

The effects of social marketing on collaboration in the media Center

An action research project

Western Kentucky University
LME 519 Research in Library Media Education
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Spring 2009

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Taking part in collaboration is a key responsibility of the library media specialist.

Librarians are expected to collaborate with various members of the learning community and to utilize this collaboration in order to produce more effective planning practices and teaching strategies. Media specialists can share a wealth of information and resources with teachers in order to enrich students' learning. Collaboration between the media specialist and teachers aids in the creation of a "vibrant and engaged community of learners, strengthens the whole school program as well as the library media program, and develops support for the school library media program throughout the school" (American Association of School Librarians [AASL], 1998, p. 51).

Collaboration must be treated as a "symbiotic process that requires active, genuine effort and commitment by all members of the instructional team" (AASL, 1998, p. 51). Some teachers view the library media center as "a place for students to 'waste' time reading fiction books, and the library media specialist as merely a babysitter who provides teachers with much needed planning time. This misconception by teachers and administrators must be changed" (Gess, 2009, p. 24). Teachers must be receptive to new ideas and practices while librarians have a responsibility to provide teachers with information about available resources and tools. If either party does not share in these duties, collaboration is not successful.

Statement of the Problem

The media specialist at XXXXX County Middle School has observed a lack of collaboration between the teachers and herself when the teachers are developing curriculum units and/or presenting lessons. This researcher believes that one of the main reasons behind this lack of collaboration is a deficit in communication between teachers and the media specialist.

Teachers do not ask for input from the media specialist due to time constraints and pressure to cover the core content that has been established by the state. Conversely, the media specialist feels like she is not involved in teacher planning and preparation because the teachers do not inquire about available library resources and solicit the services of the media center.

Research Question: How will social marketing practices affect the frequency and degree of collaboration taking place between the school media specialist and classroom teachers?

Research Hypothesis: Collaboration between the classroom teachers and the media specialist will increase as a result of the utilization of social marketing practices.

Research Terms

Collaboration – the act of working together in order to achieve a common goal or task. In education, collaboration culminates with the development of a content unit or project.

Social Marketing – planning and implementing programs that are intended to bring about social change or achieve behavioral goals for a social good.

Delimitations

The study will not attempt to measure the effectiveness of collaborative efforts between the media specialist and teachers, will not determine or evaluate student work that has been produced as a result of collaborative units or projects, and will focus on the collaboration efforts and practices of the eighth grade teachers in the middle school. This group of teachers was chosen based on access to this particular group and the researcher's knowledge of the eighth grade content. The study is limited due to the brief amount of time that research will be carried out. Only a select number of social marketing strategies can be employed during the concise time period for the study.

Literature Review

Collaboration between the library media specialist and classroom teachers continues to be a major area of emphasis for librarians. This literature review addresses two topics: (a) strategies that can be used to initiate and maintain collaborative practices between the library media specialist and teachers and (b) how these procedures are integrated with social marketing practices in order to positively affect collaboration with the media specialist.

Studies have shown that collaboration between the classroom teacher and the school media specialist “supports active and engaged learning, differentiates instruction, facilitates the use of a variety of resources, and ultimately influences student achievement” (Burk, 2007, p. 40). Despite this fact, however, collaboration between these educational partners often does not take place as frequently as one would expect. Reasons for this lack of collaboration have been attributed to a lack of teachers’ time due to general classroom demands and mandatory testing requirements (Immroth & Lukenbill, 2009). As a result, a number of teachers “think too little about the role of the library media specialist in their professional lives, and because of this oversight they underutilize this great resource” (Huyen, 2004, p. 219).

A large number of articles have been written to not only discuss the importance of collaboration but to also provide insight into how effective collaboration can take place. Amy Collett (2008) and Lynne Burk (2007) have written articles for *Library Media Connection* that provide suggestions to increase and improve collaboration between classroom teachers and school library media specialists. Strategies that can be utilized to increase collaboration include: allowing teachers to schedule collaboration times that will most conveniently fit into their schedule, actively sharing in the planning, delivery, and assessment of shared goals and lessons, and keeping a positive attitude. In addition, library media specialists must be knowledgeable of

the curriculum of various classes, use library displays to exhibit student work, and make collaboration simple and easy to put into action (Collett, 2008; Burk, 2007). Library media services can be offered by “providing curricular story times, planning collaborative teaching units, modeling best practices through excellent instruction in information literacy and technology skills integrated into the classroom curriculum, and much more” (Coatney, 2005, p. 59). All of these tips can be employed in order to effectively build a successful marketing strategy that can be utilized to increase the frequency of collaboration and its effectiveness.

The importance of advertising the resources and services that are provided by the media specialist is essential to effective collaboration. Library media specialists must “educate the educators” (Bush, 2003, p. 18). Teachers have a wealth of responsibilities each school day. This often means that “the library media center’s contributions are sometimes the last thing on a teacher’s mind” (Heard, 2007, p. 24). Librarians must be aware of this fact and realize that it is “imperative to constantly advocate for the library and regularly show [the] teachers how the media center can be a resource to them and their students” (Heard, 2007, p. 24).

Teachers need to be aware that the librarian is familiar with the curriculum. In conjunction, media specialists have a responsibility to form a relationship with the staff in the school and identify their curricular needs (Burk, 2007). This action allows the teachers to become better acquainted with the media specialist and gain certainty in their abilities. Peter Milbury (2005) points out that collaboration “most frequently occurs when the librarian is perceived by teachers to be an educational leader” (p. 30). In addition, research has shown that teachers are more apt to collaborate with librarians if they have confidence in the individual and have had positive experiences with librarians in the past (Immroth & Lukenbill, 2009).

The use of social marketing is one avenue through which media specialists can initiate collaboration. A research study (Immroth & Lukenbill, 2009) was developed to investigate how the use of social marketing strategies affected the occurrence of collaboration between the library media specialist and teachers in a school. This study notes that the use of social marketing follows the Attention Interest Desire Action (AIDA) model. The first (A) represents the fact that a desired message must attract attention. Interest (I) must be established in the product or service. A desire (D) for the product is then manifested through the demonstration of the benefits of the product. This desire leads individuals to take positive action (A) in regard to the product or service (Immroth & Lukenbill, 2009).

The study (Immroth & Lukenbill, 2009) found that direct librarian-teacher contact was the most effective means of drawing attention to the issue of collaboration. Interest in collaboration was aided through the sharing of how collaboration with the media specialist supported effective teaching practices and improved student achievement. Teachers demonstrated a greater appreciation of the value of collaboration with the media specialist and exhibited a desire to collaborate on future endeavors as a result of this study (Bogel, 2008).

Though the Immroth and Lukenbill (2009) research study was successful in increasing the interest in teacher-librarian collaboration, issues and problems that arose during the course of the study were identified. One issue that was not fully investigated in the study is that of territoriality. Based upon the observations of the researchers, the individual teaching style of the participants determined how much authority was allotted to the media specialist during collaborations (Immroth & Lukenbill, 2009).

All of the literature that has been reviewed above indicates that the implementation of social marketing practices is a worthwhile practice when attempting to increase the quantity and quality of collaboration between the media specialist and classroom teachers.

Methodology

This study is intended to evaluate the benefits of using social marketing practices in order to increase collaboration between the media specialist and the classroom teachers. Teachers' responses to questions and surveys regarding their knowledge of available resources and services will be a guiding factor in determining if and how social advertising is an effective incentive for collaboration.

Subjects

The participants in this study are eighth grade teachers who teach at XXXXX County Middle School in a rural, low-income community in south central Kentucky. There are 14 teachers who comprise this group. The group consists of two social studies teachers, two language arts teachers, three math teachers, three special needs teachers, one art teacher, one music teacher, one physical education teacher, and one science teacher. This group of individuals is representative of all of the content areas that are taught in the school and includes teachers who interact with the eighth grade students in the school. Of the 14 participants, six are males and eight are females. Approximately 50% of the teachers have six or fewer years of experience while the other 50% have over six years of experience. All of the teachers have agreed to participate in this research study.

Instrumentation

The eighth grade teachers will complete a survey, developed by the researcher, that communicates the level of collaboration that is currently taking place between the teachers and

the media specialist, the teachers' current knowledge of the resources and services that are provided by the librarian, the degree to which these resources and services are being utilized, and factors that encourage or hinder collaboration between the teachers and the media specialist. These results will be used to determine the type of social marketing campaign that will be employed. Periodic e-mails, flyers in teachers' mailboxes, personal communication, and a short presentation advertising particular services and resources are the strategies that will be employed in order to communicate with the teachers.

Following the completion of the campaign, the teachers will complete a second survey, developed by the researcher, which poses questions that are similar to those of the initial survey. The survey will also include questions regarding the effect of the social marketing campaign upon the teachers' awareness of media services and resources. Teachers will also be given an opportunity to share any other tips or strategies that could be used in order to further develop collaborative relations between the teachers and the media specialist.

Research Design

The type of research that is being used is survey research. The research relies upon responses provided by individuals through the completion of questionnaires. The independent variable in the research is the type of social marketing strategy that is most effective in gaining teachers' attention. Dependent variables in the project are the teachers' desire to collaborate, the teachers' propensity to collaborate specifically with the media specialist, and how individual teachers feel about collaboration and the media specialist while completing the survey.

Procedures

Eighth grade teachers will be presented with a survey that assesses the factors that are listed above. The results of this survey will be recorded and analyzed. Following analysis of this

survey, the media specialist and the researcher will begin employing social marketing strategies in order to increase awareness of the resources and services of the media center. Throughout the duration of the next three weeks, the aforementioned strategies will be employed. During the first week, teachers will be sent an e-mail that informs or reminds them of the services and resources that are available via the library. Also, flyers detailing key points of the aforementioned services and resources will be distributed to the teachers by way of their school mailboxes. At the end of the first week, the media specialist will send another e-mail reiterating the previous information that has been provided.

The second week, the media specialist will meet with individual teachers to discuss any content specific strategies or resources that can be implemented or supported by the media center. Due to time restrictions, this practice will projectively extend throughout the entirety of the second week. A short presentation will begin the third week of research. The remainder of this week will focus upon individual needs that have been identified and possible collaborative experiences that can be created as a result of the information derived from the previous weeks' information.

The researcher will record the type of strategy that has been utilized on a particular day and will confer with the library media specialist in determining if the occurrence of collaboration has increased as a result. These results will be recorded for use at the end of the research. Near the completion of the three weeks of research, the teachers will complete a final survey indicating if and how their use of collaboration with the media specialist has changed. Teachers will also indicate if the social marketing strategies had any effect on their use of collaboration. These results will be analyzed in order to determine if the strategies were a success.

Results and Findings

Data Collected

Teachers were requested to complete two surveys over the course of a three week period. The purpose of this study is to analyze how social marketing practices affect the frequency and degree of collaboration taking place between the school media specialist and classroom teachers. The classroom teachers were presented with a survey at the beginning of the research project. This survey asked the teachers to share their opinions on the effect of collaboration with the media specialist, discuss how often collaboration was taking place, communicate the frequency of utilization of media services and resources, and disclose factors that encouraged collaboration and factors that discouraged or hindered collaboration with the media specialist. At the end of the three week period, the teachers were asked to complete a second survey that gauged the effectiveness of social marketing strategies that were employed and how the teachers' opinions and practices had been affected as a result of these marketing strategies.

Analysis of Data

The initial survey indicated that 86% of the teachers view the library media specialist as a professional equal.

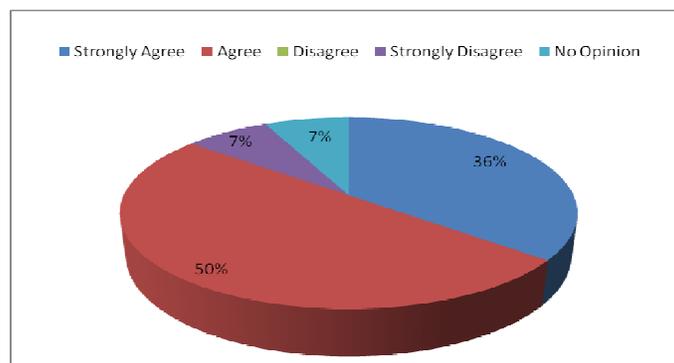


Figure 1. How classroom teachers view library media specialist as professional equal.

In addition, a large portion of the teachers were confident in the media specialists' collaborative abilities. A small number of the teachers, however, indicated that they were unaware of the collaborative ability of the library media specialist.

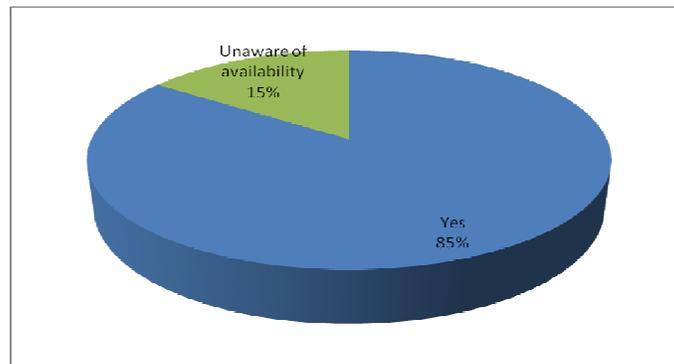


Figure 2. Teachers' confidence in media specialist's collaborative abilities.

The surveys also indicated that a large majority of the teachers were willing to collaborate with the library media specialist.

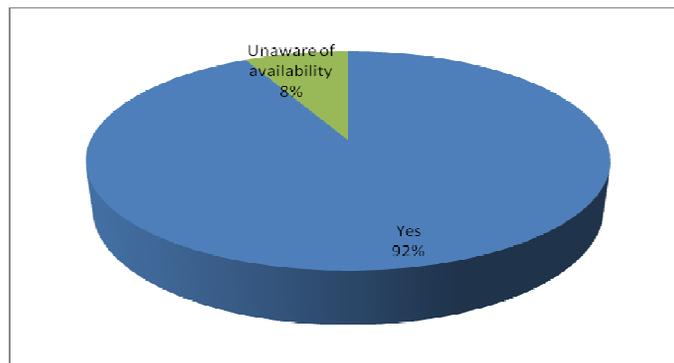


Figure 3. Teachers' willingness to collaborate with the library media specialist.

The teachers indicated that collaboration with the media specialist was helpful and essential in tasks such as discovering new ideas and concepts and aiding in the further development of teaching skills and practices. A large number of teachers indicated that collaboration with the media specialist was helpful but not always essential when completing tasks such as planning content units and increasing students' understanding.

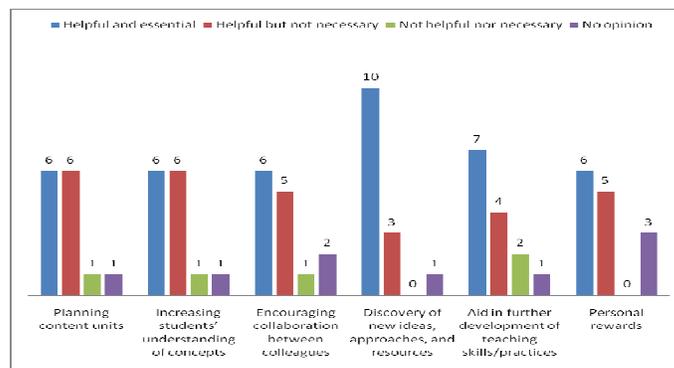


Figure 4. Collaboration's importance in activities involving the media specialist and teachers.

Data from the initial survey indicated that a majority of the teachers have had positive collaborative experiences in the past.

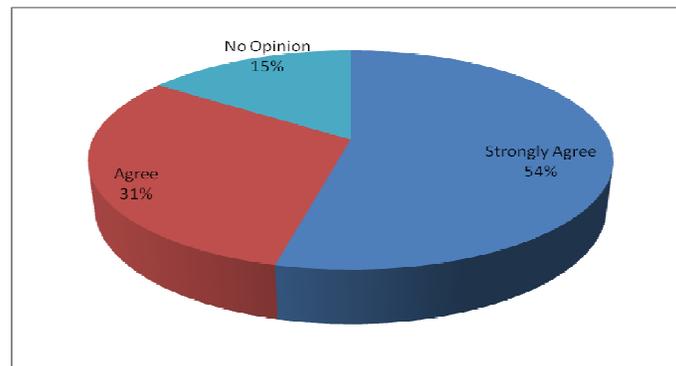


Figure 5. How classroom teachers view past collaborative experiences with media specialist.

Additionally, 72% of the respondents have collaborated with the media specialist at least once during each semester.

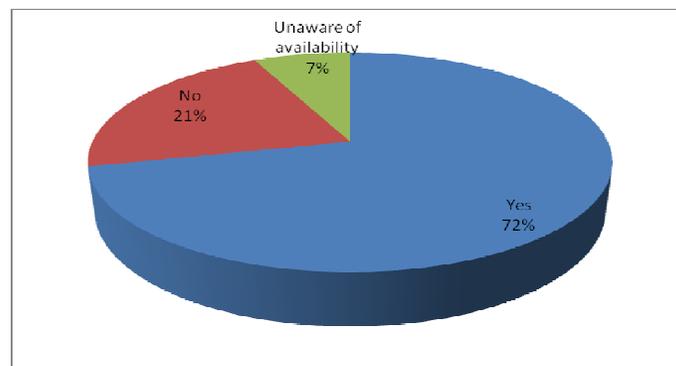


Figure 6. Teachers who have collaborated with media specialist at least once during each semester.

Teachers indicated that factors that encouraged their collaboration with the media specialist included the media specialist's friendly and helpful personality and her willingness to assist with

the collection of content materials and aid with technology. A variety of factors that discouraged or hindered collaboration with the media specialist were also presented. The major element in the limitation of collaboration was time restraints. Other responses included a lack of available resources and technology and working with outdated technology. The final survey indicated that 92% of the teachers intend on increasing the amount of collaboration that takes place between themselves and the media specialist.

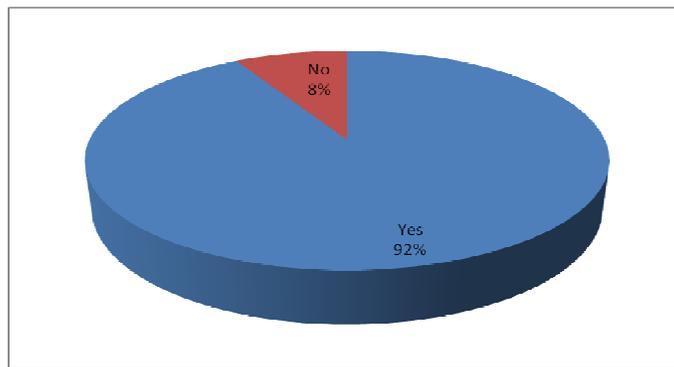


Figure 7. Teachers' intention of increasing collaboration with media specialist.

The teachers' responses on the initial survey displayed that 79% of the teachers were aware of available services and resources, 14% were unaware, and 7% had no opinion.

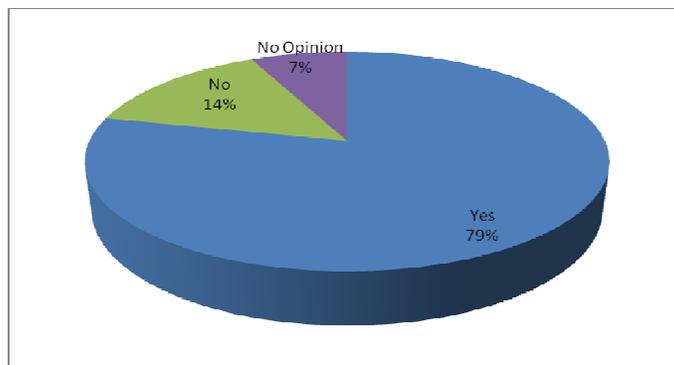


Figure 8. Teachers' initial awareness of resources and services provided by the media specialist.

Upon completion of the second survey, the researcher found that the same percentage of teachers was aware of the available services and resources while 21% stated that they remained unaware of the services and resources.

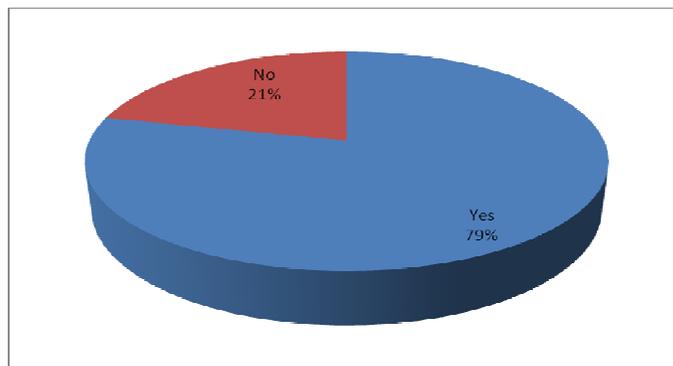


Figure 9. Teachers' awareness of all library media services and resources after implementation of social marketing.

After the initiation of social marketing strategies, 83% of the teachers indicated that they were better informed about the services and resources that are provided by the media center.

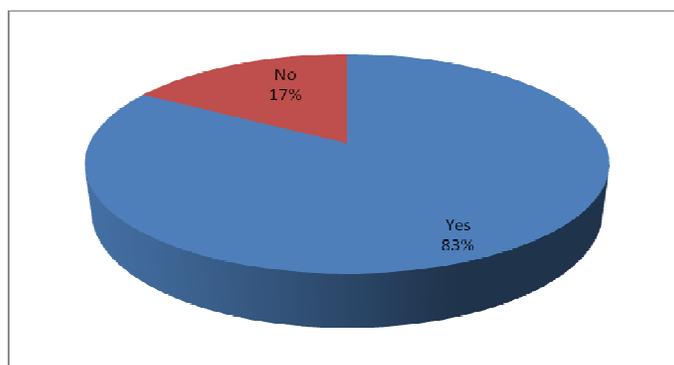


Figure 10. How well teachers were informed after social marketing practices.

The most effective strategies that were utilized were the flyers that were placed in the teachers' mailboxes and an e-mail that was sent out from the media specialist. Fewer teachers stated that personal communication was effective.

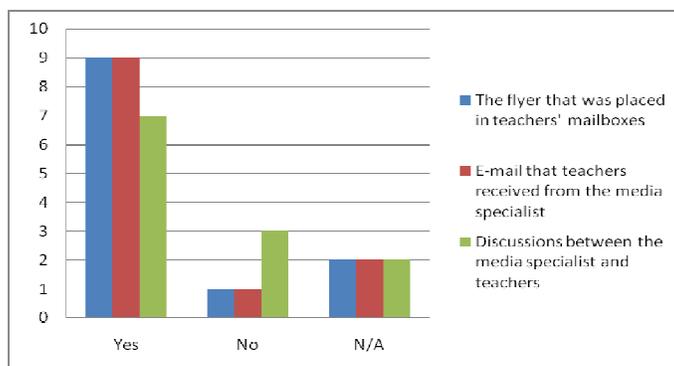


Figure 11. How teachers viewed the effectiveness of social marketing strategies.

Due to time constraints, the library media specialist was not able to personally communicate with the teachers as planned or make a presentation to the teachers as a group.

Conclusions, Recommendations, and Social Action

Conclusions

After analyzing the data, the researcher found that social marketing practices were not effective in increasing awareness of available resources and services that are provided through the media center. However, the teachers who participated in this study communicated that they are now more informed about various tools and collaborative practices that can be used in order to effectively collaborate with the media specialist. The increase in awareness has brought about a greater interest in collaborating with the library media specialist. In addition, the study was successful in educating the teachers about current resources, available technologies, and additional services that the library media specialist can provide.

The new information that was passed along to the teachers and an increased emphasis upon collaboration with the media specialist has brought about a greater desire to collaborate. The data that was collected in the study partially supports the original hypothesis: Collaboration between the classroom teachers and the media specialist will increase as a result of the utilization of social marketing practices. Due to time constraints, the teachers involved in the study did not increase their amount of collaboration with the media specialist. However, the teachers are planning to increase the frequency of collaboration between themselves and the media specialist. Thus, the social marketing strategies were successful in publicizing the media center.

The most effective social marketing strategies were flyers that were placed in the teachers' mailboxes and communication with the media specialist through e-mail. The library media specialist did not talk individually with teachers due to time restrictions and unforeseen

circumstances; this setback decreased the number of positive responses to a question regarding face-to-face communication with the library media specialist. The aforementioned time constraints were also a leading factor in the absence of an increase of collaborative practices between the media specialist and classroom teachers.

Recommendations for Further Study

The researcher recommends that further study should be devoted to the use of social marketing practices to promote the services and resources provided by the media specialist. The study did not fully prove the researcher's hypothesis due to time constraints and the scheduling of the research project at the latter portion of the school year. Many activities and cumulative reviews were taking place. As a result, teachers were not utilizing the library media center's services and resources as they would during the earlier portion of the school year. In response to this fact, the researcher recommends social marketing strategies should be implemented at the beginning of the school year or at least within the first semester.

The study was limited by the amount of time that was allocated to implement planned social marketing strategies and collect data regarding the effect of the proposed strategies. The study was also limited in the number of teachers who were involved. In future studies, a larger sample of the teacher population should be involved and a more substantial period of time should be devoted to the execution of marketing strategies and the collection of resulting data.

In addition to surveys, future studies could utilize the library media specialist's records of the frequency of collaborative activities and the regularity of resource use by individual teachers. This information could allow the research to study the types of resources and services that are being utilized and better promote the library media program. Personal interviews with

participating teachers would allow a researcher to get a better understanding of the teaching needs and specialized areas of interest that need to be addressed by the media specialist.

Social Action

Collaboration has been and continues to be a vital element of the teaching profession. Student achievement, improved teaching strategies, and positive social interactions are achieved and modeled through the use of collaboration. The media specialist plays an important role in the school. By collaborating with the media specialist, teachers can gain access to new materials, resources, and technologies. Many teachers, however, do not actively collaborate with the library media specialist due to a lack of knowledge about all of the services and resources that are provided. Social marketing strategies aid in solving this problem by presenting teachers with information about the library media program through the use of attention-getting and popular marketing strategies.

The researcher recommends that library media specialists utilize social marketing strategies to promote sources of information and available teaching and learning tools. The teachers that were involved in this study gained valuable information about the available services and resources. As a result, an increased number of teachers want to boost collaboration with the media specialist. The library media specialist also gained insight about the types of materials and services in which the teachers are interested through the study. The project brought about an increase in communication and a better understanding of the role that library media specialists play in the school community. The administration of the school will be better informed about the activities of the library media specialist. In addition, parents will be more knowledgeable about the resources and services that their children can access. An increased profile could also lead more parents to become involved in school library activities.

The library media specialist who participated in this study intends on further utilizing social marketing strategies in the upcoming school year. This action will encourage collaboration and will allow the teachers and the media specialist to better work together and improve the education of all students. A better line of communication can also exist between the teachers and the media specialist as a result of the implementation of these strategies. An increase in collaboration will not only positively affect the teacher's abilities but will ultimately be a positive force in the life of the students.

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Appendix A

Project Reflection

Describe the process you went through to complete this project.

Before starting the project, I read a large portion of the textbook *Practical Research: Planning and Design* and select chapters from *Assessing Learning: Librarians and Teachers as Partners*. These two texts provided me with a strong foundation in understanding how research is carried out, the purpose of research, and the various elements that are involved in all types of research. The texts also helped me when brainstorming possible research projects and how those projects would be carried out. The textbooks also helped me identify some of the considerations that would have to be taken into account.

After reading the aforementioned texts, I analyzed the designated research topics. I discussed each of the topics with the library media specialist at the school in which I teach. She expressed a major concern about the lack of the collaboration that was taking place between the teachers and her. After discussing this issue at length, I decided to choose the topic of increased collaboration between teachers and the media specialist.

The topic described a multifaceted issue. Immediately after choosing the topic, I had to begin narrowing my focus and finding ideas about collaboration between teachers and the media specialist. I discussed this topic with my peers and my instructor. This feedback assisted me in narrowing the topic. Further assistance was gained when I began researching collaboration. I found a very interesting study that utilized social marketing strategies to increase collaboration between student librarians and teachers. The information that was presented in the study was very compelling. As a result, I began investigating the topic further. I shared the information that I had found regarding the use of social marketing strategies with the library media specialist and commenced establishing my research project.

At the beginning of the project, I asked the teachers in the school to complete a preliminary survey that allowed them to communicate their views regarding the role of the library media specialist, the amount of collaboration that was taking place between themselves and the media specialist, and reasons for their current level of collaboration. After the surveys were analyzed, the library media

specialist and I set about creating a plan that publicized the role of the media specialist and the resources and services that could be provided to classroom teachers through the media center. Teachers were given flyers and e-mails were sent to the teachers that communicated information about available resources and services. A short presentation was planned to be given during a faculty meeting and the library media specialist also planned to talk face-to-face with the teachers. Due to time constraints, however, these two objectives were not fully met. After the marketing period had ended, I asked the teachers to complete a second survey that communicated their awareness of the media services and resources and indicated the teachers' most favorable avenue of communication. After these surveys were completed, I analyzed the data, created graphs that communicated my findings, and drew conclusions based upon the results of the project. As a result of the project, the teachers are now better informed about the resources and services. In addition, increased communication has begun to take place between the teachers and the media specialist.

What are some things you learned about yourself, the research process, or anything else?

I learned a number of things as a result of the research project. I was not familiar with the concept of social marketing, especially in the school setting. I learned about these practices and have a better understanding of how they can be used to promote the media center. Also, I have identified ways in which social marketing could be used more effectively in the promotion of the media center. I have also gained a further understanding of the importance of communication between teachers and the media specialist in a school.

I had never completed an Action Research Project prior to this class. As a result of the project, I learned about the various aspects of the research process. Additionally, the important intricacies of collecting data, analyzing the information that has been collected, and establishing an informed conclusion based upon the collected data are also areas in which I have furthered my knowledge. Research is a time consuming but important task that allows individuals to grow both personally and professionally.

Who did you collaborate with and on which aspects?

I collaborated with the school library media specialist. She and I discussed the topic of collaboration and the lack of collaboration between the teachers and herself that was taking place in the school. Conversations with the media specialist were helpful when I was narrowing the focus of my research. The media specialist and I also collaborated on the surveys that were presented to the teachers. I created an initial version of each of the surveys. I then asked the media specialist to read the survey and indicate any changes that she felt needed to be made or any addition that should be included. I then took her suggestions and created a final copy of the survey. Additionally, I shared the data that I had collected with the media specialist so she could better understand the feelings and needs of the teachers. This data allowed the media specialist to begin the acquisition of additional materials or resources and identify possible practices that would aid in the promotion of collaboration. In addition, Dr. Barbara Fiehn, colleagues, and friends provided guidance throughout the entire research project.

Reflect on possibilities for your professional development based on the designing, implementing, and assessing research for this project. What are at least two areas of your professional competence that should be a focus for further training for you?

This project caused me to realize that I was not aware of a number of resources in the media center. In addition, I had not fully utilized the available resources and services that provided through the media center. I would like to learn more about the available resources and would like to develop collaborative projects that integrate the use of library resources and my content area, math. While I collaborate with individuals who teach the same content as me, I would like to also increase collaboration with the library media specialist.

Another area that I would like to further explore is the area of assessment. Though the tools and methods that I used within this study were effective for my chosen research project, I would like to further analyze some of the assessment tools that were presented in the *Assessing Learning* text and integrate some of the tools into my classroom teaching and assessment. The tools that were presented seem to be very effective instruments of assessment, especially when working collaboratively with the library media specialist.

Discuss how you considered the diversity of potential students.

My research project did not focus directly upon the students but had a focal point on the degree of collaboration that took place between educators. When considering which of the teachers that I would ask to be involved in the project, I took a number of factors into consideration. First, I chose teachers who could serve as representatives for each of the content areas and special emphasis areas that are present in the school. I also chose teachers with varying degrees of experience. The group of teachers consisted of both males and females. Some of the teachers have taught a maximum of five years while others have taught more than twenty years. Since I teach eighth grade, I chose teachers who also taught eighth grade due to my familiarity with the eighth grade content and the increased access that was provided with this particular group of teachers.

Discuss how you assessed yourself during this research project.

Throughout the project, I worked closely with the media specialist to ensure that I was asking questions that directly apply to collaboration between the teachers and the media specialist. I referred to the two textbooks throughout the duration of my research project. Also, I viewed sample research projects that were posted on Blackboard to assess my progress and compared my work with these projects that had been completed in the past. I continually assessed the validity of the surveys to ensure that the questions were free of bias. I also used the provided scoring guide as a way of assessing the document that I had written.

How long did it take you to complete the project?

The project was completed over the course of nine weeks. I spent many hours searching for resources that pertained to my selected topic. Additional hours were devoted to analyzing the sources that I had found and determining which of the sources were useful to my project. Throughout the nine week period, I spent eight or more hours a week drafting and revising the text within the report. Additional hours were devoted to the compilation of data, the creation of graphic representations of the collected data, analysis of the data and graphs, and interpreting the information that had been found. I devoted 15 hours to collaboration with the media specialist regarding this project.

Select three disposition statements (on page 1 of the syllabus) for the course and discuss how you demonstrated those during this action research.

1.2.a Approaches challenges with a “can-do” attitude.

Throughout the project, I kept a positive attitude. I never allowed the magnitude of the project to discourage my work or hinder my ability to successfully complete the project. I was confident in my ability to successfully develop reliable tools for data gathering. I was self-assured when analyzing the data and drawing informed conclusions about the data. I was certain of my ability to correctly calculate statistical data. In addition, I demonstrated a “can-do” attitude while collaborating with the media specialist by approaching the project and presenting results in a positive and constructive style.

2.3.b Respects the feelings of others.

The media specialist pointed out collaboration was an area of weakness in her professional development. I was very respectful of her feelings when discussing the lack of collaboration within the school. I was especially mindful of her feelings when preparing to communicate the results of the initial survey. Most of the results were positive. There were, however, some negative comments about the media specialist’s role in the school and confidence in her abilities. I presented all of the information to the media specialist. I remained focused on the positive comments and provided constructive remarks when discussing the use of social marketing practices to increase collaboration.

3.2.b Welcomes constructive criticism as a means to improve skills.

Throughout the project, I asked the media specialist to read over portions of the work, especially the questions that were included on the surveys. I used the advice and suggestions to help me develop surveys that better communicate areas of importance within collaboration. I also took into account any corrections or changes that were indicated by other individuals who read the research report.

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