

## Responsibilities of the Library Media Specialist and the Student

### 1. Task Definition: What is the problem to be solved? What types of information are needed to solve the problem?

*The student restates the task or the student asks an essential question or the student creates a working hypothesis.*

*In order to restate the task the student may review the assignment sheet or summarize the teacher's oral instructions. To understand the task the student must know what they are expected to do and what needs to be submitted to the teacher. To ask an essential question or create a working hypothesis, the student reads an overview of the subject in a print book or online encyclopedia to build background knowledge.*

The LMS teaches how to restate the task, the characteristics of an essential question or the characteristics of a working hypothesis.

Example of an essential question: Was Queen Victoria a successful ruler?

The characteristics of an essential question are: open-ended with no right or wrong answer, cannot be answered with a list of facts but requires research, thought-provoking or controversial requiring finding different points of view, require basic content knowledge, and often require judgment. Essential questions may start with: Which one? How? Should? Why? Essential questions cast old ideas in a new light, lead to discovery, engender deeper interest in the subject, and are provocative. "Answers to essential questions cannot be found. They must be invented." (St. Andrew's Episcopal School, 8012 Oak Street, New Orleans, La 70118) Essential questions involve higher-order thinking skills listed in Anderson and Krathwohl revision (2001) of the original Bloom's taxonomy (1956). The higher-order skills are analyze, evaluate, and create. Anderson and Krathwohl combined the cognitive process (remember, understand, apply, analyze, evaluate, and create) and knowledge dimensions (factual knowledge, conceptual knowledge, procedural knowledge, meta-cognitive knowledge).

Example of a working thesis statement: Queen Victoria was a successful ruler.

A thesis statement can be proved or disproved with evidence from research. A student must analyze and evaluate the evidence and then create an answer that proves or disproves the thesis statement or causes the student to change the thesis based upon his research. A thesis statement may be an essential question converted to a statement.

**2. Information Seeking Strategies: Gather the sources. Access and evaluate information in the sources to choose the best sources.**

**Examples of information seeking strategies may include:**

*The student prepares a research plan by creating a preliminary Works Cited page with annotations and a printed list of marked item in a results list of a database search.*

*The student creates a kwhl chart.*

*The student creates a story board.*

The LMS introduces possible sources to help the student create a preliminary works cited page or KWHL chart or a story board.

The LMS models how to access and search a database, how to read a results list to select the best sources and how to reformat and select the correct printer to print the most relevant sources.

The LMS teaches how to cite sources and create a Works Cited page using Noodle Tools.

**3. Responsible Information Use: What information does the source provide? How can you extract the information you need?**

*The student creates an outline, perhaps by printing note cards by cluster and tag in Noodle Tools or by creating an Originality Report from TurnItIn.*

The LMS teaches how to take notes using Noodle Tools: distinguish direct quote, paraphrase and own idea.

The LMS demonstrates how to copy and paste a direct quote from an online source and then paraphrase it. Tile windows so you can have the electronic source and the note cards on the screen at the same time. (Note: To tile you have to have both the Noodle Tools and the database article in the tool bar. First, you have to access the database by going to the Virtual Library. Second, you access Noodle Tools by going to the Internet (not the Virtual Library) and typing <http://www.noodletools.com>

The LMS demonstrates how to add note card title, note card tag and how to place notes in clusters.

The LMS demonstrates the relationship between and outline and sorting the note cards.

I=Cluster

A.= Tag

1. =note card title

*The student demonstrates responsible use of library time by electronically sharing works cited list and note cards with the teacher at the end of the period.*

The LMS models how to share works cited lists and note cards using Noodle Tools.

#### **4. Synthesizing Information from Multiple Sources: How does the information from all the sources fit together? How is the information best presented?**

*The student combines information into a product such as an annotated Works Cited page, a research paper, a PowerPoint presentation, a persuasive essay, a graph, a brochure, an oral presentation, narrative writing such as a diary etc.*

##### **Annotated Works Cited**

*The student creates a Works Cited page of all the sources from which the student took notes. The quality of the works cited page is determined by the answers to these questions: Have I gathered enough information and met the requirements? Is it the right balance of print and online resources? Did I make full use of the resources available? Is currency important because I am reporting on a time-sensitive issue or evolving topic?*

The LMS teaches how to use the List Analysis tool in NoodleTools.

##### **Research paper**

*The student writes a first draft of a research paper and submits it against TurnItIn. Eventually the student completes a final draft free of plagiarism.*

The LMS teaches how to produce, read, and interpret an Originality Report from TurnItIn.

##### **PowerPoint**

The PowerPoint contains accurate content that explains the topic, answers the essential question or proves the thesis. The PowerPoint abides by copyright law, has no spelling or grammatical errors. The design, sounds and animation enhance rather than detract from the presentation and help promote the message. The slide contains graphics that are explained in the note field. The student understands the technical aspects of PowerPoint presentations such as using note fields, inserting video clips, finding appropriate electronic images, linking shows, and printing options.

The LMS teaches the characteristics of good PowerPoint presentations and the technical aspects of PowerPoint presentations.

##### **Position Papers or Persuasive Brochure**

The LMS teaches the characteristics of a quality persuasive brochure.

##### **Graph**

The LMS teaches how to create and interpret a graph using Excel.

##### **Brochure**

The LMS teaches how to create a brochure using Word.

##### **Oral Presentation**

The LMS teaches the characteristics of a quality oral presentation i.e. engaging the audience with eye contact, speaking freely and slowly, avoiding slang, not reading your slides, limiting number of slides and conveying excitement about your topic.

##### **Narrative writing—Medieval Diary**

The LMS teaches the characteristics of quality narrative writing of historical fiction, i.e. the events, time, people and place is accurate for the historical period and the characters and plot are invented.

*Other products of research include:*

<a href="#">ABC book</a>	<u>Lab report</u>	Poem
<u>Advertisement</u>	<u>Lesson</u>	<u>Poster /Collage</u>
<u>Audio tape</u>	<u>Letter to the editor</u>	<u>Questionnaire</u>
<u>Book review</u>	<u>List</u>	<u>Recommendation</u>
<a href="#">Booklet</a>	<u>Magazine</u>	<u>Report</u>
<u>Bulletin board</u>	<u>Map</u>	<u>Research plan</u>
<u>Consensus building</u>	<u>Mobile</u>	<u>Resume of a famous person</u>
<u>Crossword puzzle</u>	<u>Mock Trial</u>	<u>Scrapbook</u>
<u>Debate</u>	<u>Model</u>	<a href="#">Slide show (PowerPoint)</a>
<u>Diary</u>	<a href="#">Newspaper</a>	<u>Survey</u>
<u>Drawing</u>	<u>Oral presentation</u>	<u>Time capsule</u>
<u>Editorial</u>	<u>Outline</u>	<a href="#">Videotape</a>
<u>Game</u>	<u>Pamphlet /Brochure</u>	<a href="#">Works cited, Annotated</a>
<u>Graph or chart</u>	<u>Panel Discussion</u>	
<u>Interview</u>	<u>Plan</u>	

**5. Evaluation: Evaluate the results of research and the research process.**

*The student self evaluates using a rubric about the final product which asks the student to answer these questions:*

*How well did he/she solve the problem, answer the essential question, prove the thesis, or meet the requirements of the assignment?*

*Is the information accurate and correctly interpreted?*

*Has he/she creatively combined the information?*

*Is the solution to the problem thoroughly supported by evidence and connected by sound logic and intuitive thinking?*

*Has he/she correctly distinguished between a main idea and supporting evidence?*

*Is there enough information to draw conclusions?*

*The student self evaluates using a rubric about the research process which asks the student to answer this question:*

*What would he/she do differently next time?*

The LMS explains how to apply the rubric.