A Blueprint for a Learning Commons

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To do list

o Revise mission

o Revise vision of the learning commons – crosswalk of key documents: 2008 rubric, 2010 standards for librarians, 2007 AASL standards, OCM revised MILE guide

o Identify assessment vehicles and definitions

o Draft (or identify what is already being done) sample assessments: primary, upper elementary, middle school, high school

☑️ Revise Mission:
CHOICE A: Library Commons (drafted 2008)

- The 21st century library is a learning hub – a shared learning space where learners come together in their pursuit of knowledge and understanding of themselves and their world. Their work in an information-rich environment requires curiosity, passion, tolerance, and persistence in order to navigate, organize and make sense of information so that learners can create knowledge that is of significance.

- A "library" includes those physical and virtual spaces (including library classrooms, video-conferencing/production space, computer labs, outdoor courtyards, website, portals) that are designed by the school to promote information literacy and technology as well as appreciation of aesthetics.

☑ Revise Mission
CHOICE B: Library Commons

The physical and virtual learning commons, where inquiry, imagination, discovery, consumption and creation in multi-media digital spaces are central to an information-to-knowledge journey - play an essential role in personal, social, and cultural growth of learners at the crossroads of information and communication.

☑ Revised Mission
CHOICE C: Learning Commons (Ross Todd)

- The school's physical and virtual information-to-knowledge commons where reading, literacy, inquiry, thinking, imagination, discovery, experimentation and creativity are central to students' learning and knowledge development in all curriculums, and learning for life

Pick a version and have at it!

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✅ Revise Vision of Learning Commons:
2008 OCM Version

- The space
- Organization of the facility
- Organization of exhibits
- Access to tools, resources, materials
- Communication of learning
- Policies

✓ Revise Vision of Learning Commons:
Example from Ross Todd

- Data/Info Commons - reference collection, both physical and virtual: building background knowledge,

- Knowledge Commons – in-depth resources targeted to deep learning across the curriculum (flexible collection)

- Leisure Commons – diverse free-choice reading, listening stations, iPod zone, e-zines and e-books

- Networking Commons – collaborative spaces for students to create, innovate, share, compare, display

- Tech Commons – for small and large group instruction, information searching / retrieval

- Collective Commons – flexible discussion group spaces

- Creative Commons – production zones

- Café Commons

3rd Alternative: Hybrid approach

- Structure
  - Physical
  - Virtual
- Policy
- Networks
- 21st century skills continuum (information and media literacy, collaboration, critical thinking, initiative and self direction, communication)
- Engagement
- Assessment
- Data collection

☑ Pick your approach!

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☑ Crosswalk the documents

Key Component	OCM Vision of Learning Commons	Librarian Standards (2010)	AASL Standards	OCM Revised MILE Guide

☑ Identify assessment vehicles

- Transfer requires...
  - Tasks with *minimal* cues and scaffolding,
  - Learning how to adapt, grapple with new or unfamiliar elements, uses, or obstacles

The goal of schooling

Transfer of learning is the **cornerstone** upon which education should ultimately rest. In its broadest sense, transfer of learning is basic to the whole notion of schooling. If there is no transfer at all, students will need to be taught specifically every act that they will ever perform in any situation [which is impossible]. (Bigge & Shermis, 1992).

☑ Identify assessment vehicles: Key questions for consideration

- What are the key representative complex challenges spanning a field of study?

  – What are the various challenges we expect successful people to be able to handle?

  – What does it mean to "do" the subject? What are the representative tasks?

  – Think: the **decathlon** in each subject area

Multidisciplinary assessment vehicles

- *Problem/Solution*- Identifies and defines a problem and generates a possible solutions (or solution paths), evaluates the viability of each solution, and offers a recommendation.
- *Inquiry/Investigation*- Systematically develop questions and pursue an explanation/pattern based on, but not limited to, known information.
- *Source/Comparative Analysis*- Analyze data, information, artifacts, and/or textual evidence to develop an explanation, interpretation, and/or determine impact.
- *Critique/Self-Analysis*- Evaluate a given text, performance, or problem based on established criteria
- *Debate, Panel, Role Play*- Present and participate in a debate, panel, or role play to provide information, gain insight and/or promote a particular point of view

Multidisciplinary assessment vehicles

- ***Performance / Product*** - Generate a performance/product using visual, multimedia, sound, writing, and /or speech to demonstrate understanding and/or communicate creative intent

- ***Modeling/Simulation***- Given a model or set of criteria/data/experiences, create representations to illustrate/predict outcomes or to deepen understanding

- ***Correspondence/Interviews***- Appropriately communicates and/or responds to an idea, point of view, concern, request or proposal to an audience to achieve a desired result

- ***Persuasive statement***- Develop an argument/artifact using supporting information and persuasive techniques to promote a particular point of view and/or cause action

- ***Portfolio/Reflection***- Collect work over time to demonstrate mastery in one or more modes of expression/College, Career, Citizen-Ready skills, reflect on growth, and/or set goals

Coming to consensus on assessment vehicles

- What types?

- What definitions?

- Look at Newport News as a baseline not a "right answer"

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☑ Sample assessments

- Never underestimate the power of a really good example
  - Gives a concrete example that you could design instruction around
  - Opens up thinking about what is possible

✔ Library Media Tasks in Newport News
Could be done at all grade levels

- Create an annotated bibliography

- Set up a creative, novel or innovative question to pursue

- Conduct research to answer questions or explore topics

- Build and use a collection of information resources for lifelong learning

- Conduct research to persuade an audience

☑ Work smarter, not harder

- Break into teams of primary, upper elementary, middle school and high school

- Look at what level you are designing for (Novice, Emerging, Proficiency, Exemplary)

- Identify existing assessment that aligns with the category (or tweak it or come up with something brand new)

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Good ideas abound…

Research question	Source	What I learned

A COMPLIANT, DUTIFUL LEARNER	AN INQUISITIVE, DYNAMIC LEARNER
1. Follows oral and/or written directions with minimal prompting	A. Focuses on pursuit of the inquiry and/or deepening understanding of the content sometimes in lieu of completing task requirements and finishing in a timely manner
2. Completes explicit procedures and requirements in a timely manner	
3. Focuses on task completion not communication with others	B. Moves quickly from one location (physical zone, website, book) to another because of the fast-paced nature of their thinking and what they want to explore next
4. Independently searches for answers to straightforward questions and seeks assistance for searches involving complex questions	
5. Seeks approval, credit, and/or high marks because of the amount of research found (not synthesis, knowledge construction)	C. Expands the boundaries of the inquiry based on what is personally interesting, relevant
	D. Pursues own train of thought regardless of task at hand or feedback from staff
6. Seeks approval, credit, and/or high marks because of the attention to visual details (not substance of message, content, connections)	E. Strives to fully understand an issue, topic, or problem through the exploration of the accepted/popular point of view as well as alternate/divergent points of view
7. Elects to follow known procedures, explore familiar topics, utilize tools that they already have fluency with, and dismisses alternative points of view or approaches	F. Relies on personal preferences and/or tools to record and synthesize information
	G. Constructs knowledge through the creation of connections and deliberate use of evidence within and across sources
8. Asks for direct instruction from staff to complete tasks and/or navigate tools where they have already been taught multiple times	
	H. Seeks assistance from staff after exhausting all known strategies for finding information sources and/or investigating credibility
9. Conducts research with no expectation for personal relevance, connection, or interest	
10. Dismisses information and/or points of view that don't fit with research collected so far	I. Shares interesting information, concepts, and sources to others without prompting or consideration for those around them
11. Records information regardless of credibility of source or relevance to topic or task	J. Demands immediate assistance, attention, and/or conversation based on their deep connection to their research