**Our Reflection**

This is the third time we have reiterated our project. Our reflection includes experiences from each project. Our cohort participated in the first year of ISKME’s three year project. The challenges we had during year one were time and our project’s format. During the first project, the librarian worked more in the background by organizing and managing the project, locating the sources, and pulling the template together. The librarian’s classroom participation was limited to teaching students the research and citation aspects of the project. Our cohort met weekly to design, select sources, and create the lesson. Our impression was close collaboration was a new and beneficial experience. We discussed how we each brought a different perspective and skill sets to the process. Molly ,Chemistry teacher; and Ryanne,Math teacher; discovered that Madeleine, Librarian, could gather scientific and math resources, even though Madeleine was not a science or math teacher. Madeleine in turn learned how she could better help Molly and Ryanne. Another bonus for Madeleine was other science teachers learned that Madeleine was willing and available to collaborate.

After the project was completed, we wanted to repeat and improve the project. We decided to change the format from a debate between teams to a group slideshow presentation. The three of us were looking forward to working on the project together. Unfortunately, our school learned that we would be experiencing budget cuts and turnover in the Math Department would make it very hard for Ryanne to participate. Last Spring, Molly and Madeleine tweaked the project by changing the format and removing the mathematical aspects of the project. We also added an extra day. Besides teaching the research and citation aspects, Madeleine was part of the class and involved in helping class discussions and helping students with their projects.

We thought some aspects of the project worked well but were a bit disappointed with some of the results.

This fall Molly and Madeleine revised their lesson to include six formative assessments, changed our title, revised our essential question, added an additional day, and Madeleine was much more involved in teaching and with the assessments. Three of our formative assessments were for annotating the three reading assignments. The other three were for the three group question assignments. In our previous projects, we had students read and answer the questions but we were not giving enough attention to their progress We found including the formative assessments helped students keep themselves much better organized and helped us to better monitor their progress.

We decided the debate format did not work very well for our topic because there was much more scientific evidence supporting vaccination. We thought “Vaccine Dilemma” would be a better way to approach the topic. We wanted students to focus on what questions or concerns they may have for their own child and use research to answer those questions. Another change we made was to have student group develop three of their own questions to direct their research. In our previous lessons, we provided supporting questions for students to answer. This time we had students develop their own questions for the project.

Madeleine was much more involved with aspects of the classroom teaching than in the previous two projects. Madeleine created the formative and summative rubrics and graded the six formative assessments. She was involved in the class on a daily basis and worked with Molly on answering student questions and guiding their projects.

We feel this last reiteration was our most successful. Most of the students were actively involved, showed interest, and worked well together. We were very happy with the students summative projects. We felt they learned from the experience. One of our student’s mother is a nurse. The mother was so impressed with her daughter’s group project that she is keeping the project to display and use as a information source for her patient’s parents. The mother told her daughter that parents routinely ask her the vaccine questions that her daughter’s group developed and answered. When the class heard this, they were excited and felt that what the class did was a valuable learning experience

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