

Course Syllabus

Course:	EDZU 9353 <u>Project-Based Learning</u>
Credit Hours:	3.0 credits / 45 hours
Instructor:	Katherine Squires

Course Description

Project Based Learning will prepare educators to meet the needs of our changing 21st Century Society. Research shows that Project Based Learning not only improves critical thinking, but improves scores on high- stakes tests. This course will help teachers to be better prepared to focus their teaching around real world problems that will engage and enhance student learning. Most importantly, by implementing Project Based Learning into the classroom students will be more prepared for the complex problems of the world around them at the same time as improving their higher level thinking skills.

Course Goals

Know

1. the importance of PBL as a unit planning technique.
2. that PBL can be helpful in the implementation of Common Core.

Understand

1. that PBL is a student- driven, teacher scaffolded approach to teaching.
2. the value of PBL for the 21st Century student.
3. how to implement Common Core into PBL projects.

Be Able To

1. construct effective questions into their lessons.
2. implement Common Core into PBL projects.
3. evaluate the difference between an activity and a meaningful PBL project.
4. construct and evaluate different forms of assessment to use during PBL.
5. apply the correct steps in a PBL project.

Course Outline

- I. Section 1- Introduction to PBL: Introduction and research on how PBL can change the culture in the classroom. This will introduce the benefits of PBL for both students and teachers.
 - a. KWL ON PBL
 - i. Assessment of knowledge and what each teacher would like to learn from the course. Provides a baseline for the instructor.
 - ii. PBL Explained/Introduced
 - 1. PBL has been shown to result in deeper learning and engaged, self-directed learners.
 - iii. Infusing Common Core into PBL
 - 1. Connects PBL and Common Core
 - 2. Addresses how to infuse Common Core into a PBL project
 - iv. Reading and Analysis on the difference between an activity and a project
 - 1. Differentiates between a regular classroom project and a PBL project
 - v. Understanding how to fit PBL into the classroom
 - 1. The best and more effective time to fit PBL in the classroom.
 - vi. Evaluating the effectiveness of PBL in the classroom and school building.
- II. Section 2 - 21st Century Competencies and Project Brainstorming: Teachers will understand and put into practice 21st Century skills. The 21st Century skills are important for the correct implementation of PBL. The 21st Century skills can be used in numerous classroom lessons and activities.
 - a. Writing an Effective Driving Question that meets a PBL Format
 - i. Research on how to write a driving questions
 - ii. Analysis and revision of driving questions
 - b. Appropriate and acceptable PBL model projects
 - i. Viewing model project and applying them to the classroom
 - c. 21st Century Competency Skills
 - i. Learn to build upon existing skills and develop the appropriate skills to be a competent 21st century learner.
 - ii. Understand the importance of gradually introducing 21st century skills to students to best prepare for PBL projects.
 - d. Brainstorm 3 Project/Topic Ideas for a PBL Project
 - e. Analyze and identify the essential Keys to a PBL Project
- III. Section 3- 5 Keys to PBL and Planning a PBL Project: Teachers will become familiar and practice the essential steps to a PBL Project. In addition, teachers will plan out their own PBL lesson that they can use in their classroom.
 - a. The five key rigorous elements of PBL
 - i. Understanding the 5 keys of PBL and learn how to write a well-designed project-based learning unit plan.
 - b. View numerous videos that highlight the role of the teacher and student in a PBL Classroom
 - i. The video will be chosen by the teacher based on subject/grade level.
 - c. Where to Begin Article Reading and Analysis

- i. The importance of being comfortable and ready to start PBL. Students and teachers must both be prepared for PBL.
 - d. Creation of a teacher planning page for PBL (following instructor format).
 - i. Analyze the use of the 5 Keys in a PBL project.
 - ii. Understand the importance of using a planning page to direct the unit.
 - iii. Apply a planning page (using the format provided) to a chosen PBL Project
 - e. Checklists- Students create checklist for student project.
 - i. Use the resources provided for models of student projects.
 - ii. Create a checklist for a teacher chosen student project
 - f. Forum Discussion
 - i. Share the challenges with implementing PBL in your classroom
 - ii. Respond to colleagues concerns and challenges
 - iii. Offer solutions and tips to implementing PBL
- IV. Section 4- Assessing PBL Projects and Student Progress: Teachers will learn the fundamentals in assessing student PBL work and how to track student progress.
 - a. Article About Best Practices- Understand the best practices in assessing student work for PBL Projects
 - b. Brainstorm Entry Event For PBL
 - i. Hooking students with an entry event
 - c. PBL Group Project Sheet
 - i. Teachers will create their own progress/ assessment sheet to use with their PBL Project. This will be used to help students self-assess and provide teachers with the opportunity to provide feedback.
 - d. PBL Individual Grading Sheet
 - i. Determining individual grades for group projects so that all students are accountable for their own learning.
 - e. PBL Milestone Sheet
 - i. Help students plan their projects and meet deadlines for their PBL project.
 - f. PBL Grading Rubric-Teachers will create a PBL Grading Rubric for their PBL Project
 - i. Become well informed on the importance of rubrics in the classroom
 - ii. Create a rubric that aligns with PBL Standards
 - g. Reaction on Student Monitoring
 - i. Share with fellow teachers effective ways to monitor student progress
- V. Section 5-PBL Final Project and Reflection on PBL
 - a. PBL Resources to be used in the classroom
 - i. Resources used to implement PBL Units
 - b. Letter to Parents
 - i. Explaining the importance of using PBL and the outcomes in student achievement.
 - c. Essay Reflection of the PBL process.

Methods of Instruction

Teachers enrolled in this course will evaluate primary and secondary sources to better understand Project Based Learning. Teachers will view numerous models of Project Based Learning Units and key elements that go into PBL. Teachers will also be given the opportunity to view PBL in action and collaborate with

other teachers. Teachers will complete assignments that include research and scholarly journals to have a better understanding of PBL and the different elements that go into PBL. Teachers will be able to use the resources they create in this class in their own classroom.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and compete all of the tasks. This includes a letter to the parents, a final essay, and an additional PBL resource.

In order to earn a B in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and compete a letter to the parents and an additional PBL resource.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment	Time (in hours)
KWL on PBL	0.50
Introduction to PBL- Reading and Guided Questions	1.00
Getting Started With PBL- Multi Paragraph Responses	1.00
Fitting in PBL Blog- Responses (including research and blog selection)	1.00
PBL Presentation to Faculty- Speech or Powerpoint Options	1.50
Driving Questions Article - Comprehension & Create Your Own	1.50
21st Century Graphic Organizer	1.00
Introduce Yourself Forum	0.50
How To Write a Driving Question and Research	0.75
Driving Question Revision	0.50
21st Century Blog Selection (2 Paragraph Response)	1.00
Essential Keys- Video, Article and Essay Submission	2.50
Brainstorm 3 Topics	0.50
PBL In Action (Including Research, Videos, Questions)	1.50
Where to Start? Mock Email to Administration	1.50
Planning Page PBL Unit (Research, unit selection, brainstorming)	2.50
Student Checklist - Resources Research	0.50

Student Checklist Create Your Own	2.00
Common Core and PBL	2.00
Forums- Challenges with Implementing (Including Reading/ Responding Classmates)	1.00
Critical Friends Readings and Analysis	1.25
Grading Rubric for PBL Project- Research, Models, Creation	2.50
Forum: Reaction on Student Monitoring	0.50
Accountability PBL Sheet	2.00
Accountability Resources	0.50
PBL Resources (x2)	5.00
PBL Letter to Parents	1.50
Summation Essay (Includes Reflection, Research, Analysis, Proofing, Editing)	2.50
PBL Final Project	5.00
Total Time	45.00