

# The Learning Module

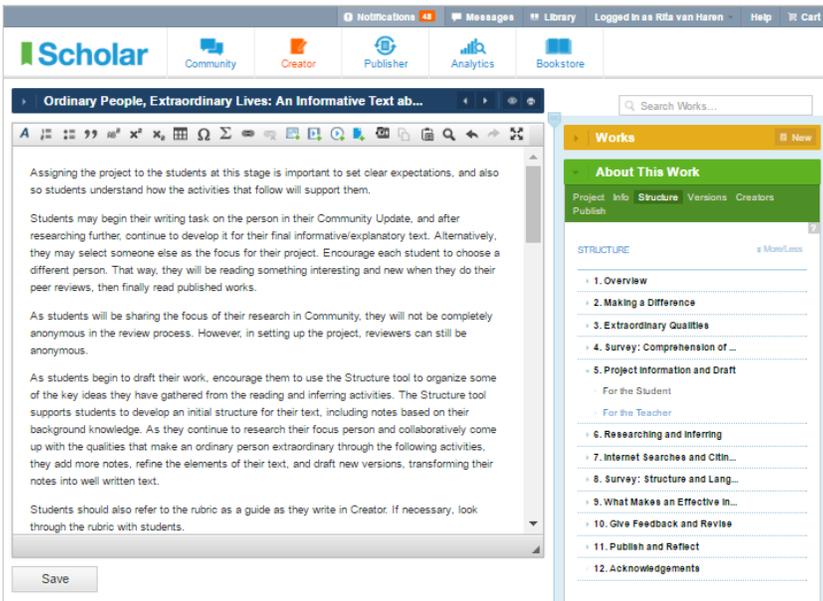
## 5.4 Adding a Project

The screenshot shows the Scholar Publisher Directory interface for Mrs. Austiff's 5th Grade. The interface includes a search bar for projects, a table of active projects, and a sidebar with navigation options. The active projects table is as follows:

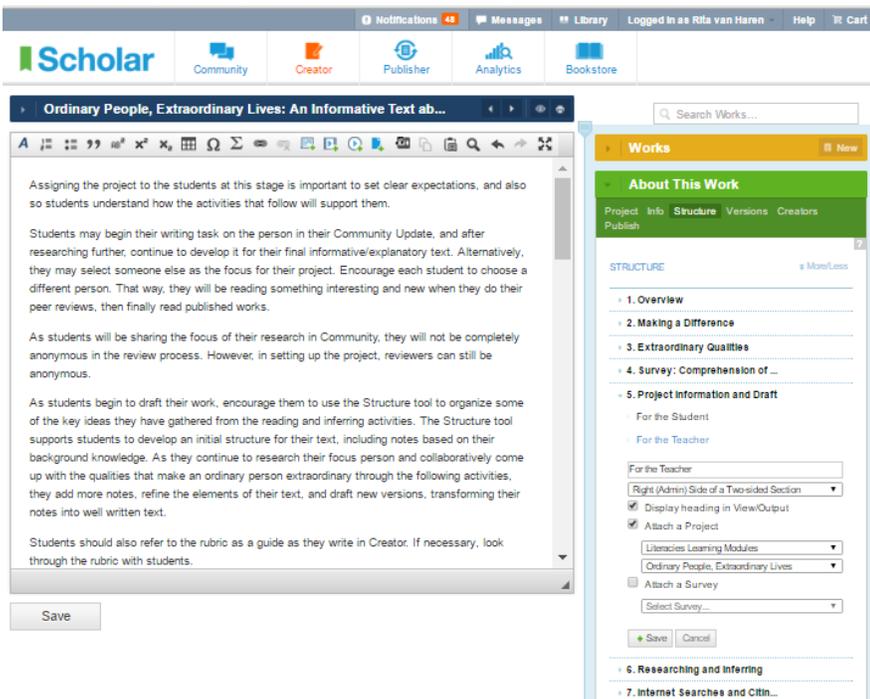
Name	Phase	Start	Deadline
Incredible Animals	Past due	Sep 13, 2014	Sep 28, 2014
Animals	Past due	Oct 6, 2014	Oct 7, 2014
Unforgettable: A Narrative	Past due	Feb 12, 2015	Feb 27, 2015
Ordinary People, Extraordinary Lives	Past due	Oct 21, 2014	Nov 8, 2014
What is the Best Job in the World? An Opinion	Started	Dec 2, 2014	Dec 20, 2014

**5.4.1:** Before adding a project to a Learning Module that you are creating, you need to create that project. To do that, you need publishing admin or educator access to the Publisher area within Scholar. If you don't have access to Publisher, please contact us: [support@cgscholar.com](mailto:support@cgscholar.com)

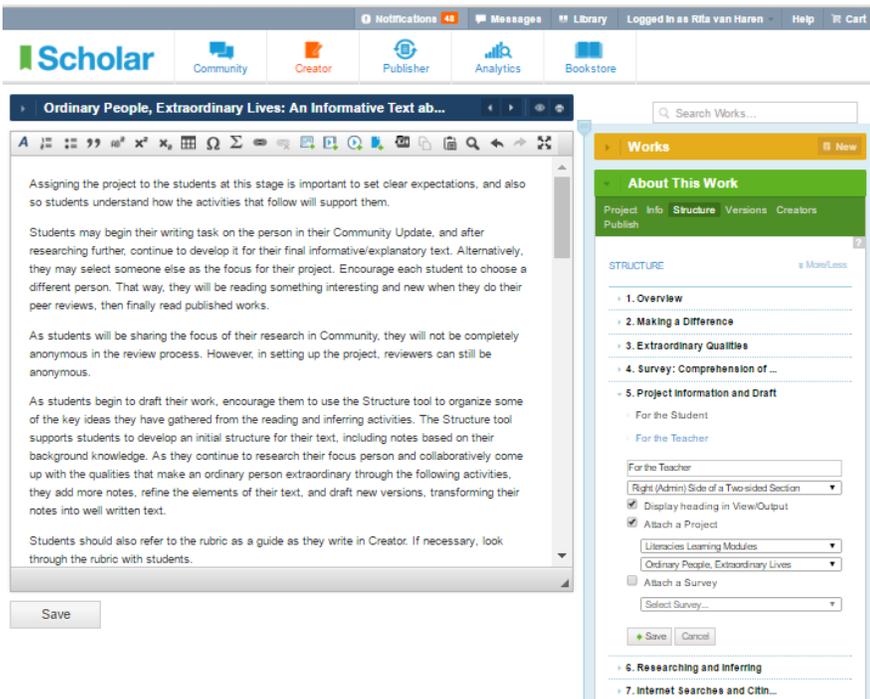
- If you don't have a community and publisher already or you would like a new place to store this project, create one. The recommended way to do this is to create a community and select the "Synced Publisher" option.
- Now, go to this publisher and create a rubric. For instructions on how to create a rubric, see [Tutorial 4.3, Working with Rubrics](#). Next, you will need to connect your rubric within a project—[Tutorial 4.4, Creating a Project](#) will guide you through the project creation process.
- Even if you don't plan to use this project with this community, you will need to invite as many members as you wish to be feedback contributors for this project. Set up the project, go all the way to the last step, but there is no need to set the project running.
- Just enter hypothetical dates for deadlines. Each teacher who uses the project will be asked to edit the dates, and will also be able to edit all other project settings—so don't worry too much about what dates you enter. The most important things are the project description and the rubric.
- When you get to the last step, your project will be saved here so you can connect it into your Learning Module, as described in 5.4.3, below. Remember, there is no need to start the project for all the settings to be saved. You just have to reach the last step in the project wizard.



**5.4.2:** Go to your works in Creator, and select the relevant Learning Module. Then go to About this Work => Structure. Select the Update in which the project starts. Select the edit pencil for the Right (Admin) Side.



**5.4.3:** Check Attach a Project. Then select a Publisher—the Publisher where you have created and saved the projects you want to use. Then select a project from the pull down menu that will appear.



5.4.4: Now “Save”. This will attach the selected project and its associated rubric. If you make changes to the rubric or to the project in Publisher, this will be automatically saved in the Learning Module.

### Peer Reviewed Work 2B: Create a Learning Module

**For the Participant**

Create a learning module which demonstrates how you would translate some of the ideas and principles of this course into practice. This can either be within the Scholar workspace, or within a workspace of your choice, with links for reviewers from Scholar which allow peer reviewer access.

In *Scholar*, a learning module is a hybrid work which crosses the legacy educational practices of lesson plan, syllabus and textbook. Unlike a lesson plan which is mainly written for teacher-organizational purposes, a learning module has both teacher and learner sides. On the left side of the screen you speak to learners in ‘classroom discourse’, however in the case of the learning module, in a dialogical, social media mode. On the right side of the screen, you speak to other teachers in the professional discourse of the curriculum and pedagogy. Unlike a syllabus, a learning module contains content as well as an outline of coverage. And unlike a textbook which typically summarizes and transmit content that learners are to consume and remember, a learning module curates a variety of web content (links, embedded media etc.) and establishes a dialogue with and between learners which positions them as active seekers and producers of knowledge. For ‘how to’ instructions, visit section 5 of the Scholar ‘help’ area (link in the top right corner of the Scholar screen).

Your learning module should:

- have a clear rationale in terms of learning objectives and, if applicable, curriculum standards.
- include at least 8 updates, each of which on the left side includes at least some curated media and a comment request that will prompt rich dialogue among students, and on the right side speaks to teachers about the underlying pedagogical rationale, possible supplementary resources, teaching suggestions, and standards mapping.
- include at least one peer reviewed project, with peer assessment rubric.
- include at least one information or knowledge survey.
- demonstrate pedagogical coherence and completeness. Optionally, creators could use the Learning by Design pedagogy, described at L-by-D.com.
- be well formed in terms of the learning module two column format and heading structure, with all media and other curated content fully sourced.

For model K-12 learning modules, visit the “Literacies” and “Learning by Design” collections in the Scholar Bookstore. For model college and higher education learning modules, visit the “Higher Education” collection.

Create a learning module in Scholar which either a) explores the affordances of Scholar in the areas of online discussion and peer reviewed projects, and/or b) leads learners to explore new media or to use learning technologies. You would be very welcome to use the completed learning module with your students!

**For the Instructor**

Learning Module Rubric	Scope and Response	Learned Objectives
<p><b>Clarity and Relevance of Focus</b> Has the author clearly defined the focus and the intended audience? Has the author clearly defined the focus and the intended audience? Has the author clearly defined the focus and the intended audience?</p> <p><b>Formal Organization</b></p> <ol style="list-style-type: none"> <li>1. Focus is clear and...</li> <li>2. Focus is specific and...</li> <li>3. Focus is relevant and...</li> <li>4. Focus is clear and...</li> </ol> <p><b>Range of Activities</b> Has the author provided a variety of activities that are appropriate for the intended audience? Has the author provided a variety of activities that are appropriate for the intended audience? Has the author provided a variety of activities that are appropriate for the intended audience?</p> <p><b>Formal Organization</b></p> <ol style="list-style-type: none"> <li>1. Content is organized in a logical...</li> <li>2. Content is organized in a logical...</li> <li>3. Content is organized in a logical...</li> <li>4. Content is organized in a logical...</li> </ol>	<p><b>Scope and Response</b> Do the activities supported cover the necessary content for this area of learning? Are they well sequenced? Do they include appropriate, engaging resources to the activity sequence?</p> <p><b>Formal Organization</b></p> <ol style="list-style-type: none"> <li>1. Prior scope and sequence...</li> <li>1. Limited scope and sequence...</li> <li>2. Reasonable scope and sequence...</li> <li>3. Good scope and sequence...</li> <li>4. Excellent scope and sequence...</li> </ol> <p><b>Media and Communications</b> Do the activities include a variety of media (text, audio, video, etc.) that are appropriate for the intended audience? Do the activities include a variety of media (text, audio, video, etc.) that are appropriate for the intended audience? Do the activities include a variety of media (text, audio, video, etc.) that are appropriate for the intended audience?</p> <p><b>Formal Organization</b></p> <ol style="list-style-type: none"> <li>1. Prior scope and sequence and early learner stage of media...</li> <li>2. Good communication and limited media range...</li> <li>3. Reasonable communication and media range...</li> <li>4. Good communication and media range...</li> <li>5. Very clear communication and excellent media range...</li> </ol>	<p><b>Learned Objectives</b> Are the activities designed to promote meaningful learning? Are the activities designed to promote meaningful learning? Are the activities designed to promote meaningful learning?</p> <p><b>Formal Organization</b></p> <ol style="list-style-type: none"> <li>1. Content and assessment designed to clearly understand and evaluate...</li> <li>2. Content and assessment designed to clearly understand and evaluate...</li> <li>3. Content and assessment designed to clearly understand and evaluate...</li> <li>4. Content and assessment designed to clearly understand and evaluate...</li> </ol> <p><b>Project Design and Assessment</b> Are the activities designed to promote meaningful learning? Are the activities designed to promote meaningful learning? Are the activities designed to promote meaningful learning?</p> <p><b>Formal Organization</b></p> <ol style="list-style-type: none"> <li>1. Prior project and assessment design is a primary goal of the project...</li> <li>2. Reasonable project and assessment design...</li> <li>3. Good project and assessment design...</li> <li>4. Excellent project and assessment design...</li> </ol>

Rubric for Writing a Learning Module

Post Left-Side Content to a Community

Start Project

5.4.5: We recommend that you take screenshots of your rubric and include these on the ‘For the Instructor’ side so people who may want to use this project can see the rubric before they decide to go ahead with the project.