Week Three - Tagging Content

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Tyler's Tag Table

CESEC		
	Courage, GR2	**Courage, GR4**
LA	introduction, letter, character, details…	sacagawea, MLK, theme, main idea…
DB	fact, opinion, agree, disagree…	example, rebuttal, argument, method…
GR	adjective, noun, pronoun, conjunction…	adverb, syntax, subject, predicate…
SC	motion, weather, seasons…	tectonic plates, rotation, orbits…
PR	craft, art, paint, mask…	teams, video, poster…
Resource	classroom, technology, tools…	games, news, research…

I have chosen to organize my tags for the convenience of the teaching staff and instructional designers building any course within my school. It is laid out in such a way that using one or more tags can narrow any search to exactly what content one is looking for.

CESEC stands for Cheongwon Elementary School English Content. This is the umbrella tag that would accompany all content cultivated for any course in Cheongwon. Anytime we tag anything in the future, it will have this tag connected to it.

Underneath the umbrella tag, we will also tag with the course being taught so that other teachers can share content easily with this tag. This has been split into two tags for easy searching options. Courage is the level and GR2 is the grade. GR2 is second grade and GR4 is fourth grade. This way another teacher can search by level (Courage) or by grade (GR2, GR4), or both.

Other teachers might use their level names (Ambition, Wisdom, or Dream) and other grades (GR1-GR6) in connection with their tags.

The next piece of the puzzle is based on our classes. This allows different levels or grades to search class content and see if anything might cross over into another class or level. LA is language arts, DB is debate, GR is grammar, SC is science, and PR is project class. These tags are already used for shorthand for each class on paperwork within the school, so it will be an easy and already known tag for teachers.

The final line is for resources. The resources tag would be used for something not class related but for some other purpose. For example, it can be used for classroom management resources, articles for technology, classroom tools, or any number of resources a teacher can utilize in class or out of class.

Inside the table will be filled with content specific tags that can be searched separately or in conjunction with a class, level, and/or grade. I have posted a few examples, but the possibilities are endless. When using the other tags in conjunction with the framework tags for school, level, grade, and class this will be a very easy search method for tagging content for our school. For example, if I was looking for content for my Ambition grade 5 class on adjectives, I would search the tags CESEC, Ambition, GR5, GR, adjectives and there should be something there for my level. If I do not find anything, I can search again but eliminating one or more tags to search more broadly. I can search CESEC, GR5, adjectives or CESEC, ambition, GR. In this way, we can organize our content for easier searching and order in the future. If nothing pops up in our search, then we know we should tag something with those tags because we have a hole in our content there.