Day 4

Teachers work directly with students needing additional assistance based on Day 3 exit tickets. Students complete their research and begin identifying elements of their glogs using the Project Guide.

Day 5

Students work on their glogs in the computer lab, using their notes and the Project Guide. Teachers will assist as needed and assess using prompts from the Project Guide.

Day 6

Students finish their work on their glogs.

The classroom teacher and school librarian schedule time for the *Glogster* presentations. Students will use the checklist for recording information for each presentation (see *Glogster* Checklist, page 7). For a final rating of each presentation, items 1-6 from the checklist were adapted for a student survey using clickers to record responses.

Assessment/Evaluation:

Students will use the Project Guide and *Glogster* Checklist to assess their work and take notes on the presenta-

tions, as will the teachers. The Question Exit Ticket will be used to assess questions and how they are answered. A student survey will be conducted for presentation feedback.

Follow-Up:

Teachers share three or four glogs that were assessed by students as good examples and critique the process for the class. Students could write their own myths about their topic or they could write a persuasive essay about why the phenomenon is real or factual. Students will use *Glogster* for other projects throughout the year.

Reading/Language Arts:

Heads Up!: A Checklist for Transitioning to College

by Patricia Owen

This assignment requires senior English students to locate and use scholarly sources about the Middle Ages in preparation for a unit on Chaucer's *The Canterbury Tales*. Together, a school librarian and an academic librarian integrate into the assignment the first-year information literacy skills expected at the college level (see "A Transition Checklist for High School Seniors" on pages 20-23).

Information Literacy/ Inquiry Objectives:

Connecting to AASL's *Standards for the 21st-Century Learner*:
- ►Find, evaluate, and select appropriate sources to answer questions (1.1.4).

- ►Demonstrate mastery of technology tools for accessing information and pursuing inquiry (1.1.8).
- ►Display emotional resilience by persisting in information searching despite challenges (1.2.6).
- ►Organize knowledge so that it is useful (2.1.2).
- ►Connect understanding to the real world (2.3.1).

Curriculum (subject area) Objectives:

Ohio English Language Arts Academic Content Standards
- ►Gr.12 Research Standard Benchmark B: The students will compile, organize, and evaluate information, take notes and summarize findings.
- ►Gr. 12 Research Standard Benchmark E: The students will communicate findings, reporting on

the substance and processes orally, visually, and in writing or through multimedia.
- ►Gr. 12 Communications Benchmark E: The students will give information presentations that contain a clear perspective, present ideas from multiple sources in logical sequence, and include a consistent organizational structure.

Grade Level: 12

Resources:

Digital:
    Owen, Patricia L. *INFOWEN*. http://www.infowen.info
    Humanities International Index (database)
    PowerPoint presentation
    Kent State University. *Transitioning 2 College: Helping You Succeed.* http://

www.transitioning2college.org/
Handouts and Materials:
  Checklist of 12-13 Skills handout and
    poster
  Library of Congress Classification
    Sample
  Library of Congress (LC) & Dewey
    Decimal Classification (DDC)
    posters
Popular magazines and scholarly
  journals

Instructional Roles:

The senior English teacher, the school librarian, and a visiting academic librarian collaborate to plan and instruct a three-day lesson to support an existing course assignment (see pages 20-23). All three educators have planning and instruction input into the lessons. The English teacher explains the assignment in detail in the classroom the day before the lesson begins and facilitates students during the lesson.

Procedures for Completion:

Day 1 in the Library: 45 minutes

The academic librarian shares the research expectations of college professors for first-year students and introduces the checklist. *Transition 2 College* video clips are shown, emphasizing information literacy skills needed by college freshmen and guides a brief Q & A session. The 12-13 checklist is introduced (see page 22).

Both librarians compare the high school library online catalog to the university online catalog, including a comparison of LC and DDC call numbers, and provide a comparison guide. The academic librarian also compares popular and scholarly resources in print and electronic format. The school librarian guides students through sample online catalog searches to locate books they'll use for their classroom assignment.

The academic librarian introduces the differences between popular magazines and scholarly journals and passes

around examples. Students pair up and identify characteristics of popular and scholarly publications in print format. The whole class compares them to electronic versions projected on screen using evaluation criteria (i.e., authority, content, purpose, audience, jargon, layout, accountability, and graphics).

The school librarian briefly discusses general evaluation criteria for Web sites, books, and databases (i.e., content, currency, authority, accuracy/reliability, coverage, purpose/audience, and bias/point of view).

The English teacher asks students to list the targets (learning objectives) for Day 1 and they mark off skills on the 12-13 checklist.

Day 2 in the Library: 45 minutes

The English teacher reviews *The Canterbury Tales* assignment that requires students to locate three scholarly articles on their topics in the database *Humanities International Index*. (Summaries of all three articles and a presentation are due later.)

Both librarians compare a high school-level database to a college-level database using instruction and active learning tasks in a database environment. Both librarians guide students to use keywords from their classroom assignment. They close the Day 2 lesson with explicit advice students will use to upgrade their existing skills.

At the conclusion of Day 2, the English teacher previews Day 3 activities and reminds students about *The Canterbury Tales* assignment (explained in detail previously).

Day 3 in the Library: 45 minutes

The school librarian and English teacher help students find the resources needed to complete the assignment, reiterating the skills taught by the librarians on Day 1 and 2. Students take notes, cite sources, and list their learning objectives for the day. The English teacher provides detailed instructions about student presentations and assessment scheduled for later in the unit.

Assessment/Evaluation:

On Days 1-3, the English teacher and the school librarian will note the targets listed by students at the end of each class period.

On Days 2 and 3, the English teacher and the school librarian will observe student database navigation skills as students work in the library. Student persistence in mastering the sophisticated database will be noted and shared with students and communicated to the visiting academic librarian.

Following Day 3, the English teacher and the school librarian will collaborate to use several existing classroom rubrics associated with the Middle Ages unit to evaluate student summaries and presentations (i.e., note taking, sequence, structure, organization, content, and citations).

Throughout the school year, the English teacher will monitor completion of the 12-13 skills checklist, and the school librarian will continue to observe student mastery of database searching skills.

Follow-Up:

During additional lessons presented throughout the year, the English teacher and the school librarian will refer to the 12-13 skills checklist and will continue to integrate it into future assignments. Students will be encouraged to cross off checklist skills as they are mastered in senior English, college, or the workplace.

At the end of the school year, the school librarian will administer a survey assessment (http://www.SurveyMonkey.com) (see page 22) to measure student perception of their information literacy readiness. The school librarian will use the survey results to guide future information literacy instruction for all students.

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