



ISKME's Professional Development in Open, Shareable Curriculum and Collaboration to Support Arts Education

Supported by a grant from the Ford Foundation, ISKME is offering a series of workshops from November 2009 through January 2010. This program is available to Pre-Service and In-service Teachers and Teaching Artists in the San Francisco-Bay Area and Los Angeles-Long Beach region.

Our workshops focus on engagement with open digital materials, social collaboration, and project-based learning to support teacher collaboration and curriculum sharing around arts integration and arts education in K-12 classrooms.

“Open” curriculum can be freely shared and adapted to fit the needs of teachers and their classrooms.

With support from our foundation partners, including the William and Flora Hewlett Foundation, Ford Foundation, and others, this year **ISKME has trained over 500 teachers, from over 20 countries.** This work facilitates teachers' use of open education and collaborative learning in their quest for new and innovative learning content that can be adapted to fit the needs of their students, and also engages them in a process that enables them to support each other in their teaching practice.

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The Institute for the Study of Knowledge Management in Education (ISKME), a leader in research on social learning and open education, offers professional development workshops and continuing education for teachers focused on innovative concepts and practices related to digital and social learning, and open education curriculum. ISKME integrates a range of collaborative practices using open-source learning content, or **Open Educational Resources (OER)**, with a research-based pedagogy focused on participatory learning for K-20 teachers and learners.

OER is a part of a shift happening in education that aims to support shared teacher expertise and peer-based learning. As such, free and open content is not only a new economic model for schools and students, but also a **primary vehicle for disseminating more flexible, adaptable curricula that support learner-centric approaches.**

ISKME catalyzes teachers and learners in the shift from a consumer culture for educational resources, to one in which teachers gain leadership and support to adapt and develop resources for their own needs, and then share those resources with others. ISKME works directly with teachers and students to engage with learning resources through processes that a) involve continuous improvement, b) require collaboration and social learning, and c) build expertise from within and from the bottom-up. In addition to focusing on the use of Open Educational Resources (OER), our trainings aim to support a multi-disciplinary and arts integration focus. We help teachers and teaching artists in their abilities to create and share resources that support experiential and investigative project-based learning activities infused with arts learning.

ISKME's professional development effort leverages its global **OER Commons initiative** in facilitating resource discovery and collaborative practices around OER. [OERCommons.org](http://www.oercommons.org) is an open teaching and

learning network launched by ISKME in March 2007 to stimulate an education ecosystem that thrives on interaction and knowledge sharing. The site has over 9,500 registered users, averages 30,000 visits a month from 193 countries. OER Commons offers an infrastructure for teachers, students, curriculum experts, and others to collaborate around the use and improvement of high-quality educational resources. In 2007, ISKME was named an Education Laureate for Technology Benefiting Humanity, by the San Jose Tech Museum of Innovation, for its development of OER Commons.

In ISKME's professional development workshops and supported online engagement, teachers will leverage and build upon their existing teaching practices and processes to:

- Participate in cross-disciplinary teaching processes and lesson planning in the context of understanding concepts of remixable, open-source content, or OER
- Improve their search and find strategies and their familiarity with descriptive resource metadata
- Add metadata such as tags, reviews, and pedagogical information to resources, to help guide other teachers in resource identification
- Collaborate on improving and creating resources in the context of doing investigative, creative and experiential learning with their peers and students
- Engage in knowledge sharing, improvisations, storytelling, and other experiential activities that support integrating arts disciplines, critical thinking, and creativity into practice
- Understand basic copyright and content licensing, for example, using Creative Commons licenses to share their work
- Use a wiki-based social collaboration environment, investigative problem space, and other media tools and techniques for resource creation and improvement

Underlying ISKME's professional development is its research on OER initiatives globally, which examines mechanisms and models for building teacher use and reuse around shareable resources.

View a collaborative area from our 2009 professional development summer academy, [Integrating and Sharing Teacher-Led Curriculum in the Arts using Social Collaboration](#) at Mills College, attended by third through twelfth grade teachers, teaching artists, and community arts leaders.

About ISKME

The Institute for the Study of Knowledge Management in Education (www.iskme.org) is an independent, nonprofit research institute that conducts social science research in education, develops research-based innovations, and facilitates field building to improve knowledge sharing. ISKME's president and founder, Lisa Petrides, Ph.D., has led a wide range of research-based projects and innovations to help schools, universities, foundations, state systems, and others expand their capacity to collect and share information, apply it to well-defined problems, and create human-centered, knowledge-driven environments focused on learning and success.

From this research base, ISKME brings extensive experience as an innovator at the forefront of developments in information use, open source, social networking, knowledge collaboration, and social media can impact—and already have impacted—educational practice and policy. ISKME's training and professional development supports teachers and schools in effective uses of digital content as part of a larger model for **systemic change in education through knowledge sharing**. ISKME is building partnerships with leaders of teacher education centers, districts, and schools to accomplish this goal.