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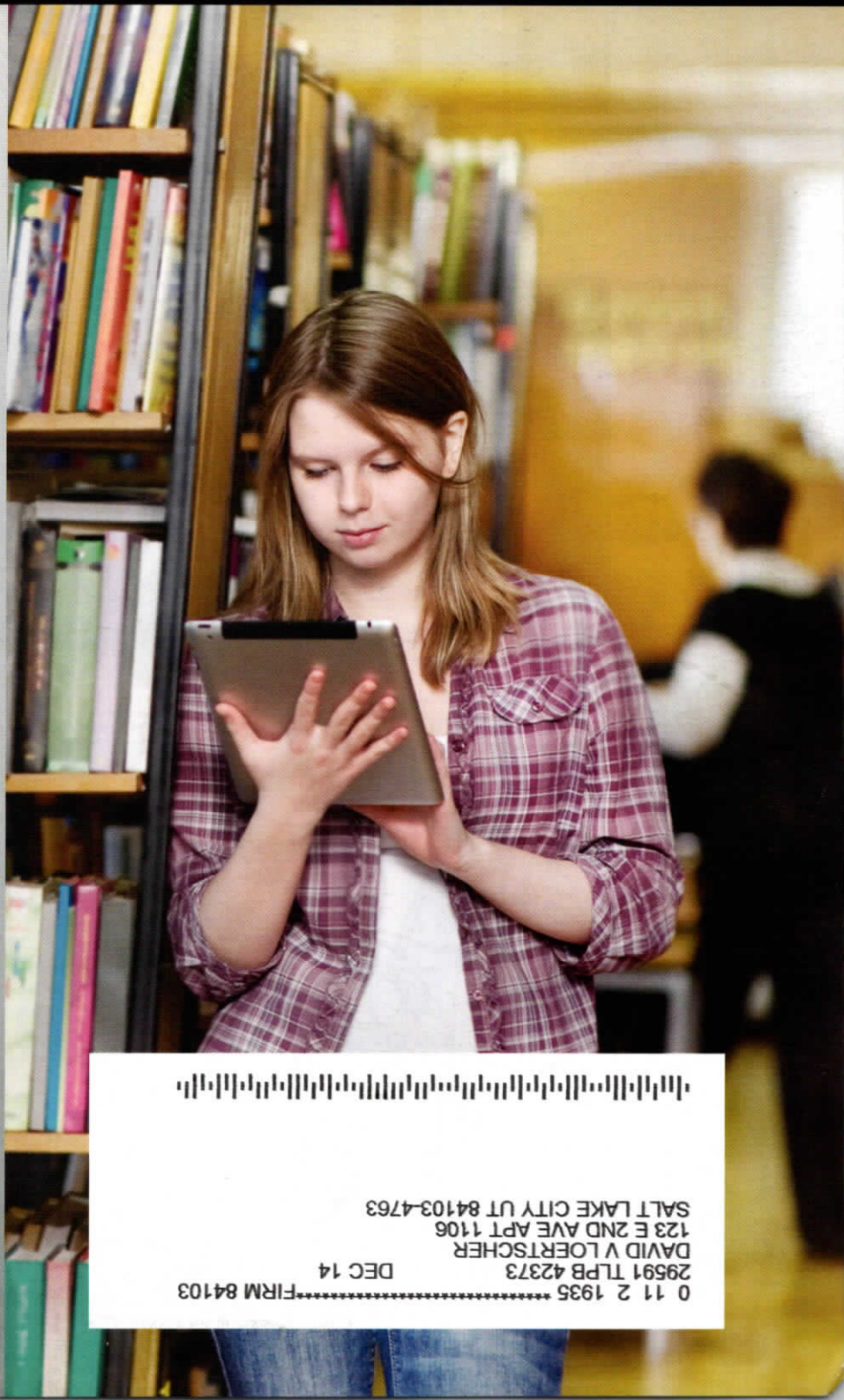
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**Collaboration and
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CONTENT

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FEATURES

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COLLABORATION AND COTEACHING: A NEW MEASURE OF IMPACT

David V. Loertscher reports the findings of his Baber Research project investigating the efficacy of coteaching. A fascinating study which asked four questions: What happens to learning when the classroom teacher and the teacher librarian coteach? If coteaching has a positive effect on learning, what are the implications for the ubiquitous model of isolated teaching? Could an unobtrusive tool measure the impact of coteaching that would have direct meaning for administrators, parents, and policy makers? Could a measure be developed and easily replicated in any school to provide more avenues to measure success rather than relying solely on standardized testing? Loertscher's findings are important.

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PRACTICAL IMPLEMENTATION OF AN EDUCATIONAL MAKERSPACE: PART 3 OF MAKING AN EDUCATIONAL MAKERSPACE

Laura Fleming, R. Steven Kurti, and Debby L. Kurti conclude their three-article series on makerspaces. The first installment of this three-part series discussed the philosophy of educational makerspaces. The second installment explored the look and feel of the physical space and the selection of tools to inspire tinkering, creating, and inventing. This final part of the series exposes a real-life case study of a makerspace in an average school in an average district, with results that are anything but average.

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THE EVOLUTION OF A TRADITIONAL LIBRARY TO A LEARNING COMMONS

Joan Ackroyd describes her successful effort to transform a traditional library at the Monticello High School (Charlottesville, VA) into a vibrant and heavily used learning commons. Ackroyd provides insights and tips others can use as they aspire to creating their own learning commons.

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THE MILITARY LIFE OF JOSHUA H. BATES: A CAMP LEWIS SOLDIER— ANALYZING PRIMARY SOURCES THROUGH INQUIRY LEARNING, A HISTORY MYSTERY LESSON

Joan Enders provides a detailed account of a program she developed partially in response to Washington State's mandate that social studies and certain other classes would be tested through classroom-based assessments (CBAs). The guidelines for social studies stressed instruction in cause-and-effect research, problem-solution synthesis, and digging deeper in research for writing essays germane to the course. Enders details an inquiry learning approach that includes or touches upon collaboration, research, primary source documents, local and national history, and so many other important topics. This is a great example that should inspire many colleagues.

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MOVING EDUCATION FROM NOUNS TO VERBS

David D. Thornburg explores the use of such technology as 3D printing to exploit some recent changes in teaching and learning, moving from content to processes—to have students learn to think and solve problems in the manner used by practitioners in a field of study. He argues we are moving away from a noun-based curriculum to one that focuses more on verbs. Thornburg uses the example of 3D printing as a vehicle for pursuing such change.

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INANIMATE ALICE: "BORN-DIGITAL"

Amanda Hovious describes the development and use of a digital novel and transmedia storytelling project called *Inanimate Alice*. Using this title, Hovious shows the educational and developmental benefits which can derive from such new forms of content and expression. No doubt, transmedia will play a growing role in teaching and learning.

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Notebook

David V. Loertscher and Elizabeth "Betty" Marcoux

As teacher librarians, we are always talking about the issues of collaboration—among ourselves, students, peers and colleagues, and many others.

This reinforces the work we do and why it is so important to do it. This issue also explores some of our biggest challenges and gives us strong reason to persevere.

The Baber research project by Dr. Loertscher confirms that what we do with collaboration matters. In this project, based on four questions, the work we do is articulated and measured for effectiveness. Don't miss this important research—use it to advance your work. The center poster reflects Loertscher's conclusions, giving ten reasons to coteach. It is one to use with both faculty and students (in addition to Loertscher's column, which provides a sample learning module demonstrating an exemplary unit of instruction based on the topic of immigration).

Also in this issue is the third and final installment of the article series on makerspaces by Kurti, Kurti, and Fleming. Use their case study to model one in your own situation. If you missed the first two articles, we recommend strongly that you go back and read them.

Ackroyd talks about the challenges she has had moving from a more traditional school library setting to a learning commons, which is based completely in the philosophy of collaboration.

Thornburg looks at technology that involves 3D printing, seeing it as a way to advance teaching and learning, as well as process over content learning. He notes that we are moving away from the concept of product to the concept of process.

Enders takes the mandates of a state educational system and uses them to develop creative and engaging programming that includes things like inquiry, primary source discovery work, collaboration, and other interesting aspects of learning. Her development of a strong package for learning that involves using both the best of the state and the best of learning processes is a great example of what can be done to embrace both at the same time.

Hovious talks about digitally developing storytelling. She shows the pro-

Combining her expertise in teaching and educational technology, Lamb presents very useful reviews on a wide range of tools – for teacher librarians, other educators, and students.

cess and how it is educationally and developmentally appropriate. Transmedia is shown at its best for teaching and learning.

Fleming (in the *Brain Trust* column) is recognized as an up-and-coming contributor to the field of teacher librarianship. Recognized this fall by ASCD as a person to watch in education, Fleming has developed a learner-centered space, accepting a challenge by her administration to develop an exciting and engaging space that students could use to advance both collabora-

tion and creativity. She shares her thoughts on how to move the profession toward more engaging and involved learning.

Book reviews by Drs. Loertscher and Marcoux help advance understandings of cutting-edge practice. They offer insights into what is currently available as new resources to the profession, giving sound endorsements and developing understandings of where to go for what information. They offer a way to best use time and monies for learning in one's own area. Ray

looks critically at the issue of advocacy and offers ideas and strategies about lobbying. Lamb and Johnson contribute again to sound collection development tactics through their analyses of maps and their place in education. Marcoux offers ideas about how to become involved in teaching about cyberbullying.

In this issue we are pleased to debut another contribution by Dr. Annette Lamb: "App and Website Reviews." Combining her expertise in teaching and educational technology, Lamb presents very useful reviews on a wide range of tools – for teacher librarians, other educators, and students.

The suggestions offered by various contributors about reading selections and technology work are worth your consideration. Most of all, take what works for you and try new theories and practice. Use the findings from the research and actions presented here to develop your own brand of collaborative practices. You won't be sorry!

WRITE FOR *TEACHER LIBRARIAN*!

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