Course Syllabus

School of Education and Human Services
Differentiated Instruction Program
Canisius College
Buffalo, New York

Differentiated inquiry-based instruction utilizing primary sources
Instructor: TBA

Course Description
This course focuses on inquiry-based instruction utilizing primary sources for gifted students. Participants will develop knowledge and skills relating to primary sources and inquiry-based learning that will enable planning, providing, coordinating and evaluating differentiated teaching and learning environments to challenge and assist gifted students in learning to their highest levels of achievement. Participants will learn how to implement a layered curriculum, which will differentiate instruction in order to maximize each student's growth and individual success. Instructional strategies incorporating primary sources for differentiating the key elements of content, process and products will be addressed.

Relationship to School of Education and Human Services Conceptual Framework
We seek to prepare highly competent, professional, and socially committed educators and counselors who value the Jesuit traditions of cura personalis, social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional knowledge, use their gifts in the service of others, and demonstrate professionalism/leadership in their field.

LEARNER OUTCOMES:
A. To learn about primary sources and their value in instruction
B. To design and develop basic inquiry-based learning experiences involving primary sources that demonstrate an understanding of research-supported differentiated instructional strategies and practices
C. To demonstrate strategies for differentiating content, process, and products containing primary sources for gifted students
D. To experience and adopt new technology strategies for differentiation that will engage the gifted learner.

Resources Required

Karnes & Bean (2005). Methods and materials for teaching the gifted. 2nd Ed. Austin, TX: Prufrock Press. **(K & B)**

Various online materials

Grading & Assignments
(rubrics for all assignments will be posted on Angel prior to the due date)

Assignments	Due Date	Points
Primary Source Investigation activity	2/14 (by 11:59 pm)	5
Create movie from PBS Burns' site	2/28 (by 11:59 pm)	10
Create Digital Poster	3/7 (by 11:59 pm)	10
Create Zoom-in Product	3/21 (by 11:59 pm)	10
Adapt LOC Lesson	4/18 (by 11:59 pm)	15
Adapt Your Lesson	5/2 (by 11:59 pm)	15
Class Participation – discussion forum	1/19 – 5/3	20
Final Reflection	5/8	15
Total		100 points

Grading Policies: Points are awarded for performance on assignments. There are a total of 200 points that can be earned in this course. Proper grammar, spelling, and punctuation are expected in your work; improper usages will lower assignment grades. Assignments turned in late will result in a lower grade for the assignment. **One point will be deducted from assignments for each day late.**

If you have a medical or family emergency that keeps you from completing an assignment on time, document it in writing and send it in an e-mail message to me at snogoose@hotmail.com. Extra-credit assignments are not given in this course. Grades will be determined by calculating a percent (points earned/points possible) and converting that percent to a letter grade according to the following scale:

A	93-100	B+	87-89	C+	77-79
A-	90-92	B	83-86	C	73-76
		B-	80-82	C-	70-72

Participation/Attendance:
Students are required to participate online as specified in the syllabus and rubric. In addition to reading and independent work, we learn from one another (peers, the instructor, and guest speakers) through active participation in discussion and other online learning activities. Late postings or nonparticipation in collaborative activities and discussions either through forum, blogs, or wiki entries are not acceptable. They will be subject to the late assignment policy (see above).

Please read Canisius' policy on academic misconduct in the college catalogue.

ASSIGNMENTS

Primary Source Investigation activity

You will go to the Primary Source Investigation activity on the University of Virginia TPS site. Following the online instructions, you will read and interpret primary sources, using differentiated analysis tools, in multiple media formats, connected to a range of curricular subjects. You will choose a primary-source investigation based on your interests in the media format, topic, and/or analysis tool. Using the direction sheet and analysis tool provided to interpret the primary sources to answer the investigative questions:

- Reflect on how this activity might be used with students.

- Reflect on how this activity addresses the skills needed by students to work with primary sources.

You will be graded on your analysis and your reflections.

Create movie from PBS Burns' site

We will be looking at how primary sources can be used. You will be learning to use an application that is imbedded in the PBS site website on the Ken Burns' "Civil War" media set. You will select a topic, and following the directions you will create a movie and then email it to me. You will be learning one way to use primary sources while you are experiencing a possible resource for DI.

Create Digital Poster

We will be talking about DI, and this assignment is another opportunity to experience how to use primary sources in DI. You will visit the National Vault section of the National Archives site and using images available on the site you will create a poster that tells a story using primary documents. You will have to create an account to create and store this poster. When you have finished, you will email me the login information so I can access you work as well as 100 words about how the poster fits into differentiated instruction.

Create Zoom-in Product

Zoom-In Inquiry is often an **introduction** portion of a lesson. During this activity, students uncover a primary source image piece by piece in order to understand a big idea or theme related to curriculum standards. An **investigative question** starts the exploration and guiding questions focused on observation, interpretation, and evaluation follow as pieces of the image are revealed one at a time. Students use evidence and subject specific vocabulary to support their hypotheses. Students reflect on their understanding of the primary source and its

relationship to **"the big picture"** or a **large scale understanding** that is overarching and essential to the subject. Finally, other related primary sources are presented that ask students to apply knowledge and understanding from the Zoom-In Inquiry to a new source or problem. You will follow the directions given on the specified site and email the finished product.

Adapt LOC Lesson

You will adapt one of the lessons found on the LOC lesson plan page. You will include one of the resources you will explore the week the project is assigned. Many of the LOC lesson plans are really unit plans. I want only a lesson and I want you to use differentiation strategies to adapt the lesson for gifted students. I want to know what was adapted, how, why and why you selected the resource you did to include in the adaptation. I do not want a complete, formal lesson plan. I will mount a rubric on Angel prior to the due date

Adapt Your Lesson

You will adapt a lesson of yours using one of the resources you will explore the week the project is assigned. I want only a lesson you want to enhance to using differentiation strategies and one these resources to adapt the lesson for gifted students. I want to know what was adapted, how, why and why you selected the resource you did to include in the adaptation. Again, I do not want a complete, formal lesson plan. I will mount a rubric on Angel prior to the due date

Class Participation

You will be assessed on your participation in online discussion each week. This discussion is a vital component of the online learning experience. It is here that a tremendous amount of learning happens. Participation in the online discussions is mandatory and a rubric of expectations for the number of posts per week, and content of posts will be given. (see rubric at end of document)

Final Reflection

A significant reflection that – what have you learned, what will you keep, what will you use? The exact format both in length and content will be given closer to the end of the semester.

Weekly Topics and Readings: These readings are not written in stone. They may be dropped and/or new ones could be added as the course progresses.

1/19   Week 1 – Class Orientation & Syllabus

Orientation to the class set-up and expectations as set out in the syllabus and done in the first weekly podcast.

Italicized information for explanation only will not be part of the student syllabus

- *Angel will be the portal with weekly announcements and a link to the podcast that will be a further explanation of what is going on each week and will give any background information that is necessary.*
- *Will explain the discussion forums and the expectations for that and post the discussion rubric*
- *Will explain the creation of a tool box that they will have when they leave the class.*
- *Will require reflection of what they are learning and their current situation – hope to observe an evolving awareness for use of primary sources across the subject areas and evolving acquisition of strategies and methodologies for using these sources within a differentiated curriculum.*

Assignments:

Set up Diigo account - http://www.diigo.com/about

Read: "Diigo the Web for Education - From TeleGatherer to TelePlanter with Diigo
http://www.edsupport.cc/mguhlin/share/index.php?n=Anthology.Diigoway?action=print

Watch: Diigo Tutorial
http://21ctools.wikispaces.com/Diigo

Sep up My Portfolio account –
http://www.primarysourcelearning.org/portfolio/login.php

Discussion Forums: 1- Introduction – name, professional information, personal information
2 – Expectations for the class and what experience they have in primary sources
(There are two this week only. The first is to help the online learners begin to feel like they are part of a group, to identify with those learners around them. The second is to begin one of the richest parts of the online – the open discourse among everyone that leads to idea exchanges and if correctly facilitated offers deep rich discussions that enhance the learning process.)

1/25 Week 2 – What are primary sources?

Podcast will give general introduction then students will go through the Yale site that gives a good explanation with examples of primary sources. They will look at the lesson plan and discussion will involve the reflection of the mindwalk activity found in the historian's resources. Further background will be received from the Newman article

- What are Primary Sources from Yale Libraries
  http://www.yale.edu/collections_collaborative/primarysources/primarysources.html
- Historians Sources
  http://memory.loc.gov/learn/lessons/psources/pshome.html
- Primary Sources in Perspective Mark Newman, Ph.D., National Louis University AAM
  Co-director – FIICU
  http://www.uscupstate.edu/academics/education/aam/wkshps/w1_intro_primary_sources/
  Primary%20Source%20Handouts/primary_source_perspective.pdf
- Primary Source Learning – Primary Sources
  http://www.primarysourcelearning.org/primary_sources/index.php

Assignments:
Reading of Newman, the Primary Source and Yale websites
Complete the Mindwalk Activity

Discussion – reflection on the Mindwalk and what primary sources might tell us.

2/1   Week 3 – where do you find them?

- Tour of LOC and what it contains *(hour long professional development interactive
  workshop for k-12 educators)*
  http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/selfdirected/
- National Archives - http://www.archives.gov/education/
- Spend time looking through the National Archive site
- Gilder Lehrman Institute - http://www.gilderlehrman.org/institute/

- We will also start the workshop that is part of TPS Virginia – do introduction and
  workshop 1
- http://www.primarysourcelearning.org/tps/step1/workshop/intro/index.php

Assignments:
Take LOC Tour, peruse National Archives website, peruse Gilder Lehrman site, especially take a
look at the "Battle Lines" online exhibit
http://www.gilderlehrman.org/collection/battlelines/index_good.html

Try a Google search for primary source in an area of interest to you.

Complete the introduction and workshop 1 of the Primary Learning Workshop

Discussion – reaction to what they saw and found, reflection on initial thoughts for use of
primary sources in the classroom

2/8   Week 4 – What skills do students need to work with primary sources?

(Readings will discuss the developmental aspects of using primary sources as well as the critical thinking skills that are needed for using these sources – emphasis will be made on the fact that most of the readings deal with use in the social studies classroom but that primary sources can be used across the subject areas)

- Developmental aspects/ critical thinking skills – PowerPoint
  (This is a presentation that has been used at several conferences and is the result of research that led to the article below)

- Dutt-Doner, K. M., et. al., Improving Classroom Instruction: Understanding the Developmental Nature of Analyzing Primary Sources. RMLE Online: Research in Middle Level Education v. 30 no. 6 (2007) p. 1-20
  http://www.nmsa.org/Publications/RMLEOnline/Articles/Vol30No6/tabid/1271/Default.aspx

- Thinking Historically: Critical Engagement with the Past. Social Studies Review, Spring 2004 by Symcox, Linda -
  http://findarticles.com/p/articles/mi_qa4033/is_200404/ai_n9373917/

- Virginia workshop #2
  http://www.primarysourcelearning.org/tps/step1/workshop/2/index.php

Assignments:
Readings and Presentation
Look at the Workshop 2's
   Model Activities
   Useful Links
   New Workshop 2 Activity - look at the pre-reading activities
Do the "Primary Source Investigation" model activity in Workshop 2 – email to me by 2/14

Discussion – discussion of the developmental and critical thinking skill implications of using primary sources

2/15 & 2/22 Week 5 & 6 – How do you use primary sources?
(*Podcast will talk about the areas to be covered for the two week period:*
Rationale for using primary sources, appropriate selection, organization of instruction, how to incorporate primary sources into one of the 4 phases of instruction.)

Primary Sources in History: *Breaking Through the Myths*. Full Text Available By: Barton, Keith C. *Phi Delta Kappan*, Jun2005, Vol. 86 Issue 10, p745-753, 9p; (*AN 17188279*)
http://web.ebscohost.com.gate.lib.buffalo.edu/ehost/pdf?vid=4&hid=4&sid=cbbd72d5-ba7c-47c4-9805-45a7746dba6b%40sessionmgr4

Fresch, E. *Preparing Preservice Elementary Teachers to Use Primary Sources in Teaching History.* International Journal of Social Education v. 19 no. 1 (Spring/Summer 2004) p. 83-103
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=EJ718729

Looking into Holidays Past
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/holidays-past/

Using Primary Sources in the Classroom
http://memory.loc.gov/learn/lessons/primary.html

Virginia workshop #3 http://www.primarysourcelearning.org/tps/step1/workshop/3/index.php

Assignments:
Readings
Workshop #3 Model Activity "Life in a Box" – Read the teacher facilitator guide and then follow the lesson through from the student's perspective.
Check out the Useful Links
       Go to "Make a Civil War Film" link & create a movie and email the movie to me by 2/28

Discussion: reflect on your knowledge of primary sources and their use in the classroom

3/1 Week 7 – Differentiated Instruction
(Podcast: Describe the basic format for the next few weeks. We will be talking about using primary sources for differentiated learning via content, process and product. The newsletter will offer some basic differentiation ideas and motifs. We will look at methods for using primary sources for each strategy previously mentioned. The teachers will be thinking about creating a learning activity using the newsletters examples as models for each strategy.   Where possible the information that is presented in class will have a dual purpose. It will provide some information, strategies, and ideas for the students but will also model a possible strategy for use by the student in their classroom.)

Teaching with primary sources newsletter (winter 2009)
http://www.loc.gov/teachers/tps/newsletter

Making a Difference
www.teachermagazine.org/tsb/articles/2008/09/10/01tomlinson.h02.html

Assignments:
Readings
Go to Digital vaults http://www.digitalvaults.org/#
Wander through the site

Click on Create – you will create a poster and save it – send me the log-in information so I can access the poster. Write 100 words about how the poster fits into differentiated instruction. Email the log-in for your poster and the 100 word document by 3/7

Discussion – What are some obvious fits for primary sources into differentiated instruction as you know it?

3/8   Week 8 – Differentiation by Content
(The text below will be put in the announcement section of Angel for the week just to be sure we are all starting from the same place in the discussions that will ensue)

<u>**Content**</u> *for gifted learners must be enhanced through depth, complexity, novelty, and acceleration. Depth will include the language of the discipline, understanding of the rules that govern the discipline, and understanding the generalizations theory and principles of the information. Complexity will include seeing information over time or from another point of view, seeing it from different perspectives, and seeing it in a disciplinary way. Novelty includes research, real problems, and primary sources.   Acceleration means individual pacing, adjustment in time, and more advanced resources and experiences to the gifted learner.*

Content

Content consists of ideas, concepts, descriptive information, and facts, rules and principles that are presented to the learner.   Content modifications include the use of:

- *Acceleration- Providing the opportunity for students to move more rapidly through a particular curricular sequence without regard to age or setting.*
- *Compacting- Adapting the regular curriculum by either eliminating work that has already been mastered or streamlining work that may be mastered at a quicker pace.*
- *Variety-Ideas and content areas should be extensions of the regular curriculum.*
- *Reorganization- Selecting new arrangements of content e.g., functional similarities, categorical groups, descriptive similarities, in place of the typical chronological organization.*
- *Flexible pacing- Allowing for individual characteristics to determine the pace.*
- *Use of more advanced or complex concepts and materials- Posing more challenging questions or situations that force the learner to deal with the intricacies of the content. Using novel and sophisticated content.*
- *Use of abstractions-Going beyond the facts and the obvious to the conceptual framework, underlying ideas, symbolism, and hidden meaning of the content.*

Additional suggestions:

- *When possible, students should be encouraged to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity. Thematic, broad-based and integrated content, rather than single-subject areas in isolation best serve their learning characteristics. In addition, such concept-based instruction expands opportunities to generalize and to integrate and apply ideas.*

- *Middle and secondary schools are generally organized to meet student needs within content areas. Providing an interdisciplinary approach is another way of modifying curriculum. Jacobs and Borland (1986) found that high ability learners benefit greatly from curriculum experiences that cross or go beyond traditional content areas, particularly when they are encouraged to acquire an integrated understanding of knowledge and the structure of the disciplines.*
- *Testing out and compacting of required curriculum. (KAR 91-40-3 (g))*
- *Dual credit can also be given for college courses taken at the high school level. (KAR 91-40-3 (h))*

From: http://www.adifferentplace.org/modifying.htm

Best Practices Bulletins - DI for Elementary and Secondary.

http://www.primarysourcelearning.org/teach/best_practices/diff_instruct_bulletin_elem.pdf

http://www.primarysourcelearning.org/teach/best_practices/diff_instruct_bulletin_sec.pdf

Assignments:

Read and digest the Best practices Bulletins

Go through the "Zoom in" activity
http://www.primarysourcelearning.org/tps/step1/workshop/4/m_a/zooms/index.php

Create a Zoom-in activity and email the files to me by 3/21

3/ 15 Week 9 - Differentiation by Process

Process

(The examples that are given are meant to show students how a teacher can differentiate process when using primary sources. The DBQ webquest has a dual purpose. First to introduce the DBQ to those who do know it, the point will be made that DBQs are not just for history nor are webquests, nor are primary sources, but can be used across the subject areas) (The text below will be put in the announcement section of Angel for the week just to be sure we are all starting from the same place in the discussions that will ensue)

Process is the presentation of content, including the learning activities for students, the questions that are asked, as well as the teaching methods and thinking skills that are used.

- *Higher Levels of thinking- Emphasizing questions that enable the learners to analyze synthesize, or evaluate.*
- *Open-endedness- Asking questions that promote critical and creative thinking.*
- *Inquiry and discovery- Providing opportunities for the learner to arrive at self-drawn conclusions or generalizations.*

- *Active exploration- Providing opportunities for movement and learner-driven exploration.*
- *Inductive and Deductive reasoning- Asking the learner to cite the sources, clues given, and logic used in drawing conclusions.*
- *Freedom of choice- Providing opportunities for self-directed activities such as independent study.*
- *Group interactions/simulations- Using structured simulations for group problem solving.*
- *Variety- Encouraging a variety of teaching strategies.*
- *Pacing- The rapidity with which content is presented; the extension of time and deadlines so that further integration of ideas may take place; and/or flexibility in time allowance.*

Although instructional strategies depend on the age of the students and the nature of the disciplines involved, the goal is always to encourage students to think about subjects in more abstract and complex ways. Activity selection should be based on student interests, and activities should be developed in ways that encourage self-directed learning. Bloom's Taxonomy of Educational Objectives (1956) offers the most common approach to process modification.

From: http://www.adifferentplace.org/modifying.htm

Brown, C. A., et. al., Writing Your Own History: A Case Study Using Digital Primary Source Documents. TechTrends v. 51 no. 3 (May 2007) p. 30-7

Global History DBQ Webquest by Jill M. Gradwell
http://webquest.edutech.org/SS/jill/DBQWebquest.html

The learning power of WebQuests T March - Educational Leadership, 2004
http://coe.nevada.edu/nstrudler/MarchWQ03.pdf

WebQuests: Supporting inquiry learning with primary sources. Thinking Classroom/Peremena, 7, 47-48.
http://pd-network.com/lessons/Webquests.pdf

AAM Waynesburg WebQuests - http://aam.waynesburg.edu/webquests/

Simulations - National Geographic Underground Railroad Simulation
http://www.nationalgeographic.com/railroad/j1.html

Case Study
http://dohistory.org/

Independent Study
http://www.primarysourcelearning.org/db/LE/print.php?k=3831

Assignments:

Read the Brown, Peremena & March articles
Complete the Global history DBQ – I require nothing written from you for this assignment
Review and digest the AAM Webquest, Nat'l Geo simulation, the case study & the independent study

Discussion – conversation about strategies and techniques for differentiating the process

3/ 22 Week 10 - Differentiation by Process

Products

(The text below will be put in the announcement section of Angel for the week just to be sure we are all starting from the same place in the discussions that will ensue)(Examples are given that are not from social studies and that talk about using Web2.0 tools as means of creating products)

Products are the outcomes of instruction that consolidate learning and communicate ideas. Modifications in products should:

- *Possess characteristics that are professional in nature.*
- *Address real problems, audiences, and concerns.*
- *Synthesize rather than summarize information.*
- *Include a self-evaluation component.*

From: http://www.adifferentplace.org/modifying.htm

Primary Sources and *Web 2.0*: *Unlikely Match* or *Made for Each Other?* Full Text Available
By: Johnson, Mary J. Library Media Connection, Jan/Feb2009, Vol. 27 Issue 4, p26-30, 4p, 1 bw; (*AN 37588303*)

"How Primary Sources Challenge Student Understanding" Model Activity
http://www.primarysourcelearning.org/tps/step1/workshop/5/m_a/analyze/index.php

Teaching Shakespeare with Primary Sources
http://www.pbs.org/shakespeare/educators/primary/

Captured wisdom in the middle school
http://www.ncrtec.org/pd/cw/hisfic/start.htm

Discussion – reflection on primary sources place in all subject areas (unless this has been addressed by students in earlier discussions) and place of Web 2.0 in DI.

3/29 & 4/12   Week 11 & 12 – Exploring Resources/LOC Lesson Adaptation

(Students will adapt one of the lessons found on the LOC lesson plan page using one of the resources found here. The adapted lesson is due 4/18. Many of the LOC lesson plans are really unit plans. I want only a lesson and I want the students to use differentiation strategies to adapt the lesson for gifted students. I want to know what was adapted, how, why and why the student selected the resource they did to include in the adaptation. This should be done in two double – spaced pages. I will mount a rubric on Angel prior to the due date.)

A very old place
http://averyoldplace.blogspot.com/

A Different Place
http://www.adifferentplace.org/

Digital Vaults – look at "create a movie" & "create your own pathway challenge"
http://www.digitalvaults.org/#/create/

Web Scrapbook – be sure to check out the scrapbook links on the left – especially the manual
http://chnm.gmu.edu/tools/scrapbook/index.php

Each of the modules focuses on one primary source. Watch videos of a scholar analyzing the source, a teacher discussing strategies for teaching the source, and the lesson in action in the classroom.
http://chnm.gmu.edu/loudountah/source-analysis/

Primary Sources Learning Handbook
http://www.primarysourcelearning.org/handbook/index.php

Timeline creator
http://www.xtimeline.com/explore.aspx

Washington_ A National Treasure – especially Portrait for the kids
http://www.georgewashington.si.edu/index.html

Memorial Hall Online Museum – check out all the areas, some wonderful activities
http://memorialhall.mass.edu/home.html

Assignment:
Spend significant time browsing and digesting the resources given
Select a **lesson** from the LOC Lesson Plan area http://memory.loc.gov/learn/lessons/
Begin work on the adaptation of the LOC with the integration of DI strategies and one of the resources given. Adaptation due 4/18.

Discussion: reflection on the resources they have seen and how they see them being used in DI.

4 /19 & 4/26 Week 13 & 14 – Exploring Resources

(*Students will adapt one of their lessons using one of the resources found here. The adapted lesson is due 5/2. I want only a lesson the students want to enhance to using differentiation strategies and one these resources to adapt the lesson for gifted students. I want to know what was adapted, how, why and why the student selected the resource they did to include in the adaptation. This should be done in two double –spaced pages. I will mount a rubric on Angel prior to the due date.)*

Digital Storytelling – watch the video and then click links in the top menu, especially create and web 2.0
http://digitalstorytelling.coe.uh.edu/

Digital Historical Narratives
http://docsouth.unc.edu/classroom/narratives/narratives.html

TPS/GSU Digital Storytelling - examples
http://aam.govst.edu/digitalstorytellingopen.asp

Primary Access
http://www.primaryaccess.org/

Voicethread
http://voicethread.com/#home

Animoto
http://animoto.com/education

Wordle
http://www.wordle.net/

360D (cannot really be used in the adaptation to the lesson)
http://www.360ed.com/products/

Letterpop
http://letterpop.com/

Assignment:
Spend significant time browsing and digesting the resources given
Select a **lesson** from your curriculum
Begin work on the adaptation of the lesson with the integration of DI strategies and one of the resources given. Adaptation due 5/2.

Discussion: reflection on the lesson they chose and how they see the resources they have seen can be used in DI.

5/3 – Week 15 Pulling it all together

Please read "The Saber Tooth Curriculum". http://cse101.lite.msu.edu/visitors/saber.php
Complete the final Reflection – what have you learned, what will you keep, what will you use?

Discussion Thread Participation Rubric

Participation in the discussion forums is critical for maximizing your learning experiences. You are required to be a part of an online community of learners who collectively interact, through discussion, to enhance and support the each other's learning. Part of the assessment criteria for the course therefore, includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics of an excellent discussion contribution are outlined below. I will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post(s) early in the week and your subsequent responses to the posts of other learners at timely intervals within the duration of the week. Keep in mind the goal is to have a dynamic discussion around the major content being discussed.

- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statement with examples, experiences, or references. You are; however, encouraged to be brief — keep each post and response to one or two short paragraphs. Keep in mind that your classmates will be reading and responding to you, too.

- Make certain that in all your posts and responses you address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.

- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, resources, etc. (giving credit when appropriate).

- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Discussion Forum Participation Rubric

Criteria	1	2	3
Quantity and Timeliness	Does not submit at least one post early in the week and/or does not submit at least two responses to other learners at various times during the week.	Submits at least one thoughtful post early in the week and at least two responses to other learners at various times during the week.	Submits two or more thoughtful posts early in the week and more than two responses to other learners at various times during the week.
Demonstrates knowledge and understanding of content and applicability to professional practice	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.
Generates learning within the community	Posts do not attempt to elicit responses and reflections from classmates and/or responses do not build upon the ideas of other classmates to take the discussion deeper.	Posts attempt to elicit responses and reflections from other classmates and responses build upon the ideas of other classmates to take the discussion deeper.	Posts elicit responses and reflections from other classmates and responses build upon and integrate multiple views from other classmates to take the discussion deeper.

Adapted from 2005, PBS Teacherline Rubric