

COURSE DESCRIPTION

Participants will deepen their project-based work by exploring issues of design, content, assessment, ownership, and exhibition. Using a consultancy model along with various templates for PBL design and assessment, teachers will reflect upon past and current projects and plan future ones. Special attention will be paid to working and consulting with colleagues and community partners on project development.

ESSENTIAL QUESTIONS

- How can we design projects that incorporate the elements of exemplary project-based learning?
- How can we work with colleagues and community partners toward a culture of deep learning through projects?

Program Learning Outcomes (PLOs):

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO1	Reflective Practice (<i>Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education</i>)
PLO2	Theory (<i>Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical and conceptual studies</i>)
PLO3	Diversity (<i>Apply research-based practice characterized by caring, mutual respect for diverse populations</i>)
PLO4	Design (<i>Design and assess learning activities that follow the construction of meaning, and promotion of self-responsibility for learning</i>)
PLO5	Scholarship (<i>Critique and analyze academic literature and research methodologies</i>)
PLO6	Communication (<i>Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors and a larger professional community</i>)
PLO7	Leadership (<i>Demonstrate ability to engage in and facilitate academic and professional dialogue within a community of learners</i>)

Course Learning Objectives:

At the end of this course, the students will:

1. Develop curricula and learning environments based on design principles of personalization, real world connections, and common intellectual mission. **(PLO4)**
2. Design approaches to learning that offer access and challenge to all learners. **(PLO3)**
3. Support the work of students and colleagues through observation, dialogue and critique. **(PLO4)**

4. Create and disseminate work to colleagues and other authentic audiences. **(PLO7)**
5. Connect theory and practice so that each informs the other. **(PLO1)**
6. Take action and reflect on that action to improve teaching and learning. **(PLO1)**

Responsibilities and Assessments

Each class will begin with discussions from readings in theory and practice, and will conclude with direct engagement with project-based learning - either deconstructing, building, or designing projects. All of the readings should be completed by students in advance (and certainly before each class session) as a basis for an informed and penetrating analysis of the issues of the course. Since much of the class will consist of class discussion, preparation for course meetings is particularly important. If you must be absent for a class meeting, please inform us ahead of time and recommend how you can address the topics missed.

Your formal grade will consist of the following activities

A. **Critique of Readings** - Two critiques (at least 3-4 pages typed) of the readings – you choose which to comment on – are required. **A critique is more than a summary** of what the author said. While it includes a summary of what the author said or argued, it goes beyond that in trying to determine the adequacy or inadequacy of the author's thinking. Thus, you should argue whether the author's conclusions are true or false and the means that the author used to reach them are reasonable or are good reasons for the conclusions. *Note:* Your critique can be based on one or several readings. Your choice.

Each critique will be evaluated on the basis of: (1) how good your understanding of the author's argument is; (2) how well you are able to establish the adequacy or inadequacy of the author's argument or perspective; and (3) if the argument or perspective is inadequate, how well you are able to point the way in developing a more promising argument or direction.

While students are free to complete the critiques prior to the beginning of classes (based upon your early reading), the critiques are due as follows, via email or posted to your blog:

First critique = 6/18

Second critique = 6/25

B. **Daily Debriefings**

Each student shall keep a blog to record post-class reflections, which we shall write during the last 10-15 minutes of class. These debriefs are not required to be more than a paragraph and will serve mainly as a way for you to reflect on the day's events, your thinking about your project, or a section of the reading you want to pursue further. On some days I may provide a prompt, which will appear in the reading schedule below. As this blog is your reflective journal, choose a host or platform that you prefer - I use Tumblr for my own (pwninghistory.tumblr.com) but I am experimenting with Posterous, which lets you both create a digital portfolio of your work but also lets you email posts to your site. Like

Tumblr, it (the non-premium version) is free. Better yet, if you already have a blog, use that. Regardless, please give me the url for the blog you create.

C. Final Project:

Due to the overlap between the EDUC 717 and 718 courses with respect to the final project (the design of a project-based unit lesson for your own classes in the fall,) that same project will count towards both courses, and both courses will use class time to work on it.

However, that project will be assessed differently for each course. For instance, EDUC 718 will place more emphasis on the use of and rationale for technologies, while this course will be more concerned with the basic elements of project design. To that end, I will be assessing your final project according to:

- A rubric that will ask you to explain your driving question, the final deliverable, your resources and benchmarks, etc
- An informal essay which will serve as an explanation of your project design in reference to the various readings and discussions we have had during the course. I will supply you with an outline of the form and requirements.

Overall grades will be composed out of the following point system

2 Content Writing Assignments (critiques)	70 pts
Debriefings - 13 Total	130 pts
Final Project	50 pts
TOTAL	250 pts

Assessment & Grading Policies

Excellence in this course means:

Students achieve the learning outcomes stated in this syllabus. Student's participation and work reflects professionalism, effort, and dedication. All readings and assignments are completed on time. The final product meets both the assignment parameters and the standards set by the class. Students provide advance notice in the event of an unavoidable circumstance of missing an assignment due date. Students make up for missed work in a timely manner that is approved by the instructor.

Unsuccessful completion of this course means:

Students make little to no progress toward completing their assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class.

The letter grade range for this course will be based upon the following accumulation of points:

A = 90 – 100

B = 80 – 89

C = 70 - 79

F = 0 - 69

Course Syllabus. All readings are located as PDFs unless they are linked here to the web,

Date	Topics, Activities, Assignments
Day 1	<p>Introduction to the Course</p> <p>Reading: Berger, “Fostering an Ethic of Excellence,” and “Water” from <i>An Ethic of Excellence</i></p> <p>Activity: Deconstructing a Finished Project, or, “What kinds of learning go into a successful project?”</p>
Day 2	<p>Topic: What is the core purpose of education? What does authentic learning look like?</p> <p>Readings: “School on a Hill” from Harper’s Magazine</p> <p>Optional: Gatto, “Against School”</p> <p>TedTalk: Sugata Mitra</p>
Day 3	<p>Topic: Creating the 21st century classroom</p> <p>Readings: Wolk, “A New Role for Teachers” from <i>Wasting Minds</i> Glickman, Introduction from <i>Supervision and Instructional Leadership</i> Johnson, “Open the Windows,” from <i>Learning and Leading with Technology</i> Coughlin, “High Schools at a Crossroads,” from <i>Educational Leadership</i> Daniels, et al, “Student Voice” from <i>Rethinking High School</i> Tomlinson & Imbeau, “Learning Environment” from <i>Leading and Managing A Differentiated Classroom</i></p> <p>Activity: Being a Student: Project Design and Exhibition from a Prompt - “Design the Ideal 21st Century Classroom”</p>

Date	Topics, Activities, Assignments
Day 4	<p>Topic: Beginning Project Design</p> <p>Activity: Being a Teacher - Project Design from the Root to the Fruit</p> <p>Readings:</p> <p>Harvey, Daniels, "What We Know about Inquiry," from <i>Comprehension and Collaboration: Inquiry Circles in Action</i></p> <p>IBL: http://www.youthlearn.org/learning/planning/lesson-planning/how-inquiry/how-inquiry</p> <p>Lane, "Inquiry Based Learning" (mostly just the last two pages)</p> <p>Optional nuts and bolts reading:</p> <p>Goodwin, "Guaranteeing Challenging, Engaging, and Intellectual Instruction" from <i>Simply Better</i></p> <p>Merill, "Designing e3 (effective, efficient, engaging) Instruction"</p> <p>Markham, "Designing High Quality PBL" from ACSD (http://edge.ascd.org/Designing-High-Quality-PBL/blog/5650895/127586.html)</p>
Day 5	<p>First Draft of project - Using Peer Critique</p> <p>Reading:</p> <p>Easton, "What Protocols Are and Why to Use Them," from <i>Protocols for Professional Learning</i></p> <p>Optional nuts and bolts reading: Costa, Garmston, "Developing and Maintaining Trust" from <i>Cognitive Coaching</i></p>
Day 6	<p>Topic: How much guidance is too much?</p> <p>Readings:</p> <p>Kirshner, et al, "Why Minimal Guidance During Instruction Does Not Work"</p> <p>Silver, et al, "Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark"</p> <p>Optional nuts and bolts reading:</p> <p>Dean, et al, "Assigning Homework and Providing Practice" from <i>Classroom Instruction that Works</i></p>

Date	Topics, Activities, Assignments
Day 7	<p>Topic: PBL - What to leave in, what to leave out?</p> <p>Readings Gerver, "What Matters Most? The Knowledge vs Skills Debate" from <i>Creating Tomorrow's Schools Today</i> Pink, "Symphony" from <i>A Whole New Mind</i></p>
Day 8	
Day 9	<p>Topic: Student-centered instruction by discipline</p> <p>Readings Choose one or two of the following sections from Schmoker, "English Language Arts Made Simple," "Social Studies with Reading and Writing at the Core," "Redefining Inquiry in Science," "Making Math Meaningful" from <i>Focus</i> or read Bransford, et al, "Effective Teaching: Examples in History, Mathematics, and Science" from <i>How People Learn</i></p>
Day 10	
Day 11	<p>Topic: Managing a collaborative classroom</p> <p>Readings: Dean, et al, "Cooperative Learning" from <i>Classroom Instruction that Works</i> Harvey, Daniels, "What We Know about Collaboration," from <i>Comprehension and Collaboration: Inquiry Circles in Action</i></p> <p>Optional nuts and bolts reading: Frey, et al, "Building Interpersonal and Small-Group Skills" from <i>Productive Group Work</i></p>
Day 12	<p>Topic: Assessing Group Work</p> <p>Readings: Frey, et al, "Ensuring Individual and Group Accountability" from <i>Productive Group Work</i></p>

Date	Topics, Activities, Assignments
Day 13	<p>Topic: Other Assessments</p> <p>Readings: Daniels, et al, "Assessment" from <i>Rethinking High School</i> Reading: Brookhart, "Assessing Creativity and Creative Thinking" from <i>How to Assess Higher-Order Thinking Skills</i></p> <p>Optional: Jacobs, "Upgrading the Curriculum," from <i>Curriculum 21</i></p>
Day 14	<p>Project Idea Presentation</p> <p>Gabriel, "Adaptive Leadership" from <i>How to Thrive as a Teacher</i> Harvey, Daniels, "Management Q & A," from <i>Comprehension and Collaboration: Inquiry Circles in Action</i></p>
Day 15	<p>Project Idea Presentation</p>