



ISKME's Professional Development in Open, Shareable Curriculum and Collaboration for K-20 Teachers

Join Our 2009-2010 Program Engaging Pre-Service and In-service Teachers in Research-Based Workshops and Online Community Building

Our one- to three-day intensive workshops focus on engagement with open digital materials, social collaboration, and project-based learning.

“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.

Contact:

Amee Godwin
Director, Strategic Initiatives
amee@iskme.org

Megan Simmons
Education Program Manager
megan@iskme.org

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.**

Engagement with OER is a key component of the “*collaboratory*” model for teaching and learning that we help to develop and facilitate. We guide teachers to model the approaches of scientists and designers using real-world issues. The approach is cross disciplinary, for example, by integrating the arts, social justice, and design thinking into lessons on climate change, renewable energies, plant science, and green technologies. In the process, teachers identify, produce, and share resources and techniques to use with their students.

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.

ISKME's professional development effort leverages its global **OER Commons initiative** in facilitating resource discovery and collaborative practices around OER. 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 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.

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.