

University of Indianapolis
EDUC 654: Designing and Implementing a STEM Project-Based Learning Unit
CRN 42890 (3 credit hours)
2024 Summer 1 Syllabus: May 13 – June 28, 2024

Instructor Information

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Meeting Time and Location

May 13 – June 28, 2024
Online. Asynchronous course.
Office Hours: by appointment.

Course description: Participants will design and implement a project-based learning unit in a STEM-related field to engage their elementary and secondary students in deeper learning. We explore the nuts and bolts of designing an effective PBL unit, while ensuring the Indiana Standards are the cornerstones to the unit. We investigate research-based practices of implementing high quality PBL. Participants will be introduced to the theory and practice of project-based learning (PBL).

Required Materials

- *Rigor, Relevance, and Relationships: Making Mathematics Come Alive with Project-Based Learning* by Jean Lee and Enrique Galindo. Denoted in the syllabus as “RRR PBL”
ISBN: 9780873537704
- *Project-Based Learning in Elementary Classrooms: Making Mathematics Come Alive* by Jean Lee and Enrique Galindo. Denoted in the syllabus as “PBL ELEM”
ISBN: 978-1-68054-068-0
- Stable internet connection

Objectives

Each participant will be designing and 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 for testing and critiquing.

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 a judgment 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 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 **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. **New modules will open every Tuesday. Homework assignments are due every Tuesday by 5pm.**
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:**
The course is asynchronous.
2. **Attendance:**
Regular communication with the instructor is necessary for success in developing the lessons/projects required in this course. It is the responsibility of participants to see that adequate communication takes place with the instructor and their classmates, and that completion of assignments is sufficient so as not to be a detriment to their success.
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) 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.

Grades

The instructor reserves the right to make positive changes to the grading scale. The instructor may have you *redo and resubmit any work* 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.

If your assignment grade is lower than a C, I will allow one resubmission to improve your grade. The resubmitted work may not receive a score higher than a C (70%).

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

- **30%**, quality of the PBL planning and context/relevance of the unit. An authentic PBL unit embeds 21st Century Skills and incorporates an external audience for student work.
- **40%**, academic rigor of the content. The unit demands breadth and depth of specific knowledge of central concepts and is derived from the state content standards.
- **20%**, work ethic and collaboration.
- **10%**, digital presentation of the PBL unit and critical friends. 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 Brightspace, 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 Brightspace “EDUC 654” site. Please submit all written assignments electronically using this same site.

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

THIS SYLLABUS IS SUBJECT TO CHANGE

Week	Schedule	Assigned Readings	Assignment Due
Week 1 May 14	<ul style="list-style-type: none"> • Read syllabus. • List NTKs from the rubric. • Project Planning Form • Driving Question • Community Partner for Unit • Sample PBL Units • Six A's • Wingspan Videos • Introduce Me Slide 	RRR PBL, Intro: 1-19 PBL RRR, Interest, 53-72 OR PBL ELEM, Recess: 29-55	
Week 2 May 21	<ul style="list-style-type: none"> • Entry Event • Rubric • 21st Century Skills • ML YouTube Videos • Create Personal DQ 	ELEM PBL, 21 st century skills: 17-22 RRR PBL Rubrics: 4, 40-41, 62-63, 117, 141-142, 155-156, 176 OR PBL ELEM Rubrics: 42, 63, 88, 108, 128, 176 RRR PBL, Design Tip: 203-207; 213-214 OR PBL ELEM, Design Tip: 199-205, 207-209 RRR PBL, Entry: 4, 39, 61, 108-109, 151, 184 OR PBL ELEM, Entry: 4, 32-34, 61, 83-84, 106-108, 126-127, 154-155, 168, 181-182	<ul style="list-style-type: none"> • PPF1 • Driving Question • Standards • Community Partner • Wingspan Video Reflection
Week 3 May 28	<ul style="list-style-type: none"> • Critical Friends on Entry Event • Critical Friends on Rubrics • Project Calendar & Scaffolding A • Edutopia • Scaffolding 	RRR PBL, Benefits: 19-29 RRR PBL, Hair: 107-128 Or PBL ELEM, Characters, 123-136 PBL ELEM, calendar: 48-50; 73, 97, 118, 175, 193-195	<ul style="list-style-type: none"> • Entry Event • Rubric • Personal DQ • ML Youtube Video reflection.
Week 4 June 4	<ul style="list-style-type: none"> • Sample student product 	PBL ELEM, Research: 23-27	<ul style="list-style-type: none"> • PPF2 with a committed Community Partner,

	<ul style="list-style-type: none"> • Reflect of critical friends feedback. • Outlined lesson plans (at least three) & assessments • Kagan cooperative learning 	RRR PBL, Solar: 31-51 Or PBL ELEM, Blankets: 57-79	<p>project calendar, and Scaffolding NTKs</p> <ul style="list-style-type: none"> • Edutopia Resources Reflection
Week 5 June 11	<ul style="list-style-type: none"> • Six A's • Digital Presentations • Initiate Smart Evals, closes 6/21 • PBLWorks 	RRR PBL, Sweat, 183-202 OR PBL ELEM, Canstruction, 81-101	<ul style="list-style-type: none"> • Summary of changes made to Entry Event and Rubric (critical friends reflection) • Outlined lesson plans and assessments • Sample Student Product • PBLWorks Reflection
Week 6 June 18	<ul style="list-style-type: none"> • Formal Paper includes reflection on feedback and personal DQ. • Provide feedback on presentations using Six A's 		<ul style="list-style-type: none"> • Digital Presentation • PBLWorks Resources Reflection
Week 7 June 25	<ul style="list-style-type: none"> • Evaluation & next steps 		<ul style="list-style-type: none"> • Provide feedback on Digital Presentations • Formal Paper, Due June 28

Project Title: _____
 Project Designer: _____

PBL Unit Creation

CRITERIA	STATIC TEACHER (Below Performance Standards)	TRANSFORMING TEACHER (Minimal Criteria)	DYNAMIC TEACHER (Demonstrates Exceptional Performance)
Project Context (30%)	<ul style="list-style-type: none"> Project planning form is not included or is incomplete Entry Event is not included or is incomplete Rubric(s) is/are vague or is/are incomplete Completes less than 3 outlined lesson plans Sample student product is not included or incomplete 	<ul style="list-style-type: none"> Submits completed project planning form Submits 1 Entry Event Submits 1 Rubric Project requires demand for academic rigor Completes 3 outlined lesson plans Sample student product is included 	In addition to meeting the ACCEPTABLE criteria ... <ul style="list-style-type: none"> Submits at least 4 detailed Kagan cooperative learning strategies Completes more than 3 outlined lesson plans and includes assessment item(s)
	(0% - 79%)	(80% - 90%)	(90% - 100%)
Academic Content (40%)	<ul style="list-style-type: none"> Context of the project overshadows the content/standards students need to learn Project calendar lacks details to see how concepts progress over time. Synthesis of research is included or is incomplete Majority of lessons are teacher-directed 	<ul style="list-style-type: none"> Project is derived from the state content standards and is the driving force for the project Project calendar shows the scope and sequence of the unit The unit demands depth of specific knowledge of central concepts Majority of lessons are inquiry-based and/or student-centered 	In addition to meeting the ACCEPTABLE criteria ... <ul style="list-style-type: none"> Project calendar is detailed with activities/lessons students engage in. Project activities draw from 2 research articles on students' misconceptions and/or how students learn content/concepts Unit demands breadth and depth of specific knowledge of central concepts All lessons are inquiry-based and/or student-centered
	(0% - 79%)	(80% - 90%)	(90% - 100%)
Work Ethic & Collaboration (20%)	<ul style="list-style-type: none"> Submits incomplete work Attempts to follow group norms/ agreements in activities Makes initial progress on assignments (project planning form, entry events, rubrics, reflections, etc.) but lacks completion Assignments completed beyond due date(s) Is actively engaged in some phases of the project process Fails to make adjustments to improve project work from Critical Friends feedback meeting 	<ul style="list-style-type: none"> Completes assignments at an acceptable level Follows group norms/ agreements in activities Fully completes assignments (project planning form, entry event, rubric, lesson plans, etc.) on time Is actively engaged in all phases of the project process Gathers feedback from asynchronous Critical Friends Groups 	In addition to meeting the ACCEPTABLE criteria ... <ul style="list-style-type: none"> Submits high quality work Contacts community partner in a timely manner Uses feedback given from Critical Friends to make adjustments
	(0% - 79%)	(80% - 90%)	(90% - 100%)
Final Presentation (10%)	<ul style="list-style-type: none"> Description of the unit is vague/ambiguous Describes the problem/challenge students need to solve Presentation is hard to follow and sometimes disorganized Presentation is less than 5 minutes Presenter is inaudible Presenter appears disheveled Attempts to and/or does not connect project to community partner(s) 21st century skill(s) are not embedded in the unit 	<ul style="list-style-type: none"> The Unit and the daily activities are clear and follow a logical sequence Presents the problem/challenge of the Unit in a creative, engaging way Presentation is organized and easy to follow Presentation is 5-10 minutes Presenter is audible Presenter is professionally dressed Unit is tied to Standards and learning outcomes Connects project to the community partner(s) Discusses which 21st century skill(s) are embedded in the unit 	In addition to meeting the ACCEPTABLE criteria ... <ul style="list-style-type: none"> Presents project using various forms of media Introduction of presentation engages the audience Conclusion of presentation leaves audience with a clear message and/or strong impression Showcases final product students will be producing Presenter is able to facilitate the discussion of public feedback Presenter is able to suggest "Next Steps" based on feedback from audience
	(0% - 79%)	(80% - 90%)	(90% - 100%)

COMMENTS:

The Six A's: Criteria for Designing Projects

Authenticity

- Where in the “real world” might an adult tackle the problem or question addressed by the project?
- How do you know the problem or question has meaning to the students?
- Who might be appropriate audiences for the students’ work?

Academic Rigor

- What is the central problem or question addressed by the project?
- What knowledge area and central concepts will in address?
- What habits of mind will students develop? (e.g., questioning and posing problems; precision of language and thought; persistence)
- What learning standards are you addressing through this project? Cite the source, e.g., district or state.

Applied Learning

- What will the students do to apply the knowledge they are learning to a complex problem? Are they designing a product, improving a system, organizing an event?
- Which of the competencies expected in high-performance work organizations (e.g., working in teams; using technology appropriately; communicating ideas; collecting, organizing, and analyzing information) does the project provide opportunities to develop?
- Which self-management skills (e.g., developing a work plan, prioritizing pieces of work, meeting deadlines, identifying and allocating resources) does the project require students to use?

Active Exploration

- What field-based activities does the project require students to conduct? (e.g., interviewing expert(s) or participating in a worksite exploration)
- Which methods and sources of information are students expected to use in their investigations? (e.g., interviewing and observing, gathering and reviewing information, collecting data, model-building, using on-line services)

Adult Connections

- Do students have access to at least one outside adult with expertise and experience relevant to their project who can ask questions, provide feedback, and offer advice?
- Does the project offer students the opportunity to observe and work alongside adults during at least one visit to a worksite with relevance to the project?
- Does at least one adult from outside the classroom help students develop a sense of the real-world standards for this type of work?

Assessment Practices

- What are the criteria for measuring desired student outcomes (disciplinary knowledge, habits of mind, and applied learning goals)?
- Are students involved in reviewing or helping to establish the project criteria?
- Which methods of structured self-assessment are students expected to use? (e.g., journals, peer conferences, teacher or mentor conferences, rubrics, periodic review of progress vis-à-vis the work plan)
- Do students receive timely feedback on their works-in-progress from teachers, mentors, and peers?
- What work requirements are students expected to complete during the life of the project? (e.g., proposal, work plan, reflection paper, mini-presentation, models, illustrations)
- Do students prepare a culminating exhibition or presentation at the completion of the project that demonstrates their ability to apply the knowledge they have gained?

Exemplary Categories for Six A's

Category	Exemplary
Authenticity	<p>Adults in the “real world” are likely to tackle the problem or questions addressed by the project.</p> <p>The problem or question has meaning to the students.</p> <p>There is an external audience for the student work.</p>
Academic Rigor	<p>There is a well-defined and clear Driving Question that is derived from specific nation, state, district, or school content standards.</p> <p>The project demands breadth and depth of specific knowledge of central concepts.</p> <p>Students develop new habits of mind (e.g., questioning and posing problems; precision of language and thought; persistence).</p>
Applied Learning	<p>Students apply new knowledge to a realistic and complex problem.</p> <p>Students use multiple high-performance work organization skills (e.g., working in teams; using technology appropriately; communication ideas, collecting, organizing, and analyzing information).</p> <p>Students formally use self-management skills (e.g., developing a work plan, prioritizing pieces of work, meeting deadlines, identifying and allocating resources) to improve their teams' performance.</p>
Active Exploration	<p>Students do field-based activities (e.g., interviewing experts, surveying groups of people, exploring worksites).</p> <p>Students gather information from a variety of primary sources and use a variety of methods (interviewing and observing, collecting data, model-building, using on-line services).</p>
Adult Connections	<p>Students have multiple contacts with adults outside of school who have expertise and experience and who can ask questions, provide feedback, and offer advice.</p> <p>Students have the opportunity to observe and work alongside adults in a worksite relevant to the project.</p> <p>Adults outside of school provide students with a sense of the real-world standards for this type of work.</p>
Assessment Practices	<p>Students help in establishing assessment criteria.</p> <p>Students use a variety of structured self-assessment s (journals, peer conferences, teacher or mentor conferences, and rubrics).</p> <p>Students receive frequent and timely feedback on their works-in-progress from teachers, mentors, and peers.</p> <p>The final product is a culminating exhibition or presentation in front of an informed audience</p> <p>The project employs multiple products, and all products are aligned with outcomes.</p>

Project Planning Form	
Project Title:	
Designed by Teacher and Email:	
Grade Level & Duration (Number of Weeks to Complete):	
<p>Project Idea Provide a brief summary of what students will be doing to address the problem, challenge, need, and/or concern. (2-3 sentences)</p>	
<p>Authenticity Explain how this project addresses an authentic, real-world problem/challenge/need/concern.</p>	
<p>Problem Statement* What is the main problem students will be addressing? (*This is a statement not a question.)</p>	
<p>Driving Question What will be the one main question driving your project?</p> <p><i>Possible Template:</i> How do we as _____ do _____so</p>	

that _____?								
Entry Event to launch inquiry and engage students. (What is the hook to launch this project?)								
Standards What content standards will you cover in this project?								
Community Partners This is an expert, professional from the community that will be helping with the project.		Name(s): Contact Information(s): Community Partner's Role: <input type="checkbox"/> Co-planning project <input type="checkbox"/> Project Launch <input type="checkbox"/> Guest Evaluator <input type="checkbox"/> Guest Speaker <input type="checkbox"/> Professional Contact for Research <input type="checkbox"/> Helping with project feedback & revision <input type="checkbox"/> Other:						
T = Taught; P = Practiced; A=Assessed		T	P	A	T = Taught; P = Practiced; A=Assessed	T	P	A
Learner Outcomes (21 st Century Skills addressed: taught, practiced, and/or assessed)	Written Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work Ethic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Civic Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Growth Mindset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Information Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Habits of Mind: (Indicate 1 or 2 habits of focus in this unit.)	<input type="checkbox"/> Persisting <input type="checkbox"/> Managing impulsivity <input type="checkbox"/> Listening to others <input type="checkbox"/> Thinking flexibly	<input type="checkbox"/> Thinking about thinking <input type="checkbox"/> Striving for accuracy/precision <input type="checkbox"/> Questioning/posing problems <input type="checkbox"/> Applying past knowledge	<input type="checkbox"/> Communicating with clarity <input type="checkbox"/> Gathering data – all senses <input type="checkbox"/> Creating, imagining, innovating <input type="checkbox"/> Responding with awe	<input type="checkbox"/> Taking responsible risks <input type="checkbox"/> Finding humor <input type="checkbox"/> Thinking interdependently <input type="checkbox"/> Learning continuously				

Student Work: Anticipate the ideal student work that would represent a thorough understanding, application of the core knowledge and skills (both content & 21 st Century Skills) you expect at the end of the project. Write down your thoughts here.		Beginning of Project:	
		Middle of Project:	
		End of Project:	
Student Productions What end products will students be creating? What do you need to create rubrics for?	Group End. Products: (major types)		Check all that apply: <input type="checkbox"/> Class <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Web (public) <input type="checkbox"/> Parents <input type="checkbox"/> Other:
	Individual End Products: (major types)		
Assessments for Benchmarks/ Milestones & Reflection	Rubric(s) used for this project (check and describe all that apply)	<input type="checkbox"/> Multimedia presentation rubric	<input type="checkbox"/> Other:
		<input type="checkbox"/> Oral presentation rubric	<input type="checkbox"/> Other:
		<input type="checkbox"/> CCSS ELA & literacy writing rubrics	<input type="checkbox"/> Other:
		<input type="checkbox"/> School writing rubric	<input type="checkbox"/> Other:
		<input type="checkbox"/> School learner outcomes rubric	<input type="checkbox"/> Other:
	Assessment type(s) used for this project (check and describe all that apply)	<input type="checkbox"/> Quiz:	<input type="checkbox"/> Performance Assessment:
		<input type="checkbox"/> Test:	<input type="checkbox"/> Notes review:
		<input type="checkbox"/> Essay:	<input type="checkbox"/> Checklist:
	Reflection tools (check and describe all that apply)	<input type="checkbox"/> Online Assessment:	<input type="checkbox"/> Concept Maps:
		<input type="checkbox"/> Survey:	<input type="checkbox"/> Focus Group
<input type="checkbox"/> Discussion:		<input type="checkbox"/> Personal Learning Plan	
<input type="checkbox"/> Journal		<input type="checkbox"/> Student/Teacher Conference	
Project Resources What resources & materials will students need in	On-site personnel:		
	Technology:		
	Community resources:		
	Print resources:		
	Online resources:		

order to successfully complete the project?		
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SCAFFOLDING NTKs: Activity Selection and Assessment Planning

Anticipated Knowledge and Skills Students Need (NTKs) <i>Knowledge and skills needed by students to successfully complete culminating products and performances, and do well on summative assessments</i>	Assignment or Activity to Address NTKs <i>Scaffolding, materials, and lessons to be provided by the project teacher, other teachers, experts, mentors, community members</i>	How Assignment or Activity Will be Assessed	Learning Outcomes Addressed in Assignment/Activity <i>Students will be able to...</i>

PROJECT CALENDAR

(*Feel free to add more columns and modify this to fit your needs.)

Monday	Tuesday	Wednesday	Thursday	Friday
WEEK ONE				
WEEK TWO				
WEEK THREE				
WEEK FOUR				

NAME:

PBL In Action: Wingspan

The point of these videos is to help you understand how projects are created and how teachers can cross disciplines to develop projects. It is also meant to ground everyone to the basic knowledge of PBL and what it looks like in the classrooms.

Your response to each question should be 2-5 sentences.

1: Begin with the End in Mind (<https://www.youtube.com/watch?v=CB9ffc5YFXE>)

What should teachers consider when initially developing a project?

What evidence did you have that these teachers were considering these ideas?

2: Craft the Driving Question for your Project (<https://www.youtube.com/watch?v=a487rcwqsLc>)

In the video, you witnessed the development of one driving question and several secondary questions. In PBL, the mindset shifts from “covering curricular goals” to “answering questions” by restating these goals as questions that should be answerable by the students at the end of the project. Based on what you saw in the video, what advice would you have to teachers developing driving questions for a project?

3: Plan the Assessment (<https://www.youtube.com/watch?v=WftJ1rGsJi0>)

What kinds of assessments are in place for this project? How do these assessments measure students’ ability to meet the range of outcomes for the project?

NAME:

4: Manage the Process (<https://www.youtube.com/watch?v=pBWd8JMwmRU>)

What actions did the teacher take to help his students best manage their project?

Who assessed this project?

Name:

Date:

Name:

REFLECTION: Edutopia Resources Reflection

GOAL: The goal of this assignment is for you to investigate Edutopia resources to help with your PBL implementation.

1. Go to Edutopia. Searching for “PBL” may help or type in any buzzwords associated with your DQ.
2. Submit a reflection via BS (no more than 300 words) of what you found helpful on Edutopia.
1. Cite at least 2 sources from Edutopia. Provide title and webpage.
2. Synthesis of why they were helpful to you in answering your DQ.

Driving Question of your PBL Unit:

Edutopia RESOURCE #1

Title and Webpage Link:

Synthesis of why it was relevant to your personal DQ (limit 150 words):

Edutopia RESOURCE #2

Title and Webpage Link:

Synthesis of why it was relevant to your personal DQ (limit 150 words):

Submit as a Word Document, with file naming convention:

“NAME_Edutopia.doc”

Name:

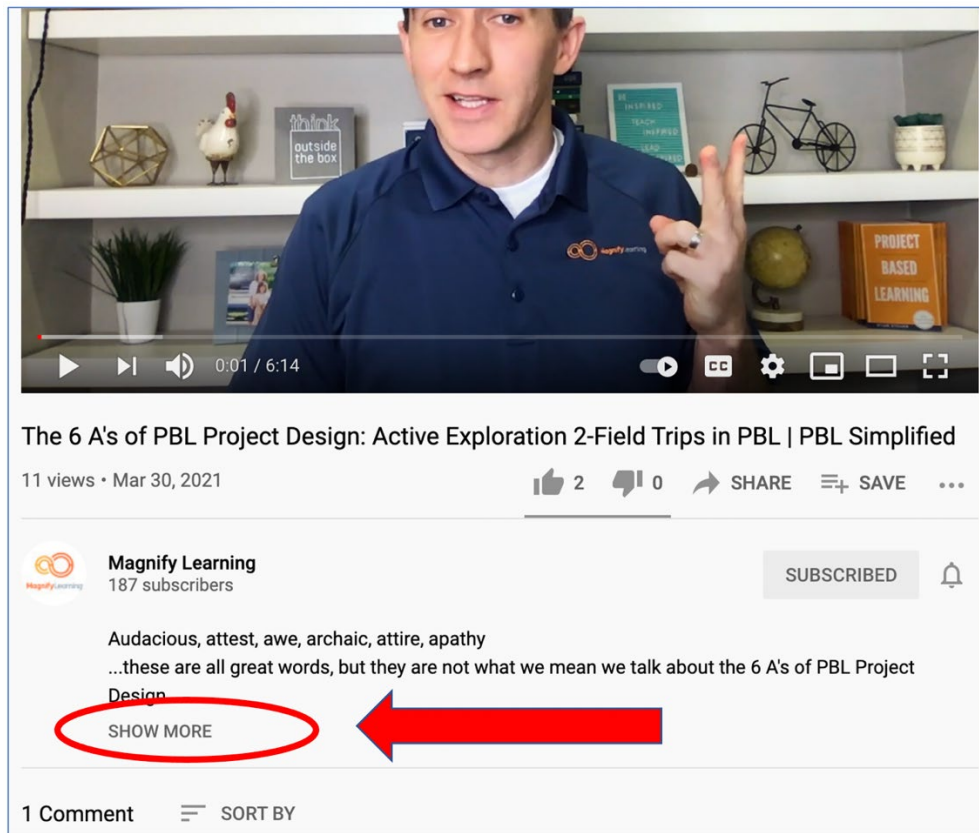
Date:

REFLECTION: Magnify Learning Resources Reflection

Driving Question of your PBL Unit:

INVESTIGATING MAGNIFY LEARNING (ML) VIDEOS

Examine videos from Magnify Learning's YouTube Channel. Pick 2 videos and write reflections on them. Make sure to also click on the "Show More" (see red arrow below) to get additional resources on a particular topic.



The 6 A's of PBL Project Design: Active Exploration 2-Field Trips in PBL | PBL Simplified

11 views · Mar 30, 2021

2 0 SHARE SAVE ...

Magnify Learning
187 subscribers

SUBSCRIBED

Audacious, attest, awe, archaic, attire, apathy
...these are all great words, but they are not what we mean we talk about the 6 A's of PBL Project Design

SHOW MORE

1 Comment SORT BY

ML VIDEO #1

Title of the ML Video:

Link:

Summary of the video and/or resources found (limit 150 words):

Name:

Date:

Relevance of the video and/or resources with respect to your personal DQ (limit 150 words):

ML VIDEO #2

Title of the ML Video:
Link:
Summary of the video and/or resources found (limit 150 words):
Relevance of the video and/or resources with respect to your personal DQ (limit 150 words):

Submit as a Word Document, with file naming convention:

“NAME_ML.doc”

Name:

Date:

REFLECTION: PBLWorks Resources Reflection

GOAL: The goal of this assignment is for you to investigate PBLWorks resources to help your implementation of PBL.

1. Go to <https://my.pblworks.org/> and log in or register for free. (They don't spam you).
2. Go to <https://my.pblworks.org/resources>
3. On the left side, there are articles, project videos, other videos, planning tools, rubrics, strategy guides, and student handouts.
4. Based on your personal DQ, pick any resources that will help you.
5. Write a reflection based on 2 resources you found helpful.
 - A. **Cite at least 2 sources** from PBLWorks. Provide title and webpage link.
 - B. Synthesis of why they were helpful to you in answering your personal DQ.

Driving Question of your PBL Unit:

PBLWORKS RESOURCE #1

Title and Webpage Link:

Synthesis of why it was relevant to your personal DQ (limit 150 words):

PBLWORKS RESOURCE #2

Title and Webpage Link:

Synthesis of why it was relevant to your personal DQ (limit 150 words):

Submit as a Word Document, with file naming convention:

“NAME_PBLWorks.doc”

Name:

Date:

Final Paper Reflection
Due June 28th, 8pm via Brightspace
40 points

Driving Question of your PBL Unit:

You've shared your PBL Unit in the Digital Presentation and also talked about your personal DQ. Reflect on the entire project and process. What worked? What would you change? Why? What are actionable, next steps based on the comments and what you've presented? Ground your reflection on the Six A's, learning outcomes, and data.

Include evidence for your claims by incorporating readings, research articles, video clips, etc. from this class to support your thoughts. It may help to re-read through the reflection papers you have written thus far.

The formal, final paper should be well organized. **One-page, single-spaced**, Times New Roman font size 12, with one-inch margins. Include APA in-text citations **and** a reference list. The reference list is not part of the page limit. Name the file "Name_FinalPaper.doc" and submit it to Brightspace.

REFERENCES

Submit assignment with file name: "Name_FinalPaper.doc."