Module 3:

Voices From the Sea – A Knowledge Building Center

Jonathan Leff, in partnership with Michele Petrie and Manlia Xiong

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Design and Implementation of Instructional Strategies for Information Professionals

LIBR250-01 – Spring 2010

School of Library and Information Science – San Jose State University
Module 3: Voices From the Sea - [http://sites.google.com/site/voicesfromthesea/](http://sites.google.com/site/voicesfromthesea/)

Reflections on the Process

At first I was nervous about this assignment, as I was afraid that I wouldn't find anyone to work with. A second concern was that I was not sure of how I was progressing in this class, so I was afraid that I would inadvertently make the mistakes that I had made in my previous transformation assignments without knowing it. Thirdly – this concern is related to the first one – I am not a teacher, and did not know any teachers with whom I could collaborate, so I felt that I was at a disadvantage compared to others in my class.

However, I decided to take charge of my own learning process and sought out classmates with whom I could collaborate. I have done collaborations with fellow classmates in previous classes that I had taken in SLIS, and also had a technique that I knew worked, so I felt comfortable taking the lead.

I began by sending out an email to everyone in the class via ANGEL on April 21, 2010. The first two people who replied were Manlia Xiong and Michele Petrie. I didn't know anything of Manlia except for one comment she had made on one of my transformations, though I later reviewed her transformations and was impressed with her work. I had a good intuition about Michele, and I contacted her first. Initially we spoke by phone, and I mentioned that Manlia was also interested, and I volunteered to contact her. At this point I started our log in Google Docs (see Appendix), which I shared with Michele, and later Manlia, so we could all be on the same page. I feel that when collaborating, it is important for all the parties to have open access to the same information.
Our first meeting with all three of us was via Elluminate on April 25, 2010. We used this session and the remainder of our sessions to brainstorm and figure out which of us would be responsible for which aspects of the project. We were dissatisfied with Elluminate, and so the remainder of our meetings were conducted via Skype.

I was impressed with the wealth of knowledge that both Michele and Manlia possessed, especially as to Web 2.0 learning tools. Michele introduced us to Weebly, and created a page for us. However, many of the features cost money to use (such as inserting MP3s), so we opted for the KBC template created by Dr. Loertscher in Google Docs. Michele also introduced us to a site on whales (https://facultystaff.richmond.edu/~kjoyce/Whales/Contents.HTML) that we used as a resource. Manlia created a very lovely design for our page, and also created a screencast of the page using Jing.

We decided that the KBC would best work in three sections or parts, with each of section making use of a separate transformation model. The sections were divided as follows:

1. Michele Petrie - Background To Question (#1) - videos, pictures, generate questions, write thoughts/feelings - teach students about communication between whales
2. Jonathan Leff - Compare/Contrast - (#5) - how are whales like humans - whale pods/human families
3. Manlia Xiong - Problem/Possibility Jigsaw Model (#7) - find solutions, combine expertise.

The goal of our lesson plan would be that students start with Part I and progress to Part III.

I think that we worked well together. We each had different personalities, but they were complimentary. We were able to be genuinely friendly, but get down to work
as well. We each also had our stresses that we were dealing with in our lives outside of
the class. One of my collaborators also had an unforeseen adverse circumstance take
place during the course of the lesson which had the potential to impact her ability to
participate in this project, and which added a great deal of stress. However, we did what
we could to be supportive of her, both in her circumstances and in her ability to
participate.

As I mentioned before, I was impressed with my partners' wealth of knowledge
and expertise much of it based on their professional experiences as a teacher (Michele)
and library technical assistant (Manlia), especially as they possessed skills and
knowledge that I did not have. Michele and Manlia were instrumental in conceptualizing
the scope, structure and goals of the project, whereas I feel that my contribution – aside
from my part of the lesson plan – was in coordinating the work that everyone contributed.

To speak more personally in this reflection, I have a tendency to sell myself short,
so I have a tendency to feel that I did not contribute much, though coordinating peoples'
work and making sure that my work fits as seamlessly into the whole as possible requires
effort on its own. Additionally, I do not always assert myself, and I was afraid of being a
“control freak”. I especially encounter this anxiety when working with someone who is
very direct, as is Michele, though I appreciated her directness just as I appreciated
Manlia’s calm demeanor. I found myself verbally second guessing myself as to whether
or not I was being a “control freak”, though as I realize, for collaboration to work,
everyone must feel equally free to express themselves.
Appendix: Collaboration Log

Log: First discussion - 4/25/2010
Michele Petrie and Jonathan Leff
Topic – whales/whale songs
Central question:
Map out expertise from each person involved – be specific
Idea: Learning quest or web quest
Subjects:
Music
Biology
Oceanography
Sociology of whales
To do:
Michele to look up standards
Decide on transformation model
Jonathan to identify 3rd party to collaborate
Roles:
Teacher
Technology teacher
Librarian

Log: 4/28/2010 - Elluminate Session - Manlia, Michele, Jonathan

Looked at Weebly, discussed how to edit
looked at think models
looked at jigsaw model

goals:
what do we want them to know?

how are whales like people
travel in families/travel in pods
loyalty
they sing

Info literacy (librarian):
how to do research on whales
how to use resources, databases, gathering info, evaluating info
making connections among info they have gathered

Use website as source:
https://facultystaff.richmond.edu/~kjoyce/Whales/Contents.HTML - info source that librarian put together for this unit (pathfinder)

Put above website into one of our Weebly pages.

CA Content Standards:
Life Sciences
3rd grade?
Children doing work/discovery/making sense of world in their own way - Teacher/TL facilitate process of discovery

Culminates in Big Think/Reflection

For next time:
Meet Sunday 5/2/2010
Each person develops own draft transformation model to share with others in group.
JL and MP to do Jigsaw model, MX to do her own.
Meet late sunday afternoon.

Log: 5/2/2010 - Skype - Manlia, Michele, Jonathan

Whales communicate using echolocation
WallWisher - divide kids into groups and then combine knowledge at end.
Google sites
Human activity can affect whales (military)
Manlia - combined concept jigsaw and background to question
Michele - concept jigsaw
Jonathan - compare and contrast

Each person creates segment of lesson plan:
1. background to question (#1) - videos, pictures, generate questions, write thoughts/feelings - teach students about communication between whales
2. compare/contrast - webquest (#5) - how are whales like humans - whale pods/human families
3. problem/possibility jigsaw model (#7) - find solutions, combine expertise.

What is our main concept?
Discovery about whales and interactions with one another and their interactions with human activity
How do human activities (e.g. offshore military testing, offshore drilling, such as oil rigs, killing whales for scientific purposes) hurt whales - their survival, communication, means of traveling
What can humans do to protect whales?

Manlia creates Google Site KBC - Title: "Voices From the Sea"
post MP3s - whale songs, "Beyond the Sea"
Narrator MP3
Links to YouTube Videos

For next time:
One lesson plan for each model:
MP - constructs webquest and problem/possibility jigsaw
JL - compare/contrast
MX - background to question

Next meeting: Wednesday 5/5/2010 - 7:30pm via Skype
Log: 5/5/2010 - Skype - Manlia, Michele, Jonathan
5/5/10

MP - take items from weebly and put in lesson plan.

Work Spaces Page
WALL LINK: http://www.wallwisher.com/wall/whalesongs

1. Background Knowledge - MX
MOODLE: (Background knowledge)

Teacher-Librarian:
Information Literacy
Technology (WallWisher/Moodle)

2. Compare/Contrast - JL
1. Student chooses subject area.
   1. Examples:
   2. Whales and people live in families
   3. Whales and people have live babies
   4. Whales and people sing (or talk)
   5. Whales and people migrate
   6. Whales and people breathe air.
   2. Find the similarities between the subjects
   3. Compare/Contrast:
      1. What are differences of similarities between people and humans in the above categories?
      4. What do whales need that people don’t (and vice versa)?
      5. Students post their findings on class WallWisher/KBC to contribute to teacher-facilitated class discussion.

3. Echolocation Quest:
Jacques Cousteau
Whale Hunter

4. Problem/Possibility Jigsaw - MP (see front page)

Teacher-Librarian (Info Lit):
WALL LINK: http://www.wallwisher.com/wall/whalesongs
MOODLE: (Background knowledge)
Teach research tips
Facilitates healthy Internet travel.

Teacher (Content):
Reinforces in-depth content

Technology Teacher - 3rd collaborative effort:
How to download MP3/WAV files
Create PPT linked with audio of whale sounds.

MX to make Jing tour of site.
Communication page
Assessment tools and rubrics

Next meeting - 5/9/2010 at 6pm

Notes: 5/9/2010

Questions:
How do we integrate all our parts into one cohesive whole - Lesson Plan?
Does each person need to do a complete transformation?
Do we collaborate on the Big Think?
What is the best way to arrange pages and content?

Outline:

<table>
<thead>
<tr>
<th>Page</th>
<th>Page Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>Each individual unit and accompanying transformation</td>
</tr>
<tr>
<td></td>
<td>&quot;This is the overarching lesson plan which is divided into these units....&quot;</td>
</tr>
<tr>
<td>Tools, Tutorials and Resources</td>
<td>link to Moodle, Wiki (fake link) Wall Wisher (real link), Info lit resources and guides</td>
</tr>
<tr>
<td>Assessment</td>
<td>Rubric for webquest (everyone puts own rubric under own section)</td>
</tr>
<tr>
<td>Work Spaces</td>
<td>everything already on Tools and Tutorials</td>
</tr>
<tr>
<td>Museum</td>
<td>Tweak language</td>
</tr>
<tr>
<td>Reflection (The Big Think)</td>
<td>How can we coexist with whales by living our lives differently?</td>
</tr>
<tr>
<td></td>
<td>What did you enjoy finding out about?</td>
</tr>
<tr>
<td></td>
<td>When you started discovering the similarities between whales and humans,</td>
</tr>
<tr>
<td></td>
<td>did it change your ideas?</td>
</tr>
<tr>
<td></td>
<td>- about what whales need to live?</td>
</tr>
<tr>
<td></td>
<td>- about human impact on whales?</td>
</tr>
<tr>
<td></td>
<td>Did you enjoy using WallWisher and Moodle?</td>
</tr>
<tr>
<td></td>
<td>Did you like the technological tools you used?</td>
</tr>
<tr>
<td></td>
<td>Would you like to learn more about technology?</td>
</tr>
<tr>
<td>Communication</td>
<td>Area where students can ask questions of teacher/TL and technologist</td>
</tr>
<tr>
<td></td>
<td>put IPL link here</td>
</tr>
<tr>
<td>Calendar</td>
<td>Tweak language</td>
</tr>
<tr>
<td>Models</td>
<td>Put individual models for each unit</td>
</tr>
<tr>
<td>Products</td>
<td>Students post their final works here</td>
</tr>
</tbody>
</table>
Main Page

Echolocation Quest
Overarching Goals for Lesson

Tours
Jing to be done by Manlia

Next meeting - 5/10/2010 - 7pm via Skype

5/10/2010 - Last Skype Meeting
MP, MX, JL

Last run-through

Tested links!

Reorganized pages

Made sure everything was where we wanted it.

MX will add Jing video into the Tours page to add flow.

It was agreed that we were done and that we all enjoyed working with each other. JL will send the log to MP and MX.

Each person will add a reflection to the log and submit in Angel.

The End.