

**L595: Workshop for Media Specialists: Collaboration in Tech Rich
Learning
Indiana University Purdue University at Indianapolis
School of Library and Information Science**

Leonardo da Vinci said, "I roamed the countryside searching for answers to things I did not understand." This master of art, inventor and forefather of modern technology traveled alone by foot to find answers. In this course, the student will be traveling the tech rich highway electronically and in collaborative teams. The ever changing role of school library media centers, libraries and museums in today's new learning society demands the mastery of electronic materials, both software and web based.

Instructors' Contact Information

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Course Assumptions

The following entry skills are required for this course:

- Demonstrate basic computer skills i.e. keyboarding
- Identify, select, access and assess information found on the Internet, libraries and museums
- Use software proficiently for word processing (Microsoft Word) and presentations (Microsoft PowerPoint)
- Use Microsoft Publisher or some web development tool to develop a simple web page
- Download plugins from the Internet in order to play audio and video clips
- Use Oncourse to share information
- Prerequisite: L401 Computer Information Tools

In this course, the student will be required to work collaboratively and independently on three projects. Students will be required to attend the course from July 10-July 21.
Hours 9:00-3:00 daily.

Course Description

This three-credit hour course will focus on creating collaborative relationships between media specialists and classroom teachers. First, we will explore how to integrate the arts into existing curriculum using a wide variety of electronic resources. The genius of Leonardo da Vinci will help guide our first week of study as we explore the “Seven Steps to Genius Every Day” as outlined in Michael Gelb’s book, How to Think like Leonardo da Vinci. The instructors will provide you with concrete examples of student work based on each of the seven principles. They will show the power of collaboration and the real world application of a technology rich environment in positively impacting **all** students’ learning, from the learning disabled child to the gifted.

The second week of this course will focus on integrating technology into your individual area of expertise. (elementary school, middle school, high school) As a participant in this class, you will have the opportunity to work on two projects, an author web quest and individualized online lesson plan that will meet your professional needs.

Course Goals

Students will be able to:

- Form collaborative teams
- Explore, assess and demonstrate knowledge of a variety of electronic resources
- Integrate electronic materials into individual projects
- Create web quests pertinent to areas of interest
- Learn how collaboration between media specialists and classroom teachers enhance the learning environment for all students
- Integrate Information Literacy Standards and Indiana State Standards in course projects

Course Content, Topics, and Calendar

Monday, July 10

- *“The desire to know is natural to good men.” ---Leonardo da Vinci*
- Introduce/overview course
- Explain three required projects
 - collaborative team project focusing on the integration of art into curriculum (due Friday, July 1) 25 points

- web quest on author (due Friday, July 8) 25 points
- online lesson plan using instructor template (due Monday, August 1) 25 points
- Formation of collaborative teams
- Demonstration of collaboration between media specialist (Diana Rennels) and classroom teacher (Jill Hall)
- Discuss online calendar scheduling for media center, wireless laptops, smart board etc.
- Explore general web sites for lesson plans, information and assessment
- www.eduscapes.com Annette Lamb and Larry Johnson's web site for life long learning which includes 4 2 explore (thematic pathfinders for all ages); Distance Learning; Teacher Tap; Literature Learning Ladders, etc.
- www.surfnetkids.com Web site for safe student surfing
- <http://rubistar.4teachers.org/index.php> Assessment Tool for rubrics
- <http://www.doe.state.in.us/> Indiana Department of Education
- <http://www.doe.state.in.us/olr/welcome.html> Office of Learning Resources – Indiana Department of Education
- <http://www.smarttech.com/> Smart Board Technology site for interactive teaching, lessons and presentations using the smart board and lesson plans to use
- <http://edcompass.smarttech.com/ec/en-us/> Smart Board Lesson Plans
- Media Specialist web sites for teaching Information Literacy Skills:
- <http://www.oslis.k12.or.us/elementary/howto/cited/> How to cite articles online
- <http://sunsite.berkeley.edu/KidsClick!/dewey.html> Kids Click
- <http://www.monroe.lib.in.us/childrens/ddchow.html> How to use the Dewey Decimal System
- <http://library.thinkquest.org/5002/index.shtml> Do we “Really know Dewey”
- <http://www.moniz.org/Library/caveman.htm> Caveman Creation of Dewey
- <http://www.quia.com/jg/7265.html> Dewey Decimal Concentration and Matching
- Work time for collaborative project
- Introduce How to Think like Leonardo da Vinci by Michael J. Gelb.
- Reading assignment: Pages: Preface-93 How to Think like Leonardo da Vinci
- Discuss Da Vinci's use of a journal and expectations for student journals (10 points)
- Online Reading Assignment: First Monday online journal article: “Teacher's Palette” by Diana Helton Rennels and Jill Fairhurst (Taylor) Hall
http://www.firstmonday.org/issues/issue6_4/rennels/

Tuesday, July 11

- ***Curiosita: “I roamed the countryside searching for answers to things I did not understand.” ---Leonardo da Vinci***
- Discuss reading assignments
- Demonstrate collaborative activities using the principles of Curiosita and Dimostrazione
- Investigate electronic resources (video streaming, museum web sites for lesson plans, Oncourse etc.)
- www.unitedstreaming.com - video streaming
- discuss museum resources via distance learning, websites, and Corbis
- www.ima-art.org Indianapolis Museum of Art
- www.eiteljorg.org Eiteljorg Museum
- <http://www.clemusart.com/> Cleveland Museum of Art
- www.getty.edu/museum J. Paul Getty Museum
- <http://pro.corbis.com> Corbis for art
- www.artic.edu Art Institute of Chicago
- Check to see if there are web sites for individual artist, i.e. www.leonet.it/comuni/vinci Leonardo da Vinci
- <http://www.sanford-artedventures.com/> Interactive art web site
- <http://www.moma.org/education/> Museum of Modern Art
- Instructions on using Publisher for collaborative team project
- Share “Leonardo’s Ledger”, a monthly publication using Publisher created by the instructors
- work time for collaborative project to include a newspaper type document using Publisher and a PowerPoint presentation
- Reading assignment: Pages 94-141 How to Think like Leonardo da Vinci
- Online Reading Assignment: Indiana Learns p 5-15; Introduction <http://www.indianalearns.org/introduction.asp>

Wednesday, July 12

- ***Sensazione: “The five senses are the ministers of the soul.” ---Leonardo da Vinci***
- Discuss reading assignments
- Demonstrate collaborative activity using the principle of Sensazione
- Investigate distance learning sites:
- <http://cilc.org/index.aspx> Center for Interactive Learning Collaboration
- <http://www.kn.pacbell.com/wired/vidconf/> Knowledge Network Explorer
- <http://www.baseballhalloffame.org/education/videoconference.htm>
- <http://www.remc11.k12.mi.us/dl/> SouthwestNet Distance Learning

- <http://www.gem-ngo.org/> Global Education Motivators “Bringing the World into the Classroom”
- <http://www.puppet.org/edu/distance.shtml> Center for Puppetry Arts
- <http://www.clevelandart.org/educef/distance/html/index.html> Cleveland Museum of Art
- <http://www.virent.net/default.htm> Virent Broadcasting
- Work time for collaborative project
- Reading Assignment: Pages 142-191 How to Think like Leonardo da Vinci
- Online Reading Assignment: P 16-25: Indiana Learns; Data Driven Practices
<http://www.indianalearns.org/datadriven.asp>

Thursday, July 13

- ***Sfumato: “That painter who has no doubts will achieve little.”
---Leonardo da Vinci***
- Discuss reading assignments
- Demonstrate collaborative activities using the principles of Sfumato and Arte/Scienza
- Demonstrate collaborative unit on invention
- <http://bronxzoo.com/bz-education/distancelearning/> Bronx Zoo
- <http://www.camdenchildrensgarden.org/education.html> Camden Children’s Garden
- http://www.sandiegozoo.org/teachers/video_index.html San Diego Zoo
- <http://www.seatrek.org/programs.html> Seatrek
- Work time for collaborative project
- Reading Assignment: Pages 192-257 How to Think like Leonardo da Vinci
- Online Reading Assignment: P 26-55: Indiana Learns; Collaborative Planning
<http://www.indianalearns.org/collaborative.asp>

Friday, June 14

- ***Corporalita: “Learn to preserve your health!” ---Leonardo da Vinci***
- Discuss reading assignments
- Demonstrate collaborative activities using the principles of Corporalita and Conessione
- Present team projects using PowerPoint and Publisher
- Demonstrate electronic software: Inspiration and Kidspiration
- Demonstrate how to create a web quest
- Show effective web quests online
- <http://library.thinkquest.org/5002/index.shtml>
- www.brainpop.com

- Author web sites:
- <http://www.childrensmuseum.org/catalog/home.asp> Children's Museum of Indianapolis for Arthur plus
- <http://pbskids.org/arthur/> Marc Brown's Arthur web site
- www.janbrett.com Jan Brett
- www.scholastic.com Authors and illustrator
- www.kidsread.com
- Begin work on individual project to develop a web quest focusing on an author relevant to grade level taught
- Reading Assignment: Pages 258-309 How to Think like Leonardo da Vinci
- Online Reading Assignment: P. 56-76 Indiana Learns Building Avid and Capable Readers
<http://www.indianalearns.org/readers.asp>

Monday, July 17

- ***Connessione: "Every part is disposed to unite with the whole, that it may thereby escape from its own incompleteness." --- Leonardo da Vinci***
- Discuss reading assignments
- Demonstrate collaborative activities of Conclusion and Beginner's Da Vinci Drawing Course as described in Part 3 of Gelb's book
- Discuss e-books and where to find them
- www.titlewave.com Follett Books
- www.btol.com Baker and Taylor
- www.bookshare.org
- Other vendors
- Work time on author web quest
- Reading Assignment: Chapter 1 of The Magic Carpet Ride: Integrating Technology into the K-12 Classroom
- Online Reading Assignment: P. 77-94: Indiana Learns; Enhancing Learning Through Technology <http://www.indianalearns.org/enhance.asp>

Tuesday, July 18

- ***Arte/Scienza: "Study the science of art and the art of science." --- Leonardo da Vinci***
- Discuss reading assignments
- Demonstrate collaborative activities using a web quest
- www.bbc.co.uk/history/ancient/vikings/launch_gms_viking_quest.shtml Viking Quest
- <http://home.freeuk.net/elloughton13/vikings.htm> Viking Quest

- www.marypopeosborne.com author web site for Viking Ships at Sunrise
- Discuss assessment instruments to be part of author web quest
- <http://rubistar.4teachers.org/index.php> Assessment templates
- Work time for author web quest
- Reading Assignment: Chapter 2 of The Magic Carpet Ride: Integrating Technology into the K-12 Classroom
- Online Reading Assignment: 94-109: Indiana Learns; Creating An Information Literate Learner <http://www.indianalearns.org/infoliteracy.asp>

Wednesday, July 19

- *Arte/Scienza: “These rules are intended to help you to a free and good judgement: for good judgement proceeds from good understanding and good understanding comes from reason trained by good rules and good rules are the children of sound experience, which is the common mother of all the sciences and arts.” ---Leonardo da Vinci*
- Discuss reading assignments
- Demonstrate collaborative activities using a web quest
- www.bbc.co.uk/history/ancient/vikings/launch_gms_viking_quest.shtml Viking Quest
- <http://home.freeuk.net/elloughton13/vikings.htm> Viking Quest
- www.marypopeosborne.com author web site for Viking Ships at Sunrise
- Discuss assessment instruments to be part of author web quest
- <http://rubistar.4teachers.org/index.php> Assessment templates
- Work time for author web quest
- Reading Assignment: Chapter 2 of The Magic Carpet Ride: Integrating Technology into the K-12 Classroom
- Online Reading Assignment: “Study Skills Help Page: Learning Strategies for Success.” Explore the Learning Styles Hemispheric Dominance section and take the Inventory test.
<http://www.mtsu.edu/~studskl/>

Thursday, July 20

- *Dimostrazione: “Obstacles do not bend me.” ---Leonardo da Vinci*
- Discuss reading assignments
- Student presentations of author web quests
- Review template for online lessons with emphasis on Informational Literacy Standards and Indiana State Standards
- Investigate topic for individual online lesson

- Work time for online lessons
- Reading Assignment: Chapter 4 of The Magic Carpet Ride: Integrating Technology into the K-12 Classroom
- Online Reading Assignment: “Study Skills Help Page: Learning Strategies for Success.” Explore the Learning Styles Sensory Modes; Vark (Sensory Mode Questionnaire); Jensen’s equation for Optimal Learning.
<http://www.mtsu.edu/~studskl/>
- Online Reading Assignment: Read an article on Howard Gardner’s Multiple Intelligences and share with class

Friday, July 21

- *Sfumato: “The greatest geniuses sometimes accomplish more when they work less.” ---Leonardo da Vinci*
- Discuss reading assignments
- Demonstrate a collaborative lesson plan between the instructors
- Demonstrate Da Vinci template for collaborative lessons
- Work time for online lessons which are due Friday, July 28
- Final Essay 10 points

Print Course Materials:

Required: Gelb, Michael J. How to Think like Leonardo da Vinci, Seven Steps to Genius Every Day. New York, Random House Publishers (Dell Paperback), 1998. ISBN 0-440-59827-4 \$13.95

Required: Lamb, Annette. The Magic Carpet Ride: Integrating Technology into The K-12 Classroom. 3rd edition 2002 ISBN 1-891917-06-4 \$23.95

Highly Recommended: Lamb, Annette. Building Treehouses for Learning: Technology in Today’s Classrooms. 3rd edition 2002 ISBN 1-891917-05-6 \$39.95

Highly Recommended: Lamb, Annette. Catching the Best of the Web: Practical Ideas for Internet Integration. 2002 ISBN 1-891917-07-2 \$21.95

Print course materials may be purchased at: www.amazon.com

Online Course Materials:

Required: Rennels, Diana Helton and Hall, Jill Fairhurst (Taylor) Hall. "Teacher's Palette." First Monday, volume 6, number 4 April 2001.
http://firstmonday.org/issues/issue6_4/rennels/index.html

Required: Loertscher, David V. with Champlin, Connie. "Indiana Learns." Indiana Department of Education Office of Learning Resources.
www.indianalearns.org

Required: Hopper, Carolyn. "Study Skills Help Page: Learning Strategies for Success." Middle Tennessee State University.
<http://www.mtsu.edu/~studskl/>

Course Requirements

The course requirements and assessment tools for grading students will be addressed in the syllabus distributed on July 10.

Assignments and Point Distribution

- | | |
|------------------------------|-----------|
| • Participation | 10 points |
| • Collaborative Team Project | 25 points |
| • Author Web Quest | 25 points |
| • Online Lesson | 25 points |
| • Journal | 5 points |
| • Final Essay | 10 points |

Final grades are based on the following range within the total 100 points possible and student performance in this course are based on SLIS grading policy which defines the meaning of such grades at:

www.slis.indiana.edu/Courses/forms/grades.html

- A 98-100
- A- 95-97
- B+ 92-94
- B 89-91
- B- 86-88
- C 80-85
- D 75-79
- F below 75

Assignments will be accepted late without a penalty on the grade only with the prior consent of the instructor. Assignments submitted late without the prior consent of the instructor will be docked one letter grade for each day (two maximum) they are late. Incompletes (I) for final grades will be **NOT** be given except in extreme situations.

K-12 Instructional Plan Design Template

Unit Description:

Instructional Plan Title:

Keywords:

Curriculum Area:

Grade Level (s):

Appropriate Group Size (s):

Time Expected to Complete Instructional Plan:

Instructional Objectives:

Indiana State Standards Reference Numbers:

Curriculum Area:

Nine Information Literacy Standards for Student Learning Reference Numbers:

Descriptive Text of Indiana State Standards:

Descriptive Text of Information Literacy Standards:

Library Media Materials and Resources:

Technological Resources:

Preparation:

Strategies and Activities:

Student Assessment:

Describe how this Instructional Plan could be extended or expanded:

Provide family activities if applicable:

Teacher Notes: