

## **CTE 5669, Project-based Learning Syllabus**

### Spring 2021

#### **Instructor Information**

- Dr. Elizabeth Diamond, Associate Professor of Career and Technical Education
- Office: *normally*, Ritter Hall 360 – at the moment, at home
- Office Hours: By appointment
- Email: ediamond@temple.edu

#### **Course Information**

- Course Number: CTE 5669
- Course Title: Project Based Learning
- Credits: 3 graduate hours
- There are no co-requisites or pre-requisites

#### **Course Description**

The course is designed to help pre-educators and in-service educators plan and apply learning theory and principles of project-based learning to the development of business-related instruction in the K - 12 classroom.

#### **Course Overview and Goals**

Students will demonstrate via an ePortfolio presentation their ability to create, construct, and implement technology projects in k – 12 classrooms by applying researched constructivist learning theory and the principles of project-based learning. Activities in this course will include discussions, essays, presentations, projects, and an ePortfolio.

#### **Upon Completion of this Course, students will be able to:**

1. Discuss and critique the merits of project-based instruction in terms of students' cognitive development, content-specific participatory practices, equity, and motivation.
2. Reflect and apply constructivist learning theories unique to k – 12 education and connect selected theorists to project-based instruction.
3. Compare, contrast, and evaluate project-based and other instructional approaches, both in general and for particular instructional goals.
4. Use PBL (Project Based Learning) design and inquiry principles to develop an interdisciplinary, two-to four-week project-based unit for BCIT/Marketing Education (e.g. digital citizenship, career, entrepreneurship, microcomputer applications, programming, etc.) that explicitly links to district, state, and/or national content and inquiry standards.
5. Create and evaluate alternative assessments appropriate for project-based instruction.
6. Evaluate and demonstrate an understanding of relevant technologies to develop projects and integrate technology into curricular units.
7. Show sensitivity to and demonstrate how to proactively handle equity and diversity issues in classroom teaching, ensuring that all students have an opportunity to learn through instruction that promotes equitable and diverse participation, and become aware of students' funds of knowledge as a resource.

### **Course Presentation**

This is an online, asynchronous course. There may be a few times when a synchronous session will be available to attend, which will be taped for later viewing. We will work to find times when everyone can be available when we have these sessions.

### **Course Materials**

There are no textbooks required for this course. This course uses Open Education Resources in digital formats. All readings, videos and other activities can be accessed through the course site on Canvas. Our course materials were created, developed, and assembled by Dr. Elizabeth Diamond and funded by the Charles Library Textbook Affordability Project. High quality and affordable materials are essential for a quality course. Effort and care was involved in developing these materials for the course. I am interested in your experience with these materials and welcome your feedback in an anonymous survey towards the end of the course, and anytime during the class.

### **Required Technology Requirements:**

- Computer with Internet capabilities to complete course requirements in Canvas, link to videos and online materials, to complete research, etc.
- MS Word, OpenOffice Writer, Google Docs, etc.
- A web camera and microphone to use Zoom for online meetings
- Ability to video using web camera, phone, etc. and upload to computer/Canvas.
- MS Office is available for all Temple students. Start here to find out how to download it : <https://its.temple.edu/microsoft-365-getting-started>
- Temple also has several other free applications available for students. Review the Temple IT page here for more information: <https://its.temple.edu/>

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the Student Technology Assistance Application form. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

### **Course Management**

All course information and instructions are in Canvas. The course is organized into Modules. View the *Course & Instructor Introduction video* in Canvas to understand how to navigate through the course in Canvas.

To get to the course in Canvas:

1. Go to Temple.edu
2. Click on TU Portal in the upper right-hand corner
3. Sign in with your Accessnet number (3 number 5 numbers) and password
4. On the left-hand side of the screen there is a list of TU Applications. Click on Canvas.
5. Find the course number on the dashboard. Left click to open it.

### **Class Participation**

Students are expected to devote approximately 9 hours per week to the course. Activities will include, but are not limited to:

- Reading and analyzing books section, articles, other information
- Completing individual assignments

- Participating in Canvas discussions, including posting and responding to at least 2 other postings. It is expected that *positive and professional online etiquette* will be followed during discussions, emailing, or other form of communication
- Presentations

### Course Project/Final Assessment

The student will develop an ePortfolio, using a digital platform of your choosing, which will include:

- Reflection of the course, assignments/discussions, unit and lesson plans, etc.
- Alignment of the International Standards for Technology in Education (ISTE) and PA Educational Standards with Project-based unit.
- Unit and lesson plans for a project-based unit related to Business, Computer, and Information Technology Education or Marketing Education.
- Examples of Authentic Assessment in CTE, including Rubric design
- Theorists and constructivist learning theories essays & project
- Assignments
- Other items as identified throughout the course

### Theorists for Study

Understanding Educational theory is important for all educators. We will review several theorists relevant to CTE and Constructivism. Assignments will include reading, research, essays/video presentation/powerpoints, and reflections.

- Benjamin Bloom
- Lev Vygotsky
- Howard Gardner
- Abraham Maslow
- Jerome Bruner
- Jean Piaget
- John Dewey

### Grading of Assignments, Activities & Projects

The grade for this course will be determined according to the following formula:

Assignments, Activities & Projects	% of Final Grade
Final ePortfolio	15%
Weekly Discussions & Assignments	40%
Theorist Essays & Reflections	15%
PBL Projects	30%

### Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Grade Points	Letter Grade	Percent	Grade Points
A	92.5% and >	4.00	C+	77.5% - 79.99%	2.33
A-	90.0% - 92.49%	3.67	C	72.5% - 77.49%	2.00
B+	87.5% - 89.99%	3.33	C-	70% - 72.49%	1.67
B	82.5% - 87.49%	3.00	D+	67.5% - 69.99%	1.33
B-	80% - 82.49%	2.67	D	62.5% - 67.49%	1.00
			D-	60% - 62.49%	.67
			F	59.99% and <	.00

### **View Grades**

Grades can be viewed on the Canvas for this course.

### **Course Schedule**

The course planner is at the end of the syllabus.

### **Resources**

- Access your course materials
  - <https://templeu.instructure.com/> (<https://templeu.instructure.com/>)
- Databases, journal articles, and more
  - [Temple University Libraries](http://library.temple.edu/) (<http://library.temple.edu/>)
- Receive Assistance with strengthening your writing
  - [Temple University Writing Center](http://www.temple.edu/writingctr/) (<http://www.temple.edu/writingctr/>)
- Obtain 24/7 technology assistance
  - [Computer Services Helpdesk](http://www.temple.edu/helpdesk) (<http://www.temple.edu/helpdesk>) or 215-204-8000
- 

The following academic support services are available to support you. Check the color-coded system in TUPortal to determine which services are virtual or in-person:

- [Student Support Services](#)
- [University Libraries](#)
- [Tuttleman Counseling Services](#)
- [Disability Resources and Services](#)

### **COURSE POLICIES**

#### **TEMPLE AND COVID-19**

Temple University's motto is Perseverance Conquers, and we will continue to meet the challenges of the COVID pandemic with flexibility and resilience. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we're in this together so we can be together.

#### **Attendance Protocols and Your Health**

To achieve course learning goals, students must attend in-person classes, and/or participate in classes or portions of classes that are taught remotely, to the extent that they are able. However, if you feel unwell or if you are under quarantine because you have been exposed to the virus, you should not come to campus, and you will not be penalized for your absence. Instructors are required to ensure that attendance is recorded for each in-person class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Students should contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

Your attendance and participation is expected at all iterations of our class meetings, face to face and online, and assures that you and your colleagues get the full benefit of taking this class. Your absence and/or coming late or leaving early is a detriment to yourself and to your colleagues. We need all of you here to have productive and meaningful discussions, which includes active participation on the

Canvas discussion board. It is expected that after your initial post, you will respond to at least two other posts. This means that **your posts should be submitted early the week, usually by Wednesday**, so that everyone has a chance to respond. If you are not in class or present online for any reason, you are responsible for finding out from another student what you missed.

### **Late Assignment**

All assignments are to be turned in electronically by 11:59PM on the due date. Assignments turned in more one week late, without prior approval of the instructor will result in a grade no higher than a B. It is important that you communicate with the instructor if you need to submit an assignment late.

### **Incomplete Grade Policy**

Incomplete grades will be granted only in rare circumstances, require the approval of the instructor, and will following the University's incomplete grade policy. Students who have not completed all the requirements prior to the last day of class will need to talk with the instructor about how this will be rectified.

### **Academic Honesty/Plagiarism**

You are expected to do your own work and any form of academic dishonesty—plagiarism and cheating—is as unacceptable in this course as it is across the University and throughout higher education. Plagiarism is defined in the Bulletin as “the unacknowledged use of another person's labor, another person's ideas, another person's words, and another person's assistance.”

### **Disability Disclosure Statement**

Please bear in mind that COVID-19 may result in a need for new or additional accommodations.

***Temple University is committed to the inclusion of students with disabilities and provides accessible instruction including accessible technology and instructional materials.***

Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

### **Student and Faculty Academic Rights and Responsibilities**

The University's policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) can be accessed through at: [Temple University Policies and By-laws: http://policies.temple.edu/getdoc.asp?policy no=03. 70. 02.](http://policies.temple.edu/getdoc.asp?policy%20no=03.70.02)

### **Technology Usage Policy**

Read Temple University's Technology Usage policy which includes information on unauthorized access, disclosure of passwords, and sharing of accounts. The [Temple University Technology Usage Policy](http://policies.temple.edu/PDF/84.pdf) can be accessed at <http://policies.temple.edu/PDF/84.pdf>

### **Grade Grievances**

"It is in the best interest of the College to foster a spirit of justice and fairness among students, faculty, and administrators. Toward this end, the College has established a system intended to afford students

an adequate opportunity to appeal academic decisions or academic actions of faculty, administrators, or other College employees. If you would like to appeal an academic decision, you should consult the document explaining the system

<http://education.temple.edu/sites/education/files/uploads/coe/Student-Grade-Appeals-System-05212008Vd.pdf>

That document details the conditions under which an academic decision might be reversed. Appeals of academic decisions must begin with the ombudsperson (education.ombudsperson@temple.edu) and should not be directed to the College's administration."

### **Student Behavioral Expectation and the Conduct Code**

The College of Education at Temple University promotes education as a primary mechanism for social mobility and social justice for all learners. Our mission is to prepare all of our students to be ethical and effective professionals who will employ leading-edge understandings and evidence-based practices in whatever setting they work. In order for us to achieve that mission, we have to have high expectations for our students from the onset of their studies. The Temple University Student Code of Conduct sets forth enforceable rules for conduct, articulates those standards and delineates the process employed when standards are not met. You are expected to become familiar with this document and comply with it. Note that these standards are not exhaustive, and you should be aware that your specific program, professional organizations you may join, licensing and/or local, state and/or federal statutory bodies may also set forth additional enforceable rules of conduct.

1) Temple University Student Conduct Code

<https://studentaffairs.temple.edu/student-conduct-and-community-standards>

2) Pennsylvania's Code of Professional Practice and Conduct for Educators, Chapter 235

<https://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

<http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/default.aspx>

*This document formatted in Century Gothic font to decrease ink usage.*

## Course Planning Worksheet – CTE 5669

**Instructor:** Dr. Elizabeth Diamond | **Course:** CTE 5669 Project Based Learning | **Course Start date:** 1/19/2021

**Meeting dates (if hybrid):** Asynchronous; *Office hours:* By Appointment

**Course textbook (+ISBN)** None

**Course Textbook Name:** Open Educational Resource Website – PBL in CTE: <https://sites.google.com/temple.edu/pbl/home>

**Course Objectives** (by the end of this course students will be prepared to):

Course Objective	Module-Week Covered
1. Discuss and critique the merits of project-based instruction in terms of students' cognitive development, content-specific participatory practices, equity, and motivation.	1, 2, 3, 5, 6, 7
2. Reflect and apply constructivist learning theories unique to k – 12 education and connect selected theorists to project-based instruction.	2, 3, 4, 6, 7, 8, 9, 12, 14
3. Compare, contrast, and evaluate project-based and other instructional approaches, both in general and for particular instructional goals.	1, 2, 3, 5, 6, 7, 8, 9, 10
4. Use PBL (Project Based Learning) design and inquiry principles to develop an interdisciplinary, two-to four-week project-based unit for BCIT/Marketing Education (e.g. digital citizenship, career, entrepreneurship, microcomputer applications, programming, etc.) that explicitly links to district, state, and/or national content and inquiry standards.	1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14
8. Create and evaluate alternative assessments appropriate for project-based instruction.	4, 5, 6, 7, 11, 12, 13, 14
9. Evaluate and demonstrate an understanding of relevant technologies to develop projects and integrate technology into curricular units.	4, 6, 7, 8, 9, 10, 11, 12, 13, 14
10. Show sensitivity to and demonstrate how to proactively handle equity and diversity issues in classroom teaching, ensuring that all students have an opportunity to learn through instruction that promotes equitable and diverse participation, and become aware of students' funds of knowledge as a resource.	6, 7, 8, 9, 10, 11, 12, 13

**Course Project/Final Assessment** - The student will develop an ePortfolio, using a common online format, which will include:

- Reflection of the course, assignments/discussions, unit and lesson plans, etc.
- Alignment of the International Standards for Technology in Education (ISTE) with PBL Units.
- Unit and lesson plans for a project-based unit related to Business, Computer, and Information Technology Education or Marketing Education.
- Examples of Authentic Assessment in CTE, including Rubric design
- Theorists and constructivist learning theories essays & project
- Assignments
- Other items as identified throughout the course

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? <i>Try to be specific i.e. replicate what would show up in the course page.</i> <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Module 1 (Week 1) – Week Beginning Jan. 19/2021</b>	1. Identify Project Based Learning principles (CG 1,3)  2. Explore PA BCITE/ME Standards and PA Common Core Standards (CG4)	1. Welcome to Course Video (25 min)  2. Complete Introduction Discussion Board (45 min) a. <b>Introductory Ice Breaker Post:</b> complete the forum prompts to introduce yourself to the class; Comment/Reply to 2 classmates  3. Review Standards – PA BCITE, Marketing Ed Tasks list, ISTE, & NSBE (60 min) [ Links in Canvas]  4. Read a. Chapter 1. What is PBL (60 min) b. Chapter 2. PBL or PBL? (90 min) Link for Chapter reading: <a href="https://sites.google.com/temple.edu/pbl/home">https://sites.google.com/temple.edu/pbl/home</a>	To Do List  1.1) Watch Welcome to the Course video (25 min)  1.3) Discussion - "ice breaker" prompt (45 min)  1.3) Read and identify the standards that may be used in developing projects - PA BCITE/ME Standards, NSBE, ISTE (60 min)  1.4) Personally reflect on Chapter readings.	Discussion (45 min) 1. Icebreaker Intro



Week or Unit	Learning Objectives By the end of these activities/ lessons, students will be able to:	Learning Activities What will students do (read, watch, listen to, perform)? Try to be specific i.e. replicate what would show up in the course page. <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	Learning Actions What will students do to make sense of the new information?	Assessment To demonstrate learning students will:
Week or Unit 2 – week beginning Jan. 25	<p>1. Discuss Student engagement related to PBL (CG 1)</p> <p>2. Explain the Aim, Phases and Features of PBL (CG 1,3)</p> <p>3. Reflect on Theorist: Benjamin Bloom (CG 2)</p>	<p>1. Module 2 video</p> <p>2. Read</p> <ul style="list-style-type: none"> <li>a. Chapter 3. Gold Standard PBL (60 min)</li> <li>b. Chapter 4. Setting the Stage for PBL (45 min)</li> <li>c. Chapter 5. Steps to the Best Projects (45 min)</li> </ul> <p>Link for Chapter reading: <a href="https://sites.google.com/temple.edu/pbl/home">https://sites.google.com/temple.edu/pbl/home</a></p> <p>3. Theorist: Benjamin Bloom</p> <ul style="list-style-type: none"> <li>a. Watch (5 min): <a href="#">Benjamin Bloom: Watch Bloom's Taxonomy: How, Why, &amp; Top Examples</a> [Teachings in Education]. (Mar. 28, 2017). Bloom's taxonomy: Why,how, &amp; top examples. Retrieve from <a href="https://www.youtube.com/watch?v=O0y3m02uEaE">https://www.youtube.com/watch?v=O0y3m02uEaE</a></li> <li>b. Find and Read at least 1 other reference about B. Bloom (60 min).</li> <li>c. <b>Theorist Discussion 1:</b> Write a short essay (2-3 paragraphs) explaining Bloom's theory and how it relates to what you know about PBL. (45 min) Use the Rubric for Weekly Theorist as a guide.</li> <li>d. Comment/reply to 2 classmates (45 min)</li> </ul> <p>Discussion:</p> <ol style="list-style-type: none"> <li>1. <b>Discussion 1:</b> What is the aim of PBL? What are the phases of PBL? What about PBL do you feel comfortable with and what do you think you might have problems with? What do you think are the merits of PBL in relation to student engagement? (45 min. Comment/reply to 2 classmates (45 min)</li> </ol>	<p>To Do List:</p> <p>2.1) Watch introductory video</p> <p>2.2) Read Chapters 3 – 5</p> <p>2.1b) Reflect: What is the aim of PBL? What are the phases of PBL? What about PBL do you feel comfortable with and what do you think you might have problems with? What do you think are the merits of PBL in relation to student engagement? Comment/reply to 2 classmates</p> <p>2.3a) Watch <a href="#">Benjamin Bloom: Watch Bloom's Taxonomy: How, Why, &amp; Top Examples</a></p> <p>2.2b) Find and read at least 1 reference about B. Bloom</p> <p>2.2c) Write short essay about B. Bloom, his theory and how it relates to what you know about PBL. Use the Rubric for Weekly Theorist as a guide.</p> <p>2.2d) Reflect: Share your essay on the discussion board. Comment/reply to 2 classmates</p>	<p>Discussion (180 min):</p> <ol style="list-style-type: none"> <li>1. PBL reflection</li> <li>2. Bloom reflection</li> </ol>

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? Try to be specific i.e. replicate what would show up in the course page. <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week or Unit 3 – Week beginning Feb 1</b>	<ol style="list-style-type: none"> <li>Analyze the issues of developing &amp; introducing PBL Topics (CG 1,4)</li> <li>Begin Group Project – Practice development of a PBL Unit (CG 4)</li> <li>Relate UbD to traditional lesson/unit planning. (CG 1,3,4)</li> <li>Analyze Theorist: Howard Gardner (CG 2)</li> </ol>	<ol style="list-style-type: none"> <li>Module 3 video</li> <li>Read (90 min)             <ol style="list-style-type: none"> <li>Chapter 6 Introducing the Project</li> <li>Chapter 7 Understanding by Design</li> </ol>             Link for Chapter reading: <a href="https://sites.google.com/temple.edu/pbl/home">https://sites.google.com/temple.edu/pbl/home</a> <ol style="list-style-type: none"> <li><b>Discussion:</b> Reflection – Have you heard of UbD? Share some ideas on how UbD is different than traditional planning its usefulness (or not so usefulness). (60 min)</li> </ol> </li> <li>Begin Group Project.- designing a PBL Unit plan.             <ol style="list-style-type: none"> <li>Group project - Digital Citizenship (gr 6-8)</li> <li>Begin by thinking of everything you know or want to know about Digital Citizenship</li> <li>Use the brainstorming app (mural.co) to type in your thoughts. Click "This is a title" and start typing. Add 3 or 4 items of your own or work on off someone else's. I don't think that you'll be able to, but try not to delete work by someone else.</li> <li>Use MURAL – mural.co (60 min) <a href="https://app.mural.co/invitation/mural/cte2476/1611354341410?sender=u5b5d9b89c20ed018ef4c7714&amp;key=679fd55e-ae66-4302-b6e9-c90d0ed78c1b">https://app.mural.co/invitation/mural/cte2476/1611354341410?sender=u5b5d9b89c20ed018ef4c7714&amp;key=679fd55e-ae66-4302-b6e9-c90d0ed78c1b</a></li> <li>Here are 2 videos to watch first to get you started. I'll encourage you to click the help button for more information:             <ul style="list-style-type: none"> <li><a href="https://support.mural.co/en/articles/2113695-video-tutorial-adding-content-to-a-mural">https://support.mural.co/en/articles/2113695-video-tutorial-adding-content-to-a-mural</a></li> <li><a href="https://support.mural.co/en/articles/2113799-video-tutorial-navigating-a-mural">https://support.mural.co/en/articles/2113799-video-tutorial-navigating-a-mural</a></li> </ul>             By brainstorming, we are going to get ideas for where we want our PBL unit to go – figure out key and essential questions, which we will use to determine standards to use to build our unit plan.           </li> <li>Theorist Howard Gardner             <ol style="list-style-type: none"> <li>Watch <a href="#">9 Intelligences and Howard Gardner</a>. (5:30 min) [Psych2Go]. (Apr. 2, 2017). 9 types of intelligence [Video File]. Retrieved from <a href="https://youtu.be/w7-rYp-BQJQ">https://youtu.be/w7-rYp-BQJQ</a></li> <li>Find and read at least 1 other reference about Gardner (30 min).</li> <li><b>Discussion:</b> Share your thoughts on his theory and where you might fall in his 9 Intelligences. (45 min). Reply to 2 classmates (30 min)</li> </ol> </li> </ol> </li></ol>	<p><i>To Do List:</i></p> <ol style="list-style-type: none"> <li>Watch Intro Video (5 min).</li> <li>Read Chapter 6 &amp; 7 (90 min).</li> <li>Reflection – Have you heard of UbD before? Share some ideas on how UbD is different than traditional planning and it's usefulness (or not so usefulness). (60 min)</li> <li>Class is working on creating Mind Map for the Project 1; using the Mind Map that is shared, add points on the map that are not already listed (60 min).</li> <li>After watching the 9 Intelligences video, find an article or another video about Howard Gardner. (35 min)</li> <li>Share your thoughts on Garner's theory and were you might fall in his 9 intelligences. Reply to 2 classmates (75 min)</li> </ol>	<p>Discussion (110 min)</p> <ol style="list-style-type: none"> <li>Reflection on UbD</li> <li>Howard Gardner</li> </ol> <p>Assignment (60 min)</p> <ol style="list-style-type: none"> <li>Brainstorming</li> </ol>

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? <i>Try to be specific i.e. replicate what would show up in the course page.</i> <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week or Unit 4- Week beginning Feb. 8</b>	<ol style="list-style-type: none"> <li>1. Reflect on and analyze Unit planning, Standards and Objectives, and Authentic Assessment (CG 4,5)</li> <li>2. Continue developing Stage 1 of Group PBL Project 1 (CG 4)</li> <li>3. Analyze Theorist: Lev Vygotsky (CG 2)</li> </ol>	<ol style="list-style-type: none"> <li>1. Module 4 video</li> <li>2. Read               <ol style="list-style-type: none"> <li>a. Chapter 8. UbD for Business and Marketing Ed (30 min)</li> <li>b. Read Chapter 9. Standards and Objectives (45 min)</li> <li>c. Read Chapter 10. Authentic Assessment (120 min.)</li> </ol> </li> <li>3. Continue developing Stage 1 of Group PBL Project 1               <ol style="list-style-type: none"> <li>a. Project 1 – Reviewing the Mind Map in Mural.co from last week., brainstorm as a class the possible Stage 1 categories (SWBAT, MEQ, AK, etc). You'll be doing this at <a href="http://Bubbl.us">http://Bubbl.us</a> (90 min). An invitation will be sent with suggestions of video tutorials to use Bubbl.us</li> <li>b. <b>Expectation</b> – provide at least 1 idea for each category</li> <li>c. <i>(This activity will also be worked on next week)</i></li> </ol> </li> <li>4. Theorist: Lev Vygotsky               <ol style="list-style-type: none"> <li>a. [Khan Academy]. (Feb. 25, 2014). Vygotsky socio-cultural development [Video file]. Retrieved from <a href="https://youtu.be/-p-0n2f35o">https://youtu.be/-p-0n2f35o</a> (10 min)</li> <li>b. Lalande, March Andre. (Sept. 18, 2012). Aiming higher: Bloom &amp; Vygotsky in the classroom [Video file]. Retrieved from <a href="https://youtu.be/NiUOHhFvR4k">https://youtu.be/NiUOHhFvR4k</a> (10:18 min)</li> <li>c. Find and read at least 1 other reference about Vygotsky (30 min)</li> <li>d. <b>Discussion:</b> Quote 2 interesting aspects about the articles and briefly explain why. (60 min) <i>Replay to 2 classmates (45 min)</i></li> </ol> </li> </ol>	<p><i>To Do List:</i></p> <ol style="list-style-type: none"> <li>4.1) Watch Intro Video</li> <li>4.2a) Read Chapter 8, 9, 10 (210 min)</li> <li>4.2b) As you read, reflect on how you have already used these techniques and assessment development in your own classroom or experienced it in your own education. There is not a formal Discussion post this week for the reading content.</li> <li>4.3a) Work on developing Stage 1 of PBL Group project 1 – Complete and review work in Mural.co. (30 min)</li> <li>4.3b) Using information from Mural.co (Mind Map creation), brainstorm about Stage 1 categories in Bubble.us (60 min)</li> <li>4.3c) In Bubbl.us – watch the Help videos in bottom left corner (5 min)               <ol style="list-style-type: none"> <li>1. Intro to Bubbl.us,</li> <li>2. Using Connecting Lines,</li> <li>3. Creating Hierarchy,</li> <li>4. Sharing your work with other users.</li> </ol> </li> <li>4.4a) Watch Vygotsky videos (21 min)</li> <li>4.4b) Find and read at least 1 reference about L Vygotsky (30 min)</li> <li>4.2c) Reflect: quote 2 interesting aspects about Vygotsky in the references and briefly explain why you found them interesting (60 min). Reply to 2 classmates. (30 min)</li> </ol>	<p>Discussion (120 min) Theorist reflection</p> <p>Activity (90 min) Participation in brainstorming activities</p>

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? Try to be specific i.e. replicate what would show up in the course page. <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week or Unit 5 – Week beginning Feb 15</b>	<ol style="list-style-type: none"> <li>Review Group PBL Project 1 in progress, completing developing Desired Results (CG 4)</li> <li>Construct and design assessments for the Group PBL Project 1 and develop assessments related to current project (CG 4,5)</li> <li>Compare and contrast traditional instructional approaches and the PBL approach (CG 1,3)</li> </ol>	<ol style="list-style-type: none"> <li>Module 5 video</li> <li>Read               <ol style="list-style-type: none"> <li>Chap 11. Creating Authentic Assessments (100 min)</li> <li>Chap 12. Assessment for learning (60 min)</li> </ol> </li> <li>Group PBL Project 1 – Complete Stage 1               <ol style="list-style-type: none"> <li>This is where it gets a little tricky and you can't work ahead – or at least you need to return to complete this assignment. The brainstorming gives too many items to use on the Unit Plan, so we need to vote.</li> <li>I will send out a poll on Wednesday night and ask you to vote by Friday at 12 noon, &amp; send out reports for you to include on your Unit Plan.</li> </ol> </li> <li>Group PBL Project 1 – Begin Stage 2               <ol style="list-style-type: none"> <li>I want you to start looking at the desired results we want for our students and begin thinking or researching appropriate assessments.</li> <li>Take a close look at the Unit Plan and review what is expected in Stage 2.</li> </ol> </li> <li>Theorist – We are going to take a break this week from reviewing education theorists.</li> <li><b>Discussion:</b> <ol style="list-style-type: none"> <li>Watch this quick video about Project-BL vs. Problem-BL. [OITTutorials]. (Apr. 24, 2015). Problem Based Learning. [Video file] Retrieved from <a href="https://youtu.be/bAi1EuMyafE">https://youtu.be/bAi1EuMyafE</a></li> <li>Compare and contrast PBL and other, perhaps more traditional, instructional approaches that you have used or experienced in the past (45 min). Comment on 2 classmates (45 min).</li> </ol> </li> </ol>	<p>To Do List:</p> <ol style="list-style-type: none"> <li>Watch Intro Video</li> <li>Read Chapter 11 &amp; 12 (160 min)</li> <li>Complete Stage 1, complete poll by Friday, and fill out UbD Backwards Design Template – Use the BCITE/ME version of the Template. (60 min)</li> <li>Review Stage 2 and begin to think about appropriate assessments. (45 min)</li> <li>Theorist – Not Applicable this week.</li> <li>Discussion: Compare and contrast PBL and other, perhaps more traditional, instructional approaches that you have used or experienced in the past (45 min). Comment/Respond to 2 classmates (45 min).</li> </ol>	<p>Discussion (90 min)</p> <ol style="list-style-type: none"> <li>PBL vs traditional instruction approach reflection.</li> </ol> <p>Assignment (120 min)</p> <ol style="list-style-type: none"> <li>Complete and fill out Stage 1 of Unit Plan</li> <li>Review Stage 2 and begin to identify appropriate assessments.</li> </ol>

Week or Unit	Learning Objectives By the end of these activities/ lessons, students will be able to:	Learning Activities What will students do (read, watch, listen to, perform)? Try to be specific i.e. replicate what would show up in the course page. <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	Learning Actions What will students do to make sense of the new information?	Assessment To demonstrate learning students will:
Week or Unit 6 – Week beginning Feb. 22	1. Develop PBL assessments for Group Project 1- Stage 2(CG 4,5 6 7)  2. Reflect on Theorist: John Dewey (CG 2, 3)  <i>Wellness Day – February 23</i>	1. Module 6 video 2. Read Chapter 13. Assessing with Technology (120 min)  3. Develop PBL assessments for Stage 2. Remember the difference between Criteria, Summative Assessments and Formative Assessments. Use the Desired Results that we finalized for Stage 1 to develop assessments. (120 min)  4. Theorist – John Dewey a. Watch <a href="https://www.coursera.org/lecture/edref/5-1-the-laboratory-school-of-the-university-of-chicago-lGu11">John Dewey: The Laboratory School of the University of Chicago</a> (8 min) – [Coursera]. (n.d.) American education reform: History, Policy, practice – University of Pennsylvania- 5.1 the Laboratory School of the University of Chicago. [Video file]. Retrieved from: <a href="https://www.coursera.org/lecture/edref/5-1-the-laboratory-school-of-the-university-of-chicago-lGu11">https://www.coursera.org/lecture/edref/5-1-the-laboratory-school-of-the-university-of-chicago-lGu11</a> . It's a bit dry, but some very interesting history. It is part of a free Coursera course, and if you're interested, there are several additional videos that do a good job of sharing Dewey's story. b. Find and read at least 1 other reference about Dewey (30 min). c. <b>Discussion:</b> Reflect on what Dewey thought of Traditional Education and Progressive Education, and how this relates to PBL (45 min). Use VoiceThread to complete this assignment d. Optional video (9 min): Pierre, L. (May 18, 2015). <a href="https://www.bing.com/videos/search?q=dewey+john&amp;ru=%2fvideos%2fsearch%3fa%3ddewey%2bjohn%26FORM%3dHDRSC4&amp;view=detail&amp;mid=1162118A09F36520B98A1162118A09F36520B98A&amp;&amp;FORM=VDRVRV">John Dewey experience and education: A brief summary</a> . [Video file] Retrieved from <a href="https://www.bing.com/videos/search?q=dewey+john&amp;ru=%2fvideos%2fsearch%3fa%3ddewey%2bjohn%26FORM%3dHDRSC4&amp;view=detail&amp;mid=1162118A09F36520B98A1162118A09F36520B98A&amp;&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=dewey+john&amp;ru=%2fvideos%2fsearch%3fa%3ddewey%2bjohn%26FORM%3dHDRSC4&amp;view=detail&amp;mid=1162118A09F36520B98A1162118A09F36520B98A&amp;&amp;FORM=VDRVRV</a>	To Do List:  6.1) Watch Intro Video  6.2) Read Chapter 13 (120 min)  6.3) For PBL Group Project 1, use the Desired Results in Stage 1 of the Unit Plan to create and develop assessments for the Unit in Stage 2. There are 3 categories in which you are to work – Criteria, Performance Tasks and Other Evidence (120 min)  6.4a) Watch <a href="https://www.coursera.org/lecture/edref/5-1-the-laboratory-school-of-the-university-of-chicago-lGu11">John Dewey: The Laboratory School of the University of Chicago</a> (8 min)  6.4b) Find and read at least 1 other reference about Dewey (30 min).  6.4c) Reflect on what Dewey thought of Traditional Education and Discovery Education, and how this relates to PBL (45 min). Reply to 2 classmates. (30 min)	Discussion (90 min) 1. John Dewey Reflection  Assignment (120 min) 1. Stage 2 of PBL Group Project 1

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? Try to be specific i.e. replicate what would show up in the course page. <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week or Unit 7 – Week beginning Mar. 1</b>	<ol style="list-style-type: none"> <li>Develop appropriate assessments for PBL Group Project 1 – Stage 2 and begin to create learning activities for Stage 3 (CG 1,3,4,5,6,7)</li> <li>Reflect on using technology to enhance learning (CG 6)</li> <li>Review Theorist Jerome Bruner (CG 2,3,7)</li> </ol>	<ol style="list-style-type: none"> <li>Module 7 video</li> <li>Read Chapter 14. Learning with Digital Tools (60 min)</li> <li>Understanding Discussion:               <ol style="list-style-type: none"> <li>Read article “<a href="#">8 Quick Checks for Understanding</a>.” McTighe, J. (Jan. 28, 2021) 8 Quick Checks for Understanding. Edutopia. Retrieved from <a href="https://www.edutopia.org/article/8-quick-checks-understanding">https://www.edutopia.org/article/8-quick-checks-understanding</a></li> <li><b>Discussion</b> Reflection: Which strategy have you used or intend to use, now or next school year. If you've used one, how did it go? If you haven't, how do you intend to use it with your class? (60 min). Reply to at least 1 classmate. (30 min)</li> </ol> </li> <li>PBL Group Project 1 – Finish Stage 2 – Evidence and Assessments and begin to work on Stage 3 – Learning Plan. (150 min)</li> <li>Theorist - Jerome Bruner               <ol style="list-style-type: none"> <li>Discovery learning – Bruner (3 min) - [pwalshy]. (Mar. 25, 2019). Discovery learning – Bruner. [Video file]. Retrieve from <a href="https://youtu.be/e1MTybVmF5Y">https://youtu.be/e1MTybVmF5Y</a></li> <li><a href="#">Jerome Bruner on Discovery Learning</a> (5 min) – [Friesen, Norm]. (Jan. 4, 2018). Jerome Bruner on discovery learning. [Video file] Retrieved from <a href="https://www.youtube.com/watch?v=e1MTybVmF5Y">https://www.youtube.com/watch?v=e1MTybVmF5Y</a></li> <li>Find and read at least 1 other reference about Bruner. (30 min)</li> <li><b>Discussion:</b> Find 2 quotes that made you “stop and think” from information about Bruner and his theories and explain why (60 min). You use text, audio or video to complete this assignment. Respond to 2 classmates posts (45 min).</li> <li>Optional video: [The Brainwaves Video Anthology]. (Oct. 9, 2014). <a href="#">Jerome Bruner – How does teaching influence learning?</a> [Video file] Retrieve from <a href="https://youtu.be/aljvAuXqhds">https://youtu.be/aljvAuXqhds</a></li> </ol> </li> </ol>	<p><i>To Do List:</i></p> <ol style="list-style-type: none"> <li>Watch Intro Video</li> <li>Read Chapter 14 (60 min)</li> <li>Read Understanding article &amp; <b>Discussion</b> (120)</li> <li>Complete Stage 2 of PBL Group Project 1 and begin Stage 3 (150 min).</li> <li>Watch <a href="#">Discovery Learning - Bruner</a> (3 min).</li> <li>Watch <a href="#">Jerome Bruner on Discovery Learning</a> ( 8 min).</li> <li>Find and read at least 1 reference about J. Bruner (30 min).</li> <li><b>Discussion:</b> Find 2 quotes that made you “stop and think” from information about Bruner and his theories and explain why (60 min). Respond to 2 classmates posts (45 min).</li> </ol>	<p>Assignments (150 min)</p> <ol style="list-style-type: none"> <li>Complete Stage 2 and start Stage 3</li> </ol> <p>Discussion (195 min)</p> <ol style="list-style-type: none"> <li>Understanding discussion</li> <li>Theorist discussion</li> </ol>

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? <i>Try to be specific i.e. replicate what would show up in the course page.</i> <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week or Unit 8 – Week beginning March 8</b>	<ol style="list-style-type: none"> <li>Develop appropriate learning activities for Stage 3 of the PBL Group Project 1 (CG 4,6 7)</li> <li>Review Theorist: Jean Piaget (CG 2, 3)</li> </ol>	<ol style="list-style-type: none"> <li>Module 8 video</li> <li>Read:             <ol style="list-style-type: none"> <li>Chapter 15. Scaffolding (60 min).</li> <li>Chapter 16. Differentiating Instruction (90 min)</li> </ol> </li> <li>PBL Group Project 1 – Continue work on Stage 3 – Learning Plan. (120 min)             <ol style="list-style-type: none"> <li>For one of the Lesson Activities or Assessments, you need to develop a simple rubric.</li> </ol> </li> <li>Theorist - Jean Piaget:             <ol style="list-style-type: none"> <li>Watch <a href="#">Piaget's Stages of Cognitive Development- Processing the Environment- MCAT-Khan Academy</a> (6 min) – [Khanacademymedicine]. (Dec. 20, 2013). Piaget's stages of cognitive development- Processing the environment- MCAT-Khan Academy. [Video file] Retrieve from <a href="https://youtu.be/Jt3-PIC2nCs">https://youtu.be/Jt3-PIC2nCs</a></li> <li>Find and read at least 1 other reference about Piaget (30 min).</li> <li><b>Discussion:</b> Is there something about Piaget's theory that you identify with or feel strongly about? What is it? Why or why not? Comment/Reply to 2 classmates (60 min)</li> </ol> </li> </ol>	<p><i>To Do List:</i></p> <ol style="list-style-type: none"> <li>7.1) Watch Intro Video</li> <li>7.2) Read Chapters 15 &amp; 16 (150 min)</li> <li>7.3) Continue to work on Stage 3 – Learning Plan. (120 min)</li> <li>7.4a) <a href="#">Watch Piaget's video</a> (6 min)</li> <li>7.4b) Find and read at least 1 other reference about Piaget (30 min).</li> <li>7.4c) <b>Discussion:</b> Is there something about Piaget's theory that you identify with or feel strongly about? What is it? Why or why not? Comment/Reply to 2 classmates (60 min)</li> </ol>	<p>Assignments (150 min)</p> <ol style="list-style-type: none"> <li>Continue Stage 3</li> </ol> <p>Discussion (90 min)</p> <ol style="list-style-type: none"> <li>Piaget discussion</li> </ol>



Week or Unit	Learning Objectives By the end of these activities/ lessons, students will be able to:	Learning Activities What will students do (read, watch, listen to, perform)? <i>Try to be specific i.e. replicate what would show up in the course page.</i> <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	Learning Actions What will students do to make sense of the new information?	Assessment To demonstrate learning students will:
Week or Unit 9 – Week beginning March 15	<ol style="list-style-type: none"> <li>Develop Learning Plan for PBL Group Project 1 (CG 4,6,7)</li> <li>Analyze and assess PBL conclusions (CG 1,2,4,6,7)</li> <li>Review Theorist: Abraham Maslow (CG 2,3)</li> </ol>	<ol style="list-style-type: none"> <li>Module 9 video</li> <li>Read - No reading this week (catch up on any that you haven't completed yet)</li> <li>Complete PBL Group Project 1 - Stage 3 (120 min)               <ol style="list-style-type: none"> <li>Fill out the first page of the Unit Plan, including writing a summary for PBL Group Project 1 (60 min)</li> <li>Write a short essay (1-3 paragraphs) connecting a theorist that we have studied (or another one that you know or like) to the project. (75 min)</li> <li>For one of the technologies used in either the Assessment Stage or Learning Activity Stage, write an explanation as to how it benefits student learning. (45 min)</li> <li>Simple Rubric for a Learning Activity or Assessment (90 min)</li> </ol> </li> </ol> <p>(Upload the Unit Plan, including Page 1 into the appropriate Canvas assignment; The Short Essay will be uploaded into a different Canvas assignment)</p> <ol style="list-style-type: none"> <li>Theorist - Abraham Maslow               <ol style="list-style-type: none"> <li>Watch: <a href="#">Why Maslow's Hierarchy of Needs Matters</a> (10 min) – [The School of Life]. (Apr. 10, 2019). Why Maslow's hierarchy of needs matters. [Video file] Retrieved from <a href="https://youtu.be/L0PKWTta7IU">https://youtu.be/L0PKWTta7IU</a></li> <li>Find and read at least 1 other reference about Maslow (30 min).</li> <li><b>Discussion:</b> How does knowing about Maslow's theory affect you as a teacher and your classroom? Do you think it is important for a teacher to consider Maslow's theory? (45 min). Respond to at least 1 person who you haven't yet over the past 8 weeks. (30 min)</li> </ol> </li> </ol>	<p><i>To Do List:</i></p> <ol style="list-style-type: none"> <li>Watch Intro Video</li> <li>No reading</li> <li>Complete PBL Group Project 1 - Stage 3 (120 min)               <ol style="list-style-type: none"> <li>Complete the first page of the Unit plan, including summary for PBL Group Project 1 (60 min)</li> <li>Write a short essay (1-3 paragraphs) connecting a theorist that we have studied (or another one that you know or like) to the project. (90 min)</li> <li>Write a brief explanation as to why one of the technologies used in Stage 2 or Stage 3 benefits student learning. (45 min)</li> <li>Develop a simple rubric for a learning activity or assessment from the unit plan (90 min)</li> </ol> </li> <li><a href="#">Watch A. Maslow's video</a> (10 min)</li> <li>Find and read at least 1 other reference about Maslow (30 min).</li> <li><b>Discussion:</b> How does knowing about Maslow's theory affect you as a teacher and your classroom? Do you think it is important for a teacher to consider Maslow's theory? (45 min). Respond to at least 1 person who you haven't yet over the past 8 weeks. (30 min)</li> </ol>	<p>Discussion (75 min)</p> <ol style="list-style-type: none"> <li>Maslow discussion</li> </ol> <p>Assignment (360 min)</p> <ol style="list-style-type: none"> <li>Complete Unit Plan for PBL Group Project 1</li> <li>Write Short Essay connecting theorist with Project 1</li> <li>Explanation on technology to enhance student learning</li> </ol>



Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? <i>Try to be specific i.e. replicate what would show up in the course page.</i> <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week or Unit 10 – Week beginning March 22</b>	1. Reflect and analyze on UDL (CG 3,6)  <i>Wellness Day March 24</i>	1. Module 10 video 2. Read Chapter 17. UDL (Universal Design for Learning) (60 min) 3. Under the section UDL Instructional Module, there is an IRIS Module to complete before you read the chapter. (180 min) IRIS Center Peabody College Vanderbilt University]. 2021. Module - Universal design for learning: Creating a learning environment that challenges and engages all students. Retrieved from <a href="https://iris.peabody.vanderbilt.edu/module/udl/#content">https://iris.peabody.vanderbilt.edu/module/udl/#content</a> a. Complete the <a href="https://iris.peabody.vanderbilt.edu/module/udl/#content">IRIS Module</a> . <a href="https://iris.peabody.vanderbilt.edu/module/udl/#content">https://iris.peabody.vanderbilt.edu/module/udl/#content</a> b. Print out and Complete the UDL Outline (Purple box named Module Outline. This is what you will fill out and upload into Canvas as an Assignment. <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/udl.pdf#content">https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/udl.pdf#content</a> 4. Spend some time thinking about your next 2 PBL Projects – what topics will you choose, investigate appropriate Standards, etc.	<b>To Do List:</b> 10.1) Watch Intro Video 10.2) Read Chapter 17 (60 min) 10.3) Complete the <a href="#">IRIS Module</a> and upload the <a href="#">UDL Outline</a> into Canvas (180 min)	Assignment (150 min) 1. Complete the IRIS Module & upload UDL Outline assignment

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? <i>Try to be specific i.e. replicate what would show up in the course page.</i> <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week or Unit 11 – Week beginning March 29</b>	<p>1. Develop a 2 to 4 week PBL unit – PBL Project 2 (CG 2,4,5,6,7)</p> <p>2. Reflect on student motivation (CG 6,7)</p>	<p>1. Module 11 video</p> <p>2. Read</p> <p>a. Chapter 18. Motivation (75 min)</p> <p>b. <b>Discussion:</b> What have you used in your classroom to motivate your students? Do you have something that works well or have you tried something that you thought would be great, and it didn't work? If you don't have your own classroom, draw on your experiences you've had in your life or in your personal education. (30 min). Reply to at least 2 other classmates (30 min)</p> <p>3. Begin development of Unit Plan for PBL Project 2. You get to decide on the topic. Do not repeat Digital Citizenship. If you have a question about a subject or idea, contact Dr. Diamond</p> <p>a. Develop 2–4 week Unit Plan for a secondary classroom in BCITE or Marketing Education</p> <p>b. This project will not include lesson plans, however, prepare to include 1 lesson plan in Project 3.</p> <p>c. Use the Unit Plan Template that we used for Project 1.</p> <p>d. You will write a short essay connecting this unit plan to a theorist, as we did with Project 1 – this will be uploaded as a separate assignment</p> <p>e. This is a 2 week project – it will be due in Unit 12.</p> <p>f. At least 2 different technologies must be used either in the Assessment portion and/or Learning Activities. For one of the technologies, briefly explain why you chose it, and how it benefits students' learning.</p>	<p><i>To Do List:</i></p> <p>11.1) Watch Intro Video</p> <p>11.2a) Read Chapter 18 (75 min)</p> <p>11.2b) <b>Discuss:</b> What have you used in your classroom to motivate your students? Do you have something that works well or have you tried something that you thought would be great, and it didn't work? If you don't have your own classroom, draw on your experiences you've had in your life or in your personal education. (30 min). Reply to at least 2 other classmates (30 min)</p> <p>11.3) Begin developing PBL Project 2 (240 min)</p>	<p>Discussion (60 min)</p> <p>1. Motivation techniques</p>

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? <i>Try to be specific i.e. replicate what would show up in the course page.</i> <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week or Unit 12 – Week beginning Apr. 5</b>	1. Develop a 2 to 4 week PBL unit – PBL Project 2 (CG 2,4,5,6,7)  2. Reflect on questioning and drawing (CG 6,7)	1. Module 12 video  2. Read a. Chapter 19. Questioning (60 min)  3. Complete Project 2 (240 min) a. Submit the Unit Plan on the Unit Plan Submission page b. Submit the Theorist Connection Essay on the Theorist Connection Essay assignment page c. Submit the Technologies Explanation on the Technologies Explanation assignment page  4. Reading and Discussion: a. Read <a href="#">The Science of Drawing and Memory</a> (20 min; Terada, Y. (Mar 14, 2019). The science of drawing and memory. Edutopia. Retrieve from <a href="https://www.edutopia.org/article/science-drawing-and-memory">https://www.edutopia.org/article/science-drawing-and-memory</a> ). b. Read Drawing in the Context of a Project (Chapter 7) (120 min; Katz, L., Chard, S. & Kogan, Y. (2014). Chapter 7 – Drawing in the context of a project. In <i>Engaging children's minds: the project approach</i> (3 <sup>rd</sup> ed., pp. 107 - 132) ABC-CLIO. c. <b>Discussion</b> Reflection: Did you ever include drawing in any of your assignments? If you don't have a classroom, can you think of a time when drawing was part of an assignment (when it wasn't part of an art/graphic design class)? Would you consider it in the project you are creating? Why or why not? (30 min). Respond to 1 classmate. (20 min)	<b>To Do List:</b>  12.1) Watch Intro Video  12.2) Read Chapter 19 (60 min)  12.3) Complete Project 2 (240 min)  12.4a) Read article and chapter 7 (140 min)  12.4b) <b>Discussion:</b> Did you ever include drawing in any of your assignments? If you don't have a classroom, can you think of a time when drawing was part of an assignment (when it wasn't part of an art/graphic design class)? Would you consider it in the project you are creating? Why or why not? (30 min). Respond to 1 classmate. (20 min)	Discussion (60 min): 1. Drawing & Memory  Assignments Unit Plan: (150 min) Submission this week  Theorist Essay: (60 min) Submission this week  Technologies Explanation (30 min)

Week or Unit	Learning Objectives By the end of these activities/ lessons, students will be able to:	Learning Activities What will students do (read, watch, listen to, perform)? Try to be specific i.e. replicate what would show up in the course page. <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	Learning Actions What will students do to make sense of the new information?	Assessment To demonstrate learning students will:
Week or Unit 13 – Week beginning Apr. 12	<ol style="list-style-type: none"> <li>1. Develop a 2 to 4 week PBL unit – PBL Project 3 (CG 2,4,5,6,7)</li> <li>2. Read &amp; Reflect – Ch 20. Feedback (CG 3,5,7)</li> </ol>	<ol style="list-style-type: none"> <li>1. Module 13 video</li> <li>2. Read Chapter 20. Feedback. (45 min)               <ol style="list-style-type: none"> <li>a. Discussion: What do you think about Peer Feedback and using it in your classroom? Do you use it? Why or why not? If you don't have a classroom, how do you think you will use it? (30 min) Respond to 1 classmate. (20 min)</li> </ol> </li> <li>3. Begin PBL Project 3 with 1 lesson plan               <ol style="list-style-type: none"> <li>a. This Unit Plan needs to be different than the first two – different topic.</li> <li>b. Use the Unit Plan Template, as before</li> <li>c. This Project will also include 1 lesson plan. Use the Lesson Plan Template provided. This Lesson Plan Template should be familiar. If it is not, or you're not sure how this is different from the Unit Plan, let's talk. It can be on any of the Learning activities, which includes at least a formative assessment. For more information about the 5Es and writing a lesson plan visit: <a href="https://libguides.kent-school.edu/online-learning-tools/create-lessons">https://libguides.kent-school.edu/online-learning-tools/create-lessons</a> (240 min)</li> <li>d. You will write a short essay connecting this unit plan to a theorist, as we did with Project 1 – this will be uploaded as a separate assignment</li> <li>e. This is a 2 week project – it will be due in Unit 14.</li> <li>f. At least 2 different technologies must be used either in the Assessment portion and/or Learning Activities. For one of the technologies, briefly explain why you chose it, and how it benefits students' learning. This can be one from the lesson plan or from the unit plan.</li> </ol> </li> </ol>	<p>To Do List:</p> <ol style="list-style-type: none"> <li>13.1) Watch Intro Video</li> <li>13.2a) Read Chapter 20 (45 min)</li> <li>13.2b) Discussion: What do you think about Peer Feedback and using it in your classroom? Do you use it? Why or why not? If you don't have a classroom, how do you think you will use it? (30 min) Respond to 1 classmate. (20 min)</li> <li>13.3) PBL Project 3 (330 min)</li> </ol> <p>Additional Resources:  <a href="#">3 Common PBL Problems and Solutions</a>  <a href="#">Project-Based Learning Research Review: Avoiding Pitfalls</a></p>	<p>Discussion (50 min) 1. Peer Feedback</p>

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? <i>Try to be specific i.e. replicate what would show up in the course page.</i> <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week or Unit 14 – Week beginning Apr. 19</b>	1. Develop a 2 to 4 week PBL unit – PBL Project 3 (CG 2,4,5,6,7)	<ol style="list-style-type: none"> <li>1. Module 14 video</li> <li>2. Complete Project 3 (420 min)               <ol style="list-style-type: none"> <li>a. Submit the Unit Plan on the Unit Plan Submission page</li> <li>b. Submit the Theorist Connection Essay in the Theorist Connection Essay assignment</li> <li>c. Submit the Technologies Explanation in the Technologies Explanation assignment.</li> <li>d. Submit the Lesson Plan in the Lesson Plan assignment under Week 14 Module.</li> </ol> </li> <li>3. Using PBL Project 2 or 3, complete the following               <ol style="list-style-type: none"> <li>a. Share your files electronically with all class members plus any visuals you developed.</li> <li>b. Share a 3-8 minute video presentation using Zoom, voice over PowerPoint, etc. about your project, what you and your students will do, how you plan to use assessments, etc. and share with the class.</li> </ol> </li> </ol>	<p><i>To Do List:</i></p> <p>14.1) Watch Module 14 video</p> <p>14.2) Complete Project 3</p> <p>14.3) Take either Project 2 or 3 and complete a video explanation of the project. Share your video and files in Canvas.</p>	<p>Assignment: Project 3 Unit Plan: (210 min)</p> <p>Theorist Essay: (60 min) Submission this week</p> <p>Technologies Explanation (30 min)</p> <p>Lesson Plan (120 min)</p> <p>Share a PBL Project (90 min)</p>

Week or Unit	<b>Learning Objectives</b> By the end of these activities/ lessons, students will be able to:	<b>Learning Activities</b> What will students do (read, watch, listen to, perform)? Try to be specific i.e. replicate what would show up in the course page. <b>ALL TIMES ARE APPROXIMATE – USE AS A GUIDE ONLY</b>	<b>Learning Actions</b> What will students do to make sense of the new information?	<b>Assessment</b> To demonstrate learning students will:
<b>Week of Unit 15-16 – Week beginning Apr. 26</b>	<p>1. ePortfolio due May 3rd at 11:59pm</p> <p>Study Days: Tuesday April 27, April 28</p> <p>Final Exams: April 29 – May 5</p> <p>ePortfolio due May 3</p>	<p>1. EPortfolio – Checklist</p> <ol style="list-style-type: none"> <li>a. Introduction page with short video sharing information about yourself and what a person will found in the ePortfolio. If this is an ePortfolio that you are using from another class, then you need to edit your video from before and add information about this class. Also include a short written explanation on what can be found in the ePortfolio.</li> <li>b. Create an ISTE Tab with an explanation and a table of contents for the subtabs. The subtabs will be the 7 ISTE Standards for Students.               <ol style="list-style-type: none"> <li>i. Create a page for each ISTE Standard for Students.</li> <li>ii. Include the Standard at the top of the page.</li> <li>iii. Include a reflection on how your PBL Unit Plans relate and demonstrate the ISTE Standard. <i>(There is an example under Empowered Learner of what it should look like.)</i></li> </ol> </li> <li>c. Three project-based learning unit plans, 1 with 1 lesson plan) -1 tab with 3 subtabs</li> <li>d. Examples of Authentic Assessment in CTE including Rubric design (1 tab with/out sub tabs)</li> <li>e. Theorists and constructivist learning theories discussion essays, assignments, reflections (1 tab with subtabs)</li> <li>f. At least 3 Discussions that you found interesting, with information that you might use again. (1 tab, with/out subtabs)</li> <li>g. <i>Optional:</i> Other items that you'd like to take away from this course to use</li> </ol>	<p><i>To Do List:</i></p> <p>15.1) Complete EPortfolio</p>	<p>Assignment: EPortfolio</p>

**Other Notes:**

1. PBL Unit Plan Assignment includes:
  - a. Front Page of the Unit Plan
  - b. Unit Plan
  - c. Brief Essay that connects a Theorist to you Unit Plan,
  - d. Brief explanation of why you chose 1 technology used within the Unit Plan and how it benefits student learning - At least 2 different technologies must be used either in the Assessment portion and/or Learning Activities.
  - e. In Project 3, it also includes a lesson plan using the template provided.
2. Complete the following for one of you Unit Plans:
  - a. Share your files electronically with all class members plus any visuals you developed.
  - b. Share a 3-8 minute video presentation using Zoom, voice over PowerPoint, etc. about your project, what you and your students will do, how you plan to use assessments, etc. and share with the class.
3. EPortfolio – Checklist
  - a. See Week 15-16 for specific information

**A few useful websites:**

<https://www.teachthought.com/pedagogy/27-characteristics-of-authentic-assessment/>

<https://ctl.wiley.com/authentic-assessment-in-the-online-classroom/>

<https://ctl.wiley.com/the-benefits-of-rubrics/>

<https://www.edutopia.org/video/5-keys-rigorous-project-based-learning>

<https://digitalpromise.org/>