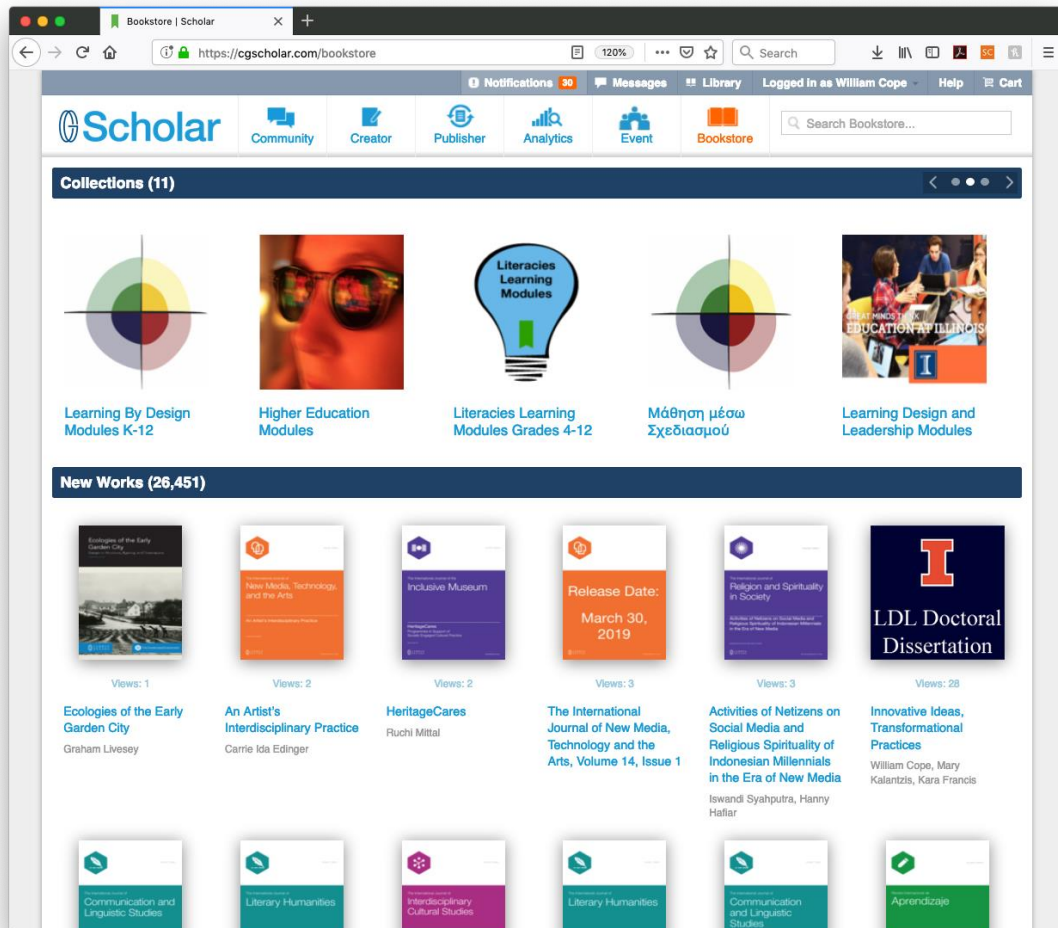# Tutorial 5.1: Finding and Using Learning Modules

5.1.1 The Ideas Behind the Learning Module

The CGScholar development team has created the Learning Module as an alternative to the traditional educational artifacts of textbook, syllabus, and lesson plan. The learning module is also quite different from the digital versions of these—the e-textbook and the learning management system. These are essentially digital reproductions of old learning architectures, based on content delivery and transmission pedagogy. The underlying principle of the Learning Module is "reflexive pedagogy."

As a pedagogical design, the Learning Module is not a textbook. It is not a syllabus. It is not a lesson plan. And it is all of these things, or it does the job of all of these things, but does all these things differently.

- *A textbook* summarizes the world, transmitting content to learners in the monologue of the textbook writer. It summarizes the world. It "talks at" learners. The Learning Module curates the world—web links to textual content, videos and other embedded media. It is multimodal. It uses a variety of sources, requiring students to think critically, not just to

memorize content that has been pre-digested and delivered to them. It puts the onus on learners to interact with knowledge, and contribute the knowledge they have created. Instead of learners being knowledge consumers, they become knowledge producers

- *A syllabus* outlines content and topics to be covered. A Learning Module prompts dialogue—an update prompts class discussion; a project sets in train a peer reviewed work; a survey elicits a student response. It is a medium to facilitate active and collaborative learning, rather than individualized content acquisition.
- *A lesson plan* is the teacher's private activity outline. The Learning Module can be shared with the class, and optionally published to the web, within a school or beyond, for other teachers to use, so building a teacher-created pedagogical knowledge bank. For professional collaboration and learning, a Learning Module can be jointly written and also peer reviewed before publication.

5.1.2 Learning Module Architecture

Learning Modules have a two-column format: a "for the member" side on the left where the teacher speaks directly to the student, and a "for the admin" side

where the teacher speaks the professional discourse of education, articulating learning aims, curriculum standards and teaching tips. Members can be named any way the Learning Module designer chooses: "student," "participant," "member," etc., and admins can be named "teacher," "instructor," "coordinator," "admin," etc. The name is less important than the difference in the discourse.

A Learning Module offers three modes of interaction with and between students:
1. *Updates* that can be pushed into the learner's activity stream in the CGScholar's Community app, including a wide range of multimedia formats. Each Update prompts comments from learners and class discussion. Learners can also contribute content and initiate discussion by making their own Updates.
2. *Projects* in CGScholar's Creator app, where learners create works and offer feedback against a rubric for peer, self and/or teacher review.
3. *Surveys,* including knowledge surveys that anticipate right and wrong answers, and information surveys that do not have right or wrong answers (such as an opinion survey).

The Learning Module is a work type within CGScholar's Creator app, so you if you want to want to design one but have not used Creator before, we recommend you familiarize yourself with Section 3 of these tutorials.

5.1.3 Finding Learning Modules
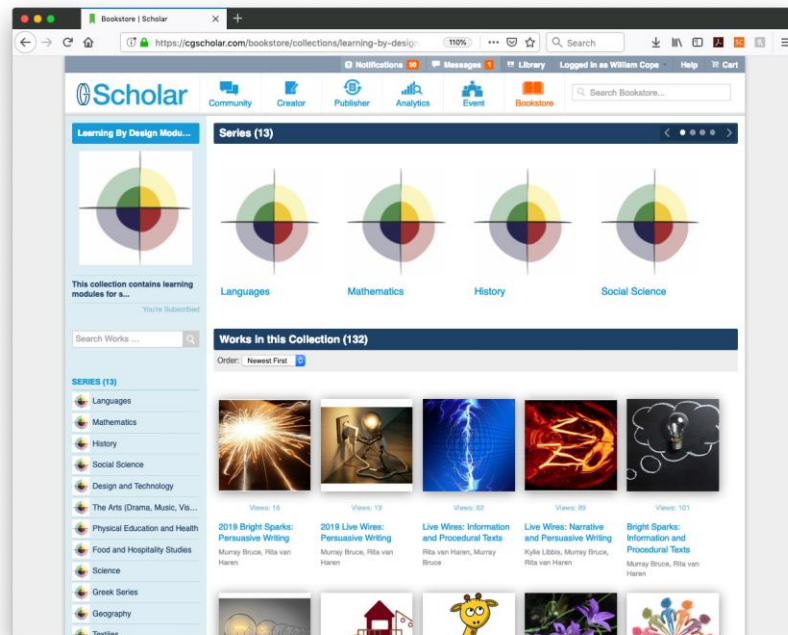
The CGScholar Bookstore contains many types of items including journal articles and books. One special kind of work available in the bookstore is the Learning Module.

- In the CGScholar Bookstore, different kinds of works are organized into "Collections," including collections of Learning Modules.
- You can peruse these Learning Modules for ideas, deliver Updates, Projects and Surveys directly into classes where students have CGScholar accounts. Chunks of content on the left or member side of the screen can be delivered separately and in any order.
- Within a "Collection," Works are organized into "Series" such as according to topic, text type and/or learning level.
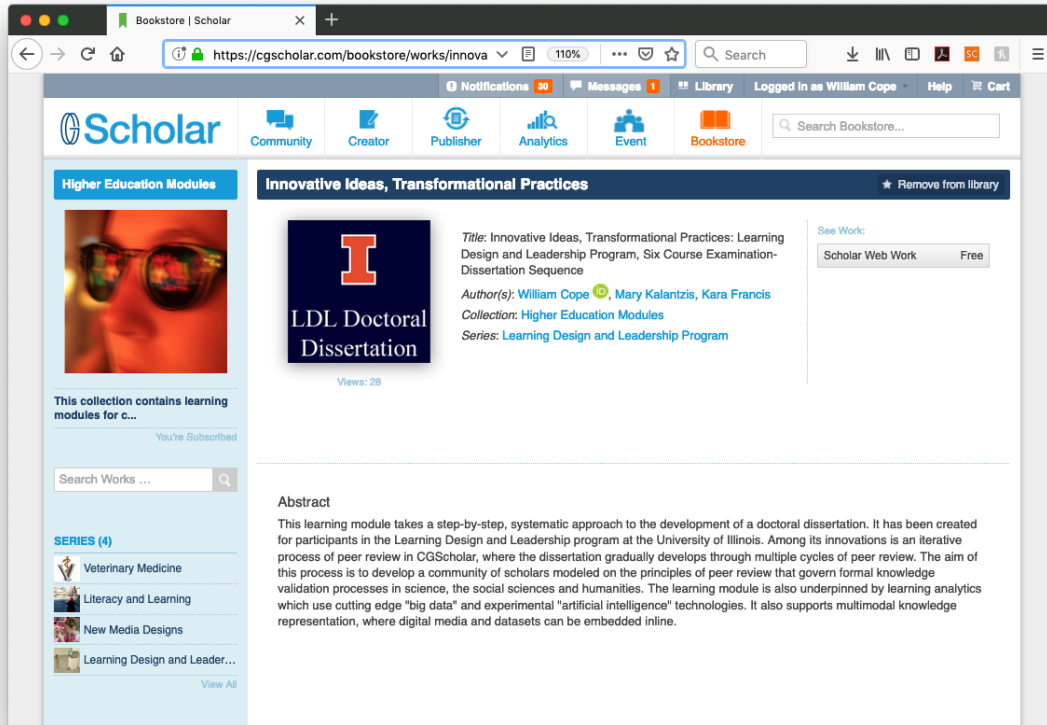
- To open a Learning Module, select the "Collection", then the "Series" and [Scholar Web Work].
- Learning Modules can also be published or shared to communities in the Community app in CGScholar.

5.1.4 Using Learning Modules
A Learning Module is a series of activities, including curated material such as weblinks, videos and other audio-visual material and prompts that initiate productive admin-member and member-member dialogue. It may also include a writing project and rubric, and knowledge or information surveys.

1. Casting the Players

For the Student

Learning Focus: To reflect on characters in *The Comedy of Errors*.

Success Criteria

- Watch videoclip.
- Comment.
- Comment on 1-2 other students' comments, adding more information or explaining why you agree/disagree.

The Comedy of Errors: Behind th...

Media embedded April 30, 2017

Watch the videoclip on "Behind the Scenes of The Comedy of Errors". Imagine you are the director. Consider screen and stage actors who you would cast in the roles of the main characters. Think about reasons that would justify these choices of actors.

Comment: Imagine you are the director of a film or stage production of *The Comedy of Errors*. Who would you cast in the leading roles and why? How would you make the sets of twins convincing to an audience? Read other students' comments and comment on 1-2, explaining why you think their suggestions are good or bad.

For the Teacher

experiencing the known

experiencing the new

Purpose and Teaching Tips

This update aims to capture students' responses to the viewing of the play. As they contribute ideas about the actors, they will be actively contributing to their knowledge community, giving them knowledge agency and engaging them in the community discussion in Scholar.

Students will have viewed a film production of the play beforehand. Shakespeare's Globe version of The Comedy of Errors is available on DVD.

The baseline survey is attached here as the first activity that students complete. This survey focuses on students' use of digital tools, preferred forms of feedback, and experience of studying Shakespeare.

After posting the survey to the community activity stream, post the first update.

Post Left-Side Content to a Community

Preview Survey

Distribute Survey

2. Background on Shakespeare

For the Student

For the Teacher

- The admin (as teacher or instructor) posts chunks of content and surveys into the activity streams of a community, as well as every member of that community.
- The Right (Admin) Side content includes more information about the activities, including its purpose and teaching tips. It also identifies the specific curriculum objectives or standards that are being addressed in the activity.
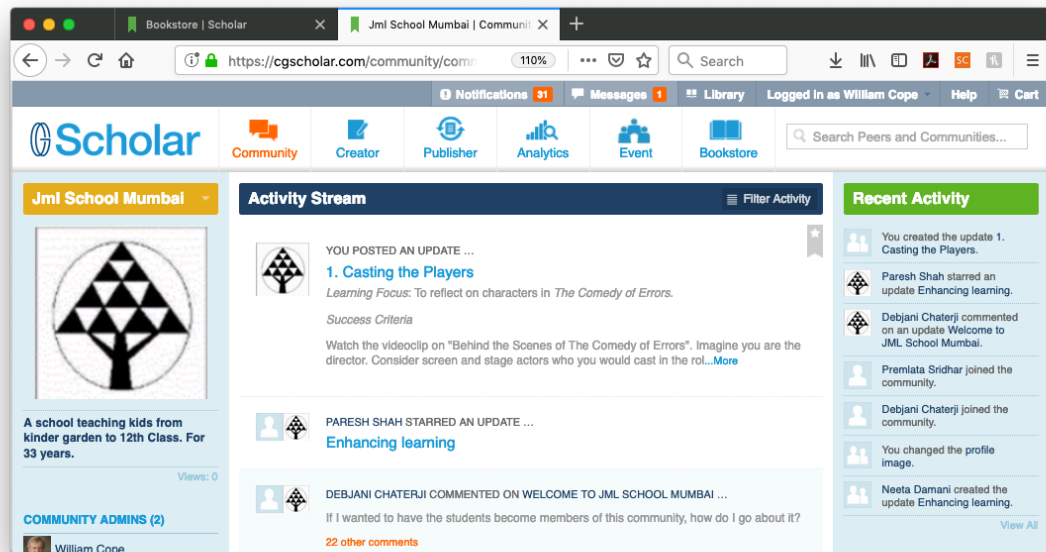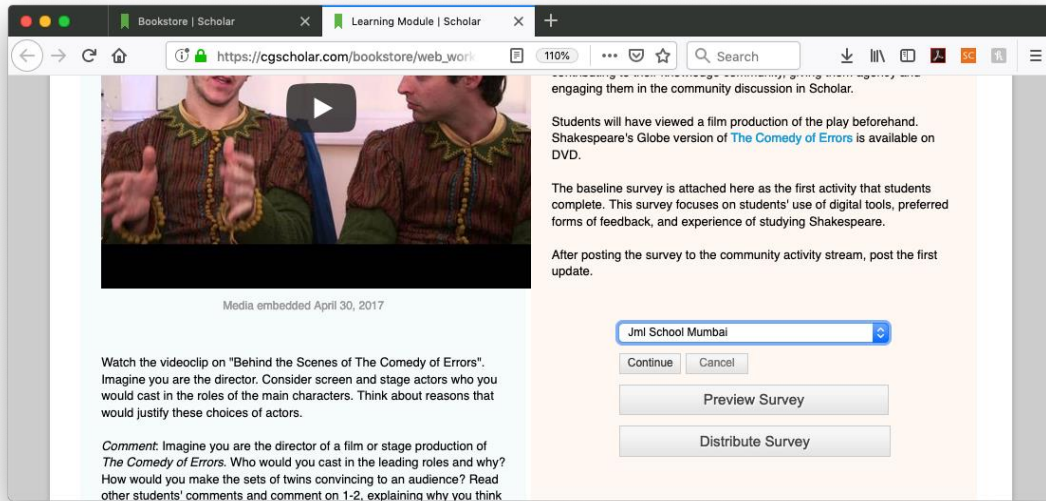
- [Post Left-Side Content to a Community] pushes Update content and prompts to respond in the activity streams of members. Select a community where you admin and [Continue]. This content can be adapted or revised in the community until the first comment is made or the Update is starred.
- [Distribute Survey] posts an information or knowledge survey into the activity stream.
- Learners open the link in the Community activity stream, complete activities and add comments, dialogue with each other, and if also prompted to make an Update, actively build knowledge and share ideas.

https://cgscholar.com/bookstore/web...   110%   Q Search

5. Tragedy or Comedy: Argumentative Essay

For the Student

Learning Focus: To complete your writing project in Scholar.

Success Criteria

- Accept invitation in 'Notifications to start your project.
- Go to About this work/Info and give your work an original title.
- Use the rubric to write your draft in Creator.
- Submit your draft.
- Use the rubric to give feedback to 3 other students.
- Go to annotations and make at least 4 annotations.
- Use your feedback to revise your own argumentative essay.
- Give feedback on your feedback.
- Write a self review explaining your revisions.
- Submit your revision.

Is Shakespeare's *The Comedy of Errors* more a tragedy than a comedy? Present your argument by tracking at least two themes in the play and analyzing Shakespeare's use of language.

Comment: Do you have any questions about how Scholar works? Make a comment in this update. If you think you have an answer to another student's question, please answer it.

For the Teacher

applying appropriately

Purpose and Teaching Tips

After studying the themes, students are now ready to start their projects.

Once they have started the project, they can spend parts of a lesson working on it and spend part of the lesson completing the remaining updates on Shakespeare's language and purpose. They should draw on the what they learn in these final updates to add to their essays.

[Post Left-Side Content to a Community]

[Start Project]

- The Learning Module may also contain a writing project in the Creator app that includes a prompt, a rubric and deadlines for the feedback, revision, and publication phases of the writing project. When the admin selects [Start Project], they will be taken to the wizard in the Publisher app of CGScholar in order to set due dates for your project, edit a copy of the rubric if they wish, then finalize the project. For further details, see Section 3 of these tutorials.
- CGScholar's Analytics app can analyze individual learner and whole group progress meeting Learning Module objectives. For further details, see Section 4 of these tutorials.