

Funded with a Perry Township Education Foundation (PTEF) grant

Action Research

Collaborating Partners:
Leslie Preddy, library media specialist
Jenny Moore, 8th grade US History
Dr. Pat Nun, consultant



“Several studies over the past decade indicate that schools that show high achievement by students also tend to have curriculum-integrated library media programs.”

Source: Shannon, Donna. "The Education and Competencies of School Library Media Specialists: A Review of the Literature." *School Library Media Research* Volume 5, 2002. Paraphrased by Dr Daniel Callison in *Information Inquiry: Key Words, Concepts, & Assessments for Literacy K-College Handout*, ALA Annual Conference, June 2004.

Research Action Question

Does the use of Information Inquiry and library media specialist-teacher collaboration have an impact on students?

Hypothesis

Teacher and library media specialist collaboration during research projects will increase student achievement, participation and feelings of success with the research process as students gain a better working knowledge of how to manage information tasks appropriately.

What is Information Inquiry?

- An application of the ancient Socratic Method of teaching through self-posed and mentor-posed questions in order to gain meaning in today's overwhelming Information Age.

Source: Callison, Dr. Daniel. *Information Inquiry: Key Words, Concepts, & Assessments for Literacy K-College*. Brochure, ALA Annual Conference, June 2004.

Why Information Inquiry?

- Authentic Learning
 - Learning is Student-Centered
 - Student learns to reach for information beyond the school
 - Student acts as scientist
 - “Real” research: collect original data through survey, interview, experiment
 - Life-long Learning
 - Instructional Collaboration

“Teaching a student to find information and process it in their daily lives is one of the highest skills they can attain!” Jenny Moore

Source: Callison, Dr. Daniel. *Information Inquiry: Key Words, Concepts, & Assessments for Literacy K-College*. Handout, ALA Annual Conference, June 2004.

What do we want to know?

- Does classroom teacher-library media specialist collaboration have an impact on students?
- Does Information Inquiry increase student participation and understanding of research?
- Does having more than one intensive research project a year make a difference in students?

The Supplies

Supply List

- Good collaborative team – must work together effectively.
 - Time to Plan, Teach and Assess Collaboratively
- Parental permission
- Consultant to design data tools and analyze and interpret data results
- Student Pre and Post survey, Self Evaluation, and Daily Reflections with each project.
- Provide outlet for daily student-educator communication through a Daily Reflection.
- Ample student time for each research phase and skill.

Accessories

- Student privacy and confidence must be maintained at all times. Students need to feel secure or they won't confide and share!
- Allow students to be honest and communicate without fear of recrimination.
- Allow students to express joys, needs, frustrations, etc. in written and verbal ways.

Assignments

- Fall: August 21-September 12 (3 week project)
 - Native American Project
 - Individual study of a specific tribe
 - Brainstorm and develop research questions as a class
- Winter: December 1-18 (3 week project)
 - Colonial and Revolutionary America
 - Choose a famous person or career of the time
 - Questions developed individually
- Spring: April 14-May 7 (3 ½ week project)
 - American Civil War
 - Choose any topic related to the time period
 - Develop own questions
 - Involve community when research and to sharing results



Reflecting & Journaling

- Allow time at conclusion of each research day to address the day's
 - Tasks & Responsibilities
 - Accomplishments
 - Problems
 - Feelings and Opinions
- Provides for a regular opportunity for
 - Communication
 - Self Analysis
 - Personal Reflection
 - Thinking Beyond the Moment

The Route

Collecting the Data

- Three Research Projects
 - Pre-Research Survey given before research instruction begins
 - Post-Research Survey given before ANY grade has been given to students
- Grade Book
 - Research Journal
 - Final Product
- Daily Reflections
- Student Self Evaluation



The Consultant

- Guided educators to use appropriate scientific data collection procedures
- Contributed to development of Pre and Post Research Surveys
 - Qualitative (written expression of feelings and opinions)
 - Quantitative (0-4 point scale, 4 = 'very successful')
- Maintained spreadsheets of data collected
- Assisted in the analysis and interpretation of data

The Schedule

Classes

- 8th grade U.S. History Social Studies
 - Six class periods
 - Five periods of 'average' students
 - One period of IDEA (gifted and talented)
- Collaborative Teaching
 - Classroom teacher lead instruction on curricular topic
 - Library media specialist lead instructor throughout research process
 - Period Five
 - Library Media Specialist was lead instructor for Project 1
 - Classroom teacher was lead instructor for Projects 2 and 3

Groups

- For data collections purposes, all students were assigned to one of four groups.
- Daily Reflection communication
 - Group 1 received only *written* comments on reflection
 - Group 2 received *no* comments or feedback, just a '+' or 'x'
 - Group 3 received written comments on reflection *and* one-on-one assistance as needed based on what was written on reflection
 - Group 4 did not participate in data collection either due to parent request or transferred in after first project was completed
- IDEA class
 - Removed from data analysis

The Report Card

Assessment

- Daily Reflection/Journaling
- Source Notes
- Annotated Bibliography
- Peer Conference
- Self Evaluation
- Teacher/SLMS Evaluation
- Research Journal



Student Participation

143 Students in Groups 1, 2 and 3

- Incomplete Rates
 - Overall reduced from 28 students (19.5%) with first project to 10 students (7%) by final project
- Period 5 (collaborative teaching minimal)
 - Incomplete rate reduced from 8 students in first project to 5 students by final project (no other class had similar concentration)
 - 50% of students in study that finished the year with ‘incomplete’

What does it mean?

- Great growth was shown by the end of the year in student’s use of ‘successful’ language.
- Percentage of students commenting on good grades declined as the year progressed.
- Indication that students were focused on doing well for **own satisfaction and not a grade.**

Source: Post Research Surveys and Reports

Instructional Value

- Builds student’s self-confidence for successfully managing today’s information needs.
- Encourages sense of ownership.
- Clear assessment tools for knowing where students are and what needs to be reinforced the following day.
- Builds sense of ownership in which students are encouraged to try things never before done.
- Initial indication is that incorporating journaling ‘communication’ influences student commitment.

Source: Post Research Surveys and Reports

Our Conclusion

- Regular opportunity for journaling provides an effective channel for students to reflect and communicate.
- Provides a venue for individualized attention and occasion to assess student’s individual growth.
- Journaling leads to focus on critical problems and better management of communication between student and teachers.
- Students having two teachers as a resource, which allows for further student growth and enrichment.
- Our data shows us a positive correlation between student achievement and effective teacher-library media specialist collaboration.

Source: Post Research Surveys and Reports

In Their Own Words

In Their Own Words...

The following are examples of student comments from Daily Reflections, Self Evaluations and Post Research Surveys.

- ▶ Provide insight into student's growth
- ▶ Provide key to frustrations of students
- ▶ Provide communication between student and educators that would not be present otherwise (can't reach 180 every day any other way)
- ▶ Used to determine need to review, reinforce or re-introduce certain information instruction

Basic Thought

- What did I do today?
- What question was I trying to answer?
- What do I need to do next?

"I'm going to get a little more on [my question] before I move on."

"...not talk so much."

"... [I need to] keep having fun with this project!"

"What did Lincoln think about slavery before his presidency and did it change during the war?"

Explain something new I learned.



"I learned that some of the medicines they used were poisonous and actually killed some patients!"

"I learned better skimming techniques today"

"I feel that the teacher is very mean and doesn't like me"

"I learn that less conversation gets more work done"


New questions that I now have about my topic, project, or research skills.

"What did the lyrics [to the songs] mean then?"

"What affect [his inventions] had on the colonists?"

"How did slaves cope with all the beatings they received?"

"I want to start answering my other questions, but I need to better answer this first [one]. (more complete) What do you think?"



"Why was satire so big back then?"

People that helped me today and what they did to help.


"Nobody helped me because it was so easy to find stuff"

"Brittani showed me how to use Inspire."

"Maggie cheered me on + helped me keep going when times got rough!"

"Jeri helped me find the copywrite (sic) date."

"Mrs. Preddy helped me on my Strategy and finding the right book"



"I had no help from nobody."

"Mrs. Moore helped me focus"

What problem, if any, did I have today?



"I had problems finding specific information because there wasn't an index in my book."

"I really didn't learn much because I kept reading the same thing over."

"The only problem I had was that one of the books was confusing"

"I feel I need to change sources since I was not finding much"

"Trying to concentrate..."

How do I feel about today?

"I feel good cause I got everything done I wanted done"

"I feel better than yesterday..."

"I am so happy! I found answers to my questions!"

"Relieved that I finished one source..."

"This is getting really interesting!"

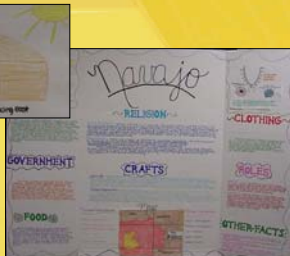
"Aargh! This is so frustrating - I can't find anything - help me!"



"I think I worked a little better [but] I need to research more"

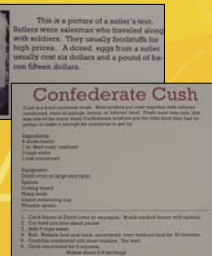
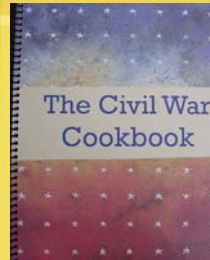
In Their Own Words

"I did one of my best because this was the first project that my Mom and Dad didn't help on."



In Their Own Words

"It's not really fun but sometimes you can find some stuff - really cool."



In Their Own Words

"Well, in the past I didn't do my work, because I thought it was a waste of time. So I went and just played around. Now I think I really can do research."

"Anybody is capable to do research whether they believe it or not."

Blackfoot Tipi
The Blackfeet used tipis as homes because they were easy to take up and down. They were made of buffalo skin and sticks. The door usually had the family symbol on it. The outside had historic information and geometric designs.



In Their Own Words



"Dang all the hard work, when it's completed I feel great."

The Answers Revealed

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References

- Callison, Dr. Daniel. *Information Inquiry: Key Words, Concepts, & Assessments for Literacy K-College*. Brochure, ALA Annual Conference, June 2004.
- Nun, Dr. Patricia. Action Research data tables and reports 2003-2004.
- Preddy, Leslie. Student Inquiry in the Research Process. July 21, 2004 <http://pmms.msdppt.in.us/imc/Inquiry/index.htm>

