



Baker University
School of Professional and Graduate Studies
Continuing Education Syllabus

Syllabus Template for Cooperative Partnerships

Course Name: EDT 7210 Intel Elements: Project Based Approaches

Dates: 7/10/2011 through 8/07/2011
08/29/2011 through 09/28/2011

Time: 5 online hours a week for 5 weeks

Credit Hours: 2 credit hours

Location: Online

Instructor: Tom Foster

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Class Coordinator: Melinda Stanley

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Course Description: Using specific classroom scenarios, teachers explore characteristics and benefits of Project- Based Learning (PBL). Throughout the course, teachers consider their own teaching practice as they follow a teacher new to project-based learning who discusses strategies with a mentor teacher . Planning and project design modules guide teachers through organizing the curriculum, the classroom, and students for successful 21st century projects. The assessment module demonstrates strategies for assessing students' 21st century skills throughout an open-ended project. The course offers opportunities to apply the PBL concepts with action planning exercises.

Course Objectives: At the end of this course, teachers will be able to...

1. Apply new knowledge from pedagogy discussions
2. Develop an Action Plan for using project based learning in the classroom
3. Apply new skills in a classroom setting
4. Integrate technology effectively into other classroom activities

Textbook/Materials: Intel Teach's Project Based Approaches Manual

Content Outline:

Each workshop will follow: pedagogy discussions, think-pair-share activities, cooperative learning, researching, blogging, lesson planning, reflection.

Module 1: Projects Overview

In this module, participants explore the principles of project-based learning. They learn about the differences between a project-based approach and conventional teaching, and review the research-based benefits of project-based learning. As they view examples of different projects and hear from teachers doing projects, they come to understand the characteristics that projects have in common.

Outcomes:

- Recognize what makes a project approach unique
- Understand the benefits of projects
- Identify characteristics of projects

Lesson 1: Project Basics

- Lesson 2: Project Benefits
- Lesson 3: Project Characteristics
- Lesson 4: Module Review

Module 2 : Project Design

In this module, participants begin thinking about designing their own projects. They are introduced to the four major steps of project design and apply these steps to consider their own learning goals, Curriculum-Framing Questions, assessment, and student activities. Participants follow one teacher's process as he begins to plan his project.

Outcomes:

- Understand the steps of project design
- Identify standards, 21st century skills, and learning objectives for a project plan
- Learn the purposes and components of Curriculum-Framing Questions

- Lesson 1: Project Planning
- Lesson 2: Learning Goals
- Lesson 3: Questions That Frame Learning
- Lesson 4: Assessment in Projects
- Lesson 5: Activity Design
- Lesson 6: Module Review

Module 3: Assessment

Assessment is integral to a project-based approach. In this module, participants learn how to integrate assessment throughout a project. They see examples of assessment instruments and develop or adapt them for their own use. They learn how to assess 21st century process skills—such as collaboration, self-direction, and reflection—using teacher, peer, and self-assessment methods. They also identify the challenges and possible solutions for assigning grades during projects.

Outcomes:

- Understand the different purposes, methods, and instruments for assessing projects
- Create an assessment timeline to plan ongoing assessment throughout projects
- Explore ways to assess 21st century skills
- Review methods to grade project work

- Lesson 1: Assessment Strategies for Projects
- Lesson 2: Assessment of 21st Century Skills
- Lesson 3: Assessment Planning
- Lesson 4: Grading Projects
- Lesson 5: Module Review

Module 4: Project Planning

Planning the day-to-day work of a project is just as important as planning the big picture. In this module, participants learn how to plan project details to keep a project organized, using project timelines and implementation plans. They consider management strategies to support their students' self-direction and success and ensure their projects run smoothly. Teachers also discuss ways to keep students on task during projects and strategies for project time management.

Outcomes:

- Develop a project timeline to plan for a successful project
- Review strategies for managing projects
- Plan the details of a project using an implementation plan

- Lesson 1: Project Organization
- Lesson 2: Management Strategies
- Lesson 3: Project Tasks and Activities
- Lesson 4: Module Review

Module 5: Guiding Learning

In this module, participants focus on improving instruction throughout projects. They explore questioning strategies to improve student learning and ways to develop students' collaboration, self-direction, information literacy, and reflection skills. Sample lessons are demonstrated as models for participants as they create mini-lessons for their own projects. Participants also observe student dialogues as students develop 21st century skills through discussions and practice.

Outcomes:

- Learn questioning strategies to enhance student learning
- Integrate instruction on collaboration, self-direction, information literacy, and reflection throughout a project

- Lesson 1: Questioning in Classrooms
- Lesson 2: Collaboration and Self-Direction
- Lesson 3: Information Literacy
- Lesson 4: Student Reflection
- Lesson 5: Module Review

Evaluation:

Participants will attend required days. As a final project, each teacher's Project Based Learning Action Plan will be assessed with a rubric created by Intel. The portfolios will be assessed on the following areas: integration of technology, student learning, unit implementation, and student assessment/evaluation. Each category will receive an "Excellent", "Fair", or "Poor" rating.

Using the rubric below, grades will be assigned as follows:

Letter Grade	Criteria
A	Action Plan scores "Excellent" in all categories
B	Action Plan scores "Excellent" to "Fair" in all categories
C	Action Plan scores "Fair" in all categories
D	Action Plan scores "Fair" to "Poor" in all categories
F	Action Plan scores "Poor" in all categories

4
3
2
1

Technology Integration	The technology in my Action Plan deepens my students' understanding of important concepts, supports higher-order thinking skills, and develops their lifelong skills. The technology enhances student learning, increases productivity, and promotes creativity.	The technology in my Action Plan helps my students understand concepts and develop skills. The technology enhances student learning, increases productivity, or promotes creativity.	The technology in my Action Plan seems to be added without much thought to how it supports and deepens student skills and understanding. .	My Action Plan could be taught more effectively without this current use of technology. .
Technology Integration	The technology in my Action Plan is age appropriate and meets the diverse needs of all my students.	The technology in my Action Plan is age appropriate and shows that I have considered the diverse needs of my students.	The technology in my Action Plan is not age appropriate at times and I have not adequately considered the diverse needs of my students.	The technology in my Action Plan is not age appropriate and I have not considered the diverse needs of my students.
Technology Integration	The use of technology enhances my Action Plan by creatively supporting and developing students' research, publishing, collaboration, and communication skills.	The use of technology enhances my Action Plan by supporting and developing students' research, publishing, collaboration, and communication skills.	The use of technology in my Action Plan is limited to supporting students' research, publishing, collaboration, or communication skills.	My Action Plan does not take advantage of research, publishing, collaboration, or communication capabilities.
Technology Integration	The technology used in my Action Plan is reasonable and feasible given the specific circumstances of my teaching situation.	The technology used in my Action Plan is reasonable although somewhat difficult given the specific circumstances of my teaching.	The technology used in my Action Plan takes a great deal of effort on my part	Given the specific circumstances of my teaching situation, the technology used in my Action Plan is not feasible

Technology Information	The action plan is aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 3 NETS * standards.	The action plan is aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 2 NETS * standards.	The action plan is somewhat aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 1 NETS * standard.	The action plan is not aligned to the 21st Century Skills and the NETS *T nor are the standards relevant to the final product.
Technology Integration	The work my students complete in this unit is authentic, meaningful, and resembles the kinds of work people do in real life.	The work my students complete in this unit is meaningful and has elements that resemble the kinds of work people do in real life.	The work my students do in this unit has a few elements that resemble the kinds of work people do in real life.	The work my students complete in this unit does not resemble authentic work in a discipline in any way.
Technology Integration	My Action Plan clearly addresses standards and requires thorough and deep understanding of important concepts, the proficient exercise of 21st century skills, original thinking, and connecting concepts within or across disciplines.	My Action Plan clearly addresses standards and requires deep understanding of concepts and the exercise of lifelong skills.	My Action Plan clearly addresses standards and requires deep understanding of concepts and the exercise of lifelong skills.	My Action Plan does not address standards in meaningful ways and can be completed with only superficial understanding of concepts and application of skills.
Technology Integration	The action plan is aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 3 NETS * standards.	The action plan is aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 2 NETS * standards.	The action plan is somewhat aligned to the 21st Century Skills and the NETS *T. Objectives should address at least 1 NETS * standard.	The action plan is not aligned to the 21st Century Skills and the NETS *T nor are the standards relevant to the final product.
Student Learning	The work my students complete in this unit is authentic, meaningful, and resembles the kinds of work people do in real life.	The work my students complete in this unit is meaningful and has elements that resemble the kinds of work people do in real life.	The work my students do in this unit has a few elements that resemble the kinds of work people do in real life.	The work my students complete in this unit does not resemble authentic work in a discipline in any way.

Student Learning	My Action Plan clearly addresses standards and requires thorough and deep understanding of important concepts, the proficient exercise of 21st century skills, original thinking, and connecting concepts within or across disciplines	My Action Plan clearly addresses standards and requires deep understanding of concepts and the exercise of lifelong skills.	My Action Plan addresses some standards, but requires little understanding of concepts or the use of 21st century skills.	My Action Plan does not address standards in meaningful ways and can be completed with only superficial understanding of concepts and application of skills
Student Learning	My targeted learning objectives are clearly defined, well articulated, derived from standards, and supported by the Curriculum-Framing Questions.	My targeted learning objectives are defined, derived from standards, and supported by the Essential and Unit Questions.	My targeted learning objectives are not clearly defined, but they relate to standards and are moderately supported by the Essential and Unit Questions.	My targeted learning objectives are vague, unrelated to standards, and not clearly supported by the Essential and Unit Questions.
Student Learning	My Action Plan requires students to thoroughly and deeply answer the Curriculum-Framing Questions in meaningful and insightful ways.	My Action Plan requires students to answer the Curriculum-Framing Questions in meaningful ways.	My Action Plan requires students to answer the Curriculum-Framing Questions in superficial ways.	My Action Plan does not require students to answer the Curriculum-Framing Questions.
Student Learning	My Action Plan takes diverse learners into consideration and provides well-defined and thoughtful accommodations.	My Action Plan provides some accommodations to support a diversity of learners.	My Action Plan supports some learning styles but does little to support any special needs	My Action Plan does not provide any accommodations to support multiple learning

Student Learning	<p>The action plan is aligned to the 21st Century Skills and the NETS *S. Objectives should address at least 3 NETS * standards.</p>	<p>The action plan is aligned to the 21st Century Skills and the NETS *S. Objectives should address at least 2 NETS * standards.</p>	<p>The action plan is somewhat aligned to the 21st Century Skills and the NETS *S. Objectives should address at least 1 NETS * standard.</p>	<p>The action plan is not aligned to the 21st Century Skills and the NETS *S nor are the standards relevant to the final product.</p>
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