Digital Libraries go to School
Participant Worksheet
Workshop I

1. Getting Started

- Take the **pre-survey** at: http://ia.usu.edu/survey/. Be sure to **write down** your identifier: _____

- When you are finished, **create an Instructional Architect account**:

  From the **Instructional Architect homepage** (http://ia.usu.edu), click I Am A Teacher, then Register. Remember to fill in the blanks below with your registration information:

  - My username is: _____

  - My password is: _____

  - My student login name is: _____

(continued on next page)

This workshop is part of the Digital Libraries go to School project, which is funded by a grant from the National Science Foundation (ESI #0554440).

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1. Getting Started (continued)

While others are finishing up, start thinking about an **instructional need** (activity, lesson plan, homework, small group work, etc . . .) coming up in your own classroom. The need should be something that you will teach or assign **before** our next workshop. Perhaps the state core has changed and you're now asked to go over content that your existing materials don't address. Maybe you have something that students really struggle with each time you go over it, or a topic in which you have a wide range of student ability—from those who need remediation to those who would benefit most from structured exploration.   Write down (*and be ready to share*) the following about your classroom and your instructional need:

- Grade level(s) of the students: _____

- Subject area(s) (e.g. "language arts"):

    _____

- What do the students need to know (more specific terms)? (e.g. "word analysis & vocabulary development") :

    _____

    _____

    _____

- Why have you chosen this as an instructional need:

    _____

    _____

    _____

    _____

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Workshop Outline

1. Getting Started (done)
2. Begin with the End in Mind
3. Introductions
4. Form Groups
5. What Has Been Done Before?
6. Problem-Based Learning
7. Design Problem
8. Introduction to the National Science Digital Library (NSDL)
9. Create An Instructional Architect Project
10. Review and Revisit Instructional Architect Projects

2. Begin with the End in Mind (some examples)

3. Introductions

- Tell us your name and your instructional need. We will be placing you into groups based on this information. If you see an overlap, please tell us either as we go along or afterward the introductions. (Refer back to page 2 if necessary).

4. Small Groups

- Write down the names/email addresses for your fellow group members:

_____

_____

_____

_____

- As a group, you'll be working on an instructional need identified by one of your group members.   (Or if you feel ambitious, a combination of those needs). Decide which one(s) you want to work on together.
- Write down the instructional need and/ or topic. _____

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5. What has been done before?

- As a group, search the Instructional Architect for existing teacher created projects that are related to your group's instructional need.

- Use the separate Instructional Architect Review Rubric to score both the project we've shown you, and one that matches up with your group's instructional need (so you will all be reviewing the same two projects). Write down *both* project identifiers, which is the last number inside the project's Internet Address or URL. This will help you jump to it quickly. For example, the project identifier for the first project we showed you: http://ia.usu.edu/viewproject.php?project=ia:2680 is 2680

- Project Identifiers:

    Example: _____

    Your group's choice: _____

- After coming back as a group, discuss your scores for each of the projects—were they similar? What was the reason for any differences of opinion that you had? How well do the projects meet your groups' instructional need? How would you use these projects in your classroom? (e.g. as part of a lecture, having students work independently, or in groups, etc . . .) What kind of changes would need to be made before you would be willing to use the projects? After reviewing the work of others, what will you pay attention to and focus on when you create your own projects?

6. Problem-Based Learning

- We asked some questions in the pre-survey about Problem-Based Learning. 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
- Research findings
- Examine an Instructional Architect project that uses Problem-Based Learning:

    http://ia.usu.edu/viewproject.php?project=ia:6890

- Large-group discussion:

    o How well does this project embody the key characteristics of Problem-Based Learning?

    o What changes could you make to better reflect the characteristics of Problem-Based Learning?

    o Is the project effective as a learning tool?

- Use of Problem-Based Learning within Instructional Architect

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7. Design Problem

- Revisit your group's chosen instructional need
- Write out the learning goal(s) related to the instructional need:

_____

_____

_____

- Identify the state core standards associated with your learning goal(s):

_____

_____

_____

- As a group, discuss where you might find online resources that would help with your instructional need. Be ready to share.
- For these next steps you can work **individually or in pairs** on the instructional need identified by your group.

8. Introduction to the National Science Digital Library (NSDL)

- Discuss sources of online resources identified within groups.
- Go to http://nsdl.org
- Peruse the **First Time Users** and **K12 Teachers** sections near the top of the page.
- Look at the **Search** feature, and explore some of the advanced options.
- As individuals or pairs within your group, search the various locations you've discussed (including the NSDL if it's appropriate for your particular need).
- As individuals within your groups, find resources and save the URLs by either emailing them to yourself (preferred method), writing them down, or bookmarking them.

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9. Create An Instructional Architect Project

- In the section you'll be creating your first simple Instructional Architect project to address your group's need. You may work individually or in pairs. Follow along with the instructor as we go through the main steps.
- To gather resources
  - o Search NSDL
  - o Add own resources
- Create new project
- Pick theme
- Add content
- Preview project
- Publish

10. Review and Revisit Instructional Architect Projects

- Go back into your original small groups to review the projects you've created.
- For each resource, discuss as a group how well it contributes to the project. Does it promote learning? If you could make changes to it, what changes would you make? How does it fit with your learning goals and the other resources you have found?
- Using the resources you've identified, create an Instructional Architect Project that meets your identified instructional need.
- If it fits with your own style of teaching, the content area, and your students—you are encouraged to use Problem-Based Learning in your Instructional Architect Project. See the Problem-Based Learning Cheat Sheet for elements you should include.
- To what extent does this reflect Problem-Based Learning.
- Folders
- Copy Project
- Take time to revise, and add resources to your project.

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11.0 Between Workshop Activities

- Our next workshop is **Wednesday, October 1** from **4pm-7pm.**

- 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 (already done)

- Attend and participate in Workshop I (already done)

- Complete between workshop activities:

  o If you lose them, all of the handouts (including this one) can be found here:
    http://ia.usu.edu/viewproject.php?project=ia:6896

  o Journal Section 1: Write about an instructional need you having coming up in your classroom. Due Date: **Friday, September 12**

  o 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. Due Date: **Monday, September 15**

  o 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.

  o Share your reviews and feedback with your fellow group members. Due Date: **Wednesday, September 17**

  o Journal Section 3: Record your feedback from your group members and respond to it in your journal.

  o Revise your project based on the feedback you received. Due Date: **Friday, September 19**

  o Implement your project in the classroom. Due Date: **Tuesday, September 30**

  o Journal Section 4: Record your thoughts about how the use of the project went in the classroom.

  o Go back through your journal, edit for continuity and then email it to: Brooke Robertshaw (email below). Due Date: **Tuesday, September 30**

- Attend and participate in Workshop II. **Be prepared to share** your Instructional Architect Project(s), your experiences with implementing them in the classroom, and the feedback you received from your group members. Workshop II will focus on classroom implementation issues, suggestions for improvement, success stories, learning opportunities, etc.

- Post-survey

Questions?

- Email: Brooke Robertshaw brooke.r@aggiemail.usu.edu

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