Course Title, Number, and Section Number: *WISELearn Digital Content Curation Workshop*

Number of Graduate Credits: 1

Course Location: CESA #4
923 E. Garland St.
West Salem, WI 54669

Course Dates and Times: October 1, 2016
December 15, 2016

Course Format (check one):
Partially Online: 6 to 69% of the class sessions of a course delivered online

Name of Approved Instructor: Kaye Henrickson

Mailing Address: 923 E. Garland Street   **Email address:** khenrickson@cesa4.org
West Salem, WI 54669

Home Phone: 608.786.4827   **Cell Phone:** N/A

Instructor Preferred Method/ Times for Student Contact:
Students may contact the instructor any time via email with the provision that responses will occur within 24 hours. Students may call and leave a message, but preferred method of contact is email.

Course Description:
WISELearn is a statewide initiative through the Department of Public Instruction. Part of this portion of the WISELearn project is creating a digital content repository of highly-vetted, standards-aligned digital content to include lesson plans, videos, simulations, games, project- or problem-based activities, etc. Learn more about WISELearn here: http://dpi.wi.gov/wiselearn

Each WISELearn Digital Content Curation workshop will bring in participants in specific content areas (current focus is on mathematics, science and ELA which will expand as the project progresses) to curate digital content and process it through standards-aligned rubrics, with emphasis on ACHIEVE OER, EQUIP and content standards. Content meeting outlined criteria will then be held for a final content review and uploaded into the WISELearn Educator Portal Digital Content Repository, making it available to all Wisconsin educators, free of charge.

Prior to the face-to-face workday, participants are expected to complete frontloaded online training in the Achieve Equip OER (Open Education Resources) Standards, metadata and metatagging, copyright/attribution rights (Creative Commons) of digital content and vetting protocols. Following the curation work day, participants will be expected to take a piece of digital content curated and develop, implement and evaluate a lesson plan as well as

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reflective paper of implementation and lessons learned of the curation process and the impact of quality, vetted content on student learning.

Conceptual Framework:

Viterbo University Programs in Education have adopted the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the WI/INTASC Standards, and specific content standards where applicable.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-word experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.

Graduate courses are intended to provide each learner with an opportunity to **extend and broaden** professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

Required Texts:
- **Achieve OER Rubrics** found at: http://www.achieve.org/oer-rubrics
- Content Area Standards, such as:
    o ELA – CCSS
    o Mathematics – CCSS
    o Science - NGSS

Course Objectives:
Students in this class are expected to…

- Complete all frontloaded, online training modules and be able to demonstrate knowledge of...
- Topics:
  - o Achieve OER and Equip Standards Alignment
  - o Content Standards Alignment
  - o Metadata and Metatagging
  - o Vetting Protocols
  - o Copyright, Creative Commons and Attribution Rights
- Complete one full face-to-face work day of WISELearn Digital Content Curation
- Complete a reflective essay about the curation process, lessons learned and the impact of quality digital content on student learning (3 pages)
- Develop, implement and evaluate a lesson plan for instruction using one piece of digital content curated during the process
- Participation in DPI's WISELearn Google+ Communities (all dependent upon content areas)

Comparison of InTASC Standards, Wisconsin Teaching Standards, and Iowa Teaching Standards
(**Please highlight across all standards that will be addressed in the course** – Standards will line up regardless of which format the student chooses to use)

InTASC Standards:	Wisconsin Teaching Standards:	Iowa Teaching Standards:
Standard 1: Learner Development	Standard 2: Know how children grow	Standard 4: Instruction that meets multiple learning needs of students
Standard 2: Learning Differences	Standard 3: Know children learn differently	Standard 4: Instruction that meets multiple learning needs of students
Standard 3: Learning Environments	Standard 5: Know how to manage a classroom	Standard 6: Competence in classroom management
Standard 4: Content Knowledge	Standard 1: Know subjects they are teaching	Standard 2: Competence in content knowledge
Standard 5: Application of Content	Standards 1 and 4: Know subjects and know how to teach	Standard 3: Competence in planning and preparing for instruction
Standard 6: Assessment	Standard 8: Know how to test for student progress	Standard 5: Uses methods to monitor student learning
Standard 7: Planning for Instruction	Standard 7: Able to plan different kinds of lessons	Standard 3: Competence in planning and preparing for instruction
Standard 8: Instructional Strategies	Standard 4 and 7: Know how to teach and able to plan different kinds of lessons	Standard 4: Instruction that meets multiple learning needs of students.
Standard 9: Professional Learning and Ethical Practice	Standard 9: Able to evaluate themselves	Standards 7 and 8: Engages in professional development and fulfills professional responsibilities
Standard 10: Leadership and Collaboration	Standards 6 and 10: Communicate well and connected with other teachers and the community	Standard 1: Implementation of school district's student achievement goals
11. **The Viterbo Standard:** The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework		

Please go online for the complete, revised (2011) InTASC Standards.

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Outline of Course Content:
- **PRIOR**: Frontloaded, flipped online training modules
  o Content standards
  o OER Rubrics
  o Metadata
  o Copyright and attribution rights of digital content
  o Practice curation piece
- **Face-to-Face Day Of**: WISELearn Digital Content Curation Day
- **AFTER**:
  o Reflective essay about curation process lessons learned and quality digital content and impact on student learning
  o Implementation <u>and</u> <u>evaluation</u> of a lesson plan of one piece of digital content curated through this process
  o Participation in [DPI's WISELearn Google+ Communities](#) (dependent upon content areas)
  o Promotion and capacity building of district staff in utilizing the WISELearn Digital Content Repository

Assignments and Requirements:
- **PRIOR**: Complete all frontloaded, flipped online training modules – 1-2 hours
- **Face-to-Face Day Of**: WISELearn Digital Content Curation Day – 8 hours
- **AFTER**:
  o Reflective essay about curation process lessons learned and quality digital content and impact on student learning (3 pages)
  o Implementation lesson plan of one piece of digital content curated through this process (Must include standards-alignment, timeline, formative and/or summative assessments, modifications for all learners)
  o Participation in [DPI's WISELearn Google+ Communities](#) (all dependent upon content areas)
  o ~ 15-20 hours

Attendance Policy
Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid.

Please note class hour requirement: For every hour of class time, there is an expectation of two hours of work time outside of class.
What does this mean?

Credits	Class Time	Out of Class Time
1	12.5 clock hours (750 Minutes)	1800 minutes = 30 clock hours
2	25 clock hours	3600 minutes = 60 clock hours

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	(1500 Minutes)	
3	37.5 clock hours (2250 Minutes)	5400 minutes = 75 clock hours

Methodology:
This course is blended in that there is required online training prior to convening face-to-face for collaboration, vetting procedures and collaborations in the curating process. The implementation of the lesson plan and reflective essay are meant as reflective practice and application of new learning from the workshop.

Evaluation Tools:
Evaluation is evident with the curation of at least two pieces of high-quality, collaboratively vetted digital content in the content areas of the given workshop focus. Demonstration of knowledge will be assessed throughout the vetting process as questions and discussions take place regarding quality, standards-alignment, and developmentally appropriate and OER-aligned content for student learning. Active participation in vetting protocol and curation discussion is paramount to being able to curate high-quality content.

Course Grade Calculation:
Please explain how the assignments will result in the final course grade.
Please know that Viterbo University uses the A, AB, B, BC, C, CD, D, F letter grade format for reporting purposes.
Grading Scale:
A   95-100%
A/B   90-94%
B   85-89%
B/C   80-84%
C   79-83%
C/D   74-78%
D   70-73%

Americans with Disabilities Act (ADA): If you have a disability and require auxiliary aids services, or accommodations for this class, please inform this professor and Jane Eddy, the disability coordinator (located in the Academic Resources Center in MRC 322 or at 608-796-3194 to discuss your needs.)

Academic Integrity: Viterbo students are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct. Please visit the Master of Education website for a detailed explanation of this policy.

General Class Rubric
Content Curation Work Day Participation

Criteria	4 (A)	3 (A/B)	2 (B)	1(B/C)
Attendance	Participant attends all class sessions for the entire time the class is in session. Or, participant misses a portion of one session and completes all assigned make-up work.	Participant misses all or most of one session and completes all assigned make-up work.	Participant misses portions of two sessions and completes all assigned make-up work.	Participant misses portions of more than two sessions and completes all make-up work. **If assigned make-up work is not completed the student will be unable to complete the course.
Effort	Participant works on tasks until completed and continues work when difficulties arise and views difficulties as opportunities to strengthen his/her understanding. Participant is focused and on-task through the duration of each task/activity.	Participant works on tasks until complete and continues working on the task even when difficulties arise. Participant is frequently focused and on-task through the duration of activities and requires little redirection to complete tasks.	Participant puts some effort into the task but stops working when difficulties arise. Participant is generally focused and on-task through the duration of activities and requires a noticeable level of redirection to complete tasks.	Participant puts very little effort into the task and/or is not focused and/or needs frequent redirection in order to complete tasks.
Participation	Participant actively engages in all opportunities for interaction, including classroom participation, Web CT activities, and small and large group interactions and views these learning experiences as an opportunity to strengthen his/her understanding of the content.	Participant actively engages in opportunities for interaction, including classroom participation, Web CT participation, and small and large group participation.	Participant occasionally engages in opportunities for interaction, including classroom participation, Web CT participation, and small and large group participation.	Participant does little to engage in opportunities for interaction, including classroom participation, Web CT participation, and small and large group participation.
Homework	Participant completes homework and meets or exceeds the expectations of the assignment, seeks clarification when s/he does not understand the assignment and uses comments/feedback to improve future work.	Participant completes homework and meets all expectations for the assignment and seeks to understand the purpose(s) of the assignment.	Participant's homework is incomplete and s/he does little to understand the purpose(s) of the assignment.	Participant does little to complete or turn in homework.

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Scholarly Writing Rubric
Reflective Essay and Implementation Lesson Plan*
Note: All assignments for the MAE are expected to be submitted in APA (6th edition) format.

Criteria	4 (A)	3 (A/B)	2 (B)	1(B/C)	0 (C)
APA Conventions spelling, punctuation, capitalization,	Uses conventions in skillful way	Uses conventions in somewhat skillful way	Uses conventions in formulaic way	Does not follow conventions consistently	Fails to follow most or any conventions
Focus	Explicit, nuanced, complex stance	Explicit and nuanced, but not complex, stance	Stance defined in general terms	Vague stance	No clear stance
Development	All ideas developed with specific, relevant information.	Most ideas developed with specific, relevant information. Reader raises few questions	Ideas not developed consistently. Supported with vague generalization or inappropriate examples	Most ideas not developed or supported with inappropriate examples.	Ideas stated, but not developed
Organization	Structure imparts feeling of wholeness and skill	Structure imparts a feeling of wholeness but not skill	Structure breaks down in some places, though solid overall	Structure feels rough or unclear	Structure not evident
Grammar/ mechanics:	Few or no errors exist; those present have no effect on reading	Errors obvious but not distracting	Errors begin to interfere with reading	Several distracting errors or multiple patterns of error	Numerous errors make understanding text difficult or impossible
Revision	Almost all revisions make draft stronger	Most revisions make draft stronger	Some revisions strengthen, but some weaken draft	Few revisions, with little effect on quality	Very few revisions; may make final worse

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