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| Creating Inquiry Projects  with  Primary Sources and iPads |

# Project Plan

This yearlong project of promoting inquiry-based learning with primary documents within the halls of CHS will be focused on the dissemination of information as:

1. Librarian: The new Ebsco Discovery Service (EDS)
   1. Planned demonstrations for Teachers and Students of the service & inquiry-based learning
   2. Construct lesson plans to utilize the service within curricular context & using primary sources
2. Teacher: Use Primary Documents with the students
   1. Collaborate with teachers to create inquiry-based learning experiences with the students, specifically within the Freshman Seminar class and the sophomore class.
   2. Using this year’s sophomore class, have them take a survey after the completion of the learning experience to compare to their responses from last year’s research experience.
3. Technology Leadership Team member: LOC Lesson plans
   1. Find/create opportunities to instruct the faculty on using LOC & primary documents in their lessons
   2. Work with the faculty on “flipping” their classrooms

# Discovery Service

Using a presentation program, a general demonstration of the EBSCO Discovery Service (EDS) will be constructed. From there, as teachers create projects for their students, the basic presentation can be altered to fit the parameters of the individual situation. This requires a level of collaboration between the library staff and the teacher. The goal is to show the service to 100% of the student body.

The process of customizing the EDS will entail receiving the students’ assignment as provided by the teacher and locating a primary source to utilize for the demonstration exercise. The goal is to reveal to the teaching staff the rationality of using primary sources to engage students.

There was a survey presented to the freshman class to get an impression about how they interacted with the school databases after they completed the large history project last spring. To illustrate their reaction to the Discovery Service, I would like to plan a inquiry based research project using primary sources with these students who are now sophomores in collaboration with whatever subject area teachers who are willing to collaborate. The results will be presented at the Colloquium of Jesuit Schools that the staff will attend in New York this October.

The supple ripple effect of exciting the learning community in small groups should lead to the technology leadership getting questions from the teaching staff. This is where the scheduled Professional Development events can be tailored to the interest. There are a number of new applications being introduced this fall to the learning community to help with the management of the iPads. Depending upon how quickly these are mastered by the staff and their willingness to explore new possibilities will ultimately determine if the inquiry based learning and flipped classrooms can be introduced to the whole group this year. Usually what occurs, especially after a colloquium, is a renewed commitment to our mission and vocation because we’ve looked at our work from a different perspective and the reflective quality of that experience tends to spur the learning community into action.

Freshman Seminar: K. Nicosia & S. Beckwith

9th Grade

Mar 2014

1 Apr 2014

**Rosen Interactive eBook Trailers**

IPP Lesson Plan

Lesson Context:

Using the theme of Cyber Safety, we began this unit with the Freshman Seminar class to build the foundation for the events that would follow. The school nurse would be working with the students, first with sessions on bullying and then following with a video on alcohol.

Standards:

* Health – HPF1.ALT.HE1D
* Arts – ARTS1.VA
* Information and Communication – MST2.IS1
* Language Arts (reading, writing, oral communication) – ELA.09-12.RE.08, ELA.09-12WR.01, ELA.09-12.SP.01

Procedure/Assessments:

* The project was introduced by allowing the students class time and access to the computers to read the eBooks. (Notes on the book they read were turned in as an affirmation of Note Taking session in the 1st quarter)
* A demonstration of book trailers and the Discovery service (where they would find a primary source)
* Planning Sheets for class time documentation of goal setting and task distribution.
* Rubric for the presentation.

Reflection:

* Over all, the students did a nice job on the presentations. Most often, they missed the mark on the e-Book trailer when they described what was in the e-Book but did not utilize the opportunity to lead others to read it for themselves. So next time we’ll need to emphasize the marketing of the book.
* The Planning Sheets demonstrated that generally the students are not able to articulate their group goal and objectives and the tasks were limited to the few that step forward to do the work. Next time we will need to help them develop a clearer notion of what they want to do and distribute the tasks more equitably among the group members.
* We used this as an opportunity to allow the students to demonstrate their knowledge of what a primary source is, where to find one and to find a clever way to incorporate it into the presentation. This is the groundwork for the final project that will develop primary sources more fully. We need to incorporate distinctions of primary and secondary sources earlier in the school year.
* A student poll was created to allow the students a voice in judging the creativity of the projects. Students were generally fair in their judgments of their classmates after a clarification of what was expected

Student Poll Questions

How convincing did you find the Book Trailer about

*Teens Stopping Cyberbullying*?

* 4 is Expert
* 3 is Proficient
* 2 is Apprentice
* 1 is Novice

How convincing did you find the Book Trailer about

*Teens Using Social Networks*?

* 4 is Expert
* 3 is Proficient
* 2 is Apprentice
* 1 is Novice

How convincing did you find the Book Trailer about

*Teens Protecting Their Privacy*?

* 4 is Expert
* 3 is Proficient
* 2 is Apprentice
* 1 is Novice

How convincing did you find the Book Trailer about

*Teens Playing Game Online*?

* 4 is Expert
* 3 is Proficient
* 2 is Apprentice
* 1 is Novice

How convincing did you find the Book Trailer about

*Teens Avoiding Predators Online*?

* 4 is Expert
* 3 is Proficient
* 2 is Apprentice
* 1 is Novice

**Student Work**

**Rosen Interactive eBooks**

*Teens Stopping Cyberbullying*

Prezi.com

<http://prezi.com/pddw5v4q_gij/?utm_campaign=share&utm_medium=copy&rc=ex0share>

Matthew Roche

Steven Mooney

James Byrne

Alec Gotstein

Jake Ostrowski

*Teens Using Social Networks*

PowerPoint Presentation

<http://schoology.canisiushigh.org/assignment/97122503/info>

Nate Trotman

Jake Bradley

Jake Russ

Jake Kent

Chris Topper

*Teens Protecting Their Privacy*

iMovie

<http://schoology.canisiushigh.org/system/files/attachments/files/m/201403/course/58270045/Charles_Palka_Group__5332c362304b2.mp4>

Nick Gianno

Jack Baldwin

Ally Mikhail

Chas Polka

*Teens Playing Game Online*

iMovie

<http://schoology.canisiushigh.org/assignment/97122379/info>

Jack Sullivan

Gavin Sheehan

Joey Lupica

Max Montonte

Eddy Sayegh

*Teens Avoiding Predators Online*

Prezi.com

<http://prezi.com/asld3_rtuon8/?utm_campaign=share&utm_medium=copy&rc=ex0share>

Max Tell Sean Crotty Ed Tocco

**Planning Sheet**

Freshman Seminar Section\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Team Members:**

| Student |  | Student |  |
| --- | --- | --- | --- |
| Student |  | Student |  |
| Student |  |  |  |

**Goal:**

|  |  |
| --- | --- |
| **Objectives** | |
| Who |  | |
| what |  | |
| where |  | |
| When |  | |
| Why |  | |
| how |  | |

**Tasks:**

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |

**Tools:**

|  |  |  |
| --- | --- | --- |
| Equipment |  | |
| Materials |  | |
| Information |  | |
| Resources |  | |
| **Notes** | |
|  | |  | |
|  |  | |

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| eBook Trailer Rubric  Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Title of the eBook: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Grade: \_\_\_\_\_\_\_\_\_\_\_ |

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| --- | --- | --- | --- | --- | --- |
| CATEGORY | **4     Expert** | **3     Proficient** | **2     Apprentice** | **1     Novice** | **Skill** |
| **eBook Trailer** | * Is very clear and well organized * The use of music /silence to set the tone is very effective * Is very persuasive | * Is not clear but well organized * The use of music /silence to set the tone is effective * Is persuasive | * Is clear but not well organized * The use of music/ silence to set the tone is not very effective * Is not very persuasive | * Is not clear or well organized * Does not use music/ silence to set the tone effectively * Is not at all persuasive |  |
| **Audience** | * The audience is very engaged * Excellent pacing * Trailer is a perfect length | * The audience is engaged * Good pacing * Trailer is a good length | * The audience is somewhat engaged * Fair pacing * Trailer is too long/too short | * Does not engage the audience at all * Poor pacing * Trailer is too long/too short |  |
| **Information about the eBook** | Provides just enough information about the eBook | Provides a good amount of information about the eBook | Provides a fair amount of information about the eBook | Does not provide enough information about the eBook |  |
| **Citations**  **Primary Source** | * All citations are perfectly formatted in MLA * Has a Primary Source creatively included | * Most citations are perfectly formatted in MLA * Has a Primary Source included | * Does have citations, some not MLA formatted * Does not have a Primary Source | * Does not have MLA formatted citations * Does not have a Primary Source |  |
| **Student Poll** | Trailer was very convincing & original | Trailer was convincing | Trailer was fairly convincing | Trailer was not convincing at all |  |
|  |  |  |  | **TOTAL** |  |

**Planning Sheets: /5**

Conclusion

It is interesting to observe that although technology is increasing at a break neck speed, the notion of inquiry-based learning is very slow to take hold. The perception that research is only for a multi-page paper is still firmly fixed in the minds of teachers and I am discovering resistance to the collaborative process of creating authentic learning experiences. With both teachers and students struggling to learn in a digital world, the changes coming so fast and relentlessly, this challenge is not a surprising finding.

Often, the learning community will simply revert to what they know. For example, when the iPads become a distraction, simply turn them off. What is interesting is the number of teachers that require “print” resources for their assignments. I believe that they are looking for the students to use authenticable sources but steadfastly refuse to require primary sources. Perhaps, it’s because the teachers don’t think about it as a readily available tool.

While I have managed to make some small impact, it’s just not quite the spectacular splash I was hoping for. When I started this year, with the ambitious project plan, the goals, although not entirely out of reach, proved to be too large for a single school year. I still believe all of these goals are still attainable; it will simply require steady work and a renewed commitment to the concept of finding the way to help the learning community understand that authentic learning is found at the source, the Primary Source.