

5. The Learning Module

5.1 Using Learning Modules from the Scholar Bookstore

The screenshot displays the Scholar Bookstore interface. At the top, there is a navigation bar with icons for Community, Creator, Publisher, Analytics, and Bookstore, along with a search bar. Below this, a 'Collections' section features five items: 'Getting Started in Scholar', 'Common Ground Scholarly Publishing – English', 'Literacies Learning Modules in Grades 4-12' (highlighted with a light blue background), 'Learning By Design Modules', and 'Higher Education Modules'. The 'Literacies Learning Modules' item includes a lightbulb icon with the text 'Literacies Learning Modules' inside. Below the 'Collections' section is a 'New Works' section displaying a grid of 12 items, each with a purple cover and a 'Views: 0' indicator. The items are:

- La Desigualdad Social en la Ideología Soviética (Juan Miguel Valdera Gil)
- La practica pedagogica (Mirian Teran de Serrentino)
- Aproximación al Perfil Resiliente de los/as Futuros/as Educadores/as Sociales (Irati Novella Gil, Inge Axpe, Jose Maria Madariaga Orbea)
- La Doble Titulación en la Universidad: Estudio de Caso en España (Ana Beriain Banares, Joan Francesc Fondevila Gascón)
- Desarrollo de planes de marketing locales en un contexto profesional como mecanismo de control sobre el aprendizaje (Juan Carlos Fandos, Diego Monferrer, Marta Estrada)
- Diseño de Actividades de Aprendizaje de una Lengua de Especialidad con Opensim (Paloma Garrido Irigo)
- A internacionalização da educação superior
- El turismo cultural en una ciudad patrimonio
- Las representaciones sociales y conciliación
- Metodologias de estudio de las redes sociales
- Estereotipos en el derecho de asilo
- L'escola oberta (Marc Pallarás Picuar, Flores)

5.1.1: The Scholar Bookstore contains many types of items including journal articles and books. One special kind of work available in the bookstore is the Learning Module. You can peruse these Learning Modules for ideas, deliver updates, projects and surveys directly into classes where students have Scholar accounts. In the Scholar Bookstore, different kinds of works are organized into “Collections”, including collections of learning modules. “New Works” that have recently been added to the Bookstore are highlighted below the “Collections”.

Notifications 48 Messages Library Logged in as Rita van Haren Help Cart

Scholar Community Creator Publisher Analytics Bookstore Search Bookstore...

Literacies Learning Modul... Grade 8 You're Subscribed

These learning modules are aligned with the US Common Core State Standards in the English Language Arts for Grade 8 (ages 13-14). They may also be used with other grade levels.

Works in this Series (18)

All (18) Narrative (4) Information/Explanation (6) Argument (5)

Order: Default

Against All Odds: A Narrative about Challenges and Adversity	An Argument about Real World and Virtual Communication: Which	Arguments about Important Issues in Op-Ed Pieces	Energy: Writing an Explanation of an Energy Transformation	Grade 8 Argument	Grade 8 Argument
Views: 38	Views: 16	Views: 5	Views: 57	Views: 4	Views: 4
William Cope, Rita van Haren	William Cope, Rita van Haren	William Cope, Rita van Haren	William Cope, Rita van Haren	William Cope, Rita van Haren	William Cope, Rita van Haren

These learning modules focus on literacies in i... You're Subscribed

Search Works ...

SERIES (7)

- Grades 11-12
- Grade 4
- Grades 9-10
- Grade 7
- Grade 6
- Grade 5
- Grade 8

View All

5.1.2: Within a “Collection” works are organized into “Series” such as according to topic, text type and/or grade level.

Notifications 48 Messages Library Logged in as Rita van Haren Help Cart

Scholar Community Creator Publisher Analytics Bookstore Search Bookstore...

Literacies Learning Modul... Ordinary People, Extraordinary Lives: An Informative Text abo ... ★ Remove from library

These learning modules focus on literacies in i... You're Subscribed

Search Works ...

SERIES (7)

- Grades 11-12
- Grade 4
- Grades 9-10

Creator(s): Rita van Haren

Collection: Literacies Learning Modules in Grades 4-12

Series: Grade 7

Keywords: Informative, Explanatory, Writing, Research, Structure, Language Features.

Title: Ordinary People, Extraordinary Lives: An Informative Text about a Person Who Makes a Difference

Subtitle: Grade 7 English Language Arts

Views: 40

See Work:

Scholar Web Work Free

Abstract

Through this Scholar writing project, students develop their reading skills, and build their knowledge of the characteristics of someone who makes a difference. They learn about the structure and language features of informative/explanatory texts before writing a biography about an ordinary person who has led an extraordinary life.

5.1.3: A Learning Module is a series of activities/lessons, including curated material such as weblinks, videos and other audio-visual material. It may also include a writing project and rubric. To open a Learning Module, select the “Collection”, and then the “Series”. Then “View in Browser”.

2. Making a Difference

For the Student

Learning Intention: To think, discuss and write about ordinary people who are extraordinary because they have made a difference in other people's lives.

Have you ever thought about what makes an ordinary person extraordinary? Think about all the people who started off as normal people like you and made a difference in people's lives. It could be a famous person in history, science, education, medicine, politics, etc. It could also be a friend, parent, grandparent, teacher, coach, leader, etc.

Watch [Ordinary People Doing Extraordinary Things](#) YouTube clip.



Media embedded March 12, 2016

For the Teacher

The activity aims to:

- Engage students in the topic by valuing their interest in different kinds of people.
- Develop their confidence to post to the *Scholar* learning community, interact with others, and express their thoughts in full sentences in blog-like interactions.
- Establish working collaboratively, using their collective intelligence in an online learning community.

While students work collaboratively and independently on completing this Community Update, the teacher can support students who require extra help to think about the topic and compose their responses. Encourage students to read other students' posts so they don't repeat comments.

Posting comments is a form of accountability, promotes reflection, and develops students' writing skills and confidence to work in *Scholar*.

Updates of the CNN Heroes video clips are available each year.

CCSS Focus

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.

SL.7.1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.

Post Left-Side Content to a Community

5.1.4: Note the two-sided sections in the Learning Module: In the Instructor-Paced mode, the teacher or instructor organizes a class (or part of a class or several classes) to move through the activities at roughly the same pace by posting the Left (Member) Side content directly into the activity stream of a Community.

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Select Community

Continue Cancel

5.1.5: On the Instructor side, select "Post Left-Side Content to a Community"; "Select Community" and choose the specific community to which you would like to post this content. Then select "Continue".

The screenshot shows the Scholar website interface. At the top, there are navigation links for Notifications, Messages, Library, and a search bar. Below this is a header with icons for Community, Creator, Publisher, Analytics, and Bookstore. The main content area is titled 'Mr Tate's Grade 8 Writing's Updates' and features an update titled 'Ordinary People Who Lead Extraordinary Lives'. The update includes a video of Rosa Parks and a comment prompt. The right sidebar shows 'Recent Activity' and 'SHARES (2)'. The left sidebar lists 'COMMUNITY ADMINS (6)' and 'MEMBERS (7)'.

5.1.6: The activity or “Update” of curated web content goes into every participant/student’s activity stream in that Community. Students open the link in the Community activity stream, complete activities and add comments, collaborating, and actively building and sharing ideas and knowledge.

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[Post Left-Side Content to a Community](#)

5.1.7: The Right (Admin) Side content includes more information about the activities, including its purpose and teaching tips. It also identifies the specific curriculum objectives and standards that are being addressed in the activity.

5. Project Information and Draft

For the Student

Learning Intention: To start my writing project and to use the Rubric to identify what is important to include.

Project Name: Ordinary People, Extraordinary Lives

Description: Write an informative/explanatory text on an ordinary person who has lived an extraordinary life because he/she has made a positive impact on other people's lives. Describe how their lives were ordinary and identify the personal qualities that contributed to their lives becoming extraordinary.

Check the Work Request in your Notifications. The link will take you to Creator where you can start your work. You should look in the About This Work => Project => Description tab for further information about the project.

For what you need to do in order to write a good informative/explanatory text, go to Feedback => Reviews => Rubric. Keep the Rubric open and refer to it as you write.

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 - be sure to name the student you are replying to in your comment by starting with @Name.



Fig. 3: Abraham Lincoln in 1863

For the Teacher

Assigning the project to the students at this stage is important to set clear expectations, and also so students understand how the activities that follow will support them.

Students may begin their writing task on the person in their Community Update, and after researching further, continue to develop it for their final informative/explanatory text. Alternatively, they may select someone else as the focus for their project. Encourage each student to choose a different person. That way, they will be reading something interesting and new when they do their peer reviews, then finally read published works.

Students should also refer to the rubric as a guide as they write in Creator. If necessary, look through the rubric with students.

For first time users of *Scholar*, the following Overt Instruction Updates from the *Writer's Toolkit* may be useful to add to Community:

- How to Write in Scholar
- Using the Rubric and Checker
- Planning Using the Structure Tool

CCSS Focus

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.7.6: Use technology, including the internet, to produce and publish writing, and link to and cite sources as well as to interact and collaborate with others.

Post Left-Side Content to a Community

Start Project

5.1.8: The Learning Module may also contain a writing project. This enables the teacher to start a writing project that includes a rubric and deadlines for the feedback, revision, and publication phases of the writing project. When you “Start Project”, you will be taken to the wizard in Publisher in order to set due dates for your project, and then finalize the project; this is explained in more detail in the *Scholar* tutorial 4.4, [Creating a Project](#).

4. Survey: Comprehension of Harriet Tubman Biography

For the Student

Learning Intention: To show your understanding of a text about an ordinary person who led an extraordinary life.

Read about [Harriet Tubman](#). Then complete the following survey. Check any vocabulary that you are unsure about in an [online dictionary](#)



Fig. 2: Harriet Tubman

For the Teacher

This survey will provide baseline data on students' reading comprehension. It also introduces a model of an informative/explanatory text and vocabulary to describe the extraordinary qualities of ordinary people. Students could consult a dictionary as they complete the survey as a way of extending rather than just testing vocabulary knowledge.

To provide extra support to students, post the following Overt Instruction Updates from the *Writer's Toolkit* to Community if they need to focus on this aspect of writing at this time. Alternatively, individualized or small group support may be provided through structured mini-lessons.

- Vocabulary and Spelling

CCSS Focus

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

Post Left-Side Content to a Community

Preview Survey

Distribute Survey

5.1.9: The Learning Module may contain knowledge and information surveys. You may preview the survey and then distribute it directly into the activity stream of a Community.

Notifications 48 Messages Library Logged in as Rita van Haren Help Cart

Scholar Community Creator Publisher Analytics Bookstore Search Peers and Communities...

Mr Tate's Grade 8 Writing

Mr Tate's Grade 8 Writing's Updates

Harriet Tubman Biography: Comprehension Grade 7

Members of this community can take the survey, [Harriet Tubman Biography: Comprehension Grade 7, here](#)

Posted less than a minute ago | By Rita van Haren

Add a Comment

Writing is its own reward (Henry Miller). Views: 304

COMMUNITY ADMINS (3)

- William Cope
- Rita van Haren
- Richard Tate

MEMBERS (10)

- Duncan Ferguson
- Yingbo Chan

Recent Activity

- You created the update Harriet Tubman Biography: Comprehension Grade 7.
- William Cope added the interest Grade 8 English Language Arts to the community Mr Tate's Grade 8 Writing.
- Soraya Garcia-Sanchez joined the community.
- Duncan Ferguson has become an admin of the community.
- Adam Rusch has become an admin of the community.
- Duncan Ferguson joined the community.
- Adam Rusch joined the community.

SHARES (2)

- Book Club
- Transition Words

5.1.10: Once a survey has been distributed into a Community activity stream, students can open the link and complete the survey. They can also add a comment, if they wish.

Scholar Survey

Main

Rita van Haren



- ▶ Design A Survey
- ▼ Find A Survey
 - Surveys I Have Created** (HELP)
 - Surveys Shared With Me** (HELP)
 - Already Distributed Surveys** (HELP)
- ▶ Distribute A Survey
- ▶ Advanced

Scholar Survey

Main | My Distributions

Distribute A Survey

Name	Status	Designer	Link	Results	Delete	Edit
Australian Teacher Survey	Active	Rita van Haren	link	results	delete	edit
Grades 6-12 Student Writing Survey	Active	Rita van Haren	link	results	delete	edit
Harriet Tubman Biography: Comprehension	Active	Rita van Haren	link	results	delete	edit
Harriet Tubman Biography: Structure and Language Features	Active	Rita van Haren	link	results	delete	edit
Opinions of Zoos	Active	Rita van Haren	link	results	delete	edit
Survey on InfoWriter	Active	Rita van Haren	link	results	delete	edit
Lanyon Student Post Writing Survey Grade 8	Active	Rita van Haren	link	results	delete	edit
Circuses Argument: Linking and Expanding Ideas	Active	Rita van Haren	link	results	delete	edit
Circuses Argument: Linking and Expanding Ideas	Active	Rita van Haren	link	results	delete	edit
Circuses Argument: Linking and Expanding Ideas	Active	Rita van Haren	link	results	delete	edit

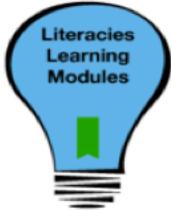
[first](#) [prev](#) 1 2 [next](#) [last](#)

5.1.11: Check the results of a survey by going to Publisher => Tools => Survey => Survey Tool => Find a Survey => Already Distributed Surveys.

Notifications 14 Messages 1 Library Logged In as William Cope Help Cart

Scholar Community Creator Publisher Analytics Bookstore Search Bookstore...

Collections

-  Getting Started in Scholar
-  Common Ground Scholarly Publishing – English
-  Literacies Learning Modules in Grades 4-12
-  Learning By Design Modules
-  Higher Education Modules

New Works

 Views: 0 La Desigualdad Social en la Ideología Soviética Juan Miguel Valdera Gil	 Views: 0 La practica pedagogica Mirian Teran de Serrentino	 Views: 0 Aproximación al Perfil Resiliente de los/as Futuros/as Educadores/as Sociales Irati Novella Gil, Inge Axpe, Jose María Madariaga Orbea	 Views: 0 La Doble Titulación en la Universidad: Estudio de Caso en España Ana Beriain Banares, Joan Francesc Fondevila Gascón	 Views: 0 Desarrollo de planes de marketing locales en un contexto profesional como mecanismo de control sobre el aprendizaje Juan Carlos Fandos, Diego Monferrer, Marta Estrada	 Views: 0 Diseño de Actividades de Aprendizaje de una Lengua de Especialidad con Opensim Paloma Garrido Iñigo
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5.1.12: For new users of Scholar we have a special Learning Module at the top of the Bookstore, “Getting Started in Scholar”. As students use Scholar for the first time, when they are ready to proceed from step to step, you can send Updates introducing them aspects of the environment relevant to the work they are about to do, feature by feature - how to interact in Community, writing a work in Creator, how to peer review etc.