

**University of Indianapolis**  
**EDUC 597: Implementing a Project-Based Learning Unit in STEM (3 credit hours) 2021 Semester 2 Syllabus: April 13 – May 21, 2021**

**Instructor Information**

Jean Lee  
ESCH Hall 244C  
Office: (317) 788-3456  
jslee@uindy.edu



**Meeting Time and Location**

April 13 – May 21, 2020

Online. Asynchronous course, with synchronous zoom meetings on April 20 and May 11, 5-7pm Eastern Time

Online Course via Zoom:

<https://uindy.zoom.us/j/96157731791?pwd=bmwvclpmZVRQbmxadmBZXVpQ05BZz09>

Meeting ID: 961 5773 1791

Passcode: PBL

One tap mobile [+16465588656](tel:+16465588656),96157731791# US (New York)

Office Hours: by appointment.

Course description: Participants will implement a project-based learning unit to engage their elementary and secondary students in deeper learning. We investigate research-based practices of implementing high quality PBL, while ensuring the Indiana Standards are the cornerstones to the unit.

**Required Materials**

- [\*Rigor, Relevance, and Relationships: Making Mathematics Come Alive with Project-Based Learning\*](#) by Jean Lee and Enrique Galindo  
ISBN: 9780873537704. Denoted in the syllabus as “RRR PBL”
- Stable internet connection

**Objectives**

Each participant will be implementing a project-based unit tailored to the specific classes and environment in which the participant is working in the schools. Since every participant is in a different environment, the participants will be working independently except for when they present their work to the group. **Pre-requisite: A PBL Unit must have already been designed.**

**School of Education Mission Statement**

The School of Education prepares transformative educators who work alongside communities to learn deeply and disrupt educational and social injustice.

- We believe effective educators practice and promote self-efficacy, creativity, and curiosity to create inclusive, relationship-driven, connected communities of learners.
- We believe effective educators advocate for social justice and equitable learning opportunities in order for all students to achieve their highest potential.
- We believe effective educators are servant leaders who positively impact the future of education in our society.

### University Learning Goals

The four university-wide learning goals are:

1. Critical Thinking – Participants will employ the use of reason in order to make judgments on best practices for their own students in the classroom.
2. Creativity – Participants will develop or apply something new, innovative, imaginative, or divergent through the design of their project-based learning unit.
3. Social Responsibility – Participants will develop the self, moral, consciousness, and responsiveness to others. Participants will design a project that helps the community and/or develops empathy in others around a societal issue.
4. Performance – Participants will present their projects digitally.

### Conceptual Framework and Statement of Professional Disposition:

Teachers are decision-makers who employ their talents, knowledge, and skills who...

1. Combine **content and pedagogical knowledge** and tools of inquiry to develop meaningful and accessible learning progressions.
2. Create **inclusive learning environments** where educators and learners work together to construct meaningful learning.
3. Construct high quality **assessments** to inform practice and provide meaningful feedback to learners.
4. **Collaborate and communicate** with learners, P-12 educators, and community members to create a community of practice.
5. **Critically reflect** on the process of teaching and learning to promote insight and action.
6. Cause positive **change through leadership and advocacy**.

### Expectations

1. All coursework, both in and out of class, is expected to be of **high quality** and reflect your development as a professional. All assignments must **demonstrate excellent oral and written communication** skills expected of professional educators. Failure to do so may impact the final course grade.
2. Participants are expected to be **punctual, participate fully and in a courteous manner**, take responsibility for **meeting deadlines, completing assigned readings**, etc. Failure to do so may impact the final course grade.
3. Demonstration of dispositional characteristics and professional behavior that contribute to effective teaching/learning performances. (See “Conceptual Framework and Statement of Professional Dispositions”). Failure to do so may impact the final course grade.
4. Confidentiality of student, teacher, and school names and information is critical. Use pseudonyms for students, teachers, and schools in class discussions and written work. Your classmates and instructor should not be able to attach a real name and/or location

with any student information. Please respect the privacy and confidentiality of others. Failure to do so may impact the final course grade.

## **Policies**

1. **Absenteeism and Tardiness:**  
Regular, punctual attendance is expected of all participants when we meet synchronously on Feb 23 and March 9<sup>th</sup>. The rest of the course is asynchronous. More than one absence may result in possible failure of the course. In the event of an extended illness (such as an H1N1 or COVID-19 viral infection) accommodations may be requested.
2. **Attendance:**  
Regular communication and meetings with the instructor are necessary for success in developing the lessons/projects required in this course. There are two synchronous meeting times: **April 20 and May 11, 5-7pm Eastern Time**. It is the responsibility of participants to see that adequate communication takes place with the instructor and their classmates, and that attendance is sufficient so as not to be a detriment to their success. The rest of the course is asynchronous.
3. **Course and Assessment Accommodations Policy:**  
If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Participants with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153 / [www.uindy.edu/ssd](http://www.uindy.edu/ssd)) for disability verification and for determination of reasonable academic accommodations.
4. **Academic Integrity and Academic Misconduct:**  
The students, faculty, and administrators of the University of Indianapolis commit themselves to the highest level of ethical conduct in academic affairs. The University of Indianapolis, therefore, adopts regulations concerning Academic Misconduct to safeguard the academic integrity of the institution. Academic Misconduct includes, but is not limited to, the following circumstances: (A) Cheating, (B) Fabrication, (C) Plagiarism, (D) Interference, (E) Violation of Course Rules, (F) Facilitating Academic Dishonesty, and (G) Abuse of Confidentiality. For a full statement of the policy refer to the *University of Indianapolis Student Handbook*, Section I, Academic Information.
5. **Plagiarism and Cheating Policy:**  
Plagiarism and cheating will not be tolerated. Please do not make the poor choice to engage in these activities in this course. The result of such will be a “zero” on the designated assignment and possible failure of the course. In addition, the University may take further action.

Copying from texts or other people’s work, including the internet, without citation, is unethical and may be illegal. This also includes the work of other participants. Keep in mind that even when paraphrasing, the text **MUST** be cited. This policy includes

cheating, copying, or otherwise being dishonest about class work, all of which can result in a failing grade. (See “Academic Misconduct” in the TS3 2020-2021 Handbook).

### Grades

The instructor reserves the right to make positive changes to the grading scale. The instructor may have you *redo any work that does not get an A* if there is sufficient time left before it must be used in class or before the end of the semester. The decision as to whether there is sufficient time is at the discretion of the instructor.

Homework will be due every Tuesday at 5pm. New homework will be assigned every Tuesday at 5pm.

The grading scale is:

Letter Grade	Average	Letter Grade	Average
A	94.5 - 100	C	72 - 77.9...
A-	90 - 94.49...	C-	70 - 71.9...
B+	87 - 89.9...	D+	68 - 69.9...
B	82 - 86.9...	D	62 - 67.9...
B-	80 - 81.9...	D-	60 - 61.9...
C+	78 - 79.9...	F	below 60

- **80%**, course assignments.
- **20%**, digital presentation of an implementation tip or strategy you have used or learned. Your colleagues will also grade your digital presentation and provide feedback. A rubric of what is expected in the presentation will later be distributed.

*Policy on Late Assignments:* Assignments will be turned in by the announced due dates and times. Assignments are to be submitted online using ACE, unless otherwise noted. I will accept assignments after the due date, but your grade will decrease by 10% of the allocated points for each day the assignment is late. I will not accept any late work for points after the eighth day and zero points will be given.

*Policy on Lost Assignments & Computer Accidents:* You should always keep a copy of every computer file or paper you turn in until your work is graded and you have received your course grade. Also, please make sure you save your work frequently and keep backup copies of your files when using a word processor. **Computer accidents, while very unfortunate, are not an acceptable excuse to avoid penalties for late work.**

### Electronic Conference and Mail

I will post assignments, study guides, questions about the readings, class notes, and other important information regularly to ACE “EDUC 597” site. Please submit all written assignments electronically using this same site.

Become familiar with ACE use by the third week of classes. *You are expected to check ACE and e-mail regularly.*

**THIS SYLLABUS IS SUBJECT TO CHANGE**

<b>Week and Type of</b>	<b>Schedule</b>	<b>RRR PBL Assigned</b>	<b>Assignment Due</b>
<b>1 (April 13)</b> Asynchronous	<ul style="list-style-type: none"> <li>• Read syllabus.</li> <li>• List NTKs</li> <li>• Introduce your PBL unit</li> <li>• DQ for your course journey</li> <li>• Six A's</li> <li>• Wingspan Videos</li> </ul>	RRR PBL: 203-211	
<b>2 (April 20)</b> Synchronous, Tuesday, April 20, 5-7pm Eastern Time	<ul style="list-style-type: none"> <li>• Critical friends' feedback</li> <li>• Scaffolding</li> <li>• Edutopia articles</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Wingspan Videos Reflection</li> <li>• Design the DQ for your course journey</li> </ul>
<b>3 (April 27)</b> Asynchronous	<ul style="list-style-type: none"> <li>• Annotated bibliographies of 2 IJPBL articles.</li> <li>• Go to ML YouTube videos</li> </ul>	RRR PBL: 213-220	<ul style="list-style-type: none"> <li>• Summary of what was discussed in Critical Friends</li> <li>• Reflection of 4/20 Resources in ACE Forums</li> </ul>
<b>4 (May 4)</b> Asynchronous	<ul style="list-style-type: none"> <li>• Prepare Digital Presentation that answers your DQ Journey</li> </ul>		<ul style="list-style-type: none"> <li>• Reflection of 4/27 Resources in ACE Forums</li> </ul>
<b>5 (May 11)</b> Synchronous, Tuesday, May 11, 5-7pm Eastern Time	<ul style="list-style-type: none"> <li>• Digital Presentations</li> </ul>		<ul style="list-style-type: none"> <li>• Digital Presentations</li> </ul>
<b>6 (May 18)</b> Asynchronous	<ul style="list-style-type: none"> <li>• Evaluation &amp; next steps</li> </ul>		<ul style="list-style-type: none"> <li>• Google Survey</li> </ul>