RESULT_LIST&searchResultsType=SingleTab&hitCount=4196&searchType=BasicSearchForm&currentPosition=10&docId=GALE%7CA562866812&docType=Article&sort=Relevance&contentSegment=ZXBK-MOD1&prodId=GPS&pageNum=1&contentSet=GALE%7CA562866812&searchId=R4&userGroupName=middle_school&inPS=true

Summarize important information. It explains that the dress code is very bias based on race. If a white boy were to wear a form fit tank top, he would just look like your typical basketball player. But if a black boy were to wear one, it would be "inappropriate" or "enforcing gang culture". Also, dress code is bias towards curvy black girls because they cant wear certain things because of the shape or size of their body that a so called "twig girl" could wear.	**Questions / Comments**

Source Citation: "Bullying and Cyberbullying Become a National Concern." *Historic U.S. Events*, Gale, 2015. *Gale In Context: High School*, link.gale.com/apps/doc/BT2359039975/GPS?u=middle_school&sid=bookmark-GPS&xid=79904a54. Accessed 12 Apr. 2022.

Link to article:
https://go.gale.com/ps/retrieve.do?tabID=T001&resultListType=RESULT_LIST&searchResultsType=SingleTab&hitCount=17&searchType=AdvancedSearchForm&currentPosition=2&docId=GALE%7CBT2359039975&docType=Event+overview&sort=Relevance&contentSegment=ZXBK-MOD1&prodId=GPS&pageNum=1&contentSet=GALE%7CBT2359039975&searchId=R3&userGroupName=middle_school&inPS=true

Summarize important information. People are age are being impacted by the social media negatively through cyberbullying and suicide. Examples of individuals our age are being affected by the social media are shown in this article, and the impacts of cyberbullying can be found in this article. This article sticks to the informational theme.	**Questions / Comments** How can we bring attention to this? Will we mention solving these problems?

Reference List

Jaeger, P., & Nesi, O. M. (2014, November/December). Real-life research: Project Runway

makeover model. *Knowledge Quest, 43*(2), 60-63.

Lambusta, P., Graham, S., & Letteri-Walker, B. (2014, November/December). Rocks in the river:

The challenge of piloting the inquiry process in today's learning environment. *Knowledge*

Quest, 43(2), 42-45.

Marcoux, B.L. (2007). Levels of collaboration: Where does your work fit in? *School Library Media*

Activities Monthly, 24(4), 20-24.

Marino, J. & Eisenberg, M. (2018, November/December). Beyond the research project: Inquiry

every day and every way. *Knowledge Quest, 47*(2), 56-60.

Bush, G. (2006). Learning about learning: From theories to trends. *Teacher Librarian*, 34(2),

14-18.

Appendix A: Day 1 Slides
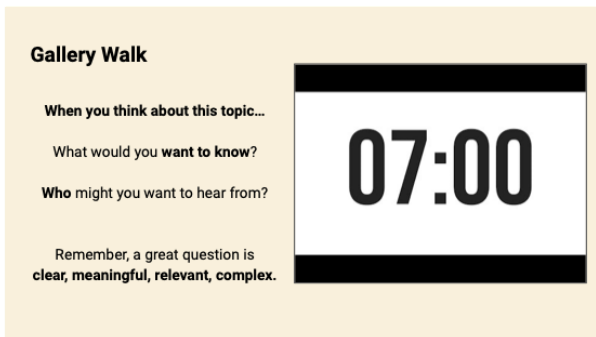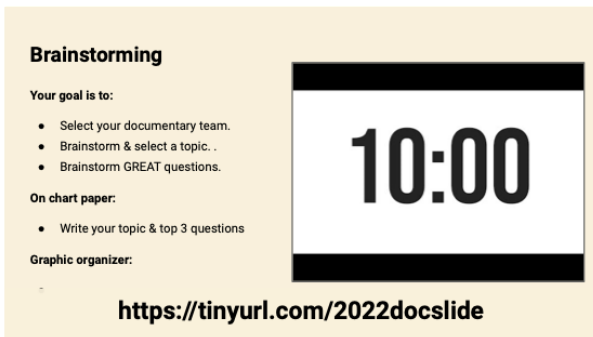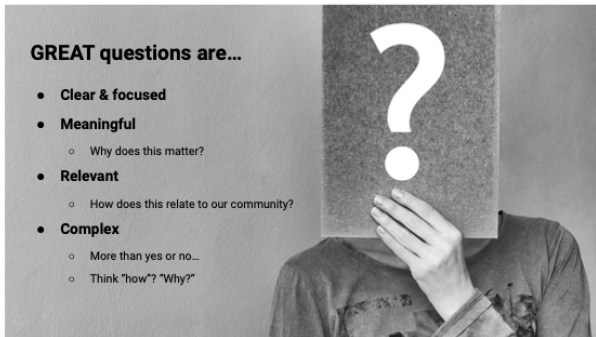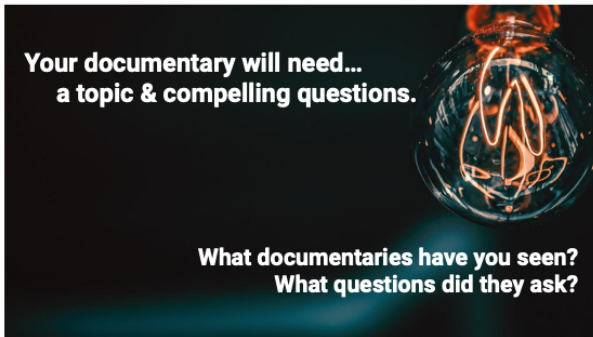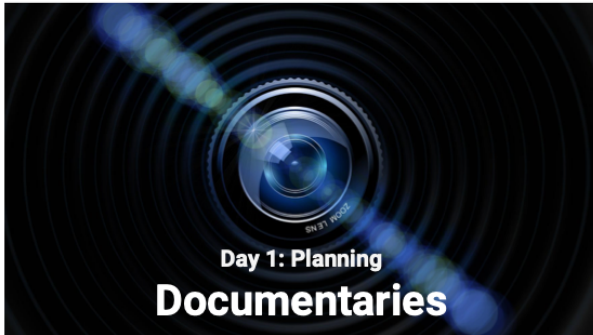
**GREAT questions are...
REVISED & REFINED.**

- Review your chart paper.
- Is our question...
  - Clear and focused?
  - Meaningful?
  - Relevant?
  - Complex?

05:00

Documentary Viewing

	"Cliques"	NYT Film Club Selection	CSPAN: Freedom of the Press
What question did they explore?			
What did you notice about the filming style?			
What did you notice about the audio?			
Was there anything that surprised you?			

Next Steps

- **What do you need to know?**
- **What facts are you missing?**
- **Who might you need to interview?**

Before you go, submit your exit ticket: https://tinyurl.com/330exitticket

Appendix B: Student Graphic Organizer

Documentary Team

Name	User Name	Phone Number

File Edit View
Share

Share this document with your teacher, Mrs. Walker (mawalker3), and Ms. Vanderland (alvanderland).

Documentaries will need…
a topic & compelling questions.

Great questions…	Brainstorm Space: What question are you going to answer? What problem do you want to solve?
are more than yes or no can't just be Googled are meaningful **relevant** clear & focused	

Documentary Viewing

	"Cliques"	NYT Film Club Selection	CSPAN: Freedom of the Press
What question did they explore?			
What did you notice about the filming style?			
What did you notice about the audio?			
Was there anything that surprised you?			

Information Needs

Think about your question & what you noticed. What information might you need to research? Who might you interview?

Research: Make A Plan.

What are five keywords I could use when searching?	How will I know if I'm on the right track?
	How could I refine my search?

Our Research

Copy this slide for each source.

1. Log in through **Clever**. 2. Scroll down to **HCPS Library**. 3. Click on **Gale Middle Schools** or **Issues & Controversies**.	
Source Citation:	
Link to article:	
Summarize important information.	**Questions / Comments**

Our Research

1. Log in through **Clever**.
2. Scroll down to **HCPS Library**.
3. Click on **Gale Middle Schools** or **Issues & Controversies**.

Source Citation:	
Link to article:	
Summarize important information.	Questions / Comments

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1. Log in through **Clever**.
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Source Citation:	
Link to article:	
Summarize important information.	Questions / Comments

Our Research

1. Log in through **Clever**.
2. Scroll down to **HCPS Library**.
3. Click on **Gale Middle Schools** or **Issues & Controversies**.

Source Citation:	
Link to article:	
Summarize important information.	Questions / Comments

Our Research

1. Log in through **Clever**.
2. Scroll down to **HCPS Library**.
3. Click on **Gale Middle Schools** or **Issues & Controversies**.

Source Citation:	
Link to article:	
Summarize important information.	Questions / Comments

Our Research

What did you learn that is MOST important to share? How will you share it?

Appendix C: Day 2 Slides

Planning & Research
Documentaries Day 2

Day 2 Agenda

We can create a list of keywords. We can plan how to refine our search. We can select & summarize resources.

Lesson: How do I make a research plan?

Small groups

Lesson: How do I use databases?

Individual: Research

Post-test

Planning Research

What do you know?

What do you need to find out?

Think about...

Who is impacted? How many? Where are they?

Who are the experts? What are they saying?

What does _____ look like?

Why is this important?

Why do we use keywords?

Design
Databases are typically designed to match keywords.

Targeted
You can focus in on a specific element of your topic.

More Control
You can decide what to include & what to exclude.

Tips: Main Ideas, Nouns, Synonyms / Antonyms

Using keywords is a process!

Let's look at... Pandemic Life

Think about your question & what you noticed. What information might you need to research? Who might you interview?	What are five keywords I could use when searching?

Let's look at... Pandemic Life

Think about your question & what you noticed. What information might you need to research?	What are five keywords I could use when searching?
• How did school closures impact family dynamics? • How many schools were closed during the pandemic? For how long? • What was the most challenging for families? **Who might you interview?** • Families -- different kinds of families with different ages and numbers of kids that go to lots of different schools • Interview them together and separately	Pandemic parenting COVID-19 School closures family stress relationships

Let's try it with... Cliques

Think about your question & what you noticed. What information might you need to research? Who might you interview?	What are five keywords I could use when searching?

Let's try it with... Cliques

Think about your question & what you noticed. What information might you need to research?	What are five keywords I could use when searching?
• What do cliques look like in our school? • How do cliques impact friendships? • How do cliques impact mental health? **Who might you interview?** • Teenagers with different interests • Teachers or administrators • Psychologist or social worker?	Cliques Teenagers Friendships Social groups Bullying (*Relational aggression*)

Small Groups

`10:00`

Think about your question & what you noticed. What information might you need to research? Who might you interview?	What are five keywords I could use when searching?

Why do we use a database?

1 Authority
Compiles research by journalists and academic experts related to the topic

2 Accuracy
Accuracy has been checked by others, especially in academic journals
Note: Be aware of whether you're reading an article, a journal, or an opinion article!

3 Deep Web
Most of the internet is not actually accessible via a search engine!

What databases will be useful to us?

Gale Middle
This database searches magazine & news articles, academic journals, books and encyclopedias, among others.

Issues & Controversies
This database shows different perspectives on current hot topics, with links to news and opinion articles.

Gale Middle

01 → 02 ← → 03 ← → 04

Access
Log-in to Clever. Select Gale Middle.

Search
Start with one of your search terms.

Refine
"Filter within results" with a second search term.

Select
Scan the results and select most relevant.

What did we do during our search?

How will I know if I'm on the right track?
- Scan the titles
- Skim the summaries
- Scan the most relevant articles

How could I refine my search?
- "Filter within results"
- Select a type of resource.
- Combine keywords.

Research: Choose a database.

Remember:
1. **Access**
2. **Search**
3. **Refine**
4. **Select**

20:00

Next Steps

Review your research. Is there anything you still need?

What will you include in your documentary film?

Brainstorm: How will you include it?

- Reporter
- Visual
- Other?

Next, you'll begin writing your scripts & getting ready to film!

Post-test time!

Thanks!

Do you have any questions?
addyouremail@freepik.com
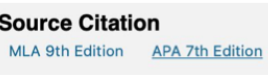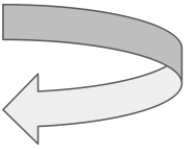+91 620 421 838
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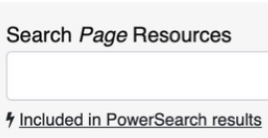
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by **Slidesgo**, including icons by **Flaticon**, and
infographics & images by **Freepik**

Appendix D: Visual Guide for Gale

Research with Gale

Middle School **GALE** CENGAGE Learning **Access**	● Log-in to Clever. ● Select GALE MIDDLE.
Search *Page* Resources ⚡ Included in PowerSearch results **Search**	● Choose a keyword. ● Enter it in your search.
FILTER YOUR RESULTS Publication Date / Subjects Publication Title / Search Within **Refine**	● Scan the results. ● "Search within" with keyword.
↖ **Select**	● Scan. What is most relevant? ● Select & skim. Is this the information I need?
Source Citation MLA 9th Edition APA 7th Edition **Summarize**	● Summarize what's important. ● Copy your citation. ● Write your questions or thoughts.
⟲ **Repeat**	● Select a different article, OR ● Try your search with a different keyword to get different results.