DLESE Quality Workshop: June 30, 2003

Notes from big post-its

Think-pair-share on the CRITERIA for the entrance to the DLESE Broad Collection

Key: * = another person liked the idea

N = another person did not like the idea

[....] = another person made a comment on the idea

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Heard while wandering:

We must develop a written definition of "Earth System Education." If we had such a definition, it would make the existing criterion of "Relevant to Earth System Education," much more meaningful and toothy.

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Broad or Community Collection Threshold Selection Criteria

***** • Relevant to ESS Education [articulate]

****   • Well-documented ==> attribution

***   • Free of distracting and inappropriate or irrelevant advertising

***   • Works Technologically

Controversial = Scientific Accuracy; supported by research & references to research literature [accuracy or validity]

These need to be explained & supported with best practices or examples.

***** Annotation Service to direct people to information about biases, teaching tips, opinions, discussion of value of the resource.

We need a Deaccession process NOW that is quick to respond to problems.

Other Selection Criteria--Guidelines to get there

- uniqueness

Questions: Broad in subject scope; deep in each subject; [versus] only the best in a broad range of topics

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<u>Tiered Approach</u>

****** Simple policy offering positive guidelines for selection & collecting empowering inclusion rather than filtering [drop term "filter"]

(1) Fits DLESE Subject Scope (more precisely defined)

 - selective, not comprehensive

 - directly purposeful for ES science research or education

 - scientifically sound (omit?) outside of subject scope

(2) Basically works

Well-defined Priorities--where to focus our $$$ [yes]

****   (0) Audience-scope aligned with release cycle

**   (1) Scientific Accuracy

    - citations

  * - Provenance is identifiable and reputable

****   (2) Purposeful for education of conduct of science

    - innovative pedagogy/active learning preferred

*** N (3) No to some kinds of advertising (pop-ups, exceeding % of page)

    - except unique or otherwise justified resource

    - this does not prohibit 'for fee' content

   (4) Authority

Scope--Subject Boundaries

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   (5) Currency [?]

N   (6) Persistence Plan

*   (7) Quality of self-description [isn't this "well-documented"]

   (8) Provenance [yes; but isn't this "well-documented"]

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*** • New Collection of "submitted but not admitted" ["not admitted" doesn't mean proactively *declined*, it means something like not-yet admitted]

      - works in progress

      - Not DLESE Branded

      - Loose criteria

      - No time limit

      - Use basic filters (correct) Needs elaboration (e.g. definition of ESE relevance)

* • Mechanism for informal comments for any resource--differing from annotation [how differing]

***** • Area on the site for discussion or collaboration

    • Formal subject specialist review of resources

Criteria for DLESE Broad

N • Basic review by a subject specialist as a filter

* • Apply best practices -- moderately--and indicate which areas site achieves proficiency

**** • Bare minimum is scientific accuracy

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• What does it mean to be a DLESE Resource?

****   (1) Reputation/brand-building phase

        (2) Reputation maintenance phase

• Criteria for inclusion (priority)

***** • Revisit "favor" in scope statement

*   • Supports DLESE reputation

• Favor [good term]:

****   • Scientific accuracy

****   • Integration of ESS (need articulation of ESSE relevance) [need to decide whether ESE or ESSE!!]

****   • Educational effectiveness (alignment with learning goals]

***   • Ease of use

**** • Exemplars as DLESE Resources

Allows for inclusion of materials (controversial) within proper framework. Still allows for resources to be "reviewed" by consistent DLESE criteria.

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Wish List

**   1. There will be a part of DLESE for things under development. Discoverable on DLESE but not harvestable.

           - Meets comm plan

           - Provides commons

           - Provides way around sticky issues

*   2. Annotation framework exists. Teaching tips, comments

***   3. We would have authority to change catalog & description based on DLESE framework, not on creator intent

N   4. A human-mediator (board) sits between "development" and "Broad"

[here is drawing]

Idea that didn't fit: Users can weigh the importance of ratings on 7 (?) axes of quality, (i.e. criteria). Does this apply to Rev. or Broad?

Needs to be transparent & immediately obvious where a resource fits. Click on Portal, special background on search.

Criteria for Broad Collection

******1. Relevant to ESE (Policy)

    - Articulated how?

    - More strictly applied to individual resources than items in collection (practice) [don't want to break up coherent body of knowledge]

****   2. Technically Robust

    - No bugs, integrity (policy)

    - Navigation & accessibility (priority)

****   3. Educationally appropriate (policy)

    - Pedagogy   (priority, as per focus group)

    - audience (policy, as per focus group)

    - ease of use (as per focus group)

****   4. Scientific validity (policy)

    - currency (priority)

    - accuracy of detail (priority)

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Additional thought from Kim:

As we articulate priorities or things to be "favored" in gathering, we should favor gathering resources that fill gaps and thin spots of the Broad Collection that are within the DLESE Scope.