EDTECH 542: Technology Supported Project Based Learning

Instructor Information
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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 thecourse, 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, each participant 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.

**Note: A matrix showing alignment with AECT Standards (2012) can be found at the end of this document. Detailed information is located within the course site.

Course Location and Login Information

This is an online course delivered in Moodle (http://edtech.mrooms.org/). The Moodle login page explains how to login to Moodle. Contact Moodle Support at moodlesupport@boisestate.edu if you have problems accessing Moodle. If you have forgotten your password, click the linkbelow the login box, "lost password?" and you will be able to reset it.

Course Materials

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. 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)

Required Hardware and Software
This is an online course requiring an up‑‑‑to‑‑‑date computer and an Internet connection. Minimum hardware requirements for the EDTECH online courses may be located at:
https://edtech.boisestate.edu/admissions/hardware-and-software-requirements/

Please do not pay full price for your software!!! An academic discount is available for students and teachers with proof of eligibility. 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)

Course Assignments, Grading, and Policies

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

Tentative Course Schedule

Please note that students are expected to spend 9-12 hours each week on each EDTECH course during a regular academic session. The workload is approximately doubled during the compressed summer sessions. Please check the detailed schedule found on the Moodle course site for the latest updates and information. The instructor reserves the right to make changes to the schedule as needed.

Weeks	Topics	Activities
1	Part I – Welcome and Orientation to Course Part II – Overview of Project Based Learning – Foundational Concepts	Review the course materials, resources and documents. Introduce yourself. Define PBL and essential elements.
2	Part I – Explore Sample Projects Part II – Develop a Project Idea	Locate projects, identify standards, develop a project idea
3	Write a Driving Question	Determine essential questions that will guide teaching and learning.

4	Part I – Plan the Assessment Part II – Planning and Preparing	Develop formative and summative assessments. Complete Student Learning Guide.
5	Part I – Manage the Process Part II – Reflect & Perfect	Complete Products and Performances. Reflect and perfect with peer review.
6 & 7	Self-Evaluation and Final Project Submission	Revise and Refine for submission.

Boise State University Academic Calendar

Please refer to the Boise State University Academic Calendar for University dates and deadlines:
http://registrar.boisestate.edu/academic-calendar.shtml

Graduate Catalog

Graduate Catalogs for present and prior academic years can be found online at:
http://graduatecatalog.boisestate.edu/

Final letter grades will be based upon the following scale:

Highest %	Lowest %	Letter
100.00	97.00	A+
96.99	94.00	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+
66.99	60.00	D
59.99	00.00	F

Technical Difficulties

On occasion, you may experience problemsaccessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted. EDTECH Moodle Technical Support is available Monday - Friday, 9 am - 4 pm (MDT) at (208)426-4215 or by emailing moodlesupport@boisestate.edu

Time Management

An online course can take a considerable amount of time.A three credit graduate course requires 9---12 hours of effort each week, but the amount of time you actually spend on assignments and activities will vary depending on your skill level and knowledge in a variety of areas. Forthis reason, I would strongly suggest beginning each assignment early. Work on it regularly rather than waiting until the day before the due date. 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.

Assignment Submission

You will always be given explicit instructions on where to send your assignments. 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). This applies especially to assignments that require participation and interaction with classmates (i.e discussion forums, collaborative projects, peer review and evaluation). Please submit your work on time.

Reasonable Accommodations

Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRCprior to being implemented. To learn more about the accommodation process, visit the DRC's website at http://drc.boisestate.edu/new-drc-students/.

The Disability Resource Center is located on the first floor of the Lincoln Parking Garage, on the corner of Lincoln Ave. and University Dr. at Boise State University. They are available Monday through Friday 8:00 a.m. to 5:00 p.m. Mountain Time.

Phone: 208-426-1583
Email: drcinfo@boisestate.edu
Website: http://drc.boisestate.edu

Privacy Information

EDTECH courses involve online delivery and for some courses public display of assignments on websites or social media spaces. In the online course, your name, email address, and Moodle profile may be visible to others who have logged into Moodle. You are advised to familiarize yourself with privacy settings on Moodle or social media sites associated with the course. Privacy settings can sometimes be adjusted to restrict certain types of information. Please contact your instructor if you have questions or concerns.

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

Incompletes are not guaranteed. However, when they are given, incompletes adhere to Boise State University guidelines: Instructors can enter a grade of I - for incomplete - if both of the following conditions are present:

- ☐ 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 workto be completed and the time in which it must be completed for you to receive a grade in the class. The contract time may not exceed one year. If no grade other than incomplete has beenassigned 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.

Academic Honesty

Students are expected to create original work for each assignment. Students must follow the Boise State Student Code of Conduct as well as observe U.S. copyright laws in this course.

In the event of academic dishonesty, a complaint is filed with the Boise State 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.). 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 project 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 Blackboard "Safe Assignment" and other plagiarism detection utilities to test random assignments. Contact me if you have any questions regarding this issue.

Thank you for abiding by the Course Policies.

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.

Department of Educational Technology Mission

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.

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

	Standard 1 Content Knowledge	Standard 2 Content Pedagogy	Standard 3 Learning Environments	Standard 4 Professional Knowledge and Skills	Standard 5 Research
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/