

# Digital Libraries go to School

## Participant Worksheet

### Workshop II

#### Workshop Outline

1. Getting Started
2. Review of Instructional Architect
3. Small Group Discussion of Projects and Project Implementation
4. Problem-Based Learning Overview
5. Break
6. Redesign with Problem-Based Learning
7. Informal Sharing
8. Wrap-up and Post-Survey

#### 1. Getting Started

- When you come in, sit with your group from Workshop I. To avoid confusion, try to sit in the same place as your group from last time.
- Go ahead and sign into your Instructional Architect account (<http://ia.usu.edu>)

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## 2. Review of Instructional Architect

- To gather resources
  - Search NSDL
  - Browse IA projects
  - Copy project
  - Add own resources
- Create new project
- Pick theme
- Add content
- Quick links
- Preview project
- Publish

## 3. Small Group Discussion

- In turns, have individual group members show off their projects (hopefully the project they were able to actually implement in the classroom).
- In theory, group members should have already seen the project when they reviewed it between our two workshops. If that's the case, discuss any changes that you made to the project as a result of that feedback. If the project was not previously shared, then walk your group members through it. Discuss *how* you intend to use it as part of your teaching and *why you used particular online resources* within the project.
- If you were able to use the project in your classroom, talk about how it went. What went well? What problems did you have to overcome? How did you overcome them? What would you do differently next time? (Either in terms of the project itself or the way you used it in your classroom). If you were not able to use the project, discuss any potential problems that you anticipate with it and ways that you plan to overcome those difficulties.
- As you discuss each group member's project, get ready to share your experiences and thoughts with the larger group. We'll begin by focusing on the implementation barriers and successes for any of your projects. Jot down some of your group's ideas here:

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## 4. Problem-Based Learning Overview

- Since there are a lot of definitions of Problem-Based Learning—how would you define it?
- Key characteristics and processes of Problem-Based Learning
- Problem-Based Learning Cheat Sheet
- Why should you care about Problem-Based Learning?
- Examine an Instructional Architect project that uses Problem-Based Learning:  
<http://ia.usu.edu/viewproject.php?project=ia:6890>
- Large-group discussion:
  - Is the project effective as a learning tool?
  - Could you see yourself doing something like this in your own classroom?
- Use of Problem-Based Learning within Instructional Architect
  - Problem-Based Learning “shell”, just copy and edit:  
<http://ia.usu.edu/viewproject.php?project=ia:6890>

## 5. Break

## 6. Redesign with Problem-Based Learning

- Pick one of your group member’s projects. You will be planning a redesign of the project so that it is more in line with Problem-Based Learning. When you are done you will do an informal verbal report of the project as it stands now and what a Problem-Based Learning version of it would look like. There are more details on this below.
- Write down some of your group’s thoughts about the following components of a Problem-Based Learning version of the project you chose to adapt:
- What problem would you use? What does the solution look like, how would you anticipate students might arrive at the solution? Use the space below to outline your ideas:

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- What would the problem presentation look like? How would you pitch it to students without being direct and explicit about the learning goals? How would you make sure they are covering the material you want them to cover? **What information would you provide up front?** Use the space below to outline your ideas:

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- Where might the students go astray? Given your problem presentation where do you anticipate students might depart from your intended goals? How would you re-direct and focus their efforts? Use the space below to outline your ideas:

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- What Problem-Based Learning recommendations would you have to ignore and why? Use the space below to outline your ideas:

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- Do you think the proposed revisions would be a change for the better? Would students learn more, be more motivated, engage in more self-directed learning, etc . . . ? Use the space below to outline your ideas:

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- This is ambitious, but if you have time—start work on revising the Instructional Architect project. Make sure you start by making a copy of the project so everyone can still see the original version. You might borrow an idea from Problem Based Learning and “divide and conquer” having one group member work on the problem presentation, others working on a workflow handout and others tackling the resources to provide students.

## 7. Informal Sharing

- As a group, share the project you selected for revision. If the project has already been used in the classroom, describe what happened with your students. If it hasn't been used yet, describe what you want to happen. Show off some of the resources in the project and talk about why they were included and how they were or will be used.
- Next, talk about the proposed revisions you would make to the project so that it uses elements of problem-based learning. You might want to refer to some of your notes from section 6. If you had time to create or change any portions of the project, such as the problem statement, show off those changes too.
- Finish by talking about whether or not the problem-based learning version would result in a better experience for students.

## 8. Wrap-up and Post-Survey

- You have an option of getting either *1 USU credit at the 5000 course level*, **or** receiving *7 re-licensure points*. If you are interested in either the USU credit or the *re-licensure points*, **you must complete the following:**
- Pre-survey
- Attend and participate in Workshop I (already done)
- Complete between workshop activities:
  - All of the handouts (including this one) can be found here: <http://ia.usu.edu/viewproject.php?project=ia:6896>
  - Journal Section 1: Write about an instructional need you have coming up in your classroom.
  - Create an Instructional Architect project to meet an instructional need in your own classroom. Use **at least three online resources** in the project and if it's appropriate, consider utilizing problem-based learning. Make the project public and share the URL with your fellow group members.
  - Journal Section 2: Review the projects of your fellow group members by filling out the Instructional Architect Review Rubric from the beginning of the workshop.
  - Share your reviews and feedback with your fellow group members.
  - Journal Section 3: Record your feedback from your group members and respond to it in your journal.
  - Revise your project based on the feedback you received.
  - Implement your project in the classroom.
  - Journal Section 4: Record your thoughts about how the use of the project went in the classroom.
  - Go back through your journal, edit for continuity and then email it to: Brooke Robertshaw (email below).
- Attend and participate in Workshop II (done).
- Complete the Post-Survey (<http://ia.usu.edu/survey>)
- We will not register you for credit unless you complete all of the elements above, so you are not at risk of getting an "F" if you decide not to finish something like the journal. If you don't have time to complete the between workshop activities (which you can finish afterwards) then we're happy to give you 6 re-licensure points and a certificate as long as you came and participated at both workshops.