Project-Based Learning Online

Center for Digital Instruction Training Course
Asynchronous, Facilitated Fully Online Course

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Buckman 326 (By Appointment Only)
WebEx Room (Preferred) - https://cbu1.webex.com/meet/misbell1

Office Hours: By Appointment

Course Description

This is a nine week asynchronous, facilitated online course. Each module has suggested deadlines to support a pace conducive to learning and cooperative activities; however, taking more or less time for activities is not a problem. Learning isn't a race!

In this course, you will assume the role of 'educator-learner.'
- As a learner, you will be a student enrolled in a project-based course. Your final products will include a completed project planner and a presentation of your project. You will experience the 'Project Path' as a student -- Each milestone (module) will correspond to one of the phases of this guiding document. You will also experience activities and strategies that are student-centered in nature.
- As an educator,you will be granted "under the hood" peeks into my own planning, strategy, facilitating, and rationale for this PBL course. The same planning documents presented to you for your project were used to plan and build this very course. My hopes are to model and demonstrate the processes to you by sharing some of my metacognitive activities and experiences. You will also see how inquiry-based learning drives a project-based learning unit or course.

Course Goals

Educator-learners who complete this course successfully will be able to:
- Differentiate between "doing projects" and "project-based learning."
- Develop a driving question and entry event for a PBL unit/course.
- Anticipate student needs and scaffold course/unit activities aligned to student learning outcomes.
- Implement an assessment and feedback plan that guides students through a PBL course/unit.
- Plan an entire PBL unit/course by completing the PBL Project Planner.

Required Texts, Materials, or Equipment

- A computer with internet access through a modern browser.
- All course materials will be provided within the course in Canvas.
- Most student activities may be completed using either Canvas native tools or Microsoft Office 365 applications. Other activities will require the use of free-to-use web based tools.

Weekly Check-Ins

Each week ends with a check-in activity. Each check-in activity consists of reflective questions and an opportunity to self-assess progress through the course. The required portions of this activity are asynchronous in nature; however, an optional synchronous meeting may be requested by the instructor or educator-learner to meet the educator-learner's specific needs.

Final Products (Due at the end of the course)

- Completed PBL Project Planner
  "This planner offers guidance on how you might plan your daily lessons in the project calendar. Pick and choose what feels necessary to achieve the learning outcome and advance product development for all students."
  > *Source: PBLWorks Project Planner 2021.*
  > *This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. It is designed by PBLWorks to be adapted by teachers and shared with students in the classroom.*

- Completed Supporting PBL Planning Documents
  These documents are completed throughout the course and are embedded into weekly assignments. These documents support and scaffold the work being completed in the PBL Project Planner.

- PBL Ignite Presentation & Presentation Media
  Educator-learners will develop a short ignite-style presentation of their PBL Project ideas to be presented to their classmates and colleagues. Specific rubrics, checklists, and guidelines will be presented within the course.

Class Participation

This is a nine week asynchronous, facilitated online course. Each module has suggested deadlines to support a pace conducive to learning and cooperative activities; however, taking more or less time for activities is not a problem. Learning isn't a race!

It is important to participate in group activities in a timely manner so others can fully benefit from these activities.

Course Grading

Grades on assignments in this course will reflect a demonstrated mastery of course content. Assignments that do not meet a required proficiency should be revised until content mastery is evidenced.

Grade Scale:
- Mastered
- Needs Revision
- Did Not Attempt

Course-Specific Support or Supplementary Instruction
- Each Milestone/Module will contain supplementary text and video resources to further explain or explore topics relevant to a specific phase of the project-based learning process.
- Synchronous one-on-one or small group "workshops" may be requested and scheduled with the instructor at any time.
- The entire CDI Team is available to provide technical and Canvas support, as well as answer any questions you have regarding online teaching best practices.

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.

Preliminary Schedule of Topics, Readings, and Assignments

Date	Topics/Assigned Readings/Homework	Major Assignments and Deadlines
Week 1	- Intros/Community Agreement - K-NTK Protocol Annotation - K-NTK Group Collaboration - PBL v. Projects Quiz - Check-In	**Fri 11:59 PM** **Sun 11:59 PM**
Week 2	- Authentic/Real Discussion - Work Time Protocol Annotation - Project Planner: - Project Overview - Learning Goals - Check-In	**Fri 11:59 PM** **Sun 11:59 PM**

Week 3	• What If My Students Do Not Ask the Right Questions Discussion
	• Supporting PBL Planning Docs:
	  ○ Anticipated Student NTKs & Scaffolding
	• Project Planner:
	  ○ Project Milestones
	• Check-In
		Fri 11:59 PM
		Sun 11:59 PM

Week 4	• Instructional Practices in PBL Share Activity
	• Project Planner:
	  ○ Project Milestones - Formative Assessments
	  ○ Project Calendar: Scaffolding/Activity Plan
	• Supporting PBL Planning Docs:
	  ○ Assessment Map
	• Check-In
		Fri 11:59 PM
		Sun 11:59 PM

Week 5	• FAQs & Common Learner Needs
	• Teaching Moments Quiz
	• Project Planner:
	  ○ Project Milestones - Formative Assessments
	  ○ Project Calendar: Scaffolding/Activity Plan
	• Supporting PBL Planning Docs:
	  ○ Student Learning Guide
	  ○ Engage & Coach Reflection
	• Check-In
		Fri 11:59 PM
		Sun 11:59 PM

Week 6	• Rubrics, Guidelines, Check Lists, and other Student Resources Choice Board • Supporting PBL Planning Docs: ○ Rubrics, Guidelines, Check Lists, and other Student Resources • Check-In	**Sun 11:59 PM**
Week 7	• Submitting Project Planner for Peer Review • Supporting PBL Planning Docs: ○ Feedback Plans • Components of PBL Quiz • Check-In	**Fri 11:59 PM** **Sun 11:59 PM**
Week 8	• Revision of Project Planner Completed • Final Check-In	**Sun 11:59 PM**

| Week 9 | ● Presenting Project Planner for Critical Friends
● Revisions/Reflections
● Submit Final Products
● Post Course Reflection | **Fri 11:59 PM**
Sun 11:59 PM |