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RSM 541

Data Collection Tools Activity

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| **Research Question: How can an increase in the collaboration between classroom teachers and the librarian affect student achievement?** | | | |
| **Additional Questions** | **Data Source #1** | **Data Source #2** | **Data Source #3** |
| How can the librarian help the school to see the value of the library? | Teacher Survey | Student Survey | Media Center Observation Log |
| How can the librarian encourage an increase in the collaboration with classroom teachers? | Teacher Survey | Teacher Interview-small focus groups by content area | Student Observation Checklist |
| How can collaborating with teachers increase students’ academic success? | Teacher Interview | Student Interview (2 groups- one impacted by collaboration, the other not) | Analysis of Student Work/Grades Earned |

Two groups of people will be involved in data collection, teachers and students. Aside from surveying and interviewing these two groups, observations will also be conducted as a means of data collection. Lastly, in an attempt to see if student achievement was impacted, student work will be examined to see if students fully understand the skills taught through collaborative lessons.

The data collection tools all tie back to the overarching research question. The surveys and observation tools attempt to discover how the media center is currently used, as well as how both students and teachers could benefit from further assistance from the media specialist. In terms of the surveys, although every attempt has been made to design unbiased, clear questions, respondents may misinterpret what is being asked. There is also the risk of people recording answers to the open ended questions that are not necessarily appropriate or detailed enough. One can never rule out the possibility of human error, such as people not reading the directions. The teacher interview aims to collect information on how media specialists could help teachers on a more individual level, as well as how teachers feel about establishing a collaborative relationship in order to create strong lessons for their students. Although the focus groups are small and are conducted by content area, one has to take into consideration group think and the possibility of a strong personality dominating the conversation. It is crucial to have a preset line of questioning to keep the interview moving and on track. The student interviews and student work analysis attempts to shed light on the possibility that collaborative lessons have a positive impact on student mastery of the skill set addressed via the lessons. In terms of the student interviews, one has to take into consideration group think, the fact that students may feel socially pressured to answer in a certain way, and generally short responses. It would be beneficial to conduct these interviews with other classes/grades in order to create a larger and more representative sample. The data collection tools created relate to the research question and will yield a sufficient amount of quantitative and qualitative data to be analyzed in order to determine a future plan of action.

Data Collection Tool #1: Teacher Survey

This survey would be distributed to the entire staff (183 members). They would have a week to complete it. It would be ideal if everyone responded, but at least a 50% return rate is desired. The survey is written below to be completed on paper, but as the high school subscribes to Survey Monkey, completing the survey electronically would be the preferred way to distribute it to the staff.

**Please respond to the questions below and return this sheet to the media specialist’s mailbox by Friday.**

1. What subject do you teach? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Have you ever used the media center/its resources (either individually or for your class)? Yes No

3. On average, how many times do you visit the media center per week for individual use? (Note-multiple

trips in a day count as one visit.) Please circle your response.

  Never One Two Three Four Five

4. On average, how many times do you visit the media center per week with your classes? (Note- visiting

the media center with more than one class period in the same day counts as one visit.) Please circle your

response.

  Never One Two Three Four Five

**On a scale of 1-5 please assign a value to the following statements. A value of 5 represents Strongly Agree, a value of 3 is Neutral, and a value of 1 is Strongly Disagree.**

Strongly Strongly

Disagree Agree

5. The media center is user friendly—I can easily find the 1 2 3 4 5

sources I need.

6. The media center hours suit my needs. 1 2 3 4 5

7. The media center is a welcoming place and conducive 1 2 3 4 5

to student learning.

8. The media specialist is accessible—she is approachable and 1 2 3 4 5

helpful to my requests.

9. My students feel comfortable asking for help in the media center. 1 2 3 4 5

10. My students receive help that suits their needs in a timely manner. 1 2 3 4 5

11. The media center offers a variety of sources that support 1 2 3 4 5

my curriculum.

**Please answer the following questions in your own words.**

12. Have you ever worked with the media specialist to plan lessons/activities for your students?

13. Is there a curricular topic on which you would like assistance from the media specialist (ie.-

recommending resources or planning out a class activity)? If so, please write down the topic.

14. Are there any materials that you would like to see added to the media center? If so, please list them

below.

15. Do you believe the media center is helping to improve student achievement? Do you have any

suggestions on how we can achieve this goal?

Thanks again for your input!

Data Collection Tool #2: Student Survey

Students would be surveyed through their English classes as English is the only class that every student in the building is required to take each year. These would be distributed in several English classes, across all student ability levels and grades. This would ensure a suitable sample of the student body, without needing to survey all 1500 students.

**Please respond to the questions below and return this sheet to your teacher when finished. You will be issued a Gator Green from your teacher for completing the survey!**

**Please circle an answer for the following questions:**

1. What grade are you in? 9 10 11 12

2. Have you ever used the media center/its resources for your own personal use? Yes No

3. Have you ever had a class in which you visited the media center to use the resources? Yes No

4. Have you ever had a class in which you had to use the media center resources, but Yes No

actual time in the media center was not provided for you?

**On a scale of 1-5 please assign a value to the following statements. A value of 5 means you Strongly Agree, a value of 3 means you are Neutral, and a value of 1 means you Strongly Disagree.**

(Strongly Disagree) (Strongly Agree)

5. I can easily find the sources I need in the media center. 1 2 3 4 5

6. The media center hours suit my needs. 1 2 3 4 5

7. The media center is a welcoming place and conducive 1 2 3 4 5

to learning.

8. The media specialist is accessible—I feel comfortable asking 1 2 3 4 5

her for help.

9. I feel that the media specialist knows how to help me find the 1 2 3 4 5

Information I need.

10. The media center has a variety of sources that can help me 1 2 3 4 5

to be successful in my classes.

11. I feel comfortable using the databases, without teacher 1 2 3 4 5

assistance, to find information.

**Please answer the following questions in your own words.**

12. How could the media specialist help out when your class comes in to use the media center?

13. When in the media center with your class, would you ever want the media specialist to come over to

assist with the lesson or work with the students? If so, why?

14. On what type of projects/assignments would you want the assistance of a media specialist? Why?

Thanks again for your input. Return this to the teacher in order to receive your Gator Green!

Data Collection Tool #3: Teacher Interview

The following questions will be used for the Teacher Interviews. Teacher Interviews would be conducted in small groups, such as the four teachers who teach English 9. The interviews would be videotaped and the media specialist would take notes throughout the discussion. The interview would take place in either the media specialist’s office or in one of the teacher’s classrooms. As teachers who have the same preps share common planning periods, the interview would either take place during that time, or after school—whatever is more convenient for the teachers. It is estimated that the interview would last approximately 35-40 minutes.

1. What do you think is the media center’s role in this school? Do you think it has the potential to impact

student achievement?

2. Currently, how do you use the media center and its resources? What type of resources do you check out,

and for what purpose (personal, for class use)?

3. Do you think that your students utilize the media center?  If yes, how so? If not, why?

4. Do you assign any projects that encourage or would require use of media center resources? If so, can you

briefly describe the projects?

5. What types of resources are usually required for class projects? Print, Database, Internet, etc.?

6. Are there any skills that you would assume that students have or need to have when utilizing media center

resources? For example, are you aware if your students know how to use the catalog? Do your students

know how to successfully navigate the databases?

7. Are there any units/curricular topics that could benefit from use of media center resources? If so, what are

they?

8. What, to you, is an ideal collaborative relationship?

9. What would be the best way to go about establishing a collaborative relationship between teachers and the

media specialist? How would collaborative planning best fit into your schedule?

10. What can the media specialist do to make your next class visit to the media center a good experience for both

you and your students?

11. How can the media specialist be of most assistance to you when your class is in the media center?

Data Collection Tool #4: Student Interview

This interview would be conducted with two small student groups, one that experienced a lesson with collaboration, and the other without. For this particular interview, the students are from two English 9 Honors classes taught by the same teacher—one class received a collaborative lesson, the other did not.

In this situation, the lesson taught two days ago was on using the databases. In the collaborative lesson, the media specialist showed the students how to navigate three of the databases. She did it once on her own, then she practiced it with the students, and then the teacher had students work individually to find research on her assignment. In the non collaborative lesson, the teacher showed students how to get to the database homepage and did one sample search. She then gave the students a handout with directions on how to navigate the three databases to use. Students worked individually the rest of the class on the research relating to her assignment.

The interviews are to be conducted in a small conference room. They will take place during their English class (as the teacher has given the students permission to miss that portion of class). The media specialist has selected 4 students from the roster at random for each interview group. Interviews will be audio recorded while the media specialist takes notes. Estimated time is 30-35 minutes per interview.

INTERVIEW FOR COLLABORATIVE GROUP:

1. Excluding the lesson from the other day, have any of you been to the media center with another class before? If

yes, in what class did you come to the media center? What was the assignment for that class?

2. Prior to the lesson the other day, have any of you used the media center before? Have you used it for personal

use? Have you ever used it to get resources for a class?

3. Prior to the lesson the other day, have any of you used the school databases before?

If yes, why were you using them? Which of the databases did you use?

If no, is there a particular reason that you have not used the databases?

4. When you watched me navigate the databases the first time, did you think it would be difficult for you to do?

for you to do? Why or why not?

5. What part of the lesson best helped you to understand how to navigate the databases? Why did it help you so

much?

6. Did watching how to navigate before you tried it yourself help you in any way? Why or why not?

7. Were you given enough time to observe and practice database navigation skills? Would you be interested in

additional assistance?

8. When you began to research on your own, did you use the skills you watched and had the opportunity to practice?

If yes, were they helpful to you in finding information?

If no, how did you search instead? Did you find the information that you needed?

9. After this lesson, do you feel comfortable using these databases again? Why or why not? Do you feel confident

about finding information for your assignment?

10. Would you be interested in having the media specialist work with the class for other areas of this research

project? Why or why not?

INTERVIEW FOR NON COLLABORATIVE GROUP

1. Excluding your time in the media center the other day, have any of you been to the media center with another

class before? If yes, in what class did you come to the media center? What was the assignment for that class?

2. Prior to visit to the media center the other day, have any of you used the media center before? Have you used it

for personal use? Have you ever used it to get resources for a class?

3. Prior to visit to the media center the other day, have any of you used the school databases before?

If yes, why were you using them? Which of the databases did you use?

If no, is there a particular reason that you have not used the databases?

4. When you watched your teacher do a sample search of the database, did you think it would be difficult for you to

do? Why or why not?

5. Did the database worksheet help you to understand how to navigate the databases?

If so, how did it help you?

If not, what could have been improved?

6. Were you confused by anything on the worksheet? If so, why was it confusing? How could it be made more clear?

7. Did watching how to navigate before you tried it yourself help you in any way? Why or why not?

8. Were you given enough time to observe and practice database navigation skills? Would you be interested in

additional assistance?

9. When you began to research on your own, did you use the skills outlined on the worksheet?

If yes, were they helpful to you in finding information?

If no, how did you search instead? Did you find the information that you needed?

10. Was the worksheet a helpful tool to navigate the databases? Besides the worksheet, what would

have been the most helpful to you in order to better understand how to use the databases?

11. After reading the worksheet, do you feel comfortable using these databases again? Why or why not?

12. Would you be interested in having the media specialist work with the class for other areas of this research

project? Why or why not?

Data Collection Tool #5: Student Observation Checklist

The following checklist would be used to observe the skill level of students regarding access of media center resources. The skill levels would indicate if collaborative lesson planning needed to be increased in order to in turn increase student ease of access to media center resources. The media specialist acts as an active observer and uses the predefined checklist below.

If the media specialist observes the student behavior, she would put a tick mark in the box. If a box is empty, the behavior was not observed. Observations would take place when classes come into the media center to use the catalog in order to find print materials, or to use the databases. Ideally, this would be the first time they have entered the media center looking for materials for the assignment at hand. These students have not had a collaborative lesson on using media center resources. The media specialists and teacher would be assigned certain student areas/rows to monitor, all would have the same checklist.

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| --- | --- |
| **Behavior** | **Number of times observed** |
| Student logs into database and begins searching without assistance |  |
| Student logs into database and begins searching with assistance from teacher/other student |  |
| Student uses more than one database for research |  |
| Student does not use databases and instead uses an internet search engine |  |
| Student successfully opens catalog and searches for sources |  |
| Student successfully opens catalog but needs assistance searching for sources |  |
| Student cannot navigate to catalog without assistance |  |
| Student successfully locates print sources from catalog |  |
| Student cannot locate print sources from catalog without assistance |  |
| Student understands how to proceed with research after source is located |  |
| Student is unsure what to do when a source is located and needs assistance with the next step |  |
| Student does not use library resources at any point during the visit |  |

ADDITIONAL COMMENTS:

Data Collection Tool #6: Media Center Observation Log

This log is to observe the general goings on in the media center in order to see how frequently/how it is used. This collection method ties to the question regarding how the media specialist can help the school to see the value of the media center. To do so, the media specialist must first observe how the school currently uses the media center.

The media specialist acts as an active observer and uses the predefined checklist below. If the media specialist observes the behavior, she would put a tick mark in the box. If a box is empty, the behavior was not observed. This log is designed for used on a daily basis by the media specialist. However, columns could also be made to indicate week day and it could then be turned into a weekly log.

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| --- | --- |
| **Behavior** | **Number of times observed** |
| Teachers enter the media center and check out books |  |
| Teachers enter the media center and check out audio/visual materials |  |
| Teachers enter the media center and use the databases |  |
| Teachers enter the media center looking for assistance from the media specialist |  |
| Teachers enter the media center in order to collaborate with the media specialist |  |
| Students enter the media center and check out books |  |
| Students enter the media center and check out audio/visual materials |  |
| Students enter the media center and use the databases |  |
| Students enter the media center looking for assistance from the media specialist |  |
| Media center space is used for class instruction—class using print sources |  |
| Media center space is used for class instruction—class using computers |  |
| Media center space is used for class instruction—both print/computer sources |  |
| Media specialist assists students in locating print sources |  |
| Media specialist assists students in navigating databases |  |

Data Collection Tool #7: Analysis of Student Work/Grades Earned

It is crucial to see whether collaboration impacted student achievement. This analysis could be done in several ways.

One way would be to compare the student work between the classes that received collaborative instruction, and those that did not. For example, the media specialist could look at the projects produced by the two English 9 Honors classes (used in the Student Survey). It would be interesting to compare the strengths and weaknesses of the assignments along the way, as well as the final product itself. The media specialist could then determine if collaboration and the skills affected by the collaboration in fact had an influence on student understanding.

Another method of analysis would be to look at student work before collaboration was put into effect. For example, one could examine the grades students received on an old research related activity from the prior curricular unit. In the current unit, several collaborative lessons on databases have been given, and the students now have a very similar assignment to complete. The grades of the two assignments (before and after collaboration) could be compared to see if the collaborative lessons had an impact on student achievement.

Lastly, one could look at data with a teacher who is carrying out an assignment with a class that they either just completed with another class last quarter, or even last year. With the current class, collaborative lessons could be planned and executed, whereas no collaboration took place with the other class last quarter or even last year’s students. The assignment itself, rubric, and teacher lessons have not changed, the main difference is the fact that collaborative lessons were designed and implemented. One could then look at the grades from the class that experienced collaboration, and compare it to the other groups that did not. It would be interesting to see if scores were raised due to the collaborative efforts and newly created learning materials.

While each of these individual methods of analysis are not perfect (in terms of eliminating outside factors such as student gender, individual achievement levels/prior knowledge, teacher teaching style, etc.), the combination of the three provides the clearest picture possible of the impact of collaboration on student achievement.