

THE COLLABORATIVE LESSON

*The purpose of this assignment is for you to demonstrate your effect on student learning by **collaborating** with a classroom teacher to plan, teach, and assess a **lesson** that integrates information literacy skills with curricula content.*

In your last course, SLM 550 Professional Portfolio, you'll be asked to select artifacts from previous courses and to write reflections. Below are AASL Standards and elements that you might use in SLM 550 when reflecting on this activity.

AASL/NCATE Standards and Elements Addressed:

1.1 Knowledge of learners and learning

Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner

Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards

Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards.

Documentation Required

1. Collaborative Planning Sheet
2. Lesson Plan including student handouts
3. Examples of student assessments and a written analysis of whether the completed assessments show the impact of the collaborative instruction on student learning.

SCORING TOOL

Student:

Date Graded:

Total Points / out of 25

<p>Exemplary: 25 – 23 pts Proficient: 22 – 20 pts Developing: 19 – 17 pts Unsatisfactory: Less than 16 pts</p>

Written Comments:

Collaborative Lesson				
Criteria and Scoring	Exemplary	Proficient	Developing	Unsatisfactory
Collaborative Planning Sheet 3 pts.	Outstanding plan that has been co-planned, and co assessed by teacher and librarian. 3 pts.	Adequate plan that has been co-planned, and co assessed by teacher and librarian. 2 pts.	The learning experience relates to a content area but no joint planning, teaching or assessment was completed. 1 pt.	The learning experience was planned and taught in isolation. 0 pts.
Resources 2 pts.	Provides access to outstanding quality, quantity and variety of materials that include books, audiovisual, technology sources that support the lesson and provide for multiple literacies Resources met diverse needs and learning styles. 2 pts.	Provides access to suitable quality, quantity and variety of materials that include books, audiovisual, technology sources that support the lesson and provide for multiple literacies Resources met diverse needs and learning styles. 1.5 pts.	Provides access to adequate quality, quantity and variety of materials that include books, audiovisual, technology sources that support the lesson. Resources met a few diverse needs and learning styles. 1 pts.	Unattractive materials primarily print did not allow for diverse needs and learning styles. 0 pts.
Lesson Objectives 2 pts.	Clear and comprehensive objectives that closely match subject and library curriculum. Establishes clear criteria for successful application of information literacy skills and defines learning goals. 2 pts.	Objectives that match subject and library curriculum. 1.5 pts.	Library objectives are integrated into a content area assignment. 1 pt.	Library objectives only. 0 pt
Instructional Strategies 4 pts.	Uses results of diagnostic assessment to adapt instruction to student needs. Selects developmentally appropriate instructional techniques to meet varied learning styles. 4 pts.	Uses diagnostic assessment to adapt instruction to student needs. Appropriate instructional techniques to meet some different learning styles. 2-3 pts.	No use of diagnostic assessment results to adapt lesson. Limited instructional techniques to meet varied learning styles. 1 pts.	Little or no attempt to provide for different learning styles or diverse needs. 0 pts.
Lesson Plan 4 pts.	Outstanding, clear and well written; includes all components and allows for differentiation . Shows knowledge of student interest and motivation in instructional design.4 pts.	Clear; includes all components. Shows some knowledge of student interest and motivation in instructional design. 2-3 pts.	Adequate lesson plan with 1-2 omissions. Shows little knowledge of student interest and motivation 1 pts.	Poorly written plan with more than two components missing; .no attempt to allow for differentiation. 0 pts.
Student Handouts 2 pts.	Very visually appealing with no grammar or spelling mistakes. 2 pts.	Visually appealing with no mistakes. 1.5 pt.	Somewhat attractive with 2-5 mistakes. 1 pt.	Plain with unclear directions and 5 or more mistakes. .5 pts.

Delivery of Instruction 4 pts.	Implements current motivating teaching strategies that develop the objectives; Provides meaningful interactive activities to accommodate diverse needs; student centered 4 pts.	Implements some current motivating teaching strategies that develop the objectives; Provides some meaningful interactive activities to accommodate diverse needs 3 pts.	Traditional teaching strategies ; Provides few meaningful interactive activities to accommodate diverse needs; teacher directed 2 pts.	Traditional teaching strategies; teacher directed 1 pt.
Analysis of Student Assessment 4 pts.	Outstanding use of diagnostic, formative and summative assessments to evaluate impact on student learning and effectiveness of instruction Emphasis on student self-assessment and authentic assessment. 4 pts.	Adequate use of diagnostic, formative and summative assessments to evaluate impact on student learning and effectiveness of instruction. Assessment more teacher directed. 2-3 pts.	Limited use of diagnostic, formative and summative assessments to evaluate impact on student learning. All teacher directed. 1 pt.	Little or no use of assessments to evaluate impact on student learning. 0 pts.

School Library Media Center Collaboration Planning

Teacher(s): Beth Demers

Unit: Travel to Francophone Countries

Grade Level: 9-12 French 2

Plan Date: 9/25/12 for 11/12-11/14 4A

Time Frame: 2x 1.5 hr classes

Unit Overview and description: Students will research different French speaking countries from the prospective of a future tourist.

Culminating Learning Product: Students will use the information that they generate to create an infographic advertisement for their assigned countries tourist board.

AASL Standard(s):

- **AASL 21st Century Standards**
 - **1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
 - **1.2.2** Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
 - 2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
 - **3.2.3** Demonstrate teamwork by working productively with others.
 - **3.4.3** Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
- **Technology Standards (NETS.S)**
 - 1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - 3. Student apply digital tools to gather, evaluate, and use information.
 - 4. Students use critical thinking skills to plan and conduct research, manage projects and make informed decisions using appropriate digital tools and resources.
 - 5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Content Standards:

Content Standards- Identify and observe products of Francophone cultures, such as food, clothing, athletics, leisure-time activities, and historical monuments.

Local/State Standards and Indicators:

- 2A.2 Use safe practices when online. Identify and follow the district's Acceptable Use Policy and school-based computer use rules. Apply safe practices for both assignment-related and personal online searches.
- 2B.1 Independently and ethically located sources to meet the information need.
- 3C.1. Collaboratively and independently record data/information in a variety of formats.
- 5A.1 Individually and collaboratively use a variety of formats to prepare the findings/conclusions of the information need for sharing.

Project Description (including goals and objectives):

Students will create a Digital poster advertisement for a Francophone

- Tabloid Size 11x17
- The Official Name of the Country
- A Catchy title in French and English
- Visual representation of the national flag
- Visual representation of the country shape
- A graphic for each type of information provided
- A list of citations for your information and images.

Essential Questions:

- What information does a student need to plan a successful trip abroad?
- How can we assist students to find accurate and reliable information?
- How do we teach kids to be digitally responsible creators?

Teacher will: <ul style="list-style-type: none"> • Divide students into groups • Assign research country • Grade Content portion of final project • Facilitate students during work time 	Library Media Specialist will: <ul style="list-style-type: none"> • Create information collection handout • Create class prezi • Grade citation portion of final project • Introduce project • Prepare Warm-ups
Materials: Resources: _Internet _Publisher _Databases (CultureGrams)	Unit Assessments: Diagnostic- Warm-up and Discussion Formative- Digital Poster Product Summative- Graphic organizer, participation, class discussion, one-to-one check in.

Project Calendar

Daily Learning Activities

	T-Teacher and MS-Media Specialist
Day 1	T-Take attendance and bring students down to the media center MS- Lead warm-up and introduce project T/MS- Supervise class on computers
Day 2	T--Take attendance and bring students down to the media center MS-Facilitate warm-up discussion MS-Introduce Publisher Activity MS/T-Supervise computer use.

Teacher/Media Specialist Evaluation of Unit: Overall, this was a very successful lesson plan. In the future, it would be good to do a mini-lesson on publisher. We would also like to take time to do a peer review focusing in on the features of the infographic. We noticed that many students struggled with print v. graphics. We could design it as a commercial feedback session and have the students give each other feedback.

School Library Media Lesson Plan

Title of Lesson: Travel to Francophone Countries

Overview of Lesson: Students will research pertinent information about different French speaking countries. They will then use the information gathered to create an infographic poster advertisement designed to entice travelers to their destination.

Resources Needed:

- Computers w/
- Access to the internet
- Access to CultureGrams database
- Microsoft Publisher
- Prezi
- Handouts
- Warm-Up/Exit Slips x2
- Country Information worksheet
- Publisher Cheat Sheet
- Infographic Checklist w/ Rubric and Daily participation grade
- Infographic Warm-up

Essential Question(s):

- What information does a student need to plan a successful trip abroad?
- How can we assist students to find accurate and reliable information?
- How do we teach kids to be digitally responsible creators?

Integrated Standards and Indicators

- **AASL 21st Century Standards**
 - **1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
 - **1.2.2** Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
 - **2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
 - **3.2.3** Demonstrate teamwork by working productively with others.
 - **3.4.3** Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
- **Local/State Standards and Indicators**
 - 2A.2 Use safe practices when online. Identify and follow the district's Acceptable Use Policy and school-based computer use rules. Apply safe practices for both assignment-related and personal online searches.
 - 2B.1 Independently and ethically located sources to meet the information need.
 - 3C.1.Collaboratively and independently record data/information in a variety of formats.
 - 5A.1 Individually and collaboratively use a variety of formats to prepare the findings/conclusions of the information need for sharing.
- **Content Standards**
 - Identify and observe products of Francophone cultures, such as food, clothing, athletics, leisure-time activities, and historical monuments.
- **Technology Standards (NETS.S)**
 - 1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - 3. Student apply digital tools to gather, evaluate, and use information.
 - 4. Students use critical thinking skills to plan and conduct research, manage projects and make informed decisions using appropriate digital tools and resources.
 - 5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Desired Outcomes:

- Students will gain a better understanding of Francophone countries and what they have to offer to tourists.
- Students will use reliable sources to find accurate information about Francophone countries.
- Students will use MLA documentation standards to show digital responsibility.

Estimated Time: 3 hours

Teaching Strategies		
<input type="checkbox"/> Scaffolded Questioning <input checked="" type="checkbox"/> Independent Reading <input type="checkbox"/> Interpretation of Primary Sources <input checked="" type="checkbox"/> Interpretation of Graphics (maps, graphs, cartoons, tables,...) <input type="checkbox"/> Concept Attainment <input checked="" type="checkbox"/> 150 Words or less	<input type="checkbox"/> Grouping Strategies <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Roundtable <input type="checkbox"/> Jigsaw <input type="checkbox"/> Pairs Check/Review <input checked="" type="checkbox"/> Indep/Group Project <input checked="" type="checkbox"/> Integration of Technology <input type="checkbox"/> Audio <input checked="" type="checkbox"/> Formal Writing	<input checked="" type="checkbox"/> Informal Writing <input type="checkbox"/> Modeling/Demonstration <input type="checkbox"/> Small/Large Group <input type="checkbox"/> Reading (Pre, During, Post) <input type="checkbox"/> Simulation/Act-it-Out <input type="checkbox"/> Video Clips <input type="checkbox"/> Cross-Curricular Connections <input type="checkbox"/> Other _____

Instructional Plan		
DAY 1		
Engagement/Motivation: Warm-up will be waiting on the tables when students enter into the classroom. “Day 1: What information do you look for when determining a vacation location? What do people research before they travel?” Students will be given a few minutes to brainstorm what they would look for.	<u>AASL</u> 3.4.3	<u>Differentiation/Strategies</u> <input type="checkbox"/> Tiered assignments <input checked="" type="checkbox"/> Flexible grouping <input type="checkbox"/> Learning centers <input type="checkbox"/> Curriculum compacting <input type="checkbox"/> Varying questions <input checked="" type="checkbox"/> Independent Projects <u>Multiple Intelligences</u> V=Verbal/Linguistic M=Musical/Rhythmic L=Logical/Mathematical <u>S=Visual/Spatial</u> B=Body/Kinesthetic <u>IA=Intrapersonal</u> IR=Interpersonal <u>Modifications</u> <input type="checkbox"/> Adapting the skill level <input type="checkbox"/> Adapt number of items <input type="checkbox"/> Adapt materials <input type="checkbox"/> Provide learning strategy <input type="checkbox"/> Provide audio/video/digital access <input type="checkbox"/> Increase personal assistance <u>IEP Goals/Accommodations</u>
Pre-Assessment of Prior Knowledge: After students have had a chance to brainstorm their ideas classroom teacher and MS will lead a discussion about what they already know. Some students will have a lot of knowledge about traveling while others have never left MD.	3.4.3	
Direct Instruction: CT will talk about the importance of research before travel begins. She will explain how countries develop advertisements to lure people into their country. MS will use the class Prezi to introduce the assignment and explain the databases. CT will hand out the “Country Information Handout” while MS is walking students through the assignment.	1.1.5	
Modeling/Guided Practice: MS will explain the location of the “Culture Grams” database as well as other places to look for information.	1.1.5	
Independent Practice: Students will work in pairs to find the information they are looking for. Teacher and MS will circulation to answer questions and keep students on task.	1.2.2 3.2.3 3.4.3	
Assessment <ul style="list-style-type: none"> ○ Product: Country Information Handout ○ Process: Citation Notes ○ Student Self-Questioning: Exit slip allowing students to self assess their day and ask any questions. 	2.1.6	

DAY 2	
<p>Engagement/Motivation: Each student table will have an infographic on it with these three questions:</p> <ul style="list-style-type: none"> • How does the author use images to make his/her point? • How does the author use color to make his/her point? • What are the pro's and con's of presenting information in this format? <p>MS will lead a discussion about the class findings.</p>	3.4.3
<p>Pre-Assessment of Prior Knowledge: MS will ask how many students have never used Microsoft Publisher before. Those that raise their hand will be directed to the Publisher Cheat Sheet to get them started.</p>	3.4.3
<p>Direct Instruction: MS will go over the requirements for the infographic. Each group will be given a checklist for their project.</p>	3.4.3
<p>Independent Practice: Each student group will work on their infographic</p>	3.4.3
<p>Assessment</p> <ul style="list-style-type: none"> ○ Product: Infographic ○ Process: Rubric Page <p>Student Self-Questioning: What is your favorite aspect of your project? What would you improve if you had more time?</p>	
<p>After Lesson Reflection: It was difficult working with a group of students that I do not know. I had to rely on the management style of the classroom teacher. When I realized that the teacher did not have a whole lot of structure I created the checklist assignment to help keep individual students on task. I thought the students did a great job at finding the research. I am glad that we structured the finding of information. I think the kids would have been lost without the structured form to fill out. On the second day I noticed that the students made a lot of comments on the warm-up sheets that were not reflected in the class conversation. The major things I would add to the process is a self or peer review. The final products needed some fine tuning.</p>	

Country Name:		
Basic Information	Capital:	How far away from US:
	Population:	Type of Government:
	Currency:	Major Religions:
	Adult Literacy Rate:	Transportation Options:
	Best Time to Visit the Country and reason:	
Visitor Information	Major Tourist Cities:	
	Major Holidays and Celebrations:	
	Cultural Attractions:	
	Historical Attractions:	
	Natural Attractions:	

Citation Information

Use this page to record the citation information for all source of your information. Make sure that you cite the source of any image that you intend to use on your infographic. If you need help forming your citation use noodletools.com to create your citation.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

Using Microsoft Publisher

Create a new publication

1. Click the **File** tab, and then click **New**.
2. Under **Available Templates**, click a blank publication template, and then click **Create**.

Note: If you do not see a blank template that is the size you want, click **More Blank Page Sizes**.

Save a publication


By default, Publisher saves a file in a default working folder. If you want, you can specify a different location.

- Click the **File** tab, and then click **Save**.

Notes: If you are saving a file for the first time, do the following:

1. In the **Save As** dialog box, in the **File name** box type a name for your publication.
2. Click **Save**.

Insert a text box

1. On the **Insert** tab, click **Draw Text Box**

2. In your publication, point to where you want one corner of the text box to appear, and then drag diagonally until you have the text box size you want.
3. Click inside the text box and type your text.

Insert and crop images

Insert a picture

1. On the **Insert** tab, in the **Illustrations** group, click **Picture**.
2. In the left pane of the **Insert Picture** dialog box, click the folder that contains the picture that you want.

3. In the right pane of the **Insert Picture** dialog box, open the folder that contains the picture that you want.
4. Click the picture and then click **Insert**.

Crop a picture

1. Select the picture that you want to crop.
2. Under **Picture Tools**, on the **Format** tab, in the **Crop** group, click **Crop**.

Note: If you do not see the **Picture Tools** or **Format** tabs, make sure that you have selected the picture. You might have to double-click the picture to get the **Format** tab to appear.

3. Position the cropping handle over an edge or corner.
4. Do one of the following:
 - To crop one side, drag the center handle on that side.
 - To crop evenly on two sides at once, hold down CTRL as you drag a center handle.
 - To crop all four sides simultaneously and maintain the proportions of your picture, hold down CTRL+SHIFT while you drag a corner handle.

Save your publication in PDF format

Choose this option if you want to save your publication in a format that can be easily shared and is used by many commercial printers.

1. In Publisher, open the publication that you want others to view.
2. On the **File** menu, click **Publish as PDF or XPS**.
3. In the **Save as type** list, select **PDF**.

Your publication will be saved by default as *publication name.pdf*, and it will be optimized for high-quality printing.

4. Click **Publish**.

Note You can also save the file as a .pdf file by using the **Save As** dialog box.

Creating an Awesome Infographic

When creating an infographic you want to focus on two key features.

1. The Visual

- Color Choice:
 1. Choose your colors wisely. Think about what the colors are telling the reader.
 2. Stay consistent. Keep your font and color coding consistent. (For example: do all of your headings in blue and further reading in green.)
- Graphics
 1. Choose graphics that are simple and easy to identify.
 2. Make sure that your graphic files are smaller...the larger the graphic, the more time it takes to load onto the computer.
 3. Make sure that you cite your sources.
- Reference Icons
 1. Use universal symbols to indicate basic information.
 2. Group information together and give cues to your reader using text features.
 3. People should be able to find information easily.

2. Content

- Facts
 1. Make sure that the information you are giving is accurate and reliable.
 2. Make sure that all information leads back to the project's intent.
- References
 1. Use MLA citation to accurately cite your sources. This will allow your reader to fact check.
 2. List one or two URLs that the reader could go to find more information.

MLA Citation Style Cheat Sheet

Edited from "MLA Works Cited: Electronic Sources." OWL Purdue Staff. Purdue Owl. Web. 12 Nov. 2012.

Citing an Entire Web Site

- Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

- Example: Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

A Page on a Web Site

"How to Make Vegetarian Chili." *eHow*. Demand Media, Inc., n.d. Web. 24 Feb. 2009.

An Image (Including a Painting, Sculpture, or Photograph)

- Provide the artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, the medium of publication, and the date of access.
 - Goya, Francisco. *The Family of Charles IV*. 1800. Museo Nacional del Prado, Madrid. *Museo Nacional del Prado*. Web. 22 May 2006.
- If the work is cited on the web only, then provide the name of the artist, the title of the work, the medium of the work, and then follow the citation format for a website. If the work is posted via a username, use that username for the author.
 - brandychloe. "Great Horned Owl Family." Photograph. *Webshots*. American Greetings, 22 May 2006. Web. 5 Nov. 2009.

CultureGram Citation

"Name of Country." *CultureGrams Online Edition*. ProQuest, 2012. Web. 12 Nov 2012.

Day 1 Warm-Up: What information do you look for when determining a vacation location? What do people research before they travel?

Exit Slip:

What did you accomplish today?

What questions do you have about the assignment?

Day 1 Warm-Up: What information do you look for when determining a vacation location? What do people research before they travel?

Exit Slip:

What did you accomplish today?

What questions do you have about the assignment?

Day Two: Creating an Infographic

Your Task: Use Microsoft Publisher to create an infographic that will be visually appealing on and off the computer.

Your infographic should include:

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Tabloid Size 11x17 <input type="checkbox"/> The Official Name of the Country <input type="checkbox"/> A Catchy title in French and English <input type="checkbox"/> Visual representation of the national flag <input type="checkbox"/> Visual representation of the country shape | <ul style="list-style-type: none"> <input type="checkbox"/> The information you found on your graphic organizer. <input type="checkbox"/> A graphic for each type of information provided <input type="checkbox"/> A list of citations for your information and images. |
|---|--|

When you are finished please save your work as a .PDF and turn your infographic in to the hand-in folder on the campus drive.

	4	3	2	1
Ideas	<ul style="list-style-type: none"> • The product communicates clearly relevant information listed in the criteria chart appropriately and effectively. • The information listed in the criteria chart is given in a lot of detail. • Information is in own words. 	<ul style="list-style-type: none"> • The product communicates relevant information listed in the criteria chart appropriately. • The information listed in the criteria chart is given in some detail. • Most information is in own words. 	<ul style="list-style-type: none"> • The product has some relevant information listed in the criteria chart. • Some of the information listed in the criteria chart is missing and/or given in little detail. • Some information is copied. 	<ul style="list-style-type: none"> • The product has little to no relevant information listed in the criteria chart. • Information listed in the criteria cart is missing and there is no detail. • Most of the information is copied.
Organization	<ul style="list-style-type: none"> • The product has excellent formatting and very well organized information. It follows the format/structure. 	<ul style="list-style-type: none"> • The product has appropriate formatting and well- organized information. It closely follows the format/structure. 	<ul style="list-style-type: none"> • The product has some organized information with random formatting. 	<ul style="list-style-type: none"> • The product's format and organization of the material are confusing to the reader.
Conventions	<ul style="list-style-type: none"> • All the writing is done in complete sentences. • Capitalization and punctuation are correct throughout. 	<ul style="list-style-type: none"> • Most of the writing is done in complete sentences. • Most of the capitalization and punctuation are correct. 	<ul style="list-style-type: none"> • Some of the writing is done in complete sentences. • Some of the capitalization and punctuation are correct. 	<ul style="list-style-type: none"> • Most of the writing is not done in complete sentences. • Most of the capitalization and punctuation are not correct.
Graphics	<ul style="list-style-type: none"> • Graphics are included throughout the brochure. • The graphics go well with the text, and there is a good mix of text and graphics. 	<ul style="list-style-type: none"> • Some graphics are included throughout the brochure. • The graphics go well with most of the text. 	<ul style="list-style-type: none"> • Few graphics are included throughout the brochure. • Some of the graphics do not go well with the text. 	<ul style="list-style-type: none"> • Little to no graphics are included. • The graphics do not go with the accompanying text or appear to be randomly chosen.
Citations	<ul style="list-style-type: none"> • All information and graphics are cited in MLA format. 	<ul style="list-style-type: none"> • Most information and graphics are cited in MLA format. 	<ul style="list-style-type: none"> • Information is cited but not in MLA format. 	<ul style="list-style-type: none"> • Information is not cited or citations are incomplete.

Student Name:		
Rate the following categories with a score 1-5: 1=not at all 5 = absolutely.	Student Response 1-5 Explain why.	Teacher 1-5
Focus: I stayed focused in class and was not distracting other students.		
Volume: I was considerate of my classmates and kept my volume to a low murmur.		
Productivity: I got a lot done towards my research paper and used my time wisely.		

1. What is your favorite aspect of your project?

2. What would you improve if you had more time?

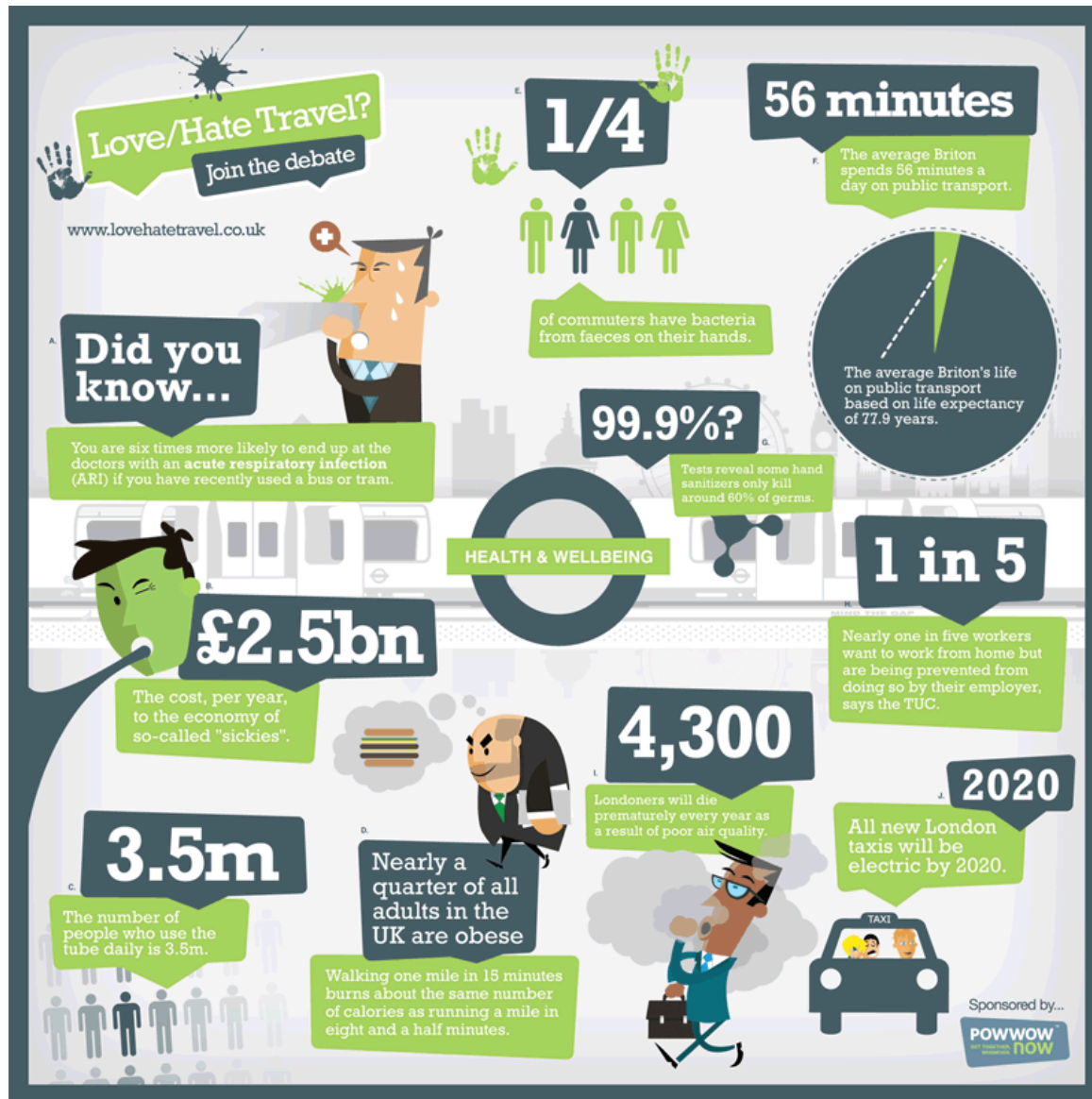
3. What role did you play in the creation of this project?

Student Name:		
Rate the following categories with a score 1-5: 1=not at all 5 = absolutely.	Student Response 1-5 Explain why.	Teacher 1-5
Focus: I stayed focused in class and was not distracting other students.		
Volume: I was considerate of my classmates and kept my volume to a low murmur.		
Productivity: I got a lot done towards my research paper and used my time wisely.		

1. What is your favorite aspect of your project?

2. What would you improve if you had more time?

3. What role did you play in the creation of this project?



How does the author use images to make his/her point?

How does the author use color to make his/her point?

What are the pro's and con's of presenting information in this format?

THE SOCIAL, MOBILE FUTURE OF TRAVEL

FACTS ABOUT MOBILE USAGE AND SOCIAL BEHAVIOR IN TRAVEL

WEBSITE: <http://machaarts.com/social-mobile-travel>

Out of 50-60 million smartphone users:



10% of all Google travel searches are conducted on mobile devices. 70% of mobile hotel bookings are for the same day.

WHO ARE THE INFLUENCERS IN TRAVEL?



THE *Luxury* MARKET



MARKETER BEHAVIOR

OPTIMISM VS. ACTION



Sources: eMarketer.com | mdestatereinternet.com | banidaga.com | travelanthropist.com | memeburn.com | hotel-industry.co.uk

How does the author use images to make his/her point?

How does the author use color to make his/her point?

What are the pro's and con's of presenting information in this format?

Analysis of Lesson

Examples of student assessments and a written analysis of whether the completed assessments show the impact of the collaborative instruction on student learning.

This collaborative effort showed a merging of skill sets and embodied true collaboration. When the teacher and I first met, she had a general idea of what she wanted but she was not sure how to accomplish it. From our initial discussion we decided that we wanted to use some form of technology. I suggested Microsoft Publisher because it had a lot of practical uses that students could apply to other classes and projects.

We also realized that we wanted the students to explore unknown countries. Ms. Demers provided a list of the countries and her intention was to use Google to find information. I brought to her attention some of the databases that the school had that would be ideal for the sorts of information her students were looking for. We settled on using CultureGrams, Gale Encyclopedia and, as a last resort, Google if needed. I developed a worksheet that would help the students keep track of their information and track their sources. This was integral to their success. As we were observing the students we noticed that they needed constant reminder to cite their sources. As a result of this observation I created a citation quick guide and list for day two. It was interesting to debrief after the first day because the things that I noticed were very different from those that the teacher noticed because of our backgrounds. She was focused on the content and I was more concerned about the way they went about finding the information.

When we look at the final products that were created on day two I think that it is a good example of collaborative effort. The students got very creative with their product and the classroom teacher felt that her overall curricular goal was accomplished. In retrospect, we both agree that there needed to be an element of review before turning in the final product which we noted on our notes and would change the next time we did this project.

