Chaminade University
O F   H O N O L U L U

EDUC 717 Principles of Project-Based Learning

Semester/Year: Winter: July – September, 2013	**Instructor:** Margaret Noble
Course# and Credits: EDUC 717 - 3 credits	**Preferred Email Contact:** mnoble@hightechhigh.org
Class Title: Principles of Project-Based Learning	**Secondary Email Contact:** margaret@margaretnoble.net
Course Format: Online	**Office Hours/When to Contact:** Email anytime
Class Time/Day: Online at your convenience	**O&P/Service Requirement:** N/A

Required Reading:
Selected texts will be provided via online resources.

Supplemental Reading:
Berger, R. *An Ethic of Excellence: Building a Culture of Craftsmanship with Students.* Portsmouth, NH:
        Heinemann, 2003.
Deci, E. and R. Flaste. *Why We Do What We Do*. New York: Penguin Books, 1996.
Dewey, J. *Experience and Education.* New York: Simon and Shuster Touchstone edition, 1997.
Murnane, R. and F. Levy. *Teaching the New Basic Skills: Principles for Educating Children to Thrive in a
        Changing Economy.* New York: Free Press, 1996.
The New Urban High School: A Practitioner's Guide. Providence, RI: The Big Picture Company, 1998.
        Available at www.hightechhigh.org/resource-center/
Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. *What Work Requires
        of Schools: A SCANS Report for America 2000.* Washington, D.C., U.S. Department of Labor,
        1991.
Steinberg, A. *Real Learning, Real Work: School-to-Work as High School Reform* (Routledge, 1998).
        _____ *Schooling for the Real World.* San Francisco: Jossey-Bass, 1999.
Wilson, F. *The Hand: How Its Use Shapes the Brain, Language, and Human Culture.* New York:
        Pantheon Books, 1998.

Catalog Description:
EDUC 717 - Principles of Project-Based Learning (3)

This course focuses on project design with an emphasis on projects that take full advantage of digital
learning environments. Both teacher-designed projects and student-designed projects (challenge-based
learning) are covered with strategies for content integration, student grouping, timeline development,
student ownership, and assessment rubrics.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

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

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)**

Essential Questions Addressed in This Course

- 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?

Course Requirements

Course requirements and the proportion that each contribute to your grade is as follows:

Content Writing Assignments (QQC) - 4 Total	40 pts
Project Design and Reflection Assignments (PDR) - 13 Total	130 pts
TOTAL	**170 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

On-line Communication Guidelines

The Internet has its own culture, Netiquette. It's the way cyber society operates. The common conventions of online communication are the rules of netiquette. Internet culture is centered around data and its use. The culture is defined by the data we share, who we share it with, and how we share it. Good netiquette is positive and effective communication on the Internet.

Email

- Use requested emails published in this syllabus.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc should be avoided unless necessary to complete an assignment or other communication.

Assignments and Projects Explained

I. QQC Quote, Question, and Comment: PBL Theory and Models

QQC Description

This portion of the class provides multimedia and selected reading assignments, which cover the learning outcomes for this course. Each module has its own associated webpage with embedded media links. For each module go through the multimedia and assorted text sections. Then select one of reading assignments from the bottom of the web page titled "further reading links." Using the QQC model (see description next page), craft a well thought out written response (3-5 paragraphs) and post it as a comment directly on the web page of the particular unit. The first time you post a comment you will get a memo that "*Your comment is awaiting moderation.*" Make sure to put your full name when you submit your written response. By having all students comment on the same webpage, we will be able to share ideas and learn of unique perspectives when tackling PBL. Be sure to take a minute to read a couple of your peer's responses and feel free to comment on their ideas if you feel inspired.

QQC Assignments

4 Total Assignments = 10 points each
NOTE: Due dates listed on the course calendar (page 4).

The QQC is an opportunity to reflect on "What strikes you?" about the course readings. Select a quote or passage from each week's readings and craft a response that includes the selected quote/section, the questions it raised for you, and any comments or reflections. This is an occasion to analyze and critique the author's ideas, to connect them to other ideas, to reflect on what those ideas mean to you, and to use the text as a springboard for extending your own thinking. Course assignments will be graded based on the extent to which participants complete the assignment in a thoughtful and detailed manner.

QQC Assignment 1: Project Based Learning Introduced
http://margaretnoble.net/educator/project-based-learning/

QQC Assignment 2: Design, Critique and Revision
http://margaretnoble.net/educator/design-critique-and-revision/

QQC Assignment 3: Student Groupings and Assessment
http://margaretnoble.net/educator/groupings-and-assessment/

QQC Assignment 4: Exhibition and Reflection
http://margaretnoble.net/educator/exhibition-and-reflection/

II. PDR: Project Design & Reflection Blog Assignments

PDR Description

The second component of this course supports the design and implementation of advanced project learning. You will design a project to use in your classroom and blog about the process as you develop your work. Along the way, you will also create a project sheet for students and parents. This project sheet will include a description of the project, your grouping structure, benchmarks/ scaffolding, and plans for revision. Each of your blogs will be shared with your peers for this course, by sharing ideas we can work to expand on our knowledge of PBL together.

After you have decided on a project and project guidelines, you will construct a prototype of your product that you can show students so that they know your expectations. By making a prototype, you will also be able to work out some "kinks" in your project and revise your benchmarks so that all students will be successful.

Finally you will create a plan for how the students will exhibit their work to an audience. You will consider how your student's work will have a "life outside of the classroom." You will decide on where you will show the work and to whom, so that you can avoid "dumpster projects."

PDR Assignments

13 Total Assignments = 10 points each
NOTE: Due dates listed on the course calendar (page 4)

Weeks 1 & 2

Create an Educator Blog & Introduce yourself.

Create your first blog entry. This blog is intended to be for professional use tracking your educational inquiries and archiving your projects/work. As your work as an educator continues to grow, you can edit your site to accommodate your classroom and professional needs. If you already have your own professional educator website and would like to post your work there then please feel free to do so (making sure to clearly organize your entries for this class under a "project based learning" section. If you do not already have a blog or website, you may use the blogging host of your choice. Below is a list of recommended free blogger sites:

http://edublogs.org/signup/

http://blogger.com/

https://www.tumblr.com/

Assignment 1: Your first blog entry is an introduction of you and your work as an educator. Give a brief bio and describe your work experience in education, your motivations for working in education and your future goals. Upload a picture of you to this entry.

Assignment 2: Brainstorm and create a new blog entry about your project ideas using the following prompts to help you. If relevant, upload any pictures that may illustrate your interests or connect with your goals.

Brainstorm & Discuss Project Ideas

1. What project interests do you have? What are your passions? Could you have the students make or do something that coincided with these passions? Is there are project you have seen that would like to adapt?

2. What you would like the students to learn (skills or content) through the project? Look at your content standards. Which of these could be met through your project? What could you have the students make or do that would help them meet these standards?

3. What are some contemporary or historical issues that you find compelling? Is there an essential question that you could use as a basis for a project?

4. Of all of your ideas, which seem the most appealing and why?

Weeks 3,4,5

Feedback & Critique

Chat with a colleague (ideally, a teacher in your subject matter or grade level) and share your project ideas. If possible, try to chat with someone who you could potentially partner with for this project. Brainstorm ways that your project could be more authentic, more rigorous, and more connected to the community. You could use the following prompts to help facilitate the conversation:

Summarize your project ideas. List the pros and cons of your project idea.

1. How could you make the project more authentic, rigorous, or connected to the community?

2. What type of experts might help you make your project more authentic? Is there anyone you know of, such as a friend, teacher, parent, or stranger, who might be able to help you design your project, work with the students (in class or on a field trip), give professional product examples, offer an exhibition venue?

3. Are their any organizations that might be able to help you such as businesses, museums, non-profits, or educational institutions?

4.   What are some initial venue ideas you have for displaying the student work?

Assignment 3: Summarize in a new blog entry the main ideas brought up in your conversation. Reflect on the ideas that were presented and why or why not you would like to incorporate them. List the possible next steps you could take. If relevant, upload any pictures that may illustrate yours ideas.

Assignment 4: Contact the experts. Contact three of the expert people or organizations that you brainstormed. Explain your project and ask them for help making your project more authentic by working with the students (in class or on a field trip), giving professional product examples, or offering an exhibition venue. Ask if they might be willing to meet either in person or over the phone to discuss this collaboration further. *Be BOLD! You will be surprised with how willing people are to help you set up meaningful work for your students.*

Drafting and Planning

Assignment 5: Type up a rough draft project description for implementation with your students. Include your initial ideas for the project benchmarks. Post this assignment as a new blog entry. Invite 2-4 peers, colleagues and/or students to review your rough draft and post comments directly on your blog entry as constructive critical feedback. Guide them to evaluate your rough draft using the following questions:

What strikes you about the draft?
What are the strengths of this draft?
What kind, specific, and helpful constructive feedback can you offer?
What questions do you have?

Assignment 6: Revise your project sheet based on peer feedback and any professional examples you may have reviewed. Post your revision and relevant reflective notes on the critique process as a new blog entry.

Weeks 6,7,8

Drafting and Planning Continued

With a colleague or expert and share your revised project sheet. You could use the following prompts to help facilitate the conversation:

1. Summarize your project ideas and progress on project planning. What are you struggling with?

2. How do you plan on grouping students? For what portion of the project will they work alone and for what portion of the project will they work in a group? What are the pros and cons of this strategy?

3. How will you communicate expectations for the project? Will you use your own example or professional examples or both?

4. How can you break up this project into smaller and smaller steps? Can you have a portion of this project due at the end of the class period?
5. How will you encourage revision? Will you use rough drafts, peer reviews, conferences, and gallery critiques? How will you ensure that the work is professional enough to "live outside the classroom?"

6. How will you assess these benchmarks?

Assignment 7: In a new blog entry, summarize the main ideas brought up in your conversation. Reflect on the ideas that were presented and why or why not you would like to incorporate them. List the possible next steps you could take. If relevant, upload any pictures that may illustrate yours ideas.

Assignment 8: Create a final revised project sheet and post as a new blog entry. The project sheet should include a project description, project deliverables, grouping strategies, project benchmarks and due dates.

Assignment 9: Brainstorm how you will exhibit your product. What work or process skills will be displayed? How will your student's work have a "life outside of the classroom?" Where will the student's work be displayed at to whom? Keep notes on these ideas.

Weeks 9 & 10

Exhibition Planning

Chat with a colleague or expert and share your ideas for exhibiting your student products. You could use the following prompts to help facilitate the conversation:

1. Summarize your ideas for exhibiting the student's work. What are you struggling with?

2. Who will you invite to see your student's work? How will you invite them? How will you create publicity for your student's work?

3. How will the work be displayed so that it is professional and the student's feel proud of their work?

4. What additional steps will you need to take to make sure that the students exhibit professional work?

Assignment 10: Create a new blog entry that summarizes the main ideas brought up in your conversation. Reflect on the ideas that were presented and why or why not you would like to incorporate them. List the possible next steps you could take. If relevant, upload any pictures that may illustrate yours ideas.

Implementation

Assignment 11: Design an example product. Create a new blog entry, which documents through pictures and written description examples of each stage of the creation process.

Assignment 12: Invite 2-4 peers, colleagues and/or students to review your final project and process. Ask them to post comments directly onto your blog entry as constructive critical feedback. Guide them to evaluate your rough project process using the following questions:

What strikes you?
What are the strengths?
What kind, specific, and helpful constructive feedback can you offer?
What questions do you have?

Final Touches

Assignment 13: Make any last minute revisions to your project and post your final project in a new blog entry with pictures and written description describing final product and plans for a class exhibition. Add a final written reflection of depth and content, which summarizes your process, growth and learning outcomes based on the experience of the entire 10-week course on PBL.

Additional Information and University Policies

Technical Support
For technical questions: contact the Chaminade eCollege helpdesk at
helpdesk@chaminade.ecollege.com, or call toll free at: (866) 647-0654.

eCollege Account Support
Call 808-739-8327 or email jnakason@chaminide.edu

University Policies
Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the* Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. A summary of the Education Division's attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
1) Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2) Develop ideas, themes, and main points coherently and concisely.
3) Adopt modes and styles appropriate to their purpose and audience.
4) Be clear, complete, and effective.
5) Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:
1) Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2) Paraphrasing the work of another without proper author acknowledgement.
3) Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.
Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education Division Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.
Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. **Excused Absences**.
1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. **Unexcused Absences**. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:
2.1. **On-ground courses**. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
   a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
   b. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
   c. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
2.2 **Hybrid courses** (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

2.3 **Online courses and online portion of hybrid courses**. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
3. *Additional Notes*
3.1 *If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.*
3.2 *Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.*