



Teacher's Guide-- eLibrary Professional Development

Creating Inquiry-Based Student Activities

- 1. To Integrate Critical Thinking Skills***
- 2. To Integrate 21st Century Literacy & Skills***
- 3. To Integrate Custom Digital Resources***

- 1. Increase Student Achievement with Custom Content and Tools**
- 2. Increase Teacher Effectiveness with Unique Strategies and Tools**
- 3. Integrate Bloom's Taxonomy with Mini-Research Strategies**
- 4. Lesson Plan Inquiry-Based Activities with the BookCart Tool**
- 5. Integrate State Standards and Custom Reading Level Resources**

Teacher Name:

eLibrary Username:

Password:

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Benefits of the ProQuest eLibrary Professional Development Program**Why Do I Need to Take this Online Course?**

The era of teaching and learning with print textbooks, extensive multiple choice testing, lecture and note-taking, and emphasis on rote memorization is rapidly diminishing in importance today. The explosion of relevant, current information available online and in your media center quickly obsolesces most textbook replacement cycles. As a result, textbooks can no longer be relied upon exclusively to provide all the information and concepts that students need to know.

The good news is that the Internet provides a way to teach beyond the textbook

1. Internet use in schools provides much current information that supplements textbooks
2. Internet sites provide more visuals and multimedia to increase visual learning
3. Scientific research has shown that inquiry-based learning is more effective than rote for permanent learning

The bad news about the use of the Internet in schools is that . . .

1. Less than 6% of the Web contains K-12 relevant resources and few copyrighted sources
2. Many educators have not been trained to create effective inquiry-based learning activities
3. Student surfing of the Internet provides safety problems for educators to manage
4. Inquiry-based learning doesn't provide the teacher-friendly structure and assessment tools of traditional textbook learning
5. Internet surfing wastes finite classroom learning time in searching for and evaluating the relevance and credibility of K-12 appropriate resources

To the Rescue--eLibrary content, teacher tools, curriculum strategies, and models

Your school has subscribed to eLibrary. It provides a unique and comprehensive collection of **eight media types (including websites)** that address the needs of the **entire K-12 curriculum**. Most of these resources **can't be found in Google** or by searching the open Internet. Included with this robust content is the **unique BookCart/QuizCart tool** that empowers teachers and librarians, working together, to **create custom lesson plans for inquiry-based learning**.

Here's what you'll learn and be able to do with ProQuest Professional Development

1. How the state standards in your subject **require the use** of inquiry-based learning activities that **integrate critical thinking**
2. How **state test scores** in Language Arts (essential skills for learning) can be raised through **frequent and well-constructed** inquiry-based activities
3. Why **achievement in your curriculum area** can be raised by frequent and well-constructed inquiry-based activities
4. How to integrate **critical thinking strategies**, based on Bloom's Taxonomy, into all the inquiry-based activities that you create for your students
5. How to save classroom time, ensure effective management, and increase student focus with **engaging mini-research activities** from the **model BookCart collection**
6. How to use eLibrary to select and collect **standard-based** and **Lexile** appropriate current and historic resources for your students to use for research activities
7. How to adapt and use ProQuest models for written reports, **PowerPoint** presentations, and **mini-debates** to increase student involvement
8. How to adapt ProQuest **rubrics models** to **evaluate** student reports and presentations

eLibrary Professional Development Program Syllabus

Optional Pre-training—Teachers must have some experience using eLibrary to be successful in the performance modules of this program. This can be done either **before** starting the program or **prior to** performance module # 3. Online video training can be completed in less than **1 hour**.

Teachers can view pre-recorded eLibrary training videos in [Flash](#) or [podcast](#) format, or sign up for a free, one-hour training course [via the Web](#).

Module 1: Why Should Teachers Create Engaging Inquiry-Based Activities?

What's wrong with textbook learning? What's right with inquiry-based learning? How can the two styles of teaching and learning co-exist while supporting scientific research on learning, and state and national standards/testing in all subject areas?

Estimated Learning Time: 40 minutes Estimated Assessment Time: 20 Minutes

Module 2: Integrate Essential Questions in Each Activity to Increase Critical Thinking

Why is critical thinking essential to more effective learning? How can I learn how to create essential questions for critical thinking that motivate and guide students to use researched information for problem-solving and resolving controversial issues? What is Bloom's Taxonomy, and how does it help me to create more effective inquiry-based learning activities?

Estimated Learning Time: 30 minutes Estimated Assessment Time: 20 minutes

Module 3: Copy and Adapt eLibrary Model BookCarts into Custom Lesson Plans

What is a ProQuest model BookCart? How can I preview and select models that support important topics and issues in what I teach? How can I adapt these models for my students and use them to create lesson plans for inquiry-based learning activities? How can I use Lexile reading level content to ensure success for all students?

Estimated Learning Time: 30 minutes Estimated Performance Time: 120 minutes

Module 4: Use ProQuest Models and Templates to Support a Variety of Student Projects

How do I provide a variety of models for my students to use to demonstrate what they have learned through their research? Why is it important for students to use a variety of presentation models in addition to the traditional written reports? How can I simplify the format for student written reports to save time and focus on learning rather than formatting?

Estimated Learning Time: 30 minutes Estimated Performance Time: 40 minutes

Module 5: Use ProQuest Rubrics Models to Evaluate Student Projects

How can I evaluate student projects with rubrics? How can rubrics models correlate with my traditional grading methods?

Estimated Learning Time: 30 Minutes; Estimated Performance Time: 30 minutes

Total Learning Time: 170 minutes (not including optional eLibrary online training)

Total Assessment Time: 230 minutes; **Total Time: 400 minutes** or about **7 hours**.

Teacher Instructions for the ProQuest Online Professional Development Program

Overall Considerations

- This **free to use** program may be eligible for **CEUs** – Your principal will determine this prior to your starting the program. If CEUs are related to estimated program participation hours, then use the **estimated times** outlined for each module on the previous page.
- If you have **no experience** using eLibrary, you'll need to sign up for an **online training** course first to ensure that you will be successful in the **performance** parts of this program. (Teachers can view pre-recorded eLibrary training videos in [Flash](#) or [podcast](#) format, or sign up for a free, one-hour training course [via the Web](#).)
- The overall **time period you'll need to complete all modules** will be determined by your principal's designated **staff development coordinator** assigned to this program.
- Time estimates are based on an **average teacher familiarity** with technology and eLibrary.
- ProQuest will support schools with this program *if necessary*. Your assessment, management, and certification are the responsibility of your **principal** and the staff development coordinator assigned to this training.
- The computer you use for this program will need an **Internet connection** and a **browser**. You'll also need to be able to play PowerPoint files. Be sure all **free plug-ins** are installed for [Adobe Flash](#), [iTunes](#), [QuickTime](#), and/or [Windows Media Player](#) to access training videos.

Specific Instructions

1. Download and then **open** both the [PowerPoint](#) presentation and the [Teacher Guide](#) to implement this program by clicking these links. (The **links** included in **both versions** will access the **learning and performance resources** for each module.)
2. The **staff development coordinator** will supply you with the printed **Teacher Guide or you can print your own**. Use it to take notes and reminders. The guide is correlated to the PowerPoint presentation to help you use them together effectively.
3. Each module includes an **assessment worksheet** that should be completed and then **evaluated** by the designated staff development coordinator. The staff development coordinator has the ProQuest resources necessary to **determine satisfactory levels of performance** for each module. You can **repeat** a module if necessary.
4. Use the **PowerPoint in slide show mode** as your primary resource for this course.
5. Each module has two slides: (1) an **information** slide with links to learning resource, and (2) a second slide to link to **learning resources, performance assignments, and assessment worksheets** in the Teacher Guide
6. **Bookmark links to resources** to give you more flexibility in time management.
7. Use the **Teacher Guide** to access the **assessment worksheets** that you'll fill in and present to the designated staff development leader for this program
8. Performance assessments will require you to use eLibrary BookCarts and models to learn how to **create, manage, and evaluate** original activities for your students

Assessment Worksheet for Module # 1—Submit to Coordinator

Teacher: _____ School: _____ Date: _____

Scientific research -- Summarize in 50-100 words why inquiry-based learning is more effective than rote learning in your subject area. [Click this link](#) to get the information.

Integrates state standards – List at least 3 standards that correlate your subject area to inquiry-based learning (research activities) and critical thinking. [Click this link](#) to learn how to access your state and curriculum area in eLibrary.

Integrates ISTE standards for teachers – Summarize in 50-100 words how ISTE standards affect your teaching. [Click this link](#) to access the ISTE standards

Develops 21st Century skills – Summarize in 50-100 words how 21st Century skills and knowledge will impact your teaching strategies. [Click this link](#) to get the information.

ProQuest versus Google for teaching and learning – [Click to open](#)--watch this short video. Summarize in 50-100 words why Google should not be the major resource for student research.

Assessment Worksheet for Module # 2—Submit to Coordinator

Teacher: _____ School: _____ Date: _____

What's wrong with topical research? – Summarize in 50-100 words why topical research is ***ineffective*** for permanent and real learning. [Click this link](#) to learn more.

The Bloom Taxonomy and critical thinking – List and summarize all of the Bloom Taxonomy strategies associated with inquiry-based learning and higher-order thinking. [Click this link](#) for more information.

Essential Questions for Critical Thinking – Select a significant topic in your teaching area and create 3 essential questions that integrate the Bloom Taxonomy and critical thinking for students to address with their research.

Topic:

Q1:

Q2:

Q3:

ProQuest Models for Essential Questions – Summarize ProQuest questioning models for the topic "Global Warming." To get more information, [click this link](#) (pages 8-9).

Assessment Worksheet for Module # 3—Submit to Coordinator

Teacher: _____ School: _____ Date: _____

Lesson Planning with BookCarts – Summarize in 50-100 words how BookCart lesson planning will be a benefit to you and your students. [Click this link](#) for more information.

Reading Scores—Lexiles and Grade Level – Summarize in 50-100 words how reading level information can help you customize BookCarts for your students. [Click this link](#) for more information on ***Lexiles***. [Click this link](#) for information on eLibrary ***grade level*** reading scores.

eLibrary vs. Print Library vs. Google – Summarize 6 key benefits for you and your students in eLibrary that are not available through Google researching. For more information, [click this link](#).

Assessment for Module 3 continued on next page

Copy and edit a ProQuest model BookCart – Copy **one** model BookCart in your curriculum area and edit and adapt it for your students. Use the procedures below to **view** and then **copy** any one or several.

Copying One Model Cart to Your Collection -- *Optional* -- **Click this link** to get **ALL the instructions** for using BookCarts.

1. Access the **Teacher Edition** (click the link to the left for instructions)
2. Click the **BookCart Admin** link at the top right
3. Click the **ProQuest Carts** tab to access the ProQuest Collection
4. Look at the **Folders** on the left side to explore BookCarts for your curriculum area
5. Click the **Copy** icon in the **Actions** column to the right of a title of interest
6. Return to **My Local Carts**
7. Your new BookCart will have "Copy of" included as a prefix to the title
8. Click on the **Title** to open the BookCart for editing
9. Type your first and last name as Author and delete "Copy of" from the title
10. Create and then type typical instructions for students in the **Description** box (**STUDENT DIRECTIONS**)
11. Click **Save** button at the bottom.

To print the BookCart for the professional development coordinator to assess

1. Access the **Teacher Edition** using the link above for directions
2. Click the **BookCart Admin** link at the top right
3. You will be in **My Local Carts** where you can see your new BookCart
4. Click the **View** icon in the **Actions** column to the right of the title.
5. Print the BookCart and include this with all the assessments for Module 3

Build your own custom BookCart – Use the BookCart Template to create your own BookCart for your students. You will need to open the **Teacher Edition** in your **browser** to do this.

1. Logon to the **Teacher Edition**
2. Click the **BookCart Admin** link at the top
3. Click **ProQuest Carts** tab
4. Click the **Prof Development for Teachers** folder
5. Click the Title for this BookCart: **Online Prof Dev BookCart Template**

Here are ProQuest **criteria** to help you build a quality BookCart:

1. Type a **Title** that reflects the **curriculum topic** to be researched (avoid personal titles)
2. Type a **Subject** that reflects the name of the course—English I, Biology, World History, etc. or curriculum area—Literature, Environmental Science, Social Studies, etc.
3. Select a **Grade Range** that reflects the level of the course for which it's intended
4. Copy and paste the **State** standard is included in the **Standards box—SAVE often**
5. Type at least **3 essential questions** in the **Description box**
6. Type typical **instructions for students** (STUDENT INSTRUCTIONS) so that they know what to do with the information—**SAVE often**
7. Include at least **4 publications** in the **Publications Search** section
8. Search for documents in eLibrary and select at least 10 for the topic
9. Copy and paste the **URL** for each in the **Reading** section
10. Find and include at least **4 websites** in the **Web Links** section
11. Uses descriptors for the websites that will help students make selections—**SAVE often**
12. **PRINT your final version for the program coordinator to evaluate**

Assessment for Module 3 continued

The Ideal Teacher Tool for Lesson Planning Inquiry-Based Learning Activities

What features would this teacher tool need to include? **Complete the checklist below** to help brainstorm what you think is necessary. Add additional features in the final section if necessary.

Which of These Criteria Do You Consider Essential for Including in a Lesson Planning Tool for Inquiry-Based Learning Activities? <i>Teachers should be able to</i>	Yes	No
1. save classroom/library time by providing students with only the best topic-relevant information they need		
2. ensure all information required by students for the activity is credible		
3. ensure all information is correlated to state standards		
4. ensure all information required by students is reading-level appropriate		
5. ensure students can access tools that define difficult words while they read		
6. ensure students will access a variety of topic-relevant visual, verbal, and website resources		
7. ensure students have options to access relevant print resources as well		
8. ensure students have teacher directions on what to do with the information they select		
9. ensure students will not access undesirable information		
10. ensure all students need to use critical thinking in selecting and creating their reports and presentations to discourage copy/paste plagiarism		
11. include an simple assessment to evaluate understanding of fundamental concepts about the topic		
12. save their lesson plans permanently and upgrade them easily when necessary		
13. share their lesson plans easily with other interested teachers and vice-versa		
14. integrate technology and digital information literacy flexibly into all phases of teaching and learning		
15. ensure that students can access their lesson plan activity from home as well as at school		
16. collaborate easily during in-service days to build collections of lesson plans that can shared within the school and district		
17. copy and adapt exemplary inquiry-based lesson plans on the same topic from other teachers to save time and effort		
18. Access and copy a professional collection of 700+ model lesson plans		
19.		
20.		

Not Surprising – This is a description of the features of the BookCart/QuizCart.

Assessment Worksheet for Module # 4—Submit to Coordinator

Teacher: _____ School: _____ Date: _____

Written report models for mini-research – Summarize in 50-100 words how the written report models can help you and your students. To access the model, [click this link](#).

PowerPoint presentation models – Select a topic in your subject area and how you would use both of these models with your students. [Click this link](#) for the ***Engaging Issues*** model. [Click this link](#) for the ***Essential Questions*** model.

Mini-Debate Model – Select an issue in your subject area. Discuss how mini-debates could benefit your students. [Click this link](#) for the ***teacher*** model. [Click this link](#) for the correlated ***student*** handout version.

Assessment Worksheet for Module # 5—Submit to Coordinator
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Teacher: _____ School: _____ Date: _____

ProQuest flexible rubric evaluation tool – Demonstrate how you would **adapt** this tool to evaluate your students. [Click this link](#) to get a fresh **editable** copy of the tool.

ProQuest Mini-Research Activity Teacher Rubrics Evaluation Tool						
TEACHER INSTRUCTIONS--You Can Change the Weight Assigned to Each Category Listed Below *						
Category	Weight	Exemplary = 4 Points	Accomplished = 3 Points	Developing = 2 Points	Beginning = 1 Point	Teacher Score
Selected Appropriate Resources	3?	Student selected all the resources with no teacher support and all were relevant to address the assigned essential questions and/or the topic/issue.	Student needed some support to select one of the relevant resources needed to address the assigned essential questions and/or topic/issue.	Student needed support to select several of the relevant resources needed to address the assigned essential questions and/or topic/issue.	Student needed major support to select all of the relevant resources needed to address the assigned essential questions and/or topic/issue.	?
Created an Organized Draft Summary <i>(summary of citations and significant information for the report)</i>	3?	Draft Summary included all the significant and relevant information from multiple resources including citations.	Draft Summary included some information that didn't support the issue or essential questions.	Draft Summary was missing some information needed to address essential questions or missing some citations.	Draft Summary missing considerable needed information and citations.	?
Synthesized Reasoned Conclusions	7?	High level of original thought and reasoned conclusions supported by facts and expert opinion.	Considerable original thought and reasoned conclusions supported by facts.	Mostly factual with some original thought and conclusions.	Basically facts with little original thought and some erroneous conclusions.	?
Quality of Report/Presentation	5?	Report/presentation is (a) well organized, (b) includes considerable	Report or presentation lacks one of either (a), (b), or (c).	Report or presentation lacks two of the three elements: (a), (b), and (c).	Report or presentation lacks all required elements.	?
Language Arts Skills	4?	All language arts skills are integrated at a high level.	Minor language arts errors found.	A variety of language arts errors found.	Considerable language arts errors found.	?
Technology Applications	3?	Used technology effectively in all phases of collecting, organizing, synthesizing, and presenting.	Used technology effectively in most phases of collecting, organizing, synthesizing, and presenting.	Needed some support in at least 3 phases of the research and reporting process.	Needed considerable support in all phases of the research and reporting process.	?
* Total Score-- Category Weights Designed to Yield a Perfect Score of 100					Total Score	?

Rubrics evaluation tools on the Internet -- models are available on the Internet. If you prefer the RubiStar model, then use it to construct your personal evaluation model. **[Click this link](#)** to get to RubiStar (scroll down to tool).

If you use this option, print a copy of your tool for the program coordinator to evaluate and attach it to this worksheet.

Assessment of the eLibrary Professional Development Program

Return this completed program assessment to your staff development coordinator as your final task for this professional development course.

ProQuest is ready and wants to support your future needs

eLibrary Online Professional Development Program Evaluation						
	I Understand This			Is Useful to Me		
	Yes	Some	No	Yes	Some	No
Module 1 -- Why Inquiry-Based Learning (Mini-Research)?						
1. State Standards and inquiry-based activities in my subject area						
2. ISTE standards support inquiry-based learning						
3. Scientific research on learning supports inquiry-based learning						
4. Mini-research activities help keep textbooks and curriculum current						
Module 2 -- Why Essential Questions & Critical Thinking?						
1. How essential questions are related to Bloom's Taxonomy						
2. Critical thinking is necessary to increase student achievement						
3. How to create effective essential questions						
4. Essential questions can be integrated into all my lessons						
Module 3 -- Why eLibrary & BookCart Lesson Planning?						
1. eLibrary 8 media types are ideal for building custom BookCarts						
2. BookCarts with Lexiles provide a custom tool for lesson planning						
3. ProQuest Carts models are the best way to start your collection						
4. How to include local resources and favorite websites in BookCarts						
Module 4 -- Why ProQuest Report and Presentation Models?						
1. Most teachers lack the training to create effective research activities						
2. Teachers need models before attempting new teaching methods						
3. Teachers need a variety of good models to ensure flexibility						
Module 5 -- How to Evaluate Student Projects						
1. Teachers lack experience in assessing project-based learning						
2. Rubric methods need to be correlated to standard grading methods						
3. Rubrics should be explained to students prior to a research activity						
Your Overall Experience						
	Excel	Good	Fair	Poor		
1. Time allotted was adequate for me to gain some competence						
2. Method of delivery provided me flexibility of time and location						
3. Quality resources were provided and effective for learning and usage						
4. Teacher assessment methods were fair and provided me flexibility						
5. I can use what I learned to improve my teaching methods						
Teacher Comments						
1						
2						