Syllabus

Course Information:
EDTECH 542: Technology Supported Project Based Learning
Spring 2017, Section 4201/4202

Instructor Information:

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Office Hours:
by appointment

Feel free to IM me through Google Chat when I'm online anytime Monday through Friday.

Course Description: In this interactive, online course students will learn how to use the Standards-Focused Project Based Learning (PBL) Model to develop instructional units. During the course, students will work independently and collaboratively through all phases of successful PBL, from deciding on a project theme to reflecting on the outcomes of a project. Online discussions and activities will be centered on exploration of issues related to PBL. As a culminating activity, students will develop a PBL unit for use in their own teaching or training.

Course Objectives
At the end of the course, you will be able to:

1. Identify characteristics and attributes of Project Based Learning (PBL).
2. Align goals and objectives of PBL with state and local standards for learning.
3. Explore and implement teacher role as coach, mentor or tutor in guiding students through the PBL process.
4. Develop formative and summative assessments for monitoring and evaluating PBL unit and student outcomes.
5. Design collaborative learning activities that support student learning in the PBL process.
6. Discuss the advantages and disadvantages of PBL and the related implications for student achievement.
7. Develop a Project Based Learning unit using the Buck Institute for Education PBL model.
8. Address the needs of diverse learners.

Major Assignments and Projects
This course revolves around the development of a PBL unit following the Buck Institute for Education (http://www.bie.org/) model. Students use a Web-based format and template to build the project components.

Sample student projects:
- Project Me: http://projectmepbl.weebly.com/
- My University City: https://sites.google.com/site/daegudnue/
- Design a Dream Room: https://sites.google.com/site/edtech542libertypbl/
- Playground Planner: https://sites.google.com/a/u.boisestate.edu/nateirwinpbl/home

Required Textbooks

Materials for this class will be available on the Buck Institute for Education website site located at: http://bie.org. Additional materials will be distributed as course handouts or available on the web. A textbook is optional for this class but they are available online. If you want one, choose the textbook most closely aligned with your area of interest or focus. Both texts are available on the http://bie.org website.

PBL in the Elementary Grades (2011) OR

PBL Started Kit: To the Point Advice, Tools and Tips for Your First Project in Middle or High School (2009)

Equipment:
This is an online course requiring a computer with speakers and an Internet connection. Minimum hardware requirements for the EDTECH online courses may be located at:
http://edtech.boisestate.edu/admissions/hardware-and-software-requirements/

Software for This Course: (Many of these are free.)
Current software requirements for the EDTECH program:
http://edtech.boisestate.edu/admissions/hardware-and-software-requirements/

You don't have to pay full price for your software! An academic discount is available for students and teachers with proof of eligibility. The academic price shaves hundreds of dollars from the original cost.

Here are two places where you can obtain the academic (lower priced) versions of the software:

- Boise State Bookstore: http://www.boisestatebooks.com/ (Click Technology/Software)
- Academic Superstore: http://www.academicsuperstore.com/ (Search for titles)

Antivirus Software: Please make sure to have up to date antivirus software installed and running on your computer.

Popup Blocker: This is highly recommended. Google has one built into their free toolbar if you want to try it: http://toolbar.google.com/T4/index_pack.html

Free Software: Please make sure that the following are installed and up to date on your computer.

- Adobe Reader: http://get2.adobe.com/reader/
- Flash Player: http://www.adobe.com/products/flashplayer/
- QuickTime Player: http://www.apple.com/quicktime/download/
- Firefox Web Browser: http://www.mozilla.com/en-US/firefox

Internet Connection: Of course, an Internet connection is required to participate in this online course. A high speed connection is preferable to dial-up access. If you only have dial-up access you can still get by, but patience is a virtue when waiting for files to download.

Course Policies

Time Management: An online course can take a considerable amount of time. For this reason, I would strongly suggest beginning each assignment early. Work on it regularly over the week rather than waiting until the last day or two. This will allow you to have the chance to work out problems or get help if needed.

Participation: Depending on the class activities, you are responsible for completing weekly assignments, participating in discussion groups, and checking in to the course site on a consistent basis.

Assignments: You will always be given explicit instructions on where to send your assignments. Assignments are usually due on a weekly basis – the exact dates will always be found in the activities and on the course schedule. If you wish to complete an assignment prior to the due date, you may (however, a group assignment must be completed during the week assigned OR upon approval of every member of the group). I DO NOT ACCEPT LATE ASSIGNMENTS. This applies especially to assignments that require participation and interaction with classmates (i.e discussion forums, collaborative projects, peer review and evaluation).

Backing up your files: You will be offered several ways to save your work online. However - and this is important - you should always save your work on another storage device on your own computer. I cannot stress this enough.

Faculty Initiated Drop: Please be advised that if you do not "attend" class at least once during the first week, I will drop you from class. Since this is an online course, this requirement means that you MUST be present in our Moodle course site during the first week and participate in the introductions.

Incompletes: Please be advised that I strictly follow the rules for incompletes. In order for me to give you an incomplete in this course, the following two criteria MUST be met.

- Your work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for you to complete the course before the end of the semester.

In order to receive an incomplete, we must create a contract stipulating the work you must do and the time in which it must be completed for you to receive a grade in the class. If no grade other than incomplete has been assigned **one year** after the original incomplete, the grade of 'F' will automatically be assigned. The grade of 'F' may not be changed without the approval of the University Appeals Committee. You may not remove the incomplete from your transcript by re-enrolling in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course. If I assign a grade of incomplete you will received an email notification that you have "Registrar To Do Items" on BroncoWeb.

Student Code of Conduct: It is expected that students in this class will create original works for each assignment. We will follow the BSU Student Code of Conduct. In the event of academic dishonesty a complaint is filed with the BSU Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

We will also observe U.S. copyright laws in this course. Several great links to copyright information are available on the Copyright Clearance Center website at:
http://www.copyright.com/content/cc3/en/toolbar/education/resources.html

In addition to the above, please respect the following guidelines:

- Please submit original work for each project. Projects that were created for other classes may not be submitted for credit in EDTECH 542. **Each project may only be submitted for credit one time by the person who created it.** The BSU Student Code of Conduct states: "Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."
- All project text should be original text written by the student who is creating the project. The exception to this is the use of small amounts of quoted material that is properly cited. Copying and pasting from other Web sites or projects (including the instructor's examples) is not allowed.
- Images and sound clips used in projects should be original, or used with permission of the owner, or come from the public domain. Please check "terms of use" on sites containing these items.
- Please cite the source(s) for materials that are obtained for your projects unless they are created by you. If permission is granted for use of copyrighted materials please post a statement explaining that near those materials.
- I occasionally use plagiarism detection utilities to test random assignments. Contact me if you have any questions regarding about this.

Thank you for abiding by the Course Policies.

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

The Department of Educational Technology contributes to this vision by emphasizing the following:

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, community organizations, and the private sector.

Grading
Grades are based on assignments, projects, and participation in online discussions. Point values are specified when the assignments are posted. You can check your grades in Moodle to track your progress. Grades are updated regularly throughout the semester.
Final letter grades will be based upon the following scale:

Highest	Lowest	Letter

100.00	100.00	A+
99.99	93.00	A
92.99	90.00	A-
89.99	87.00	B+
86.99	83.00	B
82.99	80.00	B-
79.99	77.00	C+
76.99	73.00	C
72.99	70.00	C-
69.99	67.00	D+
66.66	60.00	D
59.99	00.00	F

Modification of the Syllabus and Schedule
I reserve the right to modify the syllabus and schedule at any time. Notice of any change will be emailed and posted as an announcement.

How to Get Help
If you have questions or need help please contact your instructor by phone, email, or by posting a note on the class discussion board. I will do my best to respond within 24 hours on weekdays. Weekend messages will be answered on Mondays by the end of the day.

Tentative Schedule
Technology Supported Project Based Learning
EDTECH 542 Spring 2016
Section 4201/4202

Minor adjustments may be made to the schedule as needed.

*Please note that the assignment list shown below is just a brief outline. Complete details about each assignment are posted each week in class (on the Moodle course site).

Week	Dates	Topics & Assignments	Due Dates
1	1/11-1/19	Welcome and Orientation to Course	1/17

2	1/20-1/26	**Overview of Project Based Learning - Foundational Concepts**	**1/24**
3 & 4	1/27-2/9	**Explore Sample Projects & Develop a Project Idea**	**2/7**
5	2/10-2/16	**Write a Driving Question**	**2/14**
6	2/17-2/23	**Plan the Assessment**	**2/21**
7 & 8	2/24-3/8	**Planning and Preparing**	**3/7**
9 & 10	3/9-3/24 **Spring break: 3/20-3/26**	**Manage the Process**	**3/24**
11&12	3/25-4/4	**Reflect & Perfect**	**4/4**
13 & 14	4/6-4/19	**Peer Review**	**4/18**
15	4/20-4/29	**Self Evaluation and Final Project Submission**	**4/28**

Matrix of Alignment of course projects and assignments to AECT Standards (2012)

	1 CK	2 CP	3 LE	4 PK &S	5 R
Creating PBL Unit Project Plan; PBL Project design and development	x	X			
Using PBL Unit Project Plan; PBL Project design and development	X	X			
Assessing/Evaluating PBL Project design and development – Plan the Assessment		X		X	
Managing PBL Project design and development – Manage the Process; Map the Project		X			
Ethics PBL Project design and development		X		X	
Diversity of Learners					
Collaborative Practice					
Leadership					
Reflection on Practice PBL Project design and development; Peer coaching and review; Reflective discussion; Reflection journals				X	
Theoretical Foundations					
Method					

Source: AECT Accreditation Standards for Programs in Educational Communications and Instructional Technology (ECIT) http://www.aect-members.org/standards/
Source: ISTE, NCATE Program Standards, http://cnets.iste.org/ncate/n_lead-stands.html