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Writing Knowledge Articles Lesson Plan

The lesson plan for Writing Knowledge Articles consists of five topics. Section one describes logistical elements, the intended audience, and the learning objectives for this lesson. The details of the lesson constitute the second section. The third section discusses how technology facilitates the lesson. The influence of the Online Collaborative Learning (OCL) theory on the design of the lesson appears in the fourth section. Finally, the rubric section presents the rubric for assessing student performance.

**Lesson in Brief**

Timeframe, delivery mode, and topic summary outlines each activity in the lesson. The lesson encompasses four online activities. The instructor guides the weekly activities that constitute the entire lesson. Students research attributes of knowledge management articles and post to the course conference in the first activity. The second activity encourages students to read posts from the first activity and comment on two posts from other cohorts. The instructor divides the class into groups of three to five to write a knowledge article. The final activity consists of two parts: 1) students comment on other group’s articles and 2) students write reflections on the group activity and post to the individual blogs created at the beginning of the course.

The intended audience is undergraduate students enrolled in the Information Technology program. This lesson represents part of the Introduction to Knowledge Management course. The intended audience must have prior knowledge of searching for information using internet browsers.

 The key learning objectives for this lesson are to: 1) describe the attributes of a high quality knowledge article and 2) create a knowledge article.

**Lesson Outline**

Week one activity revolves around the definition of knowledge management articles. Students search the web to find information on the attributes of high quality knowledge management articles. Each student must write a 75-100 word post defining three to five attributes. The instructor provides definitions of knowledge articles, various knowledge article samples and some preliminary sources as a scaffold for learners. The students post completed assignments to the week one conference for this activity.

 The week two activity comprises review and comment on the posts from the week one activity. The instructor encourages students to review conferences from week one. The instructor and other students provide assessment on the posts. Students must comment on at least two of the week one posts.

 Week three activity involves a group activity. The instructor forms and notifies students of group assignments. The instructor sets up folders for each group in the wiki as a working space for the assignment. The instructor provides sample topics that students can use for this assignment. Groups can choose other topics but must first get approval from the instructor. The knowledge article must include a one to two sentence description of both the problem and resolution. The body of the article must fully and clearly define all steps of the process to resolve the problem. The required length of knowledge articles are 50 – 75 words. The final article must have the word FINAL in the page title. The group must post the final article in the wiki at or before 11:59pm the last day of week three.

 Comment on other group’s articles and posting a reflection on the week three activity encompasses the week four activities. Students can comment on other group projects. Students must post a 75-100 word blog entry to the individual blogs that were set up at the beginning of the course.

**Technology**

Online learning tools in the form of search engines, conferences, wikis and blogs facilitate the effectiveness of the knowledge article lesson. Internet search engines allow students to search for knowledge article attributes. Student’s thoughts are made visible for consideration and comment in the course conference used for week one and two activities (Harasim, 2011). The wiki used for the week three activity provides an optimal environment for collaboration among group members (Bates & Sangra, 2011). Finally, student reflections on the group activity are posted on individual blogs. Blogs provide students the ability reflect on learning and also allows for students to comment on others work (Bates & Sangra, 2011).

**Theory**

OCL theory provides the design of this lesson. The week one activity starts the cohort on idea generation with the search for the attributes of high quality knowledge articles. Idea generation and convergence takes place on week two as students review and comment on week one posts.

OCL posits that knowledge building takes place in a spiral fashion (Harasim, 2011). The second spiral in this lesson starts with the week three activity. The group starts idea generation in the group wiki folder with brainstorming of the knowledge article creation. Working in the group, ideas about what should appear in the knowledge article moves learning to idea generation. Finally, idea convergence is reached with the completion of the final knowledge article.

**Rubric**

This section encompasses the background, rationale, as well as the rubric itself for this lesson. The knowledge in this lesson represents four dimensions that suggests the appropriateness of an analytic rubric (Peirce, 2006). The Mertler (2001) template for analytic rubrics forms the basis of the rubric developed for this lesson.

Table 1

*Rubric for Writing Knowledge Articles Lesson*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Beginning1** | **Developing2** | **Accomplished3** | **Score** |
| **Attributes of High Quality Knowledge Articles** | Attributes provided are not well written or are not germane to information technology knowledge articles | Three to five attributes that are germane to information technology knowledge articles | Three to five attributes that are germane to information technology knowledge articles are provided in a well written post |   |
| **Comments on High Quality Knowledge Articles** | Comment is poorly written and/or not germane | A single comment that is fairly written and is germane | Two or more well written and germane comments |   |
| **Group Project** | The group project does not include a one to two sentence description of both the problem and resolution. The body of the knowledge article is unclear or does not fully define all steps of the process to resolve the problem. | The group project may include a one to two sentence description of both the problem and resolution. The body of the knowledge article is missing steps of the process to resolve the problem. | The group project includes a one to two sentence description of both the problem and resolution. The body of the knowledge article fully and clearly defines all steps of the process to resolve the problem. |   |
| **Group Project Reflection Blog Post** | No group reflection is posted. | The group project reflection blog post is fairly written. | The group project reflection blog post is well written. |   |

References

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