PROJECT BASED LEARNING IN THE DIGITAL AGE
INST 560 Summer Session II 2014
Bridgewater State University

Meetings: Online Meetings 7/7/14- 7/28/14 (12.5 hours online instruction)
Credit: One Graduate Credit
Location: BSU Course Moodle
Instructor: Joanne McDonald, j1mcdonald@bridgew.edu

COURSE DESCRIPTION
During this one-credit course, participants will study Project Based Learning concepts and design elements. Millennium learners require an understanding of core content knowledge and 21st century themes to be college and work ready. Through shared investigations of real world issues, young students define and identify possible solutions or strategies using content skills, traditional and digital resources along with web interactive applications. Educators guide students through this inquiry-based model to find answers and share new understandings. Participants will use PBL elements and research as they complete an outline for their own instructional use.

TEACHING & LEARNING
Welcome to Project Based Learning! Synchronous and asynchronous meetings will be employed during this one credit online course. Course expectations include assigned readings, participation in online discussions, and completion of assigned work. Webinars, web-conference, and online forums are methods used through the BSU Moodle as well as appropriate online tools such as Google. The emphasis will be on active student participation keeping with the constructivist basis of the conceptual framework. Learning is the responsibility of the student. Creating conditions that promote learning and provide opportunities for study, analysis, discussion, and personal reflection is the responsibility of the instructor.

OUTCOMES & GOALS
By the end of this online course, students will be able to-

1. Identify PBL strategies and methods of instruction
2. Apply Inquiry-based teaching strategies
3. Communicate and collaborate using Web 2.0 applications
4. Use research in support of Project Based Learning instruction
5. Create a Project-Based Learning unit of instruction
6. Use 21st Century themes within teaching and learning experiences
7. Integrate state, or national technology standards within a PBL unit of instruction

REQUIRED TEXTS


SUGGESTED TEXTS


ONLINE READING MATERIAL

- Recommended PreK-12 Instructional Technology Standards . [http://www.doe.mass.edu/odl/student.html](http://www.doe.mass.edu/odl/student.html)
- International Society for Technology in Education [http://www.iste.org/standards](http://www.iste.org/standards)
- Edutopia: [http://www.edutopia.org/project-based-learning](http://www.edutopia.org/project-based-learning)

Special Accommodations: Any student who, due to a disability, needs special accommodations to participate in class and/or complete assignments should see the professor as soon as possible so that reasonable accommodations can be made.

One of the goals of constructivist learning is for learners to implement solutions they have developed to authentic problems. Students are strongly urged to discuss with the instructor adjustments for assigned projects that will enable them to solve a "real life" situation.

COURSE ASSIGNMENTS

Reading, class participation, and discussion: Participants are expected to be current in readings and discussions and expected to actively contribute posts in a timely manner.
Discussion questions are designed to prompt thinking and reflection; most questions have no “right” answer. Refer to assignment rubric for all expectations. 40%

**Unit Plan:** Participants are expected to complete a PBL unit of instruction that centers on student inquiry around real world issues. This assignment should demonstrate understandings of topics addressed during this course. Refer to assignment rubric for all project requirements. 60%

*All assignments and discussions must be completed on time unless arrangements have been made with the instructor.

**COURSE SCHEDULE**

Consistent with a constructivist learning approach, this schedule is subject to change in response to learning needs of participants in class. Although course goals and objectives will remain constant, specific assignments and class activities may be revised to reflect the prior experience and knowledge that participants bring to the course.

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tr>
<td>JULY 9</td>
<td><strong>Starting Out</strong></td>
<td><strong>Reading:</strong> Chapter 1 &amp; 2</td>
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<tr>
<td>Synchronous</td>
<td>Intro Moodle &amp; Course</td>
<td><strong>Discussion:</strong> Respond to</td>
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<td>8:00 p.m.</td>
<td>Essential Elements of</td>
<td>Posted Prompts</td>
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<td>Google Doc Activity</td>
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<td>July 16</td>
<td><strong>Digital Tools</strong></td>
<td><strong>Reading:</strong> Chapter 3 &amp; 4</td>
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<td>Asynchronous</td>
<td>21st Century Skills</td>
<td><strong>Discussion:</strong> Respond to</td>
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<td>Driving Question</td>
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<td>July 23</td>
<td>Asynchronous Project</td>
<td>Management Inquiry Strategies, Project Timelines, Project Form Part 1, Collaborative Group Plans, Assessing Student Learning</td>
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<td>July 28</td>
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**SHELTERED ENGLISH IMMERSION (SEI) REQUIREMENT**

As a result, of the growth of English Language Learners in the state of Massachusetts, all initial licensure candidates are now required to complete state approved SEI training. To meet this requirement, the College of Education and Allied Studies will assess candidates for initial licensure (Teacher and other School-Related Personnel) on state approved SEI Subject Matter Knowledge using the specific indicators outlined by the Massachusetts Department of Elementary and Secondary Education.

All candidates must complete, sign, and submit the SEI acknowledgement form to the Office of Educator Licensure with the application to the Professional Educator Program and/or the Student Teaching Application.

**CEAS DISPOSITIONS**

1. Exhibits sensitivity to community and cultural norms while recognizing individual differences and experiences.
2. Demonstrates a willingness to work with other professionals and members of the community to improve the overall learning environment for students.
3. Establishes a positive classroom climate and contributes to a positive school climate by engaging in appropriate professional and supportive practices for self and colleagues.
4. Appreciates and respects individuals and their rights to privacy and confidentiality of information.
5. Provides fair and equitable access to all learners and exhibit personal integrity and ethical behaviors with all members of the learning community.
6. Nurtures all aspects of each student’s well being which may include cognitive, emotional, social and physical well being, as appropriate.
7. Plans, assesses, reflects and revises instruction based on needs and changing circumstances and social contexts.
8. Demonstrates thoughtful, effective verbal and nonverbal communication skills and responsive listening skills.
9. Evinces commitment to professional growth and enthusiasm for subjects taught and keeps abreast of new ideas and developments in the field.
10. Connects academic content to everyday life.

BIBLIOGRAPHY
