

# BATCH- Upgrading Curriculum Design



## Elements of a Curriculum

Big Ideas  
Essential Questions  
Content  
Skills  
Assessment

How to modernize each?



Turn to one or two colleagues

- ❖ Please share your understanding of the basic elements.
- ❖ Six minutes



# CONTENT

*The subject matter itself: key concepts, facts, events*

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## Content Formats

Discipline-Based	Interdisciplinary	Student-Centered
Focus on subjects: math, science, social studies, literature, arts, physical education, etc.	Focus on connections between two or more subject examining common organizing center	Focus on student-developed interests
Should be active: students as “scientists”, as “artists”	Rigorous; avoiding potpourri	Emerges directly from learner

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Upgrading Content:  
*Genre Selection*

TOPICS  
ISSUES  
PROBLEMS  
THEMES  
CASE STUDY

## CONTENT: FIVE GENRE

**Topics:** Subject matter groupings emphasis on information and background

**Themes:** Conceptual emphasis that ties together information and background; frequently interdisciplinary in nature.

**Problems:** Focus on addressing a problem with the goal of a solution; information serves the inquiry.

**Issues:** Examining a point of controversy to consider points of view; perspectives; and consequences.

**Case Studies:** A specific situation or text where considering the granular can shed light on other situations.

Copyright 2016: Jacobs and Alcock

# CONTENT: FIVE GENRE

**Topics:** Solar Energy

**Themes:** Sustainability

**Problems:** How to design a solar collector to run our school.

**Issues:** Conservation vs Jobs (The Rain Forest: Log it or Leave it?)

**Case Studies:** Biosphere II - Tucson, Arizona



Copyright 2016: Jacobs and Alcock

# CONTENT: FIVE GENRE

**Topic:** The American Civil War

**Theme:** National Conflict

**Problem:** How to design a virtual museum of the Civil War

**Issue:** Is the Civil War still going on?

**Case Studies:** The SC Confederate Flag Policy



Copyright 2016: Jacobs and Alcock

# CONTENT: FIVE GENRE

**Topic:** Measurement

**Theme:** On the Job in the World

**Problem:** How to improve the safety and quality experience at our local amusement park?

**Issue:** Safety vs. Thrill (Who decides? What age?)

**Case Studies:** Specific Ride Analysis and Findings



Copyright 2016: Jacobs and Alcock



**Turn to one or two colleagues**

- ❖ Identify a unit of study that you will teach this school year. Deliberately reimagine the title in at least two other genre forms.

❖ *Four minutes*

## ASSESSMENTS ARE DEMONSTRATIONS OF LEARNING

- Assessment is the observable EVIDENCE
- They must be listed as defined nouns:
- Tangible Products or
- Observable Performances



## THREE TIERS OF ASSESSMENT



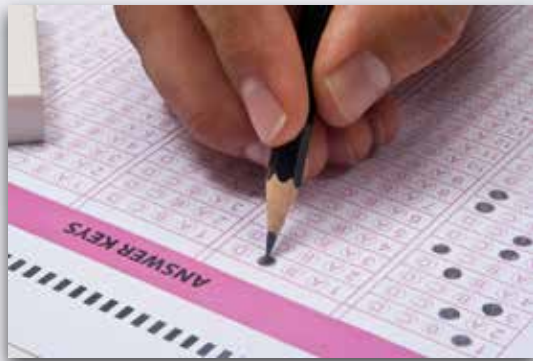
Drill and Practice

Rehearsal / Scrimmage

Authentic Performance



WHAT DO STANDARDIZED ASSESSMENTS SHOW? WHAT DON'T THEY REVEAL?



## MODERN ASSESSMENT DESIGN



WHAT DO MODERN SCIENTISTS, HISTORIANS, MATHEMATICIANS, AUTHORS PRODUCE?

## Upgraded Assessment Types

3-D Modeling/Printing/ Scanning	Film study/critique	Programming/Coding
Animation	Forecasting/Projecting/ Global Forums virtual	Project Planning Tool
Blogging/Forum	Graphics/Image	Prototypes
Broadcasting channel	Graphics Organizer	Researching/VettingTools
Case Studies on Website	Graphing	RSS Feeding
Collaborating	Grant proposal	Screencasting
Database	Infographics	Screenplay
Data Visualizing &	Info-Database Searches	Sketch-noting with tools
Digital Audio/Podcast	Interactive Simulation	Spreadsheets analysis
Digital Game Creating	Internet Researching	Station hosting -podcast
Digital Storytelling	Mashing/Remixing	Storyboarding
Digital Porfolio	MathematicalModeling	Survey design
Digital Video	Media critiques	Timeline interactive/virtual
Drawing	Music e-composition	Video Hosting
E-Publication Creating	Photo blogging	Web Authoring/Curation
Entrepreneurial plan	Playlist - annotated	Webinar event hosting
Fact-checking repository	Podcast -audio	Word Processor
(snopes.com)	Presentation- Prezi	Word Recognition
		Video/Image Synthesizing

H.H.Jacobs. *Active Literacy Across the Curriculum: Connecting Digital, Media, and Global Competence*. Routledge Pub. 2017.

## SKILLS ARE DISPLAYED ON A MAP AS:

- Precise skills that can be:
  - Assessed/measured
  - Observed
  - Described in specific terms
- Skills are action verbs...
- Skills scaffold over time
- Unlike general processes



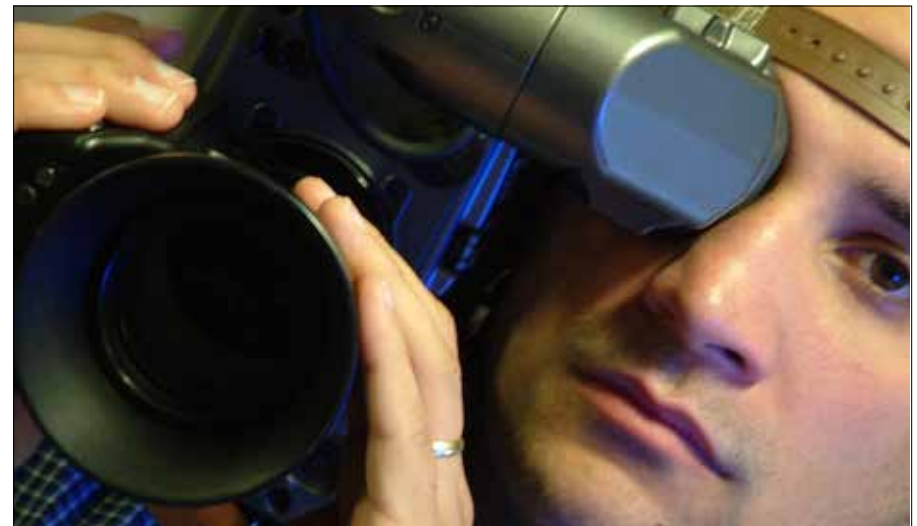
18

## PRECISION EXPECTATION IS CRUCIAL TO SKILL DEVELOPMENT.

- THE COACH DOESN'T SAY:
  - “We’re working on critical playing skills today.”
- THE COACH DOES SAY:
  - “We’re working on driving into the basket.”



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The new literacies :  
DIGITAL  
MEDIA  
GLOBAL



Connections to Classical  
Print

Text and Image Interaction

## ↔ Digital Literacy

- ➔ Accessing Capability
- ➔ Selection Capability
- ➔ Curation Capability
- ➔ Creation Capability

## ACCESSING CAPABILITY

To develop proficiency:

keyboarding fluency

touch and effect

voice activated



## Selection Capability:

The strategic selection and TAGGING of web 2.0 digital tools, applications, social media and repository sites to match research and development tasks.

# TAGS

*Presentation*  
*Social Communities*  
*Role-based*  
*Subject Area*  
*Writing*  
*Media Making*  
*Vocabulary*  
*Event-based*  
*Timelines*  
*Research Archives*  
*Visual Graphics*



## Curation Capability



To tag sites, create a clearinghouse and website .



### Conducting an APP Study:

What criteria might help learners and teachers select, analyze, sort and share digital applications?

- 1) Does the application foster curiosity and fascination?
- 2) Does the digital application encourage active inquiry increasing depth of RE-SEARCH? (That is: “search again”)
- 3) Does using the digital tool generate independence and ease of self-navigated learning?
- 4) Is the use of the digital application reflected in improved quality of learner products and performances?
- 5) Is the learner willing to recommend, annotate and share the app in a curated clearinghouse of resources for others?

H.H. Jacobs. *Mastering Digital Literacy, Solution-Tree, 2014*



Share with your colleagues at your table:

- ❖ Identify a “new” digital application and resource that you are willing to integrate into a performance task.  
Three minutes

## Linking Classical to Contemporary -Love of Books



TEACHERS COLLEGE  
COLUMBIA UNIVERSITY  
Reading & Writing Project

Services Resources News About TCRWP Clearinghouse

Search

**Summer Applications Now Open**

TCRWP summer institute applications are now open! We're excited about our offerings for the coming summer. Please be sure to join our mailing list, to apply early, and to be patient if our site experiences delays.

Institutes at TC Events Around the World Join Our Mailing List

Teachers College R & W Project Clearinghouse

## TEACHER WEB-PAGE AS A MARKETPLACE FOR LEARNING



The days of the binder are over replaced by the Clearinghouse



# CREATION CAPABILITY

To render new solutions and forms as seen in generating an original APP design or new software platform.



Student Design webpages as a portfolio

[New modern and dynamic assessment](#)



[Conduit App Maker](#)

Make APPS for your school



## CSI Twitter

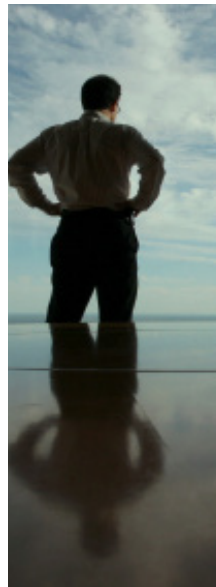
[@langwitches That was just a guess. Sent link...](#)

# Media Literacy

Receptive Capability

Generative Capability

## Classical Visual literacy



## RECEPTIVE CAPABILITY

To make meaning from  
media formats.

To be an astute  
critic of the media.

To question sources.

To recognize bias in imagery,  
text, framing, and audio.



## Film Canon Project

<http://www.filmcanonproject.com>

# Jacob Burn Media

HOME FILMS EDUCATION COMMUNITY MEMBERSHIP SUPPORT

JBFC Blog  
Stay up-to-date  
on all things JBFC

Learn more >

Closed Circuit - Official Trailer



**Now Playing**  
**Closed Circuit**  
From the producers of Tinker, Tailor, Soldier, Spy, this international suspense thriller follows a high-profile terrorism case that unexpectedly binds together two ex-lovers on the defense team. Starring Eric Elana, Rebecca Hall, Jim Broadbent, and Julia Stiles.



**Creating Quality Media:**  
**Collaboratively Designed Rubrics**  
**Building on our collective experience**



**RUBRIC:**  
FROM "RUBRICA" - LATIN- HIGHLIGHT IN RED

Determining criteria that matches the media type : **FORM** - for Documentary

- \*vocal presentation
- \*intro-outro
- \*branding
- \*sound
- \*editing



Determining criteria that matches the media type: **CONTENT** for Documentary

- \* Relevance to audience
- \* Accuracy of information
- \* Clarity of POV
- \* Language accessibility of voiceover or speakers
- \* Imagery chosen and edited to match



Film Board of Canada

## Generative Capability

- ▶ To express both informational and narrative perspectives using a wide range of media.
- ▶ To cultivate technical expertise in developing quality media products.



Rubric for Evaluating Animoto®				
	1	2	3	4
<b>Content</b>	Content was not identified.	The product lacked direction and the information was not clear.	The product shared clear content but it was not clear what the author was trying to convey.	The product clear content was well thought out and the delivery was interesting.
<b>Sound</b>	Content did not contain video or sound.	Rehearsed, with a fairly smooth delivery that usually holds the audience attention. Narration can be heard over the audio. Voice sounds natural and avoids monotones. Audio neither adds nor distracts from the project.	Delivery is not smooth, but holds audience attention a portion of the time. Narration may be difficult to hear. Voice shows little inflection. Audio missing or distracting.	Interesting, well-rehearsed, smooth, holds audience attention. It has a clear narrative soundtrack, sounds into topics, conveys meaning. So adds to the project.
<b>Visuals</b>	Images did not match the content of the presentation.	Some of the images conveyed the intent with some citations listed.	Most of the images were relevant to the content.	All images supported content and conveyed the project.
<b>Flow</b>	Presentation did not flow in a manner that could be understood by the viewer.	Use of fonts, color scheme and overall presentation of images was distracting and did not convey understanding of the content.	There was an effective use of fonts (limited wording), appropriate organization of color scheme and graphics to help convey content.	Excellent use of fonts, color and images convey understanding of content.
<b>Copyright &amp; Attribution</b>	Content did not follow copyright.	Content included a few citations but contained errors.	Content included multiple citations and references but contained errors.	Content included project follow-up, copyright and contained errors.

**TOOL SPECIFIC RUBRIC DESIGN IS CRITICAL**  
FOR EXAMPLE: WHAT MAKES A QUALITY ANIMOTO VERSUS A QUALITY PRESENTATION

Rubric for Evaluating Glogster®		
1	2	3
There was no use of writing strategies in the project.	Some writing strategies were seen but they were not coherent.	Good use of learned writing strategies was demonstrated creating a coherent project.
Content or purpose of the blog was not clear.	Writing touch on a couple of content areas but it was unclear as to the focus of the blog.	It was understood what the content or purpose of the blog was but it was not sustained.
There is not use of images.	Use of an image but does not match content of topic.	Use of an image that ties into the content.
Many errors but the user still understands the idea.	Still some errors but easier to understand.	Basically well written but still has some errors.

**OR.... WHAT MAKES A QUALITY GLOGSTER?**

Employ Media Making Tools

We need to use them WITH our students

## Digital Media Projects

<https://voicethread.com/?#q.b5629344.i28889632>


## Sigsbee Reflections

Jordan Reflection.mov

Josh Reflection.mov

<http://vimeopro.com/sigsbee/library>

SUBMIT NOW   STORE   HOME   2015 FESTIVAL   JOSTENS P  
RESOUR



**NATIONAL HIGH SCHOOL FILM FESTIVAL**  
[HTTP://WWW.HSFILMFEST.COM/](http://www.hsfilmfest.com/)

# Georgia Museum of Art

SEPTEMBER 24, 2013

Tag everyone in your video! [Share on Facebook](#)

BY Heidi J

TAGS

+


ABOUT

Add a description or settings.

SHARE

[Share](#) [Tweet](#)

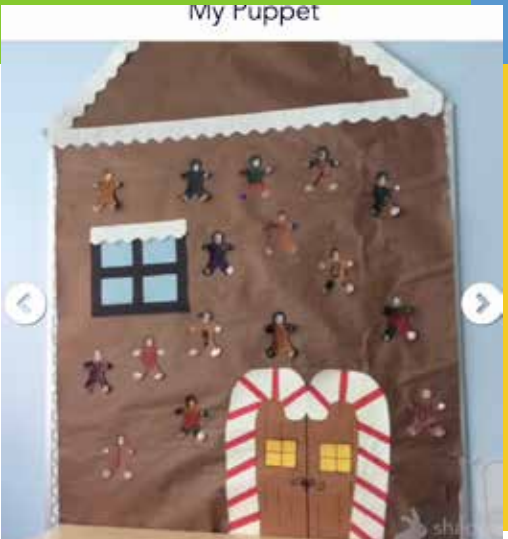

MORE



<http://animoto.com/play/oyUOmxieRnMI ZFpG9fAxRA>

Pre-K Example  
<http://get-puppet.com/v/es1xDb5qUdKo2outoplay:trus>

My Puppet

## Podcasting Learner Engagement

Every school should have a podcasting platform



## Documentaries Film Animations

If you have a laptop or a tablet you are hosting a film studio.

Replace faculty meetings with learning to use what we have in our hands.



## Creating new media formats

Every school should host a publishing house.



## Turn to one or two colleagues

- ❖ Identify a specific unit of study or course where you can employ BOTH media criticism and media making in a product.
- ❖ *Three minutes*



# Global Literacy



- Investigate the World
- Recognize Perspectives
- Communicate Ideas
- Take Action

source: CCSSO/Asia Society Global Competency Matrix, 2012



## Globally Competent Learners



INVESTIGATE THE WORLD



RECOGNIZE PERSPECTIVE



COMMUNICATE IDEAS



TAKE ACTION

EDSTEPS PROJECT, IN PARTNERSHIP WITH THE ASIA SOCIETY PARTNERSHIP FOR GLOBAL LEARNING.



## Six Instructional Approaches

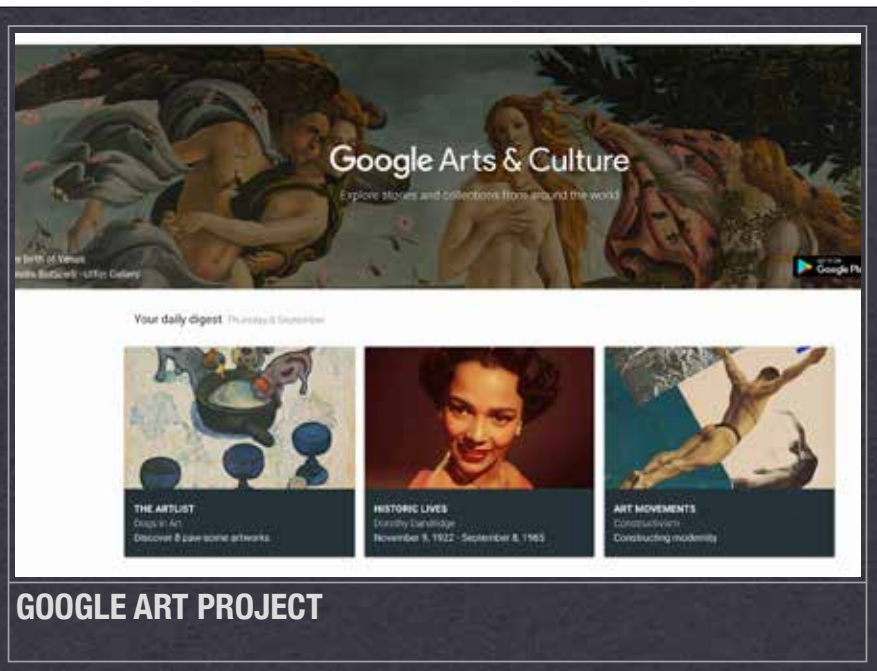
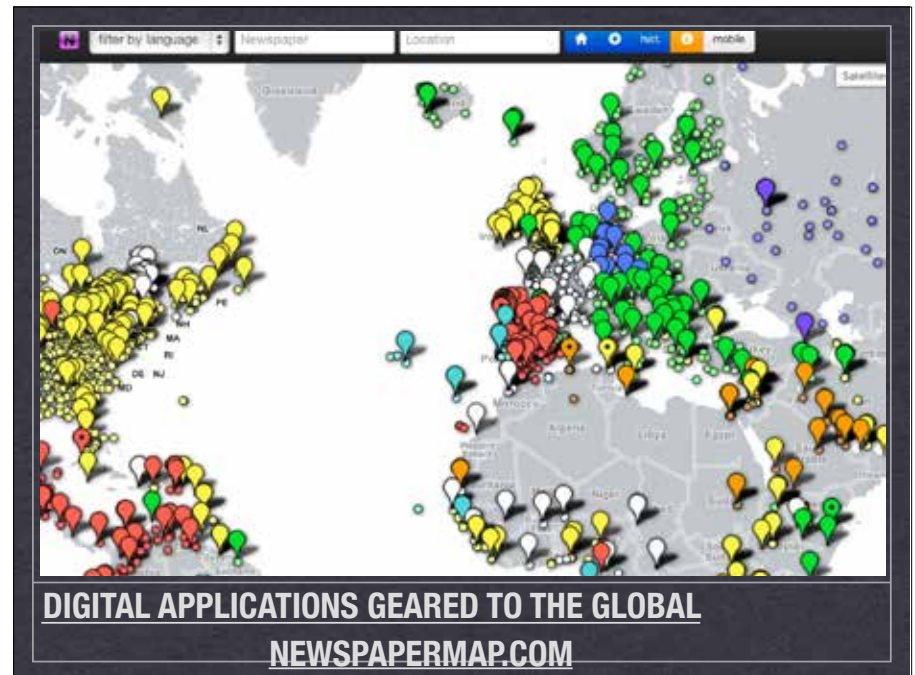
- Digital applications
- Point-to-point
- Social Network
- Formal Project Engagement
- World Language Engagement
- Travel/Residency as Field Study





## Digital Applications

Create a Global Clearinghouse



## GOOGLE ART PROJECT



## GAPMINDER.ORG

CHECK OUT THE INDICATORS AND SELECT FEATURES



## Point-to-Point




**Nancy Dressel** (@ndressel) · 20h  
 5th graders interviewing @HeidiHayesJacob - Amazing!  
 #hadtic #edtech #medchat  
 pic.twitter.com/XSgQsW5GtG



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Welcome to The Global Education Conference Network  
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**GLOBAL COLLABORATION DAY**  
 Global Collaboration Day is now over! Please read our wrap-up post: <http://www.globaleducationconference.com/forum/topics/global-collaboration-day-wrap-up> if you participate in this event as an attendee or host, you can download certificates here: <https://app.box.com/v/2018GCCcertificates>

## Social Networks

Focus on global



ibranon · (4) Thu 03 Dec 11:50 via web in reply to

@langwitches I have veterinarians on the case :)

accedera · (4) Thu 03 Dec 11:59 via web

@langwitches I sent it to my colleagues in the Environmental Studies dept here at Antioch University New England. Maybe they can help?

CriticalSkills · (4) Thu 03 Dec 11:52 via web

@langwitches - here with some biologists from the MN DNR - our guess is a opossum

matelik · (4) Thu 03 Dec 12:48 via web

@langwitches <http://twitter.com/rzcan-King> Kristine@brevardschools.org - might be someone to try - has herpetology website and is a HS teach

hdflouhousa · (4) Thu 03 Dec 13:00 via Twitter

@langwitches That was just a guess. Sent link.

## CSI Twitter



Skype: Expand the Possibilities

Scour the curriculum!

Formal Project Engagement

Organizations supporting long term global focus

Around The World with 80 Schools OPENING THE WALLS OF YOUR CLASS

Home About Join AWW80S Activity Groups Blogs Members Skyping

Looking for Professional Development?

**globally connected LEARNING**

Contact  
Sivla Rosenthal Tolisano  
for customized workshops,  
coaching or presentations  
how to globally connect  
YOUR faculty and  
students. Video  
Conference sessions  
available.

Groups  
Newest | Active | Popular

Middle School

Nov 20 2011 **Getting Started with Skype Info-Flyer**  
No Responses

'Getting Started with Skype' Info-Flyer.



Want to Join?  
Due to high amou...  
Spam, automatic  
registration had b...  
disabled. Please  
following form an...  
manual approval  
join Around The W...  
80 Schools. Than...  
your understand...

Subscribe to A...  
via Email  
Enter your email  
subscribe to this  
receive notificat...  
posts by email.

Email Address  
Subscribe

[HTTP://WWW.AROUNDTHEWORLDWITH80SCHOOLS.NET](http://www.aroundtheworldwith80schools.net)  
AROUND THE WORLD WITH 80 SCHOOLS



#Decarbonize Virtual Town Hall  
**COP21**  
Global Youth White Paper on Climate Change  
CGE

**THE CENTER FOR GLOBAL EDUCATION**  
GLOBAL POLICY MAKERS IN THE MAKING FROM EVERY CORNER OF THE PLANET

if class or school to join #Decarbonize for COP22? We'll get in touch with more details:



**#DECARBONIZE**  
A Global Mobilization of Youth perspectives on Climate Change

**DECARBONIZE**



**World Language Engagement**

Communication & Culture



## POWER OF LANGUAGE AND CULTURE

RANGE OF POLICIES PER COUNTRY AND SCHOOLS

ALA  
016  
NEW YORK

THE LANGUAGE OF BUSINESS  
THE BUSINESS OF LANGUAGE



New York  
March 20-23, 2016

Program Information Special Events Sponsors & Exhibitors Travel & Lodging Registration



Connect with the  
Community  
in the industry's thought leaders and innovators



## GALA: GLOBALIZATION AND LOCALIZATION ASSOCIATION

TRADE AND INDUSTRY OF TRANSLATION



## Power of Travel as Field Study

Deep engagement is essential



## TRAVEL FOR PROFESSIONAL DEVELOPMENT



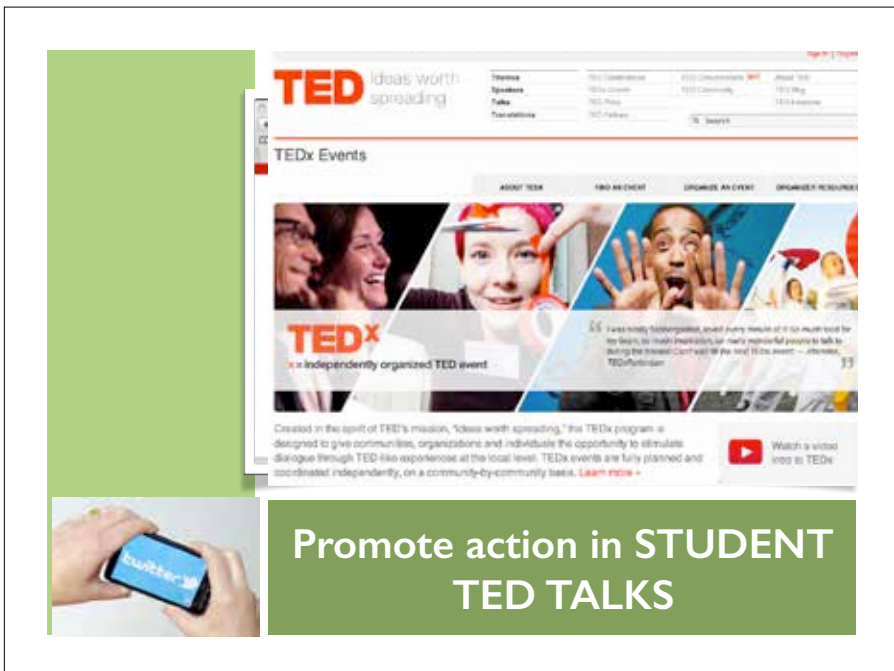
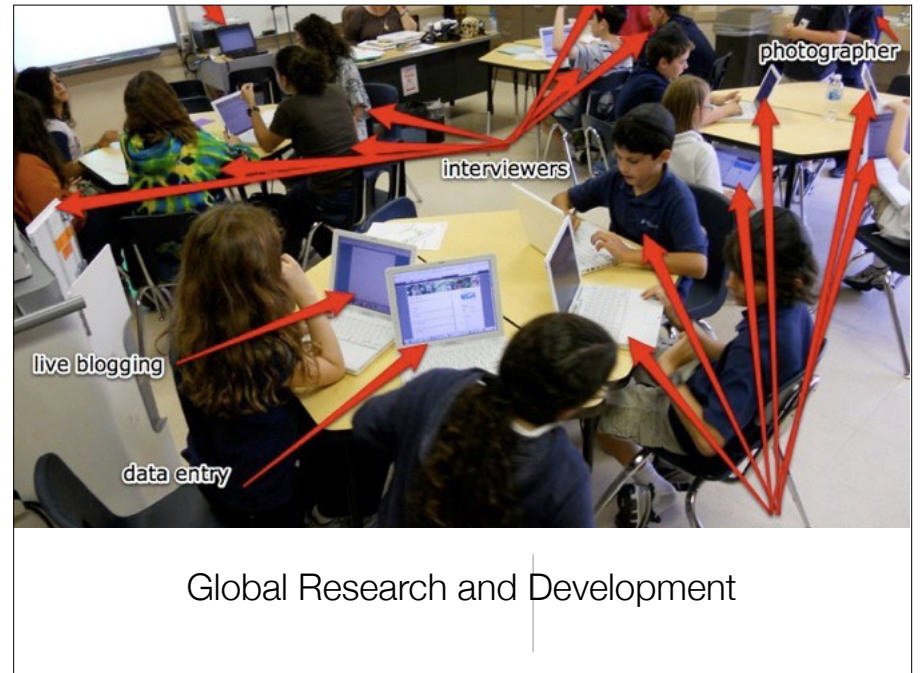
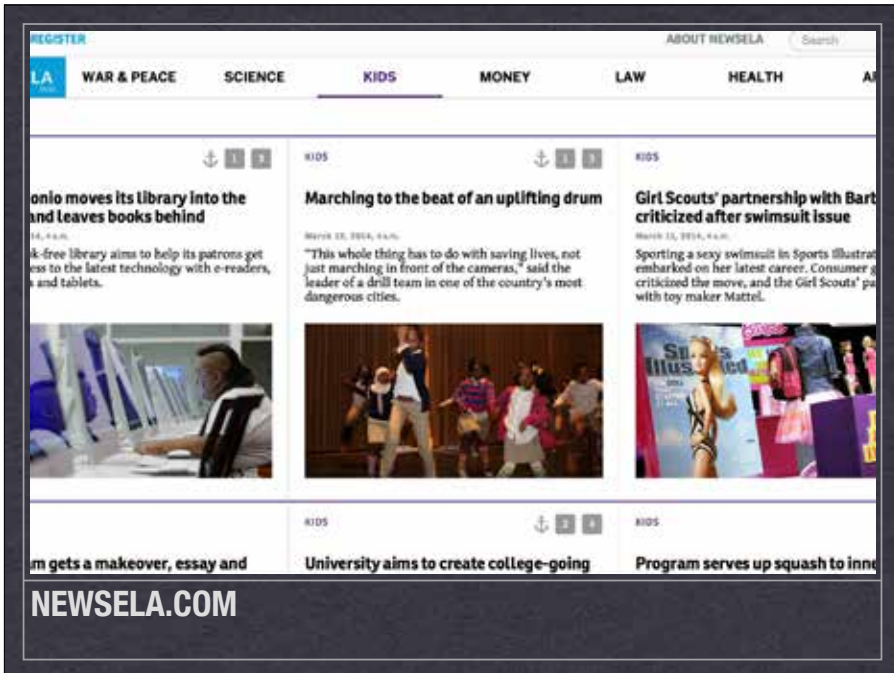
Problem: How to improve the quality of walking in our world cities

Interdisciplinary possibilities



Sources for Quests

Create a clearinghouse of relevant and timely global issues.



A Global Film Study



Turn to one or two colleagues

- ❖ Brainstorm possible upgrades in your curriculum and assessment designs to nurture global competence.
- ❖ *Three minutes*

[www.curriculum21.com](http://www.curriculum21.com)

