Educator Resource Library

The Glogster EDU Educator Resource Library is a database of outstanding examples of Glogster lesson plans and rubrics, standards alignment activities, and Glog building media resources. It has been built by and for our community of educators. We hope these resources will give inspiration to others implementing Glogster EDU to create and share their own Glogster projects. The goal is to develop a library of creative, documented, and exciting examples and resources for all to use. The form below can be used to present your projects and/or resources. Each submission that is published will be formatted by the Glogster EDU Team as a detailed example that other Glogster EDU educators can draw upon to help guide their work. Thank you very much for your contribution to this effort!

Glogster is Yours!

Contribute early and often to help others help themselves!

Educator Resource Library Areas:

1. The Standards Alignment Area

The Standards Alignment Area provides a framework for classroom implementation of Glogster EDU activities. Educators who use the Standards as a guide for creating appropriate Glogster EDU learning experiences build instructional strategies that focus on what children should be able to learn and do. Used together with the Lesson Plan resources, the Standards help teachers provide responsive and intentional opportunities for learning for all children using Glogster EDU.

2. The Lesson Plan with Standards Alignment/Rubric Area

The Lesson Plan/Rubric Area offers educators with a vast assortment of educational activities using Glogster EDU. This area can be used by educators to contribute and convey best practices in an array of content areas. Your contributions of inventive projects will provide a valuable resource for educators from around the world to implement Glogster EDU in the most productive ways possible.

3. The Media Resource Area

The Media Resource Area provides educationally appropriate multi-media library links to audio, video, news, images, and other resources to assist all Glogster EDU educators with additional Glog creation content. To remain a vibrant resource, we need educators to share their own media with others. In doing so, all Glogster EDU users will benefit from the most relevant materials.

4. Links to External Resource Area

Want more great Glogster EDU resources? Connect with Glogster EDU activities, news, and participating educators by joining the Glogster EDU Diigo site, the Glogster EDU Ning, and Glogster EDU on Twitter. Together we will make Glogster EDU the best it can be!

5. Contribute to the Educator Resource Library – Submission Form

Please use this form to submit to your Educator Resource Library. Your help makes a difference!
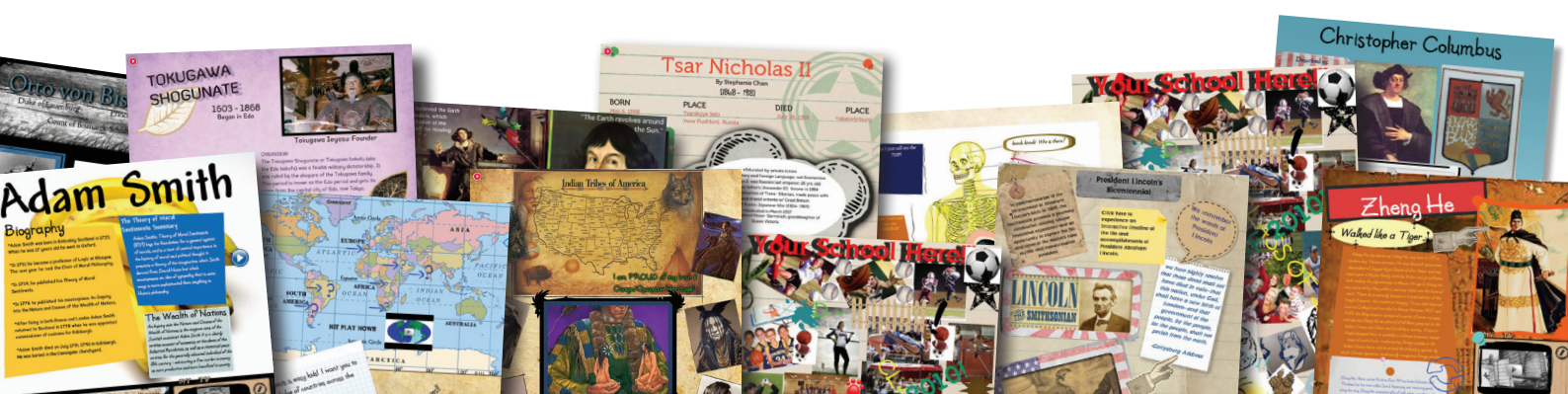
1. Educator Resource Library: Standards Alignment Area

The samples below are provided to offer Glogster EDU educators with Glogster EDU activities that are aligned with various state, national, and/or technology standards. Please structure your submissions using the guidelines provided below and include in the Educator Library Submission Form if possible. If you have examples that you would like to share that use a different template, simply provide the appropriate links to your documents in the Submission Form. By posting your private edu.glogster.com projects/Glogs in this area you are making the Glogs public and they may be viewed and shared by all users that access the site.

Sample Format

(use the Format that you are accustomed to when you submit your projects to include all areas below if possible):

Content Area:

Grade Level:

Sample Glog(s): Link to Glog

Glog Activity Type: Administrative Activity (Wiki, Blog, Web page organizer), Instructional Activity (Lesson Plan, Activity, Resource), Student Activity (Individual Project, Group Project, Assessment), Other Activity

Topic/Lesson Name:

Objective(s)/Overview/Purpose(s):

Education (Content Area/Technology) Standards Met: Please note which state's/organization's standards addressed
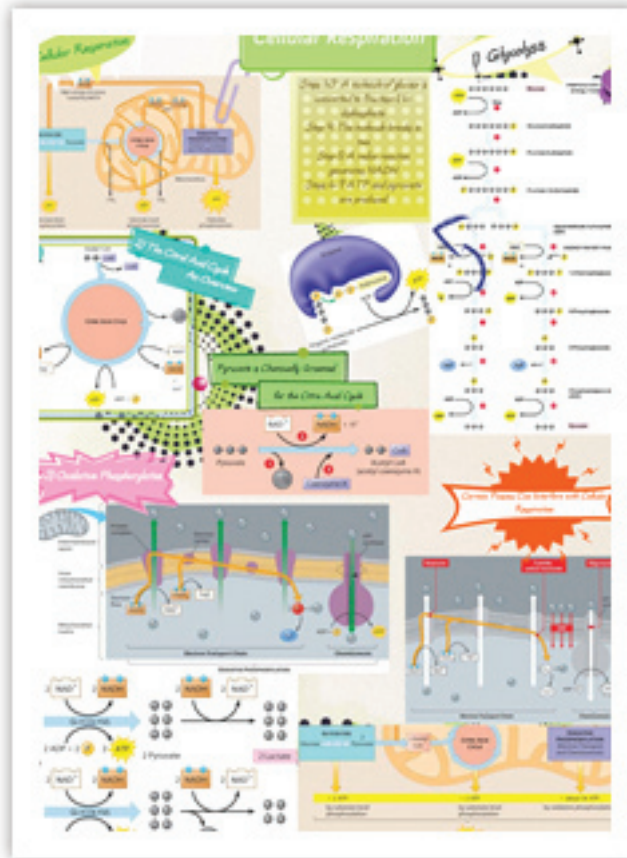
Resources Needed:

Summary/Advice/Variations:

Sample #1

Glog Snapshot:

VIEW GLOG

Content Area/Grade Level/Course Title/Activity Type:
Science/High School/Biology – Grade 10/Student Activity

Topic/Lesson Name:
Cellular Respiration

Overview and Purpose:
To demonstrate an understanding of the Cellular Respiration Process using Glogster EDU

Objectives:

To demonstrate an understanding of Glycolysis, the Citric Cycle, and Oxidative Phosphorylation:
1. Explain what respiration is either using text or digital media.
2. Describe what happens during the process of glycolysis.
3. Name the steps in the process of Cellular Respiration
4. Describe what happens during the Krebs cycle.

Resources Needed:

Cr Respiration Site:
http://www.science-class.net/Biology/Photosynthesis.htm

Educational Standards Addressed:

Technology (NETS-S, National Educational Technology Standards for Students):

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.
2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
    a. plan strategies to guide inquiry.
    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
    a. identify and define authentic problems and significant questions for investigation.
    b. plan and manage activities to develop a solution or complete a project.
    c. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

  a. advocate and practice safe, legal, and responsible use of information and technology.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

  a. understand and use technology systems.

  b. select and use applications effectively and productively.

  d. transfer current knowledge to learning of new technologies.

Science (National Science Education Standards – (CSMEE):

NS.9-12.5 Science and Technology

As a result of activities in grades 9-12, all students should develop:

  Abilities of technological design

  Understandings about science and technology

N.S.9-12.3 Life Science

As a result of their activities in grades 9-12, all students should develop understanding of:

  The cell

  Interdependence of organisms

  Matter, energy, and organization in living systems

  Behavior of organisms

Summary/Advice/Variations:

Students loved to demonstrate their knowledge and skills in this interactive lesson. They particularly enjoyed using multi-media/digital resources to communicate their understanding of cellular respiration. Overall, I was please with the results and would use Glogster EDU again in the future for this and other activities.

Sample #2

Glog Snapshot:

VIEW GLOG

Content Area/Grade Level/Course Title/Activity Type:
English/Language Arts/High School/Literature/Student Activity

Topic/Lesson Name:
Literacy Circle Book Report

Overview and Purpose:

Students will:

    - read authentic examples of age appropriate literature

    - write descriptive summaries of at least one of the books they read and include digital media and
links to additional resources such as author websites, author forums, and other appropriate content

    - participate in their communities by promoting reading through their book reports

Objectives:

To demonstrate an understanding of an author's style of writing, genre, and other characteristics:
- student will write a reflective narrative on critical characters
- provide insight into the plot of the novels
- display an understanding of the theme of the author's work

Resources Needed:

Chosen author's website: www.eoincolfer.com
Web resources of chosen novel: www.artemisfowl.co.uk
Glogster EDU

Educational Standards Addressed:

Technology (NETS-S, National Educational Technology Standards for Students):

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

  a. advocate and practice safe, legal, and responsible use of information and technology.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

  a. understand and use technology systems.
  b. select and use applications effectively and productively.
  d. transfer current knowledge to learning of new technologies.

English/Language Arts:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

10. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

2. Educator Resource Library: Lesson Plan with Standards Alignment/Rubric Area

The sample Lesson Plans below offer ways to include Glogster EDU in wide-ranging classroom activities. Please structure your submissions using the guidelines provided below and include in the Educator Library Submission Form if possible. If you have examples that you would like to share that use a different template, simply provide the appropriate links to your documents in the Submission Form. By posting your private edu.glogster.com projects/Glogs in this area you are making the Glogs public and they may be viewed and shared by all users that access the site.

Sample Format

(use the Format that you are accustomed to when you submit your projects to include all areas below if possible):

Content Area:

Grade Level:

Sample Glog(s): Link to Glog

Glog Activity Type: Administrative Activity (Wiki, Blog, Web page organizer), Instructional Activity (Lesson Plan, Activity, Resource), Student Activity (Individual Project, Group Project, Assessment), Other Activity

Topic/Lesson Name:

Objective(s)/Overview/Purpose(s):

Education (Content Area/Technology) Standards Met: Please note which state's/organization's standards addressed

Resources Needed:

Summary/Advice/Variations:

Sample #1

Glogster Integrated Lesson Template:
Solving Quadratic Equations

Activity:
Teacher Lesson

Glog Snapshot:

Audience (i.e. grade level, specific faculty)	10th and/or 11th graders – Pre-Calculus
Purpose/subject of lesson – topic:	Solving Quadratic Equations Review
Content / Curriculum Standards – Maryland VSC - Which content specific standards will your lesson address? - What do you want your students to know and be able to do? (Note: You do not have to list "ALL" curriculum indicators – just enough to demonstrate alignment with content.)	Goal 1. Functions and Algebra The student will demonstrate the ability to investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra. 1.1 Expectation: The student will analyze a wide variety of patterns and functional relationships using the language of mathematics and appropriate technology. 1.1.4 Indicator: The student will describe the graph of a non-linear function and discuss its appearance in terms of the basic concepts of maxima or minima, zeros (roots), rate of change, domain and range, and continuity.
Learning Objectives State the objectives of your lesson/presentation using action verbs (in measurable terms)	Students will be able to: review three different techniques: factoring, completing the square, and quadratic formula in order to find the roots of quadratic equations.
Student Technology Standards Which ISTE-NETS for students' technology standards will your lesson address? (These can be found at http://www.iste.org) List a few of the standards for the appropriate grade/content level.	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results.

Anticipated Lesson length (i.e. one or several class periods; block of time –specify if for training)	70 minutes over 2 days
Content: Fully describe the content of your lesson. What information will be presented? How will you integrate the web into student learning?	Typically, the lesson is taught in a general classroom as a teacher directed lesson using either a chalkboard or an overhead projector. However, since this lesson is basically a review from their previous Algebra 2 course, the use of technology would be more appreciative and useful for the students. Using a Glogster EDU poster, students will have the opportunity to watch 3 YouTube videos, complete online practice problems, learn a song, and submit graded class work. Students will work independently, which will allow for those who need more review to watch all the videos, and for those who are more advanced to zoom through the work. For the students that finish early, another activity via my website is available for them to complete.
List the URL's for the resources/sites you plan to use in the lesson (If appropriate). Provide a short explanation for each site/resource to indicate the content and how the resource applies to the lesson.	Glogster Poster for Main Lesson YouTube Video for Completing the Square YouTube Video for Factoring YouTube Video for Quadratic Formula Online Practice for Completing the Square Online Practice for Factoring Online Practice for Quadratic Formula Online applet to allow the students to move the graph of the parabola based on its equation (a further understanding of roots)
Assessment: Describe how you will assess the participants' learning Formative: (Should occur during the lesson to give the teacher feedback on student learning). Summative: (May not occur during the lesson, but is a long range goal for student learning). Attach example(s) of assessment.	Formative (ongoing): I will circulate around the computer lab to verify the students are watching the videos and completing the practice problems. Summative (final): Students will be completing a graded class work which is posted on my website. This class work requires the students to use the concepts of the lesson to find the roots of the quadratic equations.

Which technology (ies) will be used during the lesson? Include in your discussion the capacity of your site (classroom/media center/learning lab) - What technology is available for your use? - What, if any, arrangements need to be made prior to your lesson? - What technology is available for student use?	The computer lab in the library will need to be reserved for two days in order to complete this lesson. Computers need the capability of the internet. Students will need to use headphones in order to listen to the YouTube videos and Quadratic Formula song. The network must allow Glogster and YouTube.
What is your rationale to support inclusion of web resources in the lesson? (i.e. simulations, audio/video, informative sites)	Students will be given the opportunity to watch 3 YouTube videos in which the author directly demonstrates the mathematical concepts using a blackboard and chalk. After they watch the videos, they will practice the concepts, online, where the solutions will be given to them once they finish the work. These resources are beneficial for the students because it allows them to use the technology of the internet to reinforce their prior knowledge.
How do you predict the use of the technology "product" will enrich the curriculum and impact participant learning?	Students will enjoy watching the videos and using the online practice because it utilizes and suffices their need for technology driven learning. Even though I could have done the same exact work in a traditional classroom, allowing them to do this lesson independently and with the use of a computer, will keep them engage by using kinesthetic movement of their eyes and hands. I believe the participation will be more apparent of the students with this technology driven lesson.

Extension of learning: Describe how you plan to extend the learning experience for the participants? (i.e. follow-up sessions, additional support resources available in media center, additional training, mentor/protégé partnerships, etc.)

With the usefulness of Glogster, I plan to use these resources as much as possible with my students. With technology driven lessons being as beneficial as they are, it's important to regularly incorporate the technology. Prior to the use of Glogster, students made chart paper posters to display in the classroom with markers, etc. In future, I will allow the students to work in groups using the Glogster website to create online posters that can be added to our classroom website and printed, if necessary. Glogster can also be used as a demonstration tool, replacing Power-Point, for additional activities

Sample #2

Glogster EDU Integrated Lesson/Rubric Template:
The Black Death

Activity:
Individual Student Projects

Glog Snapshots:

Glog designed to introduce the project to students:
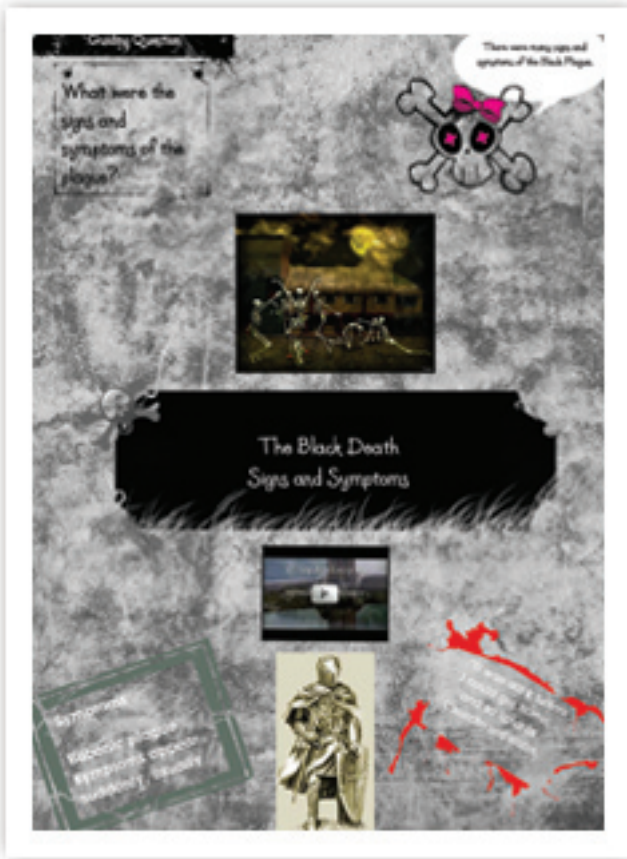

Glog designed as student examples:

Glogs designed as student examples:

VIEW GLOG

VIEW GLOG

Audience (i.e. grade level, specific faculty)	7th grade Ancient World History, heterogeneously grouped, 130 students divided into 5 periods, average 26 student per class
Purpose/subject of lesson – topic:	Students will examine and analyze the signs, symptoms, origins, and impact The Black Death on European Culture.
Content / Curriculum Standards – Maryland VSC - Which content specific standards will your lesson address? - What do you want your students to know and be able to do? (Note: You do not have to list "ALL" curriculum indicators – just enough to demonstrate alignment with content.	Standard 5.0 4. Analyze the changes in the European society during the Middle Ages b. Explain the origins and consequences of the Black Death during the 14th century, such as a population decrease, a decline in trade, the elimination of the social order and the decline of religious power Standard 2.0 A. Elements of Culture 1. Describe characteristics that historians use to organize people into cultures b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history
Learning Objectives State the objectives of your lesson/presentation using action verbs (in measurable terms)	Students will be able to search the web in order to identify 3 web sources, 2 images, 1 video or song, 1 firsthand account, and 1 poem to support a topic question about the Black Death. Students will restate the topic question, write a summary about a supporting source, and cite the source in order to create an outline using index cards. Students will use APA style to cite all sources in order to create a reference page. Students will create a Glogster poster in order to support a topic question and demonstrate their knowledge of the Black Death

Student Technology Standards Which ISTE-NETS for students' technology standards will your lesson address? - These can be found at http://www.iste.org List a few of the standards for the appropriate grade/content level.	1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: create original works as a means of personal or group expression. 4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: plan and manage activities to develop a solution or complete a project.
Anticipated Lesson length (i.e. one or several class periods; block of time –specify if for training)	The lesson will last, seven, 50 minute periods.
Content: Fully describe the content of your lesson. What information will be presented? How will you integrate the web into student learning? (i.e. have them visit websites; use websites for research, etc.)	Standard 5.0 4. Analyze the changes in the European society during the Middle Ages b. Explain the origins and consequences of the Black Death during the 14th century, such as a population decrease, a decline in trade, the elimination of the social order and the decline of religious power Standard 2.0 A. Elements of Culture 1. Describe characteristics that historians use to organize people into cultures b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history

List the URL's for the resources/sites you plan to use in the lesson (If appropriate). Provide a short explanation for each site/resource to indicate the content and how the resource applies to the lesson.	VSC content standards http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007 Standards/NETS_for_Students_2007.htm Project-Based Learning which is the model used for this lesson http://www.edutopia.org/teaching-module-pbl-how A lesson created to compare the Black Death to more recent epidemics, this will be used as the extension lesson http://ties.ohsu.edu/Lesson_BlackDeath.pdf Used to create rubrics http://rubistar.4teachers.org
Assessment: Describe how you will assess the participants' learning Formative: (Should occur during the lesson to give the teacher feedback on student learning). Summative: (May not occur during the lesson, but is a long range goal for student learning). Attach example(s) of assessment.	Formative (ongoing): The index cards will be checked and scored as each on is completed. Summative (final): Students will create a Glogster poster using the research information they gathered and recorded on index cards to demonstrate their knowledge and understanding of the topic question assigned to them. A rubric will be used to score the poster, see attachment. Students will hand in a reference page which will also be a summative grade.
Which technology (ies) will be used during the lesson? Include in your discussion the capacity of your site (classroom/media center/learning lab) - What technology is available for your use? - What, if any, arrangements need to be made prior to your lesson? - What technology is available for student use?	The technology available for the educator to use in the classroom is internet connection, PowerPoint, TV, DVD player, media center. Prior to the lesson a movie on the Black Death will be viewed and discussed, and then laptops will be reserved for students to do research and create a Glogster poster. The technology available for students to use in the classroom is laptops for internet sources and Microsoft word, media center, videos, music, and cameras.

What is your rationale to support inclusion of web resources in the lesson? (i.e. simulations, audio/video, informative sites)	Students will use creditable sources on the internet to support their research, they will include either a video or music to their Glogster, images from the web will be used to support facts.
How do you predict the use of the technology "product" will enrich the curriculum and impact participant learning?	Students will be given the opportunity to use their creativity to complete research on the Black Death. The use of technology will enrich the curriculum by opening endless doors for students to collect data to support learning goals and objectives.
Extension of learning: Describe how you plan to extend the learning experience for the participants? (I.e. follow-up sessions, additional support resources available in media center, additional training, mentor/protégé partnerships, etc.)	The extension of learning will be on viruses and pandemics to current events. There is a complete lesson found at the web site below for students to make personal connections. http://www.pbs.org/newshour/extra/teachers/lessonplans/health/birdflu.html

Web Site Design: Glogster Poster Rubric
Project is due: _____
Value 88 points: _____/88

Teacher Name: _____

Student Name: _____

CATEGORY	8	6	4	2
Graphics	Graphics are related to the theme/purpose of the Glog, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the Glog, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the Glog, and are of good quality.	Graphics seem randomly chosen, are of low quality, OR distract the reader.
Links (content)	All links point to high quality, up-to-date, credible sites.	Almost all links point to high quality, up-to-date, credible sites.	Most links point to high quality, up-to-date, credible sites.	Less than 3/4 of the links point to high quality, up-to-date, credible sites.
Sounds	Music, audio clips and/or sounds are thoughtfully edited and used only where they add to reader understanding of the content or to make the Glog more accessible to persons with visual handicaps.	Music, audio clips and/or sounds are used only where they add to reader understanding of the content or to make the Glog more accessible to persons with visual handicaps.	Music, audio clips and/or sounds are thoughtfully edited and used, but 1 or 2 detracted from the overall Glog.	Music, audio clips and/or sounds were seemingly used randomly OR typically detracted from the overall Glog.

Content	The site has a well-stated clear purpose and theme that is carried out throughout the Glog.	The Glog has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the Glog is some-what muddy or vague.	The Glog lacks a purpose and theme.
Learning of Material	The student has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content and procedures used to make the Glog.	The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the Glog.	The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the Glog.	Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the Glog.
Color Choices	Colors of background, fonts, unvisited and visited links form a pleasing palette, do not detract from the content, and are consistent across pages.	Colors of background, fonts, unvisited and visited links do not detract from the content, and are consistent across pages.	Colors of background, fonts, unvisited and visited links do not detract from the content.	Colors of background, fonts, unvisited and visited links make the content hard to read or otherwise distract the reader.

Fonts	The fonts are consistent, easy to read and point size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.	The fonts are consistent, easy to read and point size varies appropriately for headings and text.	The fonts are consistent and point size varies appropriately for headings and text.	A wide variety of fonts, styles and point sizes was used.
Layout	The Glog has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Glog has an attractive and usable layout. It is easy to locate all important elements.	The Glog has a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Glog is cluttered looking or confusing. It is often difficult to locate important elements.

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3. Educator Resource Library: The Media Resource Area

Please help us provide the best Glogster EDU resources for all. The links below are offered to assist you with locating school-safe media. Contribute your favorite resources to generate media-rich Glogs and Glog links.

History/Social Studies

American Memory: Motion Pictures
A collection of audio, video, and photos, etc. that "document the American experience." From the collections of the Library of Congress, to serve as a public resource on the history of American culture.

Archaeology Channel
Streaming video to explore cultural heritage and archaeology

CNN Video Almanac
Video resources for significant U.S. and world events in the 80's and 90's.

C-Span's American Presidents Life Portraits
Informative facts about the lives of the American Presidents. Includes reference materials and multimedia resources

Science

EASE History
Historical videos and photographs, including historical events, campaign ads, core values, and much more!

History Channel Video Gallery
History Channel videos; can contain brief, 15 sec commercials, some may be objectionable in nature

Internet Archive - Prelinger Archive
Free movies, films, and videos of all genres; classic features and shorts, Mosaic Middle East News, and more. Some may be objectionable in nature.

National Archives Video Sections
Videos from NASA, WWII, and the Department of the Interior, from the National Archives

National Geographic Live!
National Geographic's webcast archive

Humanities

C-SPAN American Writers Video Archive
Companion site to C-SPAN's American Writers television series -- you can watch programs and read chat transcripts

Science

[Best Tech Videos on the Net](#)
'Best Tech Videos' is a user driven social content website dedicated to finding the best educational videos for developers, designers, managers and other people in IT.

[Howard Hughes Institute BioInteractive](#)
Multiple resource types for biology, some controversial, includes "ask a scientist, videos, lectures, virtual labs

[NASA Multimedia Archive](#)
Multimedia resources for earth-space science; provides resources for research and presentation on projects and additional resources to understand course content

[NASA TV](#)
Multimedia resources for earth-space science; provides resources for research and presentation on projects and additional resources to understand course content

[National Geographic WebCasts](#)
Articles, blogs, and videos

[NOVA Online](#)
Television broadcasts/film, podcasting

[PBS Nature Video Database](#)
Has database of videos related to biology and animals, also includes reading links

[Science Goes to the Movies](#)
Started by Rutgers, this is a portal linking out to other websites with science movies

Audio/Video Searching

[Anneberg Teacher Resources](#)
Streaming videos on all subject areas; you must register for an account to view materials and you may only stream videos, not download

[Regents Review Live](#)
Lessons to help students with test preparation and crunch lessons in many

[ResearchChannel](#)
This site provides research videos on a variety of subjects. It is sponsored by major colleges

[TeacherTube](#)
Provides videos from teachers on many different topics

Copyright Friendly Video Resources

[American Memory Motion Pictures](#)
The Library of Congress' motion picture collection

[Creative Commons Video Search](#)
Site that features videos that are free to use for particular uses

[Kitzu (Multimedia kits for education)](#)
Site that helps you to research and build a video or media project

News

[ABC News Video Index](#)
ABC network's news and video, includes all different facets of news including personal opinions and advertisements

[BBC News in 33 Languages](#)
BBC's worldwide link to news, video, and audio in 33 different languages, news for each includes major headlines, weather, and radio shows

[CBS News Video](#)
CBS's News Video home includes links to most CBS news shows, includes all different facets of news including personal opinions and advertisements

[CNN Iraq Sights and Sounds Archive](#)

CNN's War in Iraq main page, includes video, photos, and more [CNN Special Reports](#)
CNN's hot topics page, trends and subjects, includes all different facets of news including personal opinions and advertisements

[CNN Video](#)
CNN network's news and video, includes all different facets of news including personal opinions and advertisements

[C-SPAN](#)
Leading news stories from C-SPAN -- site offers video to watch or article to read

[C-SPAN Educators' Resource Page](#)
Site lists a large number of C-SPAN resource topics and offers links to series, C-SPAN radio, and other C-SPAN sites

[Euronews](#)
European news channel, includes all different facets of news including personal opinions and advertisements, also includes news in different languages

[Fox News](#)
Fox network's news and video, includes all different facets of news including personal opinions and advertisements

[MSNBC](#)
MSNBC's news and video, includes all different facets of news including personal opinions and advertisements

[PBS NewsHour](#)
Streaming video from PBS news, specifically from the NewsHour

4. Educator Resource Library:
The Glogster EDU Resource Area

Please email us at edu@glogster.com to access an even wider array of Glogster projects, media, and educators in a variety of formats.

The Glogster EDU Diigo – Important Information: Glogster EDU Diigo Access. If you require additional Glogster EDU resources, would like to contribute your completed projects or media to the Glogster EDU Diigo site you must have been approved for access. To request access to this site you must submit a request to edu@glogster.com and provide your name, school name and address, and your teaching status. Please note that some of the sample projects provided in Diigo may contain links to Glogster.com (and not edu. glogster.com) and inappropriate content. By posting your private edu.glogster.com projects/Glogs on the Glogster EDU Diigo site you are making the Glogs public and they may be viewed and shared by all users that access the site.

The Glogster EDU Ning Link – Important Information: Glogster EDU Ning Access. If you require additional Glogster EDU information or would like to share ideas with the Glogster Ning Community you must have been approved for access. To request access to this site you must submit a request to edu@glogster.com and provide your name, school name and address, and your teaching status.

Glogster EDU is on Twitter – Connect with us:

http://twitter.com/GlogsterEDU

http://twitter.com/glogstereduman

http://twitter.com/andrewconnelly

5. Educator Resource Library Submission Form

Contribute to the Educator Resource Library!

The Glogster EDU Educator Resource Library is a database of outstanding examples of Glogster lesson plans and rubrics, standards alignment activities, and Glog building media resources. It has been built by and for our community of educators. We hope these contributions will give inspiration to others implementing Glogster EDU to create and share their own Glogster projects. The goal is to develop a library of creative, documented, and exciting examples and resources for all to use.   Each submission that is published will be formatted by the Glogster EDU Team as a detailed example that other Glogster EDU educators can draw upon to help guide their work. Thank you very much for your contribution to this effort!

Submit your examples HERE!

By submitting your private edu.glogster.com projects/Glogs on this form, you are making the Glogs public and they may be viewed and shared by all users that access the site.

Glogster is Yours!

Contribute early and often to help others help themselves!