Project Based Learning – YOU can do this!

EDUO 9878 2 Semester Credits/Units

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Note: This is a Public syllabus of the course. Assignment are not fully detailed. <u>For a full detailed syllabus please email the instructor.</u>

Course Overview

Project Based Learning, PBL, goes beyond the typical research and deliver "projects" so familiar to teachers and students. PBL focuses as much on the process of instruction and strategies as on the product. Projects engage students and matter to them. Topics are relevant. Depending on their age, students can be guided or become self-guided to formulate their own challenges and questions and procedures to reach goals they deem important to success. Critical thinking, problem solving, collaboration, discovery, use of technology and presenting to an audience are essential, self-evolving pieces of PBL projects.

Required Text: Hacking Project Based Learning: 10 Easy Steps to PBL and Inquiry in the Classroom available at Amazon and other online retailers

Supplemental Text Content: Cooper on Curriculum – email required to download supplements.

<u>*By the end of the course assignments you will have created the framework for a PBL unit to use with students.*</u>

Course Objectives

This course will give students opportunity to:

- Develop and Display a cognitive perception of Project Based Learning
- Learn step-by-step how create a Project Based Learning classroom environment
- Develop a Project Based Learning unit from planning to implementation and reflection

Course Relation to Professional Standards

This course aligns to:

The National Board for Professional Teaching Standard's in the following propositions 1, 3, 4 and 5:

The International Society for Technology and Education Teacher and Student Standards.

CCS <u>English Language Arts</u>:

- Conduct short as well as more sustained research projects based on focused questions.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

[Next Generation Science Standards](#)
   - Developing and using models; Planning and carrying out investigations
   - Analyzing and interpreting data; Engaging in argument from evidence
   - Obtaining, evaluating, and communicating information
ISTE - Empowered Learner; Innovative Designer; Creative Communicator; Global Communicator

How to Complete and Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Each assignment will have directions for preparation, content and where to submit work. Where Name each file with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each written document page. You will receive feedback within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Assignments

There are 8 assignments, a Forum posting and response and completion your PBL **Blueprint**. The PBL Blueprint will be filled out after each assignment and submitted at the end of the course. Download the **PBL BluePrint** file from the Moodle course page, copy it from this document or create your own using the exact formatting. When completed, the document will be lengthy with content you have entered.

Using the Textbook
Hacking Project Based Learning - The 10 Easy Steps to PBL and Inquiry in the Classroom will give you opportunity to make your classroom a culture of inquiry and creativity that through a blending of old and new strategic instructional and learning activities allows students to thrive in a PBL environment.
Each chapter in the book is organized into six sections:

- ***The Problem***
- ***The Hack***
- ***What YOU Can Do Tomorrow***
- ***A Blueprint for Full Implementation***
- ***Overcoming Pushback***
- ***The Hack in Action***

These sections will guide your PBL journey. Each chapter will be your primary resource for course assignments. Other online resources will be used as supplements to assignments.

Successful completion of assignments will require summarizing book chapters in a variety of ways, providing feedback of chapter content, assessing obstacles, things you may already be doing toward PBL and saying what small or large steps you can take towards creating a PBL unit as you progress through the book and other resources.

YOU'LL BE ASKED EARLY IN ASSIGNMENTS TO BEGIN WORKING ON A PROJECT BASED LEARING UNIT SO IT IS HIGHLY RECOMMENDED THAT YOU FAMILIARIZE YOURSELF WITH THE BOOK AND VIEW THIS VIDEO BEFORE PROCEEDING WITH THE ASSIGNMENTS.

Assignment *1*

Objective: Promoting Inquiry and Creativity through PBL - Hack 1
PBL is not easily defined and not easily explained in just a few sentences. PBL is a well-planned process that often seems chaotic to those observing. Some educators consider it risky in this age of teaching to standards and need convincing of PBL's value to student achievement. Thank goodness students are curious. Curiosity can be the seed of enlightenment and knowledge.

Tasks:
1A Create Two Projects, 1A1 and 1A2. <u>Be creative!</u>

Weave the following into your Parts A and B Tasks below:

- What PBL is and what it isn't
- What has happened to classroom creativity? Do current learning standards kill creativity? Is it too hard to implement? Do I already do really creative things with students?

<u>1B</u> Add to your PBL Blueprint

Start to fill in your PLB Blueprint by adding:
- Add a 2-Sentence Hack Summary for Hack 1 to your PLB Blueprint. The 2 sentences summarize the main idea of the chapter.
- Add to your PBL Plan, How I will revise my classroom environment to be ready for PBL activities. Starting sentences are included for each Hack topic. Entries in this column should be comprehensive, expressing in your words how you will proceed with the Hack topic.

Assignment 1 Resources: Textbook Hack 1 and the following links.

- [What is Project Based Learning?](#) **<u>View the video</u>** which is also found as a [TED Talk](#)

Assignment *2*

Objective: Enhance PBL projects using collaborative dissonance as a catalyst – Hack 2
Collaboration is a big deal right now. Collaboration must be taught. It is a skill. Part talking, part listening part negotiating and repeating the process until the groups is happy. The process is really more important than the product.

Tasks:
2A Develop a lesson or process that teaches Collaboration with a clear objective.

Place your finished 2A document into the Assignment 2 Dropbox

Weave the following into your Task:

- Collaboration as a skill that leads to something
- Empathy and collaboration

<u>2B</u> Add to your PBL Blueprint

Before you proceed to Assignment 3, it's time to come up with a PBL unit. The remaining assignments are built around a unit idea.

Assignment 3

Objective: Plan your PBL unit by Selecting Worthy Content to Construct High Impact Takeaways. Hacks 3, 4.

Task: Find the focus. Give birth to your PBL unit's main topic. What is it you want your students to learn about. You are not at the point of stating the Driving Question yet. Read the chapter thoroughly for help. Get ideas from [The PBL Super Highway… Over 45 Links To Great Project Based Learning](#) **or search on your own.**

Weave the following into your Task:

- The unit's focus. It's topic.
- Define the High Impact content of the unit. This will support the unit' focus.

Assignment 3 Resources: Textbook Hack 3 and 4 and the following links.

Assignment 4

Objective: Learn PBL Inquiry strategies and Ongoing Assessment - Hacks 5 and 6.

Tasks: Create an Umbrella (also referred to in PBL as Driving) Question and create a Progress Assessment Tool

Weave the following into your Task:

- Starting Small – Teacher generated inquiry discussions
- Going Bigger – Student By-in through generated inquiry discussions

Assignment 5

Objectives: Learn to use Feedback - Hack 7

Tasks: Create a PBL Feedback Plan and Guide based on Hack 7

Weave the following into your Task:

- Formative feedback is essential
- Feedback comes from many parties and in many forms

Assignment 5 Resources: Textbook Hack 7 and the following links.

- [5 Simple Ways to Give Students Feedback During Project Based Learning](#)

Assignment 6

Objectives: Creating Mini-Lessons - Hack 8

Tasks: Create 2 Mini-Lessons that support your PBL unit's Umbrella/. Base the lessons on the guidelines found in Hack 8.

Weave the following into your Task:

- The lessons support your PBL
- The lessons are group projects

6dB - Add to your PBL Blueprint

Assignment 6 Resources: Textbook Hack 7 and 8 and the following links.

- PBL Mini Lessons

Assignment 7

Objectives: Determining Final Assessment Needs - Hack 9

Tasks: Read Hack 9 and write your opinion on the need for a Summative assessment.

Assignment 7 Resources: Textbook Hack 7 and 8 and the following links.

- PBL Blended Formative and Summative Assessments

Assignment 8

Objectives: Publishing PBL Products - Hack 10

Tasks: Determine not IF but HOW you will publish the PBL work accomplished by students.

8B - Add to your PBL Blueprint

Assignment 8 Resource

- From Turn-It-In to Posting, Publishing, Presentation, & Portfolio

End of Course Assignments

My PBL Blueprint _____

Your name

2 Sentence Hack Summary	My PBL Plan
Hack 1	How I will revise my classroom environment to be ready for PBL activities.
Hack 2	I'm going to start teaching students how to collaborate by…

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
Shows exemplary understanding of course objectives evidenced by completion of required course assignments.	Shows basic understanding of course objectives evidenced by completion of required course assignments.	Needs more time to develop an understanding of course objectives.
All course assignment requirements were completed per instructions. Written work, media files, postings within Moodle and to sites outside of Moodle were completed. Quality of media work is exceptional and supports assignment objectives. Assignment responses reflect necessary research, reflective thoughts and summations.	The majority of course assignment requirements were completed per instructions. Written work, media files, postings within Moodle and to sites outside of Moodle were completed. Quality of media work is exceptional and supports assignment objectives. Assignment responses reflect necessary research, reflective thoughts and summations.	Needs more time to develop assignment requirements per instructions, including written work, media files, postings within Moodle and to sites outside of Moodle were completed. Quality of media work is not acceptable. Assignment responses do not reflect necessary research, reflective thoughts and summations.
All responses are organized very well. Work is original. Supporting material easy to locate, clearly labeled and related to the corresponding assignment.	Organized fairly well. Work is original. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.	Organized poorly. Not all work is original. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Assignments are poorly labeled.
Free of spelling and grammatical errors. Word processing files and other document files were completed using required formatting.	Most work is free of spelling and grammatical errors. Most word processing and other document files were completed using required formatting.	Numerous spelling and grammatical errors. Word processing and other document files are poorly formatted.