

# LearnAlberta.ca: A Digital Library of Educational Resources

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Education



## What is LearnAlberta.ca?

**LearnAlberta.ca is a library of digital learning and teaching resources directed at the Alberta Kindergarten to Grade 12 (K-12) community**

- Resources are either built in house, licensed, or linked
  - Includes English and French language content; Website is bilingual
  - Licensed resources open to authorized users, who include:
    - Students, parents, staff and education students and staff
    - Primary users are teachers, secondary users are students
  - Many resources open to general public



## What is LearnAlberta.ca?

Resources are correlated to Province of Alberta  
Kindergarten to Grade 12 curriculum

- Correlation to learning outcomes is of great value
  - Key to LearnAlberta.ca's success
- Resources are primarily English or French
- Also includes resources in Spanish, Japanese, German,  
and Ukrainian



## LearnAlberta.ca: The Evolution of a Digital Library

**LearnAlberta.ca officially Launched in 2001 as**

*Alberta Learning's Online Curriculum Repository*

- Original Website included:
  - Links to various Alberta Education curriculum documents
  - Online Reference Centre (in cooperation with TAL)
  - A handful of in-house resources
- 6 years later LearnAlberta.ca provides access to:
  - Over 11 000 discrete learning resources
  - Close to 6000 of which are searchable
  - Online Reference Centre
  - Online Guide to Implementation



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**LearnAlberta.ca**

Search **LearnAlberta.ca resources**

Enter keyword or phrase   [Search Tips](#)

**Online Reference Centre**

**Browse Learning Resources**

Kindergarten Grade 2 Grade 4 Grade 7 Grade 10  
Grade 1 Grade 3 Grade 5 Grade 8 Grade 11  
Grade 6 Grade 9 Grade 12

**What's New** **Featured Resources**

Fall 2007

**Online Guide to Implementation**

The [Online Guide to Implementation](#) offers resources that will help you implement the Social Studies K-12 and

**Quinze Minutes Plus - Episode 2: En ville** (Grades 5 and 6)  
This French language video features people from Pointe-à-Pitre, Guadeloupe and Dijon, France describing...  
**French as a Second Language | Video**  
Plugins:

**LearnAlberta.ca** **Alberta**

## Elearning and Metadata Specifications and Standards

- IMS Content Packaging Specification
- IMS Learning Resource Metadata Specification / IEEE Standard for Learning Object Metadata
- IMS Reusable Definition of Competency or Educational Objective Specification
- Open Digital Rights Language Initiative

## IMS Content Packaging Specification

- Permits digital learning resources to be organized into interoperable, distributable collections.
- Any resource within a content package can have a metadata record assigned to it
- Data is expressed within an XML binding
- <http://www.imsglobal.org/content/packaging/index.cfm>



## IMS Content Packaging Specification

- Early projects used content packaging's XML binding rendered by a Flash or HTML user interface
- Ideal for expressing hierarchical structures around which content can be organized
  - National Geographic Science Centre
- Not all resources use content packaging's hierarchical structure
- Content packaging is used to deploy content



## Metadata Specifications and Standards

- IMS Learning Resources Metadata Specification / IEEE Learning Object Metadata Standard define sets of metadata elements that can be used to describe learning resources
- Specification / Standards have approximately 80 different metadata elements
- Depending on the project, LearnAlberta.ca uses about 40 elements to describe each learning resource
- Data is expressed within XML binding
  - <http://www.imsglobal.org/metadata/index.cfm>



## Assigning Metadata – Key Elements

- Language
- Title
- Description
- Format
- Technical Location
- Educational Resource Type
- Educational Context



## Assigning Metadata – Key Elements

- Classification
  - Educational Objective (Alberta Learning Outcomes)
  - Educational level (Grade)
  - Idea (Library of Congress Subject Headings, Canadian Subject Headings, or Répertoire de vedettes-matière)
  - Discipline (Subject)



## XML binding – Title and Description

```
. . . .
<title>
  <langstring xml:lang="en">Tyrannosaurus Rex
  </langstring>
</title>
<description>
  <langstring xml:lang="en">Fossil remains of
  teeth and jaw bones of Tyrannosaurus rex
  are examined in this video. By studying
  such fossil evidence, scientists can make
  assumptions about how the T. rex killed and
  ate its prey.</langstring>
</description>
```



## Metadata Specifications and Standards

- Since inception, detailed metadata records were created for our resources
- Originally only collections could be searched
- Metadata for individual resources could be presented to users within the context of a particular user interface, or “collection”
  - National Geographic Science Centre



## Metadata Specifications and Standards

### Using metadata in this way presented numerous challenges

- Metadata decisions were influenced by display requirements
- Writing for the Web / multiple audiences
- The question of collections vs. individual resources arose
- Not all projects took advantage of metadata



## LearnAlberta.ca as a Metadata Driven Repository: The Evolution of Search

July of 2005, LearnAlberta.ca relaunched as a metadata driven repository

- Search engine allowed users to search within collections for individual resources
- Catalogue of searchable resources increased from over 20 to over 2000
- Repository relies on the Mark Logic Content Server



## Mark Logic Content Server

- Native XML database / search engine hybrid
- Supports advanced search and faceted browsing capabilities
- Mark Logic can also be used as a content base for indexing full text documents



## Mark Logic Content Server

- Configured in our application to index learning object metadata to its fullest potential
- Has a powerful query language
- Multiple document types (IMS CP specification, IMS LRM specification, IMS RDCEO Specification)
- Provides a natural data store for inherently hierarchical data



## Architecture & Design

- Basic keyword search functionality
- Relevance ranking of search results
- Implemented boolean operators, word-stemming, phrase searching
- Later, more precise filtered search / browsing functionalities



## Online Guide to Implementation

- Result of stakeholder need to access materials that support the implementation of new curriculum
- User requirement: browsing Learning Outcomes to access content
  - Mark Logic successfully configured to process Learning Outcomes stored in IMS RDCEO (Reusable Definition of Competency or Educational Objective) records



## Detailed Search Options and Faceted Browsing

- Version 2 of Online Guide introduced more detailed search options and faceted browsing
  - Increased precision
  - Leveraged search functionality by taking advantage of fixed metadata fields and controlled vocabularies
    - Grade
    - Subject
    - Format, etc.
  - Required development of local Resource Type vocabulary



**Online Guide to Implementation**

Choisir la langue  
Tell us what you think

**Alberta**  
Education

[Home](#) | 
 [Implementation Support](#) | 
 [Browse Resources](#) | 
 [Search Resources](#) | 
 [Using the Online Guide](#)

**Welcome!**

The Online Guide to Implementation offers resources which will help you implement the Social Studies and Mathematics Programs of Study.

- Select [Implementation Support](#) to access resources which address learning outcomes and correspond to the components of the program of studies.
- [Browse Resources](#) to see what resources are available.
- [Search Resources](#) to find specific resources.

**Implementation Support**

Get support for a program of studies.

-- select a program of study --

[GET IMPLEMENTATION SUPPORT](#)

[See Implementation Support Tips](#)

**Browse Resources**

See what resources are available

Grade: -- all grades --

Subject: -- all subjects --

[BROWSE RESOURCES](#)

[More Browse Options](#) | [See Browse Tips](#)

**Search Resources**

Find resources by entering keywords or phrases into the search box below.

[SEARCH RESOURCES](#)

**More Search Options**

Narrow your search by Grade, Subject, Audience, Resource Type or Media Format

[See Search Tips](#)

**Using the Online Guide**

- [See a Glossary of Online Guide Terms](#)
- [Check My System](#)

**Need Help with:**

- [Browsing Resources?](#)
- [Searching Resources?](#)
- [Implementation Support?](#)

[more](#)

**Saving Time**

Save time by using the Online Guide to help you implement curriculum.

[more](#)

**Frequently Asked Questions**

[What is the Online Guide to Implementation?](#)

[more](#)

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## Future of LearnAlberta.ca

- Merging Online Guides, Programs of Study, Tools4Teachers and other resources into LearnAlberta.ca
- Single access point to allow teachers in Alberta to access digital learning and teaching resources efficiently and effectively.
- Audience focus shift – student and teacher resources in one location

## Future of LearnAlberta.ca

- Maintaining faceted browse capabilities
- Maintaining ability to browse learning outcomes
  - Viewing outcomes within larger context of Program of Studies
- Mark Logic indexing full text of Program of Studies documents
  - One tool parsing different types of schemas, documents




The screenshot displays the LearnAlberta.ca website interface. At the top, there is a navigation bar with the Learn Alberta logo on the left and links for "en français", "Using This Site", "Contact Us", "Check My System", and "Search" on the right. Below the navigation bar, a status bar shows the user is signed in as "St Thomas Aquinas Regional Division No. 38" with jurisdictional details. A breadcrumb trail indicates the current location: "LearnAlberta.ca > Locate Resources".


The main content area is titled "Locate Resources:" and features a search input field with the placeholder text "Enter keyword or term" and a "SEARCH" button. Below the search field, there are "Search options:" which include a list of filters: Grade, Subject, Audience, Language of Resource, Media Format, and Learning Resource Type. Each filter has a "Show:" label and a dropdown arrow.

To the right of the search options, there is a "NEW!" announcement box with the text "Find resource by Program of Study". Below this is a "Search Tip" box that explains that numbers in brackets next to search options indicate the number of resources related to that term. For example, "Kindergarten (55)" means there are 55 Kindergarten resources available.

At the bottom of the page, there is a "SEARCH" button. The footer contains the LearnAlberta.ca logo on the left and the Alberta logo on the right.

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Signed In: **St Thomas Aquinas Regional Division No. 38** | Jurisdiction Username: STAqRD38 | Jurisdictional Password: Hy\_7631

Font:  Home Programs of Study Locate Resources My Workspace Sign In as a Different Member

Location: LearnAlberta.ca > Programs of Study

**1. Language Selection**  
 Which Programs of Study are you interested in?  
 English  en français



**2. Select a Program of Study (POS)**


Core Programs:

Optional Programs:


Cross Curricular Initiatives & Resources:

- English Language Arts
- Mathematics
- Science
- Fine Arts (Elementary)
- Physical Education
- Francais (Francophone)
- French Language Arts (Immersion)
- Social Studies
- Health/Career and Life Management
- Information and Communication Technology

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Font:  Home Programs of Study Locate Resources My Workspace Sign In as a Different Member

Location: LearnAlberta.ca > Programs of Study > Social Studies, Grade 8

**Social Studies, Grade 8** [Back to Select a Program of Study](#)

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[Research for Deliberative Inquiry](#)  
[Communication](#)  
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**Program of Study**

**8.2 Origins of a Western Worldview: Renaissance Europe**

**General Outcome**  
 Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world. **R R**

**Specific Outcomes**  
 > **Values and Attitudes**  
 Students will:

**8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the Western world (C, TCQ) R R**



**8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I) R R**


**8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP) R R**

> **Knowledge and Understanding**  
 Students will:

**8.2.4 examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:**

- What was the Renaissance? (TCC, LPP) **R R**
- How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC, ER, PADM, GC)
- How did the physical geography of Renaissance Europe affect trade and competition among European countries? (LPP, TCQ)
- How did increased trade lead to the emergence of powerful city-states (i.e., Florence, Venice, Genoa)? (TCC, CC, ER)



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[Social Studies, Grade 8](#) >
Related Resources

## Social Studies, Grade 8

[Back to Select a Program of Study](#)

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Show me: All Resources

- In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)
- In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP)
- In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC)

### 8.3 Worldviews in Conflict: The Spanish and the Aztecs

**General Outcome**

Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

**Specific Outcomes**

> Values and Attitudes

*Students will:*

8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C, I)

8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)

8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)

> Knowledge and Understanding

*Students will:*

### Resources to support:

8.2 Origins of a Western Worldview: Renaissance Europe

**8.2.4.5 In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)**

**Critical Challenge: Evolving Worldview** [Save to My Workspace](#)

**Description:** This resource suggests activities for helping students investigate the Renaissance worldview as represented in the arts, science, religion, politics, exploration and philosophy by addressing the following critical challenge: To what extent has the Renaissance worldview shaped your personal worldview?

**Grade:** 8

**Subject:** Social Studies

**Learning Resource Type:** Lesson Plan



**Media Format:** Web

**Is Part Of:** [Overarching Critical Inquiry: Renaissance Europe: Origins of a Western Worldview](#)

**More Info**

**Critical Challenge: The Knowledge Explosion** [Save to My Workspace](#)

**Description:** This resource suggests activities for helping students explore major Renaissance contributions in fields such as astronomy, mathematics, science, politics, religion, art, literature, philosophy and exploration by addressing the following critical challenges: Critically examine the

# Questions / Comments

