

Wisconsin Educator Curation Project

Open Education Resource (OER) Curation Practice Activity

Welcome and Purpose

The purpose of this training is to provide a practice activity to successfully curate a resource in WISELearn Resources by:

1. Applying an understanding of the Wisconsin Common Career Technical Standards and the Wisconsin Standards associated with Career & Technical Education content areas of:
 - Agriculture, Food and Natural Resources (AFNR);
 - Business and Information Technology (B&IT);
 - Family and Consumer Sciences (FCS);
 - Health Science (HS);
 - Marketing, Management and Entrepreneurship (MME);
 - Technology and Engineering (TE)posted online at <http://dpi.wi.gov/cte/resources/standards> and the OER and in-depth criteria to evaluate the alignment of the materials to the standards.
2. Using the Wisconsin Educator Curation Project process to review materials.
3. Preparing for the in-person training.

As we begin, please remember that the materials you will be curating should be:

- instructional in nature
- should cover **no more than one lesson plan's worth of instruction**

To begin, based upon your Career & Technical Education content area, please read the designated pages:

- 33-34 and 55-59 in Wisconsin's Standards for Agriculture, Food, and Natural Resources <http://dpi.wi.gov/ag/standards>.
- 35-36 and 57-61 in Wisconsin's Standards for Business & Information Technology from the standards document <http://dpi.wi.gov/bit/standards>.
- 33-34 and 55-58 in Wisconsin's Standards for Marketing, Management, Entrepreneurship from the standards document <http://dpi.wi.gov/mmee/standards>.
- 35-36 and 57-59 in Wisconsin's Standards for Technology and Engineering from the standards document <http://dpi.wi.gov/te/standards>.

Reviewing these pages will be helpful in understanding the language used within form.

Directions to Begin the Practice Exercise

This document will provide a walk-through exercise of how to contribute a resource in WISELearn Resources. It will also provide evidence and reasoning behind the selection of particular fields of metadata for this resource. It is important to note that the information you provide in the fields about your material is what makes it useable within the system.

- Helpful tips:
 - Use [this document](#) as a reference for navigating the WISELearn Resources repository
 - Save your work as you go. Your session can time-out if left open and unused for quite some time. Use Save and continue to stay on the same page.

Step 1 - Log in to WISELearn Resources at

<https://wresources.dpi.wi.gov/>

- Click [“Log in” on the menu](#)
- Enter your email and password
 - **Username: your email address**
 - **Password: wiselearnrocks or the password that was sent to you by email**
 - Please be sure to change your password once you have logged in with the generic information
 - To change your password, click on the top right option for “edit user details” (which is your login/email address) and select “change your password”
- On the left hand navigation bar, or using the blue box at the top of your screen, click the [“Contribute link”](#) to begin the process of reviewing and contributing a resource.
- **For this practice exercise, be sure to select the “Practice” collection. Users may follow the guided activity sample as follows, use a sample resource from supplemental practice websites listed at the end of this document, or use one of your classroom resources.**
 - Note that any resources submitted in the “Practice” collection will not be curated as an actual resource. **When you will contribute an actual resource, you will need to select the “Wisconsin Educator Curation Project.”**

Gateway Criteria

This first set of questions serves to screen out materials with fundamental flaws that would make them inappropriate for WISELearn. During your curation day, you will discuss these questions with your teammates and reach consensus on next steps.

| WISELearn Field | Example Resource Notes |
|--------------------------------------|---|
| Name of the Resource (Title) | Write in the title of the resource and subtitle if appropriate. <ul style="list-style-type: none"> Supervised Career Experience |
| Classroom Subject | Check the primary subject area(s) for the resource. Subjects with a + contain additional areas which will appear below. |
| Access Rights | <ul style="list-style-type: none"> Yes, this is an open access material that is freely available and does not require any registration or membership (if a free registration is required for a resource, note “other” and describe that need). |
| Alignment to WISELearn Vision | <ul style="list-style-type: none"> We would check the first box, as this resource is relevant for a Wisconsin teacher. Here we would ask, is this context relevant to our students, or could the material be modified so that it is? We would also check the second box, as we see how it could be meaningfully used in a classroom and have ideas for making it even better. This resource is unbiased and free of student privacy issues, so we would select yes on each. |
| Partner Review | <ul style="list-style-type: none"> Yes, we would expect your team to agree that this resource meets the gateway criteria. |

Step 2 - Complete Details about the Resource

- Complete the rest of the fields with descriptive and evaluative information about a resources.

| WISELearn Field | Example Resource Notes |
|---|---|
| What is Your Resource? <ul style="list-style-type: none"> Resource URL Attachments Ownership Author/Creator Publisher Date Created Language | <ul style="list-style-type: none"> Copy in the url of the resource itself, (not a collection of resources) or attach the resource. In this case, the resource would be uploaded as an attachment or linked to this sample URL. The publisher in this case is Craig Kohn. The author/license holder of the career and pathway information is listed as Craig Kohn; however, this document referenced that the source may be freely used provided the author is cited. The date created/copyright year is 2015, as noted on the document. |

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| Description | <ul style="list-style-type: none"> This resource is designed to provide you with real-world experiences and career training so that you are prepared for seeking and obtaining a career after high school. This project consists of two components: in-class training and out-of-class experience. The in-class training will consist of profiling a career and a college major that could help you to obtain that career; writing a resume and cover letter; and conducting a job interview. |
| Guidance Narrative | <p>You will provide ideas for teachers on how to improve this resource and use it effectively with a group of students</p> <ul style="list-style-type: none"> Describe any changes or extensions you would make. Many of these suggestions have been noted above as we detailed answers for previous questions. <ul style="list-style-type: none"> A more detailed description of this resource outlining the context of the lesson to showcase what will come next can help understand the scope and planning of the work Share suggestions for implementation to include ideas such as: <ul style="list-style-type: none"> where it fits in an instructional sequence links to your academic content area how to group students Note particular strengths and weaknesses of the resource Share ideas for related resources <p>For this sample resource additional guidance narrative may include:</p> <ul style="list-style-type: none"> Career Experience Hours Requirement - Overview: Students will need to complete at least 15 hours to meet the expectations of this project, those 15 hours can be completed in a number of different ways, Career Experience Hours Requirement – Expectations: Students will be expected to complete 15 hours or more for this project. These hours will need to be verified by the person supervising your experience. For every experience, you will need to have a legal adult supervise your work. Depending on the circumstances, this could be an employer, teacher, parent, or other trustworthy adult figure. |
| Resource Type | <ul style="list-style-type: none"> This resource is a “demonstration/simulation” and a “lesson/lesson plan” |
| Digital Media Type and Required Technology | <ul style="list-style-type: none"> In this section, you will identify the type of media (video) and any hardware, software, equipment, instructions, or other materials required for use. |
| Educational Use | <ul style="list-style-type: none"> This resource is best described as a “curriculum/instruction.” |
| Grade Level End User Learning Time | <ul style="list-style-type: none"> This resource aligns to 9th grade as evidenced in the brief description, but could extend either way, so selecting 8, 9, and 10 would be appropriate. The end user of this lesson plan is the teacher and perhaps an administrator with an interest in close reading. |

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| | <ul style="list-style-type: none"> Enter the approximate/typical time to work with/through the resource for the intended audience |
| Keywords | <ul style="list-style-type: none"> The keywords are optional We would include the following: “resume,” “job interview,” “career experience” and cover letter.” |

Step 3 - Evaluate for the Open Education Resource (OER) Criteria

This set of fields provide the quality measures that assures resources surfaced through the Wisconsin Educator Curation Project are high quality and meet the standards for an open education resource.

- WISELearn Resources leverages the work of Achieve Inc, a non-profit multi-state entity that has developed quality rubrics for measuring open education resources, as well as high quality standards-aligned content.
- The resources curated through this project have an additional measure of quality control.

| WISELearn Field | Example Resource Notes |
|---|---|
| Quality of Explanation of Subject Matter | <ul style="list-style-type: none"> We see a strong explanation of subject matter based on the description in this rubric. The object provides comprehensive information so effectively that the target audience should be able to understand the subject matter; the object connects important associated concepts within the subject matter. We would select a “3” for this on the rubric. |
| Quality of Instructional Support Materials | <ul style="list-style-type: none"> The object provides materials that are comprehensive and easy to understand and use; The object includes suggestions for ways to use the materials with a variety of learners; These suggestions include materials such as “common student misconceptions” and “precursor skills and knowledge” that go beyond the basic lesson or unit elements; All objects and all components are provided and function as intended and described. For example, the time needed for lesson planning appears accurately estimated, materials lists are complete, and explanations make sense. We would select a “3” for this on the rubric. |
| Assessment | <ul style="list-style-type: none"> This resource provides multiple assessment experiences that require students to provide self-reflection through checklists and journaling, report research, develop personal portfolio items such as a resume with cover letter classroom, and work verification documentation. |

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| | <p>We would select a “3” for this on the rubric as all of the following are provided:</p> <ul style="list-style-type: none"> ○ All of the skills and knowledge assessed align clearly to the content and learning targets intended in the material ○ - Nothing is assessed that is not included in the scope of intended material (unless noted as an extension) ○ - The assessment modes move beyond just multiple choice to allow for higher-level thinking ○ - The level of difficulty is a result of the complexity of the subject-area content and performance expectations, rather than a result of unrelated issues (e.g., overly complex vocabulary used in a mathematics word problem). |
| <p>Opportunities for Deeper Learning and Student Engagement</p> | <ul style="list-style-type: none"> ● In order to receive a “3” as a superior resource, it will need to show several (at least three) deeper learning skills from the following list: <ul style="list-style-type: none"> ○ Think critically and solve complex problems. ○ Work collaboratively. ○ Communicate effectively. ○ Learn how to learn. ○ Reason abstractly. ○ Construct viable arguments and critique the reasoning of others. ○ Apply discrete knowledge and skills to real-world situations. ○ Construct, use, or analyze models. ● A review of this specific resource provides support for a “3” based upon <ul style="list-style-type: none"> ○ Think critically and solve complex problems. ○ Communicate effectively. ○ Apply discrete knowledge and skills to real-world situations. |

Step 5 - Identify the Educational Frameworks and License Type

This set of fields provides additional criteria related to educational frameworks.

| WISELearn Field | Example Resource Notes |
|----------------------------------|--|
| <p>Standard Alignment</p> | <ul style="list-style-type: none"> ● Consider the following standards as applicable for the drop down menu for alignment to standards. Remember to align to only the most prominently aligned standards. This practice will improve the quality of the metadata we collect. <ul style="list-style-type: none"> ○ http://dpi.wi.gov/cte/resources/standards <ul style="list-style-type: none"> ■ Note: If the content area standards are not available for your specific discipline, then a text box will be provided for you to simply list the code to represent the appropriate standard. |

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| <p>Promoting Excellence for All</p> | <ul style="list-style-type: none"> Indicate which of the categories of Wisconsin’s Promoting Excellence for All initiative, an achievement gap reduction effort, this resource is best aligned to “Effective Instruction.” For more information on Promoting Excellence for All, visit http://dpi.wi.gov/excforall |
| <p>Universal Design for Learning (UDL)</p> | <ul style="list-style-type: none"> UDL parallels three distinct learning networks in the brain used in learning: recognition, strategy, and affect. The respective UDL Principles offer scientifically-valid supports for learner access to information - or Representation, to being motivated to learn - or Engagement, and to demonstrating what the learner can do, or Action and Expression. UDL conveys the need to reduce curriculum barriers with intentional planning to address learner variability through the use of multiple methods, providing options which maximize learning for the greatest number of students. |
| <p>License Holder and Type</p> | <ul style="list-style-type: none"> To locate the license information: <ul style="list-style-type: none"> Click on the “show more” tab under the description of the video YouTube standard license is “Copyright All Rights Reserved” |

Congratulations! To finish submitting your resource, click “save” and “submit.” You’ve successfully uploaded a high-quality resource for moderation into WISELearn Resources that will benefit many Wisconsin teachers. A subject matter-expert will review your review prior to approval. Share your work with your teammates for their feedback.

Step 6 - Post a Link to Your Resource in Your Google Community

We encourage you to notify others that you have contributed a resource into WISELearn. To support this notification, you can following these steps if necessary to request to join the Google Community associated with your content area and then submit a post with a link to your resource in WISELearn. Do not post resources in the Google Community associated with practice exercises.

- Select the link for the Google Community associated with your content area as listed below or visit <http://dpi.wi.gov/cte> to access available links:
 - WI DPI Agriculture Education / FFA / WAAE 
 - WI DPI Business & IT Education / FBLA / WEBIT 
 - WI DPI Family & Consumer Science Ed / FCCLA / WFCE 
 - WI DPI Health Science Education / HOSA / HOPE 
 - WI DPI Marketing Education / DECA / WMEA 
 - WI DPI Technology & Engineering / SkillsUSA / WTEA 
- Select Ask to Join as displayed in the green button below

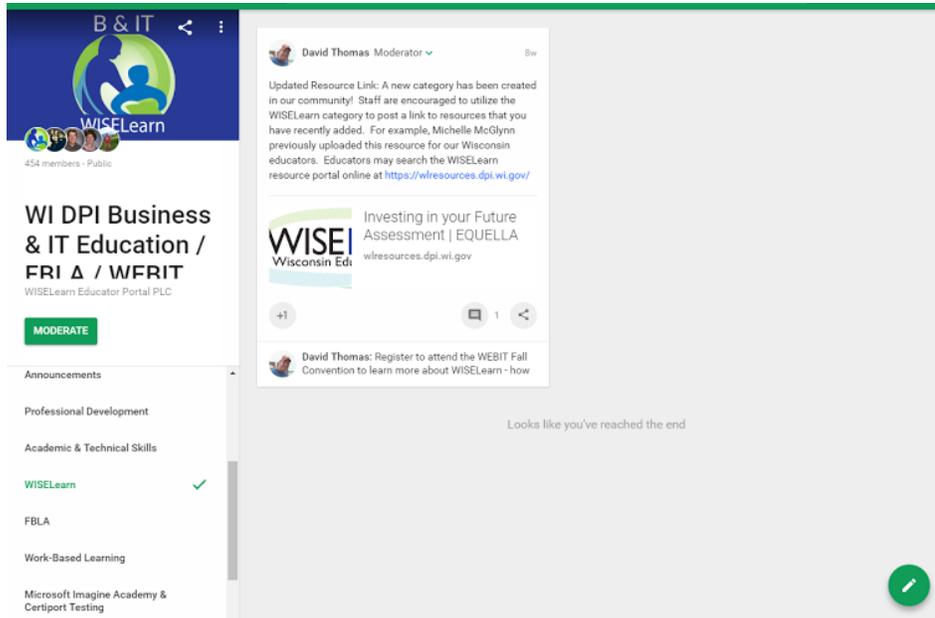


WISELearn Resources

- To participate in this community, you will need a Google Account. [Click here if you do not have a Google Account](#)
- A designated moderate for the Google Community will verify and approve your status as a member of this community. You should get an email notification to your associated Gmail account that your community membership has been approved so you can view the community and add posts.

WISELearn Resources

- To add a post, simply select the green circle that displays a pencil in the bottom right corner. When posting message, you have the option to also add a photo, hyperlink, create a poll, or share your location.



- When adding a hyperlink to your resource in WISELearn, then select and copy the web address associated with your resource as displayed in the example below and paste the web address as a hyperlink in your community post:



- The final step before your message is posted will be to identify a category such as WISELearn or Academic & Technical Skills.

We look forward to you contributing and sharing open education resources in the future!

Further work to complete before your in-person curation day

Find 4-6 resources to use in your in-person work day

From your own experience and connections, identify 4-6 examples of instructional materials to suggest for inclusion in WISELearn Resources. These materials should be at the level of lesson or finer-grained, not full units or curricula. You will find a list of suggested sources for OER on the Training site.

Practice Exercise

Please note that you will receive your training stipend only upon successful completion of the training activity. We will start the work day by discussing reviews of this resource as a group to ensure that all of us are approaching resources in similar ways. In essence, this will be an anchor review.

For additional practice in curating a resource, you may refer to the following websites:

Suggested websites for excellent resources in AFNR

- <http://communities.naae.org/welcome>
- <https://www.ffa.org/about/supervised-agricultural-experiences>

Suggested websites for excellent resources in B&IT

- <http://dpi.wi.gov/finance/resources-wi>
- <http://www.fbla-pbl.org/fbla/membership-benefits/education-curriculum/baa/>
- <http://statesconnection.mbaresearch.org/>

Note: All Wisconsin educators can create a free account to access materials that Wisconsin has previously subscribed.

Suggested websites for excellent resources in FCS

- <https://goo.gl/tkdhp9>
- <https://goo.gl/99E2oL>
- <http://www.wfce.org>
- <http://www.fcclainc.org>
- <http://www.wifccla.org>

Suggested websites for excellent resources in HS

- *Coming Soon*

Suggested websites for excellent resources in MME

- <http://www.deca.org/classroom/>
- <http://statesconnection.mbaresearch.org/>

 WISELearn Resources

Note: All Wisconsin educators can create a free account to access materials that Wisconsin has previously subscribed.

Suggested websites for excellent resources in TE

- http://www.wtea-wis.org/wordpress/?page_id=22
- <http://www.skillsusa.org/programs/career-readiness-curriculum/>