MIKE’S NOTES

Teacher Facilitator

Effective facilitation is used in organizations extensively for conflict resolution, consensus building, learning or problem solving. Given that classrooms are populated with small groups, it makes sense that teachers wanting to create a more interactive learning environment would spend time developing facilitator competencies. The International Association of Facilitators (IAF) offers a Certified Professional Facilitator (CPF) designation program. IAF’s work has identified six areas of core competencies, which are on its web site at http://www.iaf-world.org/i4a/pages/Index.cfm?pageid=3331#d

Both inquiry-based instruction and small group facilitation are closely linked as they both rely on the use of open-ended questions to elicit broad discussion.

ASK NIK

We have received inquiries regarding searching the primary sources at the Library of Congress website. Finding a route to primary sources can sometimes be a challenge. Many new users tend—incorrectly—to use the search box on the Library of Congress home-page (http://www.loc.gov). Instead, I direct users to the appropriate starting point; which can be found by clicking “Digital Collections” on the top-center of the home-page. A number of collections will then be displayed.

The next step is to choose a collection that best fits your class content or interests. Once you make a selection (e.g. “American History and Culture”), you can then search within it. Please email Nik at roberts_n@calu.edu with any of your LOC questions.

LYNNE SAYS

TELL ME WHAT YOU NEED. I want your input regarding your needs for primary sources relating to lesson plan/subjects you are working on. Please send your requests for assistance to Lynne Berdar at berdar@calu.edu. Since the beginning of the 2009-2010 school year, we have been sending teachers topic related primary source materials through email every Monday. The subject is usually related to a holiday happening in that month or a lesson that my 7th grade son is working on that week/month. Some of the past email blasts we have sent are: French & English Colonists; Native American Heritage Month; Veterans Day; Early English Settlers/Pilgrims; Pearl Harbor; Pennsylvania Landforms and climate. Some of the topics in our upcoming email blasts will include Dr. Martin Luther King Jr., Presidents Lincoln and Washington, Black History Month and Women’s History Month.

TPS SERVICES/UPCOMING EVENTS

Oral History Workshop Series

In March and April, 2010, the TPS program will offer a series of beginner and advanced workshops designed to enable educators to develop the skills and competencies necessary to effectively use oral history in the classroom to enhance research, literary and Language Arts skills among students at all levels in all disciplines. The beginner series in March, 2010, consists of four consecutive Monday evening classes on March 8, 15, 22, and 29 from 5:30 pm to 8:30 pm. The advanced series, which builds on the beginner series, will be offered in April, 2010, on four consecutive Tuesday evenings: April 6, 13, 20, and 27 from 5:30 pm to 8:30 pm. There is no charge for the classes and participating teachers will earn Act 48 continuing education hours. Workshops are conducted on the main campus in California, PA, and are taught by TPS Instructional Specialist, Nik Roberts, and Dr. David Lonich, local historian and TPS program advisor. Register by contacting Lynne Berdar at 724-938-6025 or berdar@calu.edu.

In Memoriam

1929-1968

http://hdl.loc.gov/loc.pnp/cph.3c00009

-teaching-with-primary-sources-cal-u-volume-4-issue-4-

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INSIDE THIS ISSUE:

- MIKE’S NOTES 1
- ASK NIK 1
- LYNNE SAYS 1
- TPS SERVICES/UPCOMING EVENTS 1
- SOCIAL MEDIA AND EDUCATION 2
- RESEARCH AND CURRENT THINKING 2
- CENTER FOR ORAL HISTORY 2
- COMMUNITY AND CLASSROOM 2
SOCIAL MEDIA AND EDUCATION by NIK

Sites that are based on user participation and user-generated content are called social media. They include social networking sites like LinkedIn or Facebook, and del.icio.us

What makes social media educational is a matter of vision and usage. Primary source educators can utilize social media in their courses to improve their students’ interactions with the content and fellow classmates. Let’s consider some examples using VoiceThread, which is a collaborative multimedia slideshow that can display images, documents, videos, and sound. It allows users to comment via text, voice, or by video. Media can feature primary sources while comments can provide analyses. For an example of VoiceThread in use, see: http://tinyurl.com/peaceedu_voicethread. In this case, an educator collected a number of primary sources along a theme and asked his students to comment on each item. The comments not only facilitated discussions, but also the citing and sharing of sources, inquiry-based instruction, and technology skills. A webquest could also be employed. Using VoiceThread, educators can focus on extending instruction from personal learning to social learning. Getting started is easy: Visit http://voicethread.com and click “Sign In or Register” at the top of the screen. Follow the examples and create your own work. If you have questions, email Nik at roberts_n@calu.edu

RESEARCH AND CURRENT THINKING

The fall 2009 TPS Quarterly newsletter explores how teachers can use instructional strategies and other supports to facilitate the primary source-based learning of students with disabilities. The Research and Current Thinking section lists links to resources on the topic. One examines how teachers can improve the note-taking skills of students with mild disabilities by either modifying their presentation during lectures or teaching students how to use note-taking techniques. Another outlines strategies for adapting instruction for students who have difficulties with listening, with verbal expression, with reading written material, with writing legibly or expressing himself or herself in writing or with spelling. The complete list of related resources from the TPS Quarterly Current Research and Thinking is available at http://www.loc.gov/teachers/tps/quarterly/research.html

CENTER FOR ORAL HISTORY

Classroom Assessment
Assessing oral history classroom assignments can prove challenging for first time users. That should not be a problem, however, as there are many assessment rubrics available. Following are web sites with examples of useful rubrics.

Oral History Project Assessment Rubric
http://www.doingoralhistory.org/in_classroom/rubric.htm

Oral History Scoring Guide
http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_09.html

Oral History Scoring Rubric

Iowa Oral History Rubric
http://sol.i.nav.net/~rpmic/iowa/rubrics/ohisrub.htm

Oral History Rubric
http://ww2.youresc.k12.oh.us/SocialStudies/Grade%203%20Local%20History%20Wayne%20County%20Lessons/pioneer_family/

COMMUNITY AND CLASSROOM

Economic Past and Future

Alexander Stille wrote that, “Knowing where you have come from is important in forming an idea where you want to go.” Today’s youth in the local Mon Valley region have never experienced the economic prosperity that their parents and grandparents did in recent decades. Teachers with a focus on banking, commerce, entrepreneurship, leadership or the Language Arts can relate local commerce to national and global commerce by teaching students the history of local commerce using primary sources from local historical societies, museums, and public libraries. Students who learn the past will be better prepared as leaders to help shape the region’s economic future.