# INSTRUCTIONAL ARCHITECT™

# Participant Handout – Day 3

#### Workshop Series Overview

#### Day 1: Learning the Basics

- Learn how to use the Instructional Architect
- Learn about the National Science Digital Library
- Discuss quality of online resources assessing it
- Begin designing an instructional activity using the Instructional Architect

#### Between workshop activities:

- 1. Finish designing your instructional activity
- 2. Try it out with students
- 3. Come prepared at the next workshop to share your experiences

#### Day 2: Integrating Technology and Inquiry Teaching

- Reflect about your experience using the Instructional Architect with your students.
- Review the Instructional Architect
- Introduce inquiry-based activities and review fundamental approaches
- Discuss pros and cons of using inquiry activities in your classroom
- Design an inquiry activity using the Instructional Architect

#### Between workshop activities:

- 1. Design an inquiry activity using the Instructional Architect
- 2. Try it out with your students
- 3. Write a brief (1-2 page) reflection paper addressing specific questions

#### Day 3: Continued conversations about technology, quality and inquiry

- Continued discussion about quality of online resources and online learning activities
- Reflect on your instructional activity design and implementation experiences with the Instructional Architect in large and small groups
- Reflect on your use of inquiry in your classroom

## Workshop Handouts & Resources

o http://ia.usu.edu/viewproject.php?project=ia:6896

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# Day 3

#### **1.0:** An in-depth look at the review rubric

- So you don't have to move later, sit with your group members from workshop 2. While you are waiting, review the following teacher created IA projects in order as listed using the review rubric. Be ready to discuss your opinions.
- Go to <u>ia.usu.edu</u>, click on 'browse teacher projects', type in the project number below in the search box, and click on the link that appears. Write down in the space provided any comments you have on these projects.
  - o 7150
  - o 3451
  - o 7341
  - o 4254

#### 2.0: Large Group Quality Review

- As the whole group, we will review these IA projects using the review rubric. Everyone should have a laser pointer. Together, we will rate projects using the laser pointers to point to items on the review rubric (which is on the large screen).
- Let's discuss what you learned from this activity.

## 3.0: Small Group Discussion: Classroom experiences

- In turns, have individual group members show their IA projects (ideally the project they were able to implement in the classroom). Each person should discuss *how* the project was used (or intended to be used) as part of teaching (e.g., in the computer lab, projected in the classroom, individual students on own computers, etc . . .). Discuss how it fits in with other learning activities either on or off the computer. In addition, discuss *why particular online resources* were used.
- As you discuss each IA project, think about how well it meets the criteria on the review rubric. Where does the project do a good job? Where could it be improved? How could the rubric help you when designing your next project? Or how could it help you to revise this one?
- Discuss the *use or non-use of problem-based learning*. What features of problembased learning were present, which features were absent? Why was problem-based learning used, in what ways was it a good fit for the content area, your approach to teaching, or the needs of your students? If you did not use problem based learning, talk about why it was not a good fit for either your content area, your approach to teaching or the needs of your students.

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- If you were able to use an IA project in your classroom, talk about how it went. What went well? What challenges did you have to overcome? How did you overcome them? What would you do differently next time? (Either in terms of the project itself or the way you used it in your classroom). If you were not able to use the project, discuss any potential challenges that you anticipate with it and ways that you plan to overcome those difficulties. *If you used problem-based learning, what unique challenges did it present to your classroom? If you did not use problem-based learning, what challenges do you think you'd face?*
- Jot down some of the key ideas from your group and be prepared to share them with the rest of the workshop participants:

Things our IA projects did particularly well:

Things our IA projects could have improved on:

Challenges faced/anticipated when using IA projects in the classroom:

Ways to overcome challenges when using projects in the classroom:

Challenges/solutions particular to problem-based learning:

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• When you are finished sharing, if you have questions about the IA raise your hand and we will come talk with you.

## 4.0: Large group sharing

• As people share with the whole group, think about your own small group discussion. What ideas were different or the same?

# 5.0: Break

## 6.0: Quick review of IA

• Go over some questions you identified about the IA. Are there any more questions?

## 7.0: Individual Quality Review

- We will review some teacher-created IA projects individually.
- Everyone should have three review rubrics with a project number written on them.
- Find the project in the IA (ia.usu.edu, click on browse teacher projects, type in project number, click on link).
- Review each project and write your responses (including comments as necessary) on the paper review rubric.
- If you are one of the first ones to finish, start thinking about what you now look for when choosing resources, searching for other IA projects, and your use of the review rubric throughout this workshop.

## 8.0: Review Rubric Discussion

- Let's talk briefly about quality and the review rubric.
- How would you define quality for an IA project now?
- Did you use it outside of the workshops? How?
- Do you have any suggestions for improvements, changes, or things to take away that you would suggest we make to make it more useable?

# 9.0: Complete Post-Survey

- Go to <u>http://ia.usu.edu/survey</u>
- Click on the "post-survey" link, type in your identifier from day 1 of the workshop (ask us if you've forgotten).
- Fill out the post-survey, make sure you have submitted the reflection paper to Brooke, finished all of the workshop requirements (see below), and fill out the appropriate paperwork if you want to receive course credit.

# **10.0: Optional Final Session 4**

- May 6, 4pm-5pm, same place. If you attend, you will receive a \$25 gift card.
- The purpose of this optional session is to provide feedback on your workshop experiences.

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## Between workshop activities

You have an option of receiving either 1 USU credit at the 5000 course level, or receiving 7 re-licensure points. If you want the licensure points you must attend all of the workshops and complete the pre-survey and post-survey. If you are interested in the USU credit you must do the same and complete all of the between workshop activities:

- Pre-survey (already done)
- Attend and participate in Workshop 1 (already done)
- Complete between workshop activities: (already done)

Attend and participate in Workshop 2. Wednesday, March 25 from 4pm-6:30pm (already done)

- **Be prepared to share** your Instructional Architect Project(s), and your experiences with implementing them in the classroom (already done).
- Complete between workshop activities (already done)
  - Create a new Instructional Architect project. If appropriate for your content and student needs, use a problem-based learning approach within the project. Make the project public, then use it with your students.
  - Write a paper (1-2 pages double spaced) reflecting on your experiences with this workshop, with the Instructional Architect, and with problem-based learning. As part of your reflection paper address the following questions:
    - List the URLs (e.g., <u>http://ia.usu.edu/viewproject.php?project=ia:15</u>) for the IA projects you created throughout the workshop experience.
    - Highlight or star the URL in the list above of any projects you implemented in your classroom
    - Describe the successes and difficulties encountered in designing and implementing the activity.
    - Describe how you could use these resources in your classroom in the future.
    - Discuss problem-based learning. Is this something you envision using in the future? Why or why not? What drove your decision to use or not use problem-based learning after the 2<sup>nd</sup> workshop?
    - If you used problem-based learning, how did that change your approach to creating the Instructional Architect project? For example, did you use different resources? Structure the project differently?
    - The goal of this workshop is to empower teachers with the skills and tools necessary to effectively integrate technology into their teaching practice. In your opinion, how effective is the workshop at accomplishing this goal? What could be improved? What worked well?

Attend and participate in Workshop 3. Wednesday, April 22 from 4pm-6:30pm. (already done)

- **Be prepared to share** your Instructional Architect Project(s), and your experiences with implementing them in the classroom
- Complete post-survey
- Turn in reflection paper to Brooke at the workshop

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