

# Facilitator's Guide

## Module 4

| Slide # | Learning Objectives Addressed | Content and Notes   | Additional Resources or Supplies Needed   | Notes and Suggestions                            |
|---------|-------------------------------|---|---|--|
| 1       |                               | <p><b>Opening and Introductions</b></p> <p>Welcome the Learners and introduce the instructors.</p> <p>Ask learners to introduce themselves and give one expectation they have for the session.</p>  | For name plates - blank paper and markers | This module takes approximately <b>1.5 hours</b> |
| 2       |                               | <p>Introduce the objectives:</p> <p>At the end of this module, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Create a shared library collection.</li> <li>• Describe the purpose and structure of a Learning Set and Learning List in IOER.</li> <li>• Create Indexed lists and sets of OER materials, around classroom topics and/or a specific purpose</li> </ul>  | PPT                                       |  |
| 3-7     | 4.1 Create a shared library   | <p>The role of shared libraries.</p> <p>Have learners to create a list of existing personal and organizational libraries. Have learners share these library experiences with their table/group.</p> <p><b>Talking points for IOER</b></p> <ul style="list-style-type: none"> <li>• Library access includes the ability to view resources.</li> <li>• Library access includes the ability to contribute resources to a library.</li> </ul> |   |  |

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|----|-----------------------------|--|--|--|
|    |                             | <ul style="list-style-type: none"> <li>Library owners can control the access level for both libraries and each individual's collections.</li> <li>Access can be different for the public versus people in your organization</li> <li>Access can be changed by the library owner at any time by using the Settings tab</li> </ul>   |  |  |
| 8  |                             | <p>Why Share a Library?</p> <ul style="list-style-type: none"> <li>Create a space where team members can curate resources together. For example: The district curriculum team has created a shared library for math. All members of the team can add resources to the library.</li> <li>Allow others to view the resources you have curated. For example: The curriculum team at a school has created a library of STEAM resources. All teachers in the district can view the library and access the resources.</li> </ul> |  |  |
| 9  | 4.1 Create a shared library | <p>Activity</p> <p>In small groups, participants will search for and evaluate a shared library. As a group discuss:</p> <ul style="list-style-type: none"> <li>Who owns this library?</li> <li>What is its purpose?</li> <li>How is it organized?</li> <li>Who can add resources to this library?</li> </ul> <p>Report out.</p>  |  |  |
| 10 |                             | <p>Facilitator will use the presentation to demonstrate how to manage a shared library and collection access.</p> <p>Activity Share your library</p>   |  |  |
| 11 |                             | Organizing Resources with IOER   |  |  |

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|       |  |  |                              |  |
|-------|--|--|------------------------------|--|
| 12    |  | Definition of Learning Sets and Lists  |                              |  |
| 13    |  | Usage Hints  |                              |  |
| 14-19 | 4.2 Describe the purpose and structure of a set of list of learning resources in IOER. | <p>Explain the concept of Learning Sets and Learning Lists. You might want to show an example of ISBE's Model Math Curriculum as an example of Learning Sets within the larger Learning List.</p> <p>Talking Points</p> <ul style="list-style-type: none"> <li>• Define a Learning Set and List and show the difference using the graphic.</li> <li>• Provide examples of when to use a set versus a list. <ul style="list-style-type: none"> <li>○ Set – group resources around a topic or lesson.</li> <li>○ List – Create a leveled set of resources. Can be used to organize resources for a full curriculum (See Model Math as an example). Or can be used to organize resources for a unit or to organize materials to create a digital textbook.</li> </ul> </li> <li>• Definition slide <ul style="list-style-type: none"> <li>○ Level</li> <li>○ Child</li> <li>○ Parent</li> </ul> </li> </ul> | Internet Access to live site |  |
| 20    | 4.2 Describe the purpose and structure of a set of list of learning resources in IOER. | <p>Activity:</p> <ul style="list-style-type: none"> <li>• In small groups, search for and evaluate one group of resources.</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Did you review a Learning list or Learning Set? How do you know?</li> <li>• Who created the set or list?</li> <li>• What is the purpose of the set or list?</li> <li>• Can you see all the resources included in the set or list? Why or why not?</li> <li>• What are strengths and weaknesses of this group of resources?</li> <li>• How would you use this group of resources?</li> </ul>  |                              |  |



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| 21- 31  | 4.3 Create Indexed lists and sets of OER around classroom topics and/or purpose | Use slides or live site to walk through the process of creating both a set and a list. Slides 30 – 31 show how to find the sets and list created by each user.   | User Guide<br>OER Learning Set |  |
| 32 - 34 | 4.3 Create Indexed lists and sets of OER around classroom topics and/or purpose | <p>Activity</p> <p>Go through directions and allow plenty of time for Learners to create Learning Set.</p> <p>Allow time for exploration. This portion of the training can be adjusted for time. Time could be increased to allow for the creation of multiple lists and sets.</p> | User Guide<br>OER Learning Set |  |