


Collaboration 2.0: Instructional Design Seminar



Tyler I.S.D.
June 9 & 10, 2009

Instructional Design Seminar

Presented by Barbara A. Jansen
Chair, 1-12 Instructional Technology and Library Services
Upper School Librarian
St. Andrew's Episcopal School, Austin, TX

Agenda

- Brief overview of Big6 process
- Collaboration for effective instructional design
- Wiki construction
- Unit design
- Getting administrators onboard

What is the Big6™?

Process

Specific skills

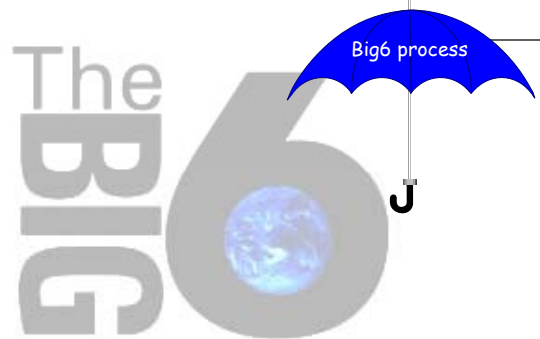



Who can use the Big6™ skills?

Anyone.



Basic Themes



Collaboration 2.0: Instructional Design Seminar

Big6™ Skills Overview

1. Task Definition
 2. Information Seeking Strategies
 3. Location & Access
 4. Use of Information
 5. Synthesis
 6. Evaluation
- Each skill has two subskills:
 - The “Little 12”

1. Task Definition

Determining the purpose and need for information



- 1.1 Define the task
 - 1.2 Determine the information needed to do the task
- ex. restate task in own words
ex. determine appropriate task from problem
ex. brainstorm a list of questions for information needed

What do I need to do?

Typical activities

Restate the task
Use a wiki to collaborate with others on questions
Define the requirements
Ask good questions
Brainstorm related ideas
Understand oral directions
Determine a timeline and the order of tasks
Determine an appropriate task from an information problem
Write appropriate questions

2. Information Seeking Strategies

Examining alternative approaches to acquiring information

- 2.1 Brainstorm all possible sources
 - 2.2 Select best sources
- ex. distinguish between free and fee-based Internet sources
ex. consider investigation, survey, observation, and interview



What can I use to find what I need?

Typical activities

Decide to use a library book or a web site
Consider the need for sources outside the library collection
Consider investigation, survey, observation, and personal interviews as sources of information
Determine that getting information from a person is necessary
Decide to use images from the web
Know when it is OK to use an encyclopedia

3. Location & Access

- 3.1 Locate sources
- 3.2 Access information within the source



ex. use a Web directory
ex. find a library book
ex. Identify key and related words

Where can I find what I need?

Collaboration 2.0: Instructional Design Seminar

Typical activities

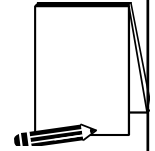
Find materials on the shelf independently
Access the appropriate information system (e.g. subscription databases, web sites, etc.)
Know and use the parts of a book
Find a word in a dictionary using guide words and alphabetical order
Search by subject or keywords
Use a search engine or a social bookmark service such as del.icio.us
Navigate through a subject directory such as KidsClick
Use the advanced search features on a database

4. Use of Information

Using a source to gain information

- 4.1 Engage in the source (read, hear, view, touch)
- 4.2 Take out needed information

ex. cite sources
ex. take notes effectively
ex. interview a person for information



What information can I use?

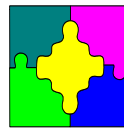
Typical activities

Read, listen, view, browse
Select the main idea and supporting details
Read carefully to find facts
Cite sources at point of use
Use the “trash-n-treasure” note-taking method to identify and record factual information
Read graphs and understand visuals
Use senses to acquire information
Copy and paste limited words and phrases from a web site into a word processing document, wiki, or Evernote
Identify relevant information

5. Synthesis

Integrating information drawn from a variety of sources

- 5.1 Organize information from a variety of sources
- 5.2 Communicate results



ex. construct a bibliography
ex. make a presentation
ex. create results for an authentic audience

How can I put my information together?

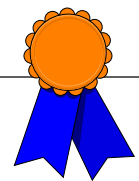
Typical activities

Produce a rough draft
Produce personally designed, appropriate media to communicate results
Use the outlining feature in a word processor to organize information from multiple sources
Create PowerPoint slide show
Follow presentation guidelines when preparing for an oral presentation
Present results that show a higher level of thinking than what was found in the information resources
Prepare a bibliography using Citation Machine or NoodleTools
Use a digital camera to include an “About the Author” section in a presentation
Comply with copyright laws and Fair Use guidelines with the help of their librarian

6. Evaluation

Making judgments based on a set of predetermined criteria

- 6.1 Evaluate the product
- 6.2 Evaluate the information problem-solving process



How will I know if I did well?

Collaboration 2.0: Instructional Design Seminar

Typical activities

- Assess the completeness of their work
- Think about the process they used
- Determine if they worked well in a group
- Compare their final product and process against a set of predetermined standards

Super 3 for Grades K-2

1. Task Definition
2. Information Seeking Strategies } **Plan**
3. Locate & Access
4. Use of Information } **Do**
5. Synthesis
6. Evaluation } **Review**



Check for understanding

- TD = Task Definition
- ISS = Information Seeking Strategies
- L&A = Location & Access
- UI = Use of Information
- S = Synthesis
- E = Evaluation

#1

1. _____ Choose between a Web site and a magazine for information on a recent current event.
2. _____ Interview a long-time community resident on the history of the area.
3. _____ Compare the final product to the requirements of the assignment before submitting it to the teacher.
4. _____ Create a PowerPoint slide show or a video of customs in various communities.

#2

1. _____ Type appropriate notes from the online encyclopedia.
2. _____ Write questions to be answered to solve the information problem.
3. _____ Decide to use the online encyclopedia.
4. _____ Type in and go to a specific URL (Website address) in an Internet browser.

#3

1. _____ Download an image from a web site into a folder on the hard drive.
2. _____ Draw a diagram showing results of a study of the human circulatory system.
3. _____ Listen for appropriate information.
4. _____ Give credit to sources at point of use.

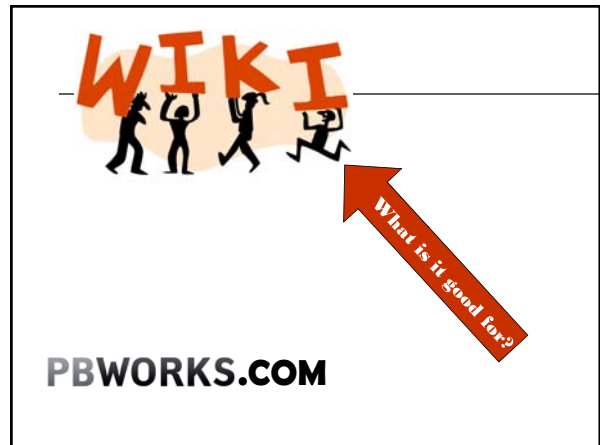
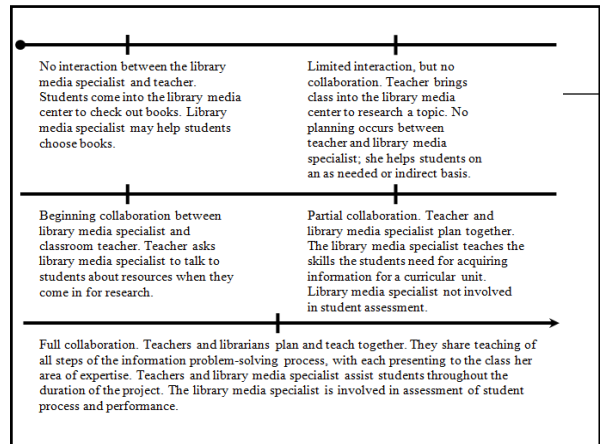
Collaboration 2.0: Instructional Design Seminar

Correlation to TEKS/TAKS

Work in Groups

Math, ELA, Science, Social Studies, other...

How does Big6 correlate?



Settings

Change name of wiki, view and change name of pages



Access Controls
 Add students without email addresses
 Permission levels: administrator, editor, writer, reader
 Security: who can view/edit
 Notifications by email or RSS

Graphics
 Use engaging and appropriate images
 Easier to place images after inserting text

FrontPage: Introduction

is...
 the project's home page
 a hook to get the students interested
 states or implies the purpose



Collaboration 2.0: Instructional Design Seminar

Task Definition

Step-by-step list of what students will do, hopefully written as an engaging problem (the problem can be on the FrontPage)

Student-created questions

Omit details about the resources, research skills, and final products from this page



Information Seeking Strategies

Consider filling in with suggestions from the students



On-shelf resources

Online resources

Free Web and fee-based Web

Location & Access



Research tips and trick that will accompany direct instruction

Keyword identification, database searching, search strategies

Use of Information



Note taking strategies and organizers or forms

Tools and tips for citing sources

Synthesis: Presenting results

Bibliography tools and tips

How will students communicate what they have learned?

How will they add value?

Higher level thinking and original ideas

How will they show “value added” in the final product?

What transferable skills will students learn and demonstrate?

Composition, production, technology, presentation, performance

Synthesis continued...

Among the many products, can students contribute to the assignment wiki or build their own?

What do students need to turn in? Notes, rough draft/sketches, bibliography written web evaluations

Due dates including check points



Collaboration 2.0: Instructional Design Seminar

Evaluation

Rubrics or scoring
guide/checklist or links

Self and group evaluation
uploads or links

Grading scale

Due dates, again

How will students get help?



Barbara Jansen
bjansen@sasaustin.org
bjansen.edublogs.org