

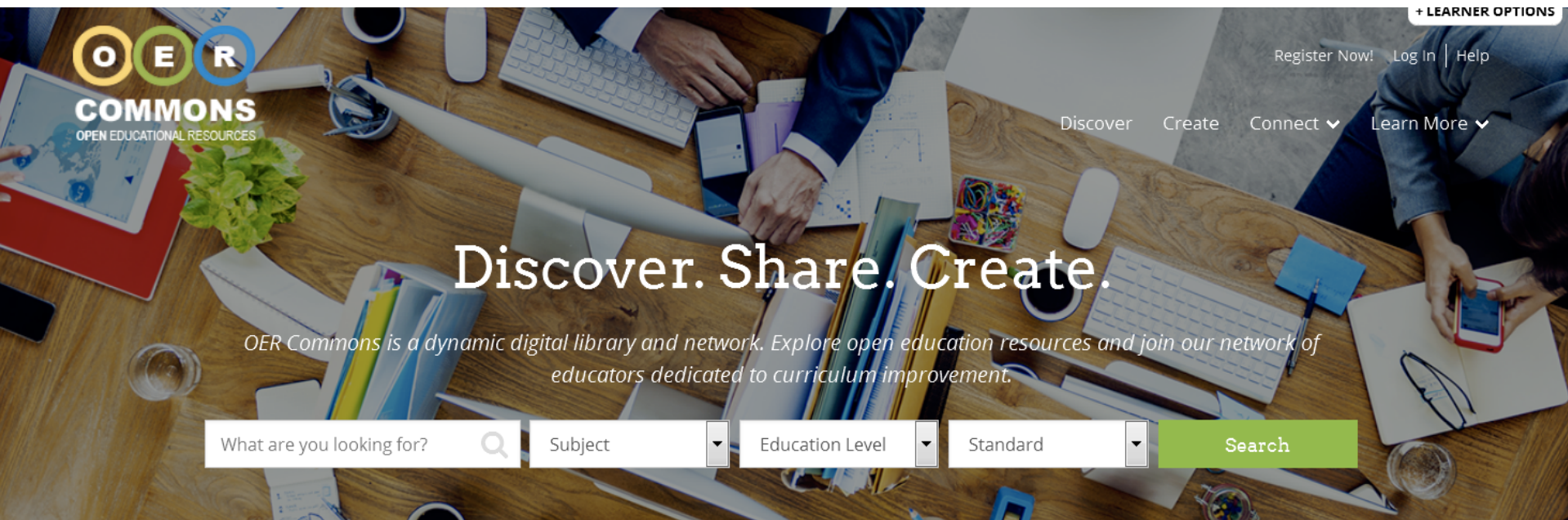


Faculty Fellowship Kickoff Meeting

K-12 Librarian Education and Open Education Practice

ISKME and GSC, IMLS Project Year 2

May 18, 2016



OER COMMONS
OPEN EDUCATIONAL RESOURCES

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OER Commons is a dynamic digital library and network. Explore open education resources and join our network of educators dedicated to curriculum improvement.

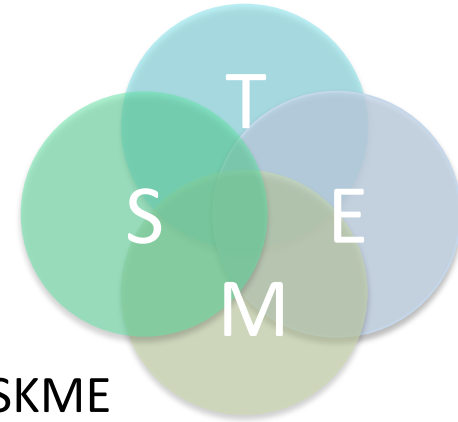
What are you looking for?

Subject Education Level Standard

School Librarians Advancing STEM Learning

Introductions: Project Team

- Amee Godwin, Director, Innovation, ISKME
- Megan Simmons, Education Lead, ISKME
- Letha Goger, Education & Library Consultant
- Cynthia Jimes , Director, Research & Learning, ISKME



Open Educational Resources (OER)

Answering global and local demands for...

- Finding high quality learning resources that are free and openly available
- State and local agency decision making in adopting content and meeting learning standards
- Enhancing educator practice with deeper engagement with resources
- Ensuring resources are continually improved through use, reuse, and evaluation

Project Platform/Toolset



- OER Commons is a digital public library of OER *and* a collaboration environment to support curriculum improvement
- Infrastructure leverages best practices in library science and interoperability
- Focused on improving the practice of continuous learning, collaboration, and change in the education sector

School Librarians Advancing STEM Learning

An IMLS-Supported Project

A project to elevate and expand the role of school librarians by **building their capacity as instructional leaders and partners to advance STEM learning**

on Twitter

#SLASL

@iskme

@oercommons




K-12 Librarians as Partners in Practice

SLASL Project Goals

- Expand traditional roles of librarians and educators across discipline
- Understand and experience potential of open educational resources (OER) and shared digital library
- Build community of practice around inquiry, instructional shifts, and advancing school librarianship
- Focus on inquiry and literacy across subjects and across STEM
- Model collaboration and leadership

Exploring a Text-Based Inquiry Lesson



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Summary

Table of Contents

This lesson on fingerprinting takes a unique approach to a standard topic in Forensic Science. While students will learn the basics of fingerprinting, how to lift a print and learn unique characteristics of fingerprints, they will become aware of the flaws of fingerprinting. By investigating the case of the Madrid Spain Bombing students will discover a match is not always accurate.

"Forensics Fingerprinting Lesson Grades 9-12" 2016 by Lynne Jackson under "Creative Commons Attribution-NonCommercial 4.0 International"

Version History

Cite this work

Forensics Fingerprinting Lesson Grades 9-12

Created Jan 28, 2016 by , Joanna Schimizzi, Lynne Jackson, Kerri Simpson

Lesson Abstract

Students will read an article about a man who is falsely arrested for the Madrid Spain bombing in 2004 based upon fingerprint evidence. He was later cleared of this crime when it was discovered that the FBI examiner mistakenly matched the print to him. Students will then go on to learn the science behind fingerprint matching and how forensic evidence can be flawed. This lesson is facilitated by teacher guided inquiry which will allow students to develop their own conclusions and develop an argument derived from the information they obtain through lesson activities.

Lesson Themes & Essential Questions

Lesson Themes

Literacy instruction is balanced with traditional science activities and lessons. The students will read the anchor text, watch a news clip supporting that text, and the following days will be spent on Fingerprint Labs and Activities. The combination of literacy and "traditional science lab activities" will keep the students engaged in the overall unit. This will help to ensure that the stamina to read and write will be offset by practical lab activities. Students will also learn to question the validity of scientific methods for interpreting evidence.

Essential Questions

Why is evidence important in criminal justice?

Are fingerprints enough forensic evidence for conviction?

What are the limitations of fingerprint analysis?

Can a fingerprint be used for conviction of a crime?

Supporting Questions

What types of evidence are there?

What are the flaws of certain types of evidence or collection and interpretation of evidence?

Should a person be convicted with only one type of evidence linking them to the crime?

Standards Addressed

STEM Inquiry Standards


HS-FS-F-1 Understand the characteristics of fingerprints that allow them be systematically classified.

(Taken from Charlotte Mecklenburg Forensics Standards)

Clarifying Objectives:




View Evaluations / Comments / All



Ryanne Dennis on Oct 30, 01:35pm

Link | Reply


I can see piloting this lesson in a biology class and using the findings (and anticipated student excitement and interest) as a basis for an entire course on forensics. I'm sure that this lesson would go over well with any level of student simply for the fact that the topic is so interesting. Great idea!



Molly Horn on Oct 29, 12:13pm

Link | Reply

I love that this lesson has a basis in reality! Students tend to get more into the problem solving if it has a relationship to something real. They can make the connection between what happened to the man who was falsely accused to times in their lives when they got into trouble for something they may not have done.




Madeleine Wright on Oct 21, 08:03am

Link | Reply

This lesson is based on a true event where a man is falsely accused due to a fingerprint analysis error. Students will be hooked by the use of a real life event to investigate the science behind fingerprinting. The lesson uses an excellent mix of reading, video, and hands on activities.

Madeleine wright



Lydia Campos on Oct 14, 01:50pm


Link | Reply

The two things that stood out to me about this lesson are:

1. This lesson plan incorporates a differentiated instruction in the way students can answer questions by working/discussing fingerprints in a small group or pair.
2. This lesson is a great introduction to all the elements that go into identifying fingerprints.

What I like about this lesson is:


) Students are able to integrate knowledge from a variety of subjects in this project. Students who are interested in law, anatomy and physiology or



Kim Kerns on Oct 14, 01:44pm

Link | Reply

I never realized how complex fingerprinting is! I like that it brings to your attention fingerprinting mistakes that were made by multiple sources. Fingerprinting Labs are great and this is a very detailed and lengthy lesson plan! Great fun!



Sue Heimberg on Oct 08, 06:20pm

Link | Reply

This is a high-interest topic that must appeal to most students. It offers both real-world situations to investigate and hands-on activities for experiential learning. The fingerprinting labs that are featured in 2 of the links are comprehensive, clear, and simple to carry out in any classroom.

Overview of the Faculty Fellowship

- Participate in virtual project meetings and training in using OER Commons, IMLS Project Hub, Module Builder
- Author and publish one courseware module in OER Commons relevant for LMS certification and that advances librarianship through open educational practice
- Share your curriculum to gather feedback and refine; publish and share your refined version
- Identify a small set of resources from OER Commons, for example, related to your module and/or to instructional leadership around literacy or inquiry-based learning

Timeline for Faculty Fellowship

Year Two Timeline	
May	Introductory Webinar
June	Share topic and module ideas; reflect on how ideas fit LMS course needs and project principles
July	Create first-draft Module and check in on progress
August	Present draft Module and offer and receive feedback
September	Refine module based on feedback
October	Publish your refined module by October 24th

Faculty Cohort Introductions

- Share your name and affiliation
- What area(s) are you currently teaching or working in that are relevant for project?
- What area(s) do you expect to be teaching or contributing to, at Granite State or elsewhere?
- What do you hope to accomplish as a Fellow this year (your individual goals)?

Open Education Practice: Guidelines



Guidelines: <http://bit.ly/1TYUfv9>

Integrating Open Practice: Reflections on Guidelines

I. COLLECTION DEVELOPMENT Open Educational Resources

Librarian Candidates practice building and sustaining digital collections that support learning across the curriculum and across school needs through the ability to:

- Understand how open educational resources (OER) support school curriculum and instructional goals;
- Access and use OER collections in a variety of formats and genres, and determine if resources are openly licensed, freely accessible, adaptable, and portable;
- Evaluate OER for their instructional value as outlined in recognized guidelines, such as [Achieve's Rubric for Evaluating OER Objects](#), [EQUIP's CCSS Rubrics](#); and
- Identify and organize online and digital collections of OER for seamless access and use by teachers and students.

Integrating Open Practice: Reflections on Guidelines

II. TEACHING & LEARNING School-wide Culture of Inquiry

Librarian Candidates practice building and supporting authentic inquiry and effective teaching and learning across the curriculum through the ability to:

- Advance multiple literacies, including [Common Core-aligned literacy](#), [STEM-focused literacy](#), and [digital literacy](#), and support cross-disciplinary inquiry across the curriculum (meta knowledge and skills);
- Provide guidance on the use of open digital resources and technologies that support teaching and learning, in alignment with national frameworks and standards (CCSS, NGSS, AASL, ISTE, C3); and
- Model collaborative instructional practice with peers and foster partnerships across the school.

Integrating Open Practice: Reflections on Guidelines

III. LIBRARY ENVIRONMENT & PROGRAMMING

Places of Discovery & Inquiry

Librarian Candidates practice building library environments (physical, digital, experiential) that advance open education practice in the school culture through the ability to:

- Build library environments comprised of both physical and digital resources, tools, and spaces, designed to provide a local connection to a globally connected information landscape;
- Understand and apply principles of open learning and maker culture toward building a library environment that provides non-cognitive learning experiences and discovery.

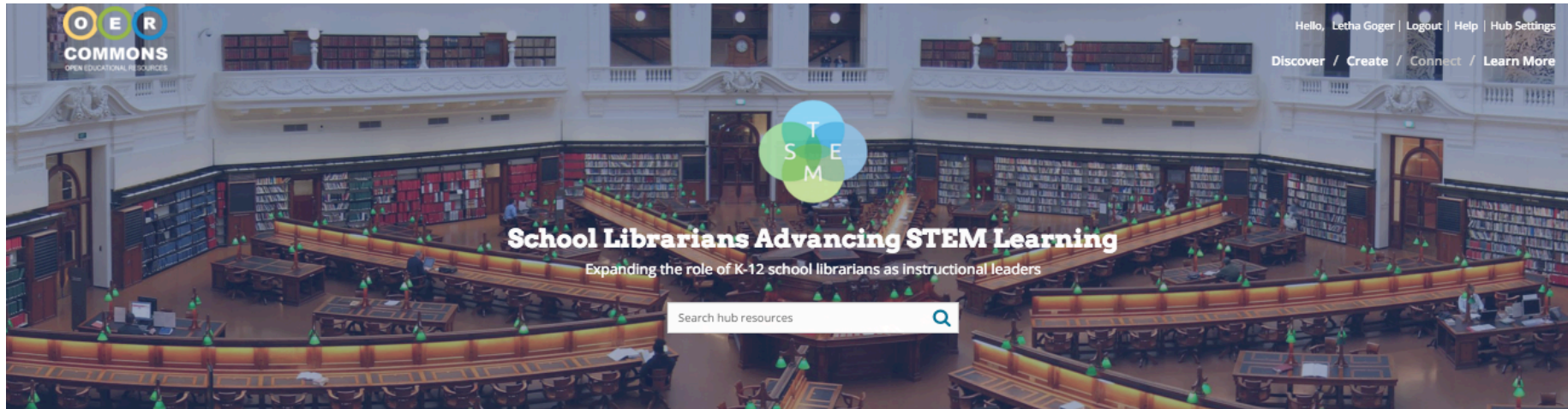
Integrating Open Practice: Reflections on Guidelines

IV. LEADERSHIP & ADVOCACY Building Collaborative & Open Practice

Librarian Candidates practice professional leadership in the form of thought partnership, dialogue, shared learning and accountability through the ability to:

- Understand, model, and share how open education practice brings a transformative shift from a proprietary and industrial education model to a participatory education model;
- Use action research methods and personal reflection to build their own professional growth plan, to include aspects of open education practice, outreach and advocacy;
- Build a time-bound plan for providing professional development training to peers around open education practice, cross-disciplinary inquiry, and building student literacy across the curriculum with a school department, at a school or district-wide training, or at regional, state or national professional gatherings.

Project Hub on OER Commons (www.oercommons.org/hubs/imls/)



Learn About the Project

The goal is to support professional learning cohorts to elevate and expand the role of school librarians, and transform their capacities as instructional leaders, who support advancements in STEM learning.

Participants will collaboratively create and review curriculum using ISKME's OER Commons library of freely available resources. The resources developed will support student critical thinking, analysis, and problem solving across STEM disciplines as well as close reading of texts and math integration, in alignment with the Common Core State Standards (CCSS) and state and national science standards.

The project is led by ISKME, in partnership with the New Hampshire Department of Education, Granite State College, and New Hampshire's Institutions of Higher Education (IHE) Network. The project is supported by the Institute of Museum and Library Services. The Institute of Museum and Library Services (www.imls.gov) is the primary source of support for the nation's 123,000 libraries and 35,000 museums.

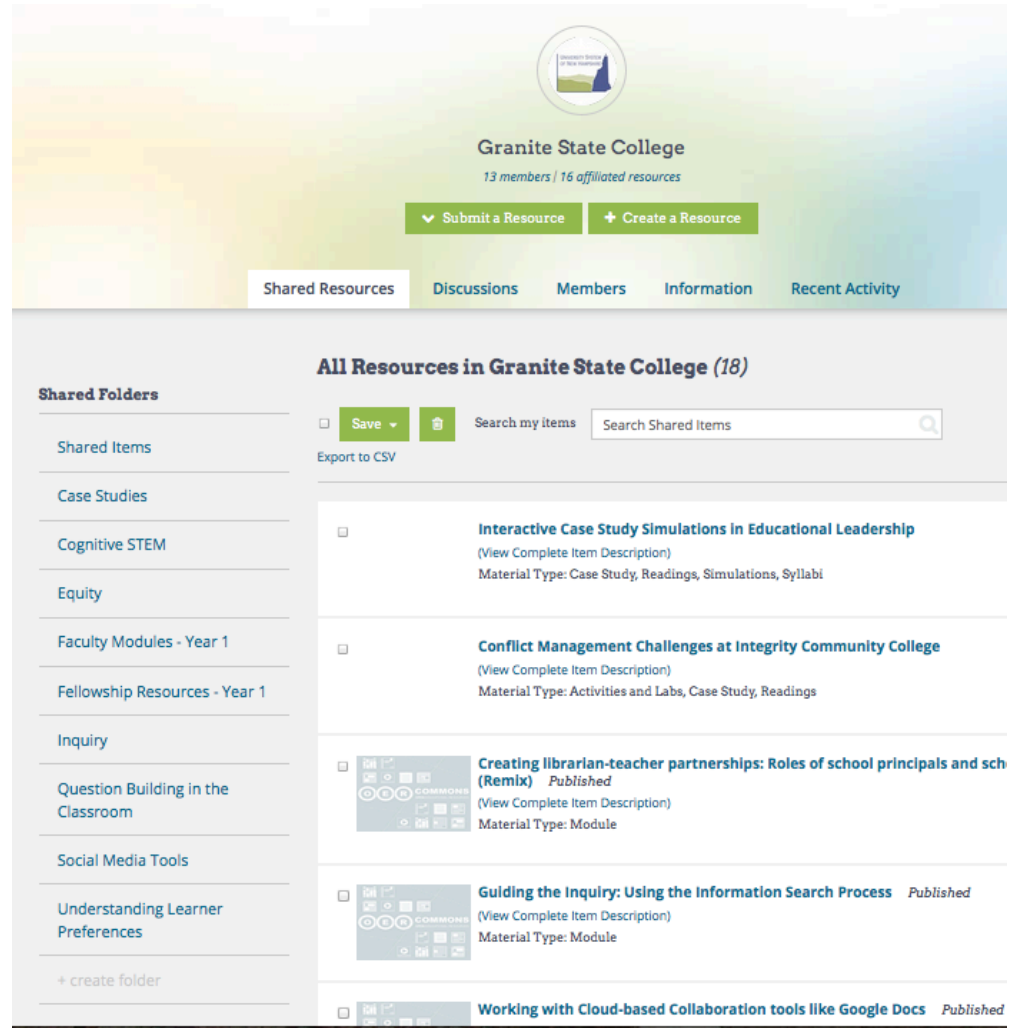
[Twitter Feed](#)

Groups



OER Commons Toolset and Workflow

Organize Resources
with Groups and
Collaboration Tools



The screenshot displays the Granite State College OER Commons interface. At the top, the college's logo and name are shown, along with the text "13 members / 16 affiliated resources". Below this, there are two buttons: "Submit a Resource" and "Create a Resource". A navigation bar includes links for "Shared Resources", "Discussions", "Members", "Information", and "Recent Activity".

The main content area is titled "All Resources in Granite State College (18)". It features a search bar with the placeholder text "Search my items" and "Search Shared Items". Below the search bar, there is a list of resources:

- Interactive Case Study Simulations in Educational Leadership** (View Complete Item Description) Material Type: Case Study, Readings, Simulations, Syllabi
- Conflict Management Challenges at Integrity Community College** (View Complete Item Description) Material Type: Activities and Labs, Case Study, Readings
- Creating librarian-teacher partnerships: Roles of school principals and sch (Remix)** Published (View Complete Item Description) Material Type: Module
- Guiding the Inquiry: Using the Information Search Process** Published (View Complete Item Description) Material Type: Module
- Working with Cloud-based Collaboration tools like Google Docs** Published

On the left side of the interface, there is a sidebar titled "Shared Folders" with a list of folders: "Shared Items", "Case Studies", "Cognitive STEM", "Equity", "Faculty Modules - Year 1", "Fellowship Resources - Year 1", "Inquiry", "Question Building in the Classroom", "Social Media Tools", "Understanding Learner Preferences", and a "+ create folder" button.

OER Commons Module Builder

Authoring Course Modules

Using Social Media as a Research Tool to Explore Scientific Data

Module Overview

This module is part of the Foundations of School Librarianship on using web resources to enhance learning and build collections. It describes a process by which the school librarian and teacher will collaborate on a high school-level project to explore how researchers are using social media to promote and distribute their research findings. This presents a great opportunity for science teachers and school librarians to tap into high school students' enthusiasm for social media in a constructive and educational way. It also provides opportunities for school librarians to collaborate with teachers on developing or enhancing students information evaluation skills. And finally, the days of speaking of collection development as a library activity that means adding physical volumes to the collection may be over. Rather, we speak of developing access to quality resources that enhance learning. Social media sites that provide free access to quality research data supports the concept of promoting Open Educational Resources (OERs).

Module Preparation

An instructor teaching this module should have prepared in the following ways: 1. Have a solid understand of what social media tools are 2. Explored how researchers are being mentored to use social media to promote their research 3. Be able to apply their experience in collaborating with classroom teachers on projects to this new project 4. Have an excellent understanding of how information is evaluated and be able to demonstrate leadership in assisting students with developing their own evaluation criteria that can then be explained and modified to meet a classroom teacher's instructional needs.

Task 1: Collaboration

After reading the Latham article, what attributes must you personally develop to form a strong librarian-teacher collaboration? How will you go about developing these skills?

Homework

How Will You Collaborate?

You will develop a short profile of your approach to collaborating with classroom teachers on projects.



Preparing Teachers
and Librarians to

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Media Formats:
Downloadable docs, Graph Video

Keywords:
Instructional Design, OER Research, School Librarian Media

Author:
Patricia Erwin-Ploog

Next Steps and Next Meeting

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23rd Annual NMC Summer Conference

The Global Ed Tech Forum for Higher Ed, Museums, Libraries, and Schools

June 14-16, 2016 — Rochester, New York

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