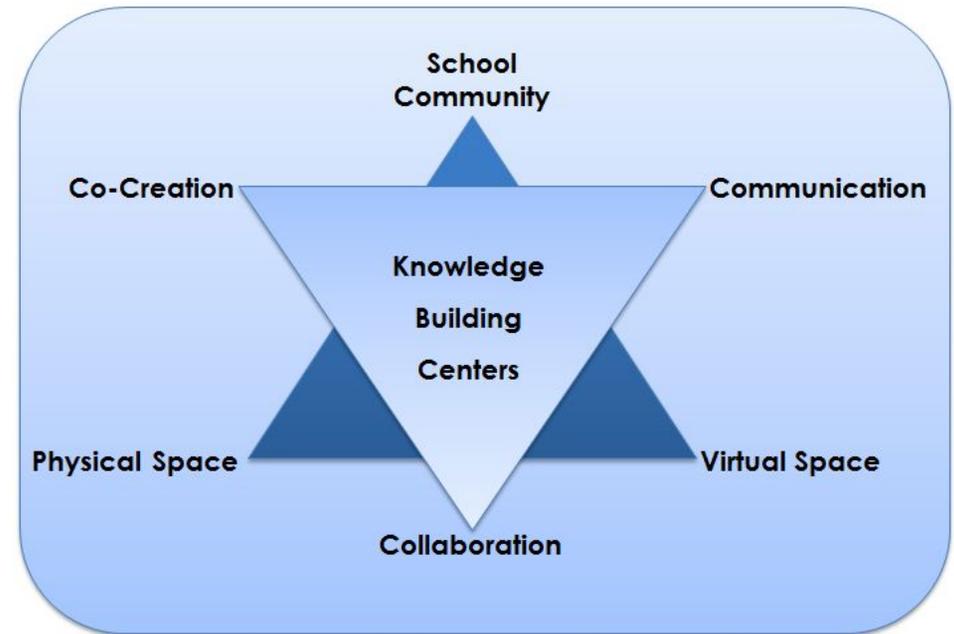
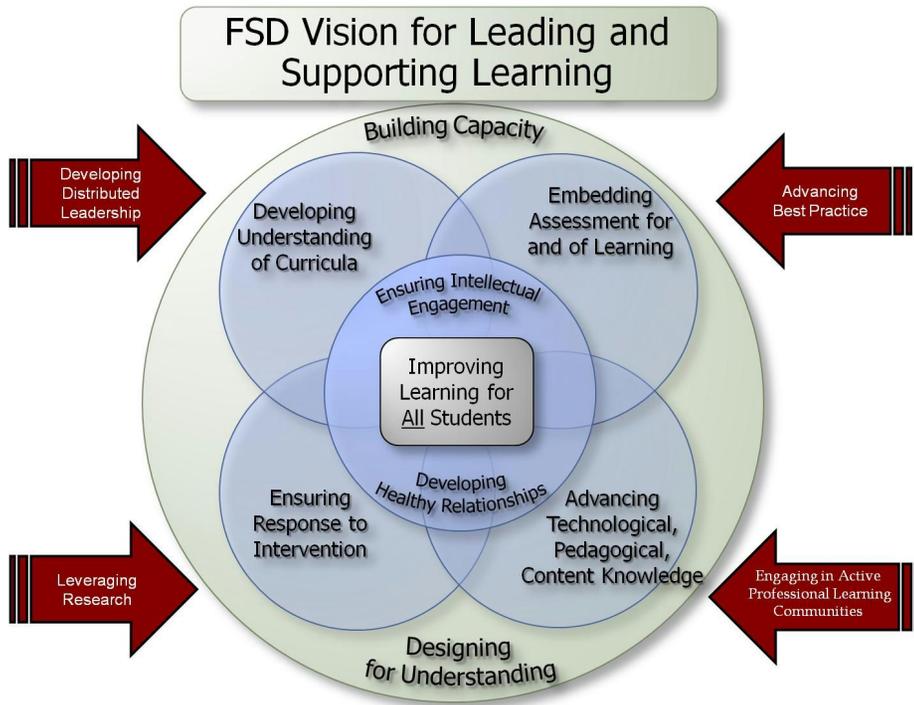


Developing Learning Commons' Rubric 2015-2016 Professional Development Outline



To facilitate literacy, ethical global citizenship,
and learning opportunities as a collaborative community of innovative lifelong
learners.

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Rubric Development

A learning commons is an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning.” Learn Alberta

Analogies or Metaphors for a Learning Commons:

School library expert Joyce Valenza reminds today's educators that we need to stop thinking of the library as a grocery store—a place to "get stuff"—and start thinking of it as a kitchen—a place to "make stuff."² **ONE** Stop Shopping!! Consumer to Creator

MASTERY LEVEL OF UNDERSTANDING AND USE OF A LEARNING COMMONS

***any changes to the original rubric are in red**

Elements of a Learning Commons	Learning Commons Facilitators <i>Learning Commons Facilitators create an environment:</i>	Students <i>Students will have the ability to:</i>	Resources
<p>Physical Space Definition:</p> <ul style="list-style-type: none"> → provides flexibility in adapting space to support individuals, small groups, and/or large groups. Is an inviting space to share, learn and develop relationships. → LCF quote “The school is a makerspace...” 	<ul style="list-style-type: none"> ● that provides a framework for student rights and responsibilities in the Learning Commons ● that provides a physical space to house current, vetted, relevant diverse, curricular resources ● that is accessible, inviting, flexible, and provides a creative working space, ● that is inclusive for individuals as well as small and large groups ● that supports multiple literacies <ul style="list-style-type: none"> ○ <i>For example: a well designed tech space, reading space, cafe style space. This involves recognizing student needs and student learning styles... Lego or MakerSpace is another example</i> 	<ul style="list-style-type: none"> ● have clear expectations and responsibilities around the use of the physical space. ● use appropriate materials, the space, resources and technology ● use the physical space so it enhances and supports the learning for all 	<p>http://net.educause.edu/ir/library/pdf/eli7095.pdf</p>

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Virtual Space

Definition:

- Actions: to be able to make good choices about privacy, ethics, safety and verifying information when using digital media, and be prepared to become active and engaged digital citizens.
- Space: provides connectivity to the world. Communicates digitally to a larger audience.

**a digitally literate person is able to use, understand and create digital media.*

- that supports FSD's digital citizenship framework and [resources](#)
- that supports all staff to be able to make good choices about privacy, ethics, safety and verifying information when they're using digital media, and they need to be prepared to be active and engaged digital citizens"

- knowledge of where, how, what and when to access technology that enriches the learning experience.
- access, availability and awareness of digital technologies and multiple platforms for digital resources (iOS vs android, web vs google apps, extensions and add-ons)
- 24/7 using a variety of information sources that supports ALL learners, in all subjects (eg. Raz Kids, Lexia, OPAC, text to speech program. appropriate online resources to support the student eg. Culturegrams for grade 3, DiscoveryEd, ORC, Access Learning, Learn360, Follett Shelf)

- act responsibly, within a digital environment, treat people with kindness and respect recognize *empathy* towards others in online interactions.
- actively manage privacy online, deciding both what to share and with whom to share it and to make informed decisions about online privacy and games.
- understand and act on the idea of digital permanence, as well as the privacy risks that come with sharing content.
- identify privacy and security risks when we go online in the form of things like cookies, data scrapers, viruses, spyware and data harvesting tools like quizzes and surveys.
- access supporting tools, equipment and technologies
- encourage technology use no matter the device
- find, verify, search for authentic digital resources
- narrow searches using kid-friendly search engines and filters to appropriate content,

FSD Digital Copyright in the Classroom

Use, Understand & Create: A Digital Literacy Framework for Canadian Schools (K-8).

Young Canadians in a Wired World Lesson: So Many Choices!

Narrowing the search: evaluate and improve articles [Taming the Wild Wiki Ethics and Empathy.](#)

Promoting Ethical Behaviour Online.

Avatars and Identity

Online Marketing to Kids: Protecting Your Privacy.

Playing With Privacy

Internet Time Capsule

Pathways and Addresses.

Game Time

Put Your Best Face Forward.

That's Not Cool.

Can You Spot the Ad?

Pay For Play.

Online Marketing to Kids: Protecting Your Privacy

Rules of the Game

Cyberbullying and Civic Participation

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<p>School Community Definition:</p> <p>→ involves students, staff, parents, and local community in making use of the Learning Commons culture throughout the school.</p>	<ul style="list-style-type: none"> ● that involves the school community, teachers and staff and the Learning Commons in day to day activities. ● that supports diverse opportunities for the broader school community (is this implied?) ● that evolves organically over time with input from staff, students and community. 	<ul style="list-style-type: none"> ● takes full advantage of digital media. ● learn ways that they can have a positive footprint (behavior both in the physical and virtual space) on school community and culture ● making use of the physical and virtual environments ● digital literacy and digital citizenship are visible in the LC to all stakeholders ● supported in activities that are connected to school. For example, students express an interest in a lego club, and ask to use the LC as a place to work and share their ideas. 	

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The 4 C's Redefined...1. Communicate 2. Collaborate 3. Co-Create 4. Critical Thinking

Definition(s):

1. Communicate: Encompasses the sharing or exchanging of information, news, or ideas.

- which provides an atmosphere that facilitates communication between students, staff and experts
- that allows for and encourages open and clear communication
- which supports student learning and dialogue; allows the opportunity to work in open spaces and meeting areas to work and share collaboratively

2. Collaborate: A structured, ongoing process where two or more people work together toward a common goal,

- which provides an atmosphere that is inviting and encourages collaboration and conversation around learning
- which encourages discussion and collaboration online or face to face

3. Co-Create: Taking knowledge you have learned to create something new, using a variety of information sources that supports ALL learners.

- that utilizes a variety of resources to support collaboration and personalized learning for students

● become involved, to speak out and to communicate in a variety of avenues so that change happens both online and offline.

● to share their learning with others

● utilize the space to work and create together

● to use a variety of resources (online and physical) which support their learning and has a direct impact on achievement and learning

● Using Google Docs, and Google Slides and the comment features on these allow for real-time collaboration in an online environment

- Google Apps for Education (GAPE)
- Taking new knowledge and compiling resources into a Symbaloo that can be adapted and refined over time, which can be shared, used and by others.
- Using google docs or One Note is a great example of co-creating.
- This rubric is another example of co-creating

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<p>4. Critical Thinking: Looking at problems in a new way, linking learning across subjects and disciplines.</p>	<ul style="list-style-type: none"> ● which provides resources and facilitates an atmosphere to promote critical thinking which includes all the variables of the Learning Commons' philosophy, 	<ul style="list-style-type: none"> ● interact in a safe manner and engage in activities that allow for, and encourage critical thinking 	
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Our NEW Curriculum

[New Cross-Curricular Competencies](#) - why is Critical Thinking important?

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