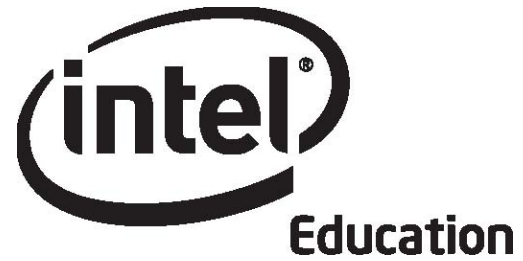


Intel® Teach Program

Essentials Online Course

May 2008



Intel® Teach Program

Essentials Online Course

Orientation

May 2008

Orientation
Overview

Facilitator Corner

Hello and welcome to the Intel® Teach Essentials Online Course!

The activities in this Orientation prepare you for the face-to-face and online components of this course. As you complete the activities, note any questions you have regarding the online environment that we can review later. You can also message or e-mail me with any concerns as you proceed through the Orientation. Whether you are new to online learning or a seasoned veteran, I look forward to the rich opportunity for shared learning among us. It is my personal goal to facilitate successful online experiences for each you.

Let's get started! Take a moment to review the **Orientation Objectives** and **Orientation Questions**. To become familiar with this online environment, browse the site using the navigation options:

- The tabs at the top of each page have clickable menus that fly out on roll over and take you directly to course modules, activities, tools, and resources.
- The left navigation pane in each tab also provides links to course modules, activities, tools, and resources.

Orientation Objectives

Participants will:

- Explore the course schedule and course features
- Check available software applications
- Complete an online profile and learn about the course community
- Review a sample unit plan and develop topic ideas for their own unit plan
- Participate in a discussion using the course blog
- Complete the Orientation Survey

Orientation Questions

- What will be included in this professional development experience?
- How do I navigate the online course?

When you are ready, proceed to **Welcome**.

Orientation

Welcome

Welcome to the Intel® Teach Program Essentials Online Course.

Thanks to teachers like you, over 5 million educators worldwide have made technology learning more compelling and more relevant.

Dedicated teachers nurture the innovative potential in young people—preparing them to step into a world where an understanding of technology can help shape their success. Like you, Intel is passionate about education, because we know it is the foundation for innovation and opportunity. So, on behalf of Intel, I want to thank you for your participation in this course.

Since 1999, the Intel Teach Program has helped educators in more than 40 countries. Our programs are built by educators, for educators, and they combine best practices with the power of technology. Young people today are entering a global economy where they'll be challenged to analyze information, collaborate, and communicate their ideas using an ever-changing array of technology. As part of our network of teachers, you can help prepare your students to succeed in this competitive environment.

Innovation involves taking calculated risks but yields big rewards. Your participation in the Intel Teach Program brings that same spirit to the classroom, where we know your students will be the true winners.

Best regards,



Paul Otellini
Chief Executive Officer
Intel Corporation

An equal opportunity employer.

When you are ready, proceed to **Tour the Course**. This tour uses animations to walk you through the features of the course.

Orientation

Activity 1: Touring the Course

Facilitator Corner

Hello again. Now is a good time to call attention to the Facilitator Corner. Here, you will find friendly advice and helpful suggestions to complete activities. This section also provides an overview and the time required for each activity. Please take the time to read each Facilitator Corner.

For a successful online course experience, you need to understand the organization of the online learning environment. This activity introduces the online navigation and course design with animated demonstrations and a review of key documents.

As you review the documents, note which activities are conducted face-to-face, which must be completed online, and which may be completed offline. Record key dates in your personal calendar to help you anticipate when you will need to have online access. I highly recommend that you also schedule consistent work times throughout each week; this will prevent you from falling behind and becoming overwhelmed.

This activity provides an overview of course navigation and an introduction to the course design.

1. View the following animated demonstrations. After you view each demonstration, explore the section on your own:
 - **Navigating the Essentials Online Course**
 - **Using Features in the Course Home Tab**
 - **Using Features in the Essentials Course Tab**
 - **Using Features in the My Work Tab**
 - **Using Features in the Course Wiki Tab**
 - **Using Features in the Sharing Tab**
 - **Using Features in the Lounge Tab**
 - **Using Features in the Resources Tab**
2. For an introduction to the course design and content, read the following documents. The documents provide a detailed overview of the course topics, activities, and expectations. Please review each document carefully. You can also find the documents in the **Resources** tab > **About This Course** link.
 - **Intel® Teach Essentials Online Course Overview** (DOC; 3 pages)
 - **Training Schedule for Face-to-Face and Online** (XLS; 1 worksheet)
3. Review each module overview by clicking the module name in the left navigation pane.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity. When you click the **Submit** button, your **Course Progress** checklist in the **My Work** tab is automatically updated. You may go to the **Course Progress** checklist at any time to monitor your progress.

When you are ready, proceed to **Achieve Success**.

Orientation

Activity 2: Achieving Success in This Course

Facilitator Corner

In this important activity, you check to see if you have the technical infrastructure, hardware, and software necessary to complete all components of the training.

Some of you might use multiple computers at different times during your training, so you need to be aware of which software applications are necessary for each module.

Keeping track of your documents is critical to the successful completion of this course. I recommend that you always save in two places (STP). Consider all the ways to save your files, including saving to a 3.5-inch disk, burning to a CD, saving on a USB drive, saving on the desktop, e-mailing documents to yourself, or uploading to a free Web storage site. Which methods will you use?

Explore additional resources that can help you be a successful participant in this course.

1. Read **Tips for Success** (DOC; 8 pages) for information that will help you succeed in this course. For future reference, this document can be found in the **Resources** tab > **About This Course** link.
2. Review the **Frequently Asked Questions** (PDF; 9 pages) (or FAQ) for the course. For future reference, the FAQ is located on the **Home** tab.
3. Verify that your computer meets the recommended software and system settings:
 - a. Review **Ensuring a Proper Online Environment** (DOC; 2 pages). For future reference, this document can be found in the **Resources** tab > **About This Course** link.
 - b. Install or download software, applications, and plug-ins that you may need.
 - c. If you think your computer cannot meet the minimum requirements, send a message to your facilitator explaining your concerns.
4. Read the **Guidelines for Online Interactions** (DOC; 2 pages) in the **Resources** tab > **About This Course** link.
5. Determine how you will keep track of the documents you create during this course:
 - a. Read **Storing and Transporting Files Using the Internet** (DOC; 3 pages). For future reference, this document can be found in the **Resources** tab > **About This Course** link.
 - b. If you have any concerns or questions, send a message to your facilitator.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity. You may go to the **Course Progress** checklist in the **My Work** tab at any time to monitor your progress.

When you are ready, proceed to **Join the Community**.

Orientation

Activity 3: Joining the Course Community

Facilitator Corner

A vibrant and active online community will substitute for face-to-face interaction during the online portion of this course. The first step in developing this community is completing your online profile. Please take time to share information about yourself and, if possible, add an image. When you are in the online portion of the training, you will find that seeing the faces of your colleagues can be helpful.

Our online community will be created by sharing and learning together. During the first day of our face-to-face training, you review your colleagues' profiles in a "get acquainted" activity. The following steps outline how to create your profile (tell us about yourself!) and how to interact with fellow participants in the course.

1. Go to the course **Home** tab, click **Update Profile**, and click **Edit Profile**.
2. Complete your online profile:
 - a. Verify your user information, including your name and e-mail address.

Note: Please do not change the time zone in your profile. Changing the time zone may affect your course schedule dates.
 - b. In the **Description** area, add information regarding your professional experience, including:
 - Grade level(s) you teach
 - Subject(s) you teach
 - Years of teaching experience
 - Leadership roles in your school and district (such as department chair, administrator, and so forth)
 - Comfort level with technology, experience with online courses, access to computers (such as Internet, lab, laptop, e-mail account, school vs. home vs. ?), and frequency of technology use in the classroom
 - c. The **Picture** area is optional, but recommended. We strongly encourage you to add a digital photograph. If you do not know how to do this, you may meet someone in the face-to-face who can help you.
3. To find out more about other learners enrolled in this course, go to the course **Home** tab, click the names in the participant list, and read the participants' profiles.
4. You can use several methods to communicate with other participants in the course. We will explore the following communication options during the face-to-face portion of the training:

- Using the messaging system on the course **Home** tab by clicking the envelope next to a user's name
- Creating blog entries and soliciting feedback in the course blog
- Responding to a colleague's blog
- Using the course wiki to share ideas
- Giving and receiving feedback in the **Sharing** tab
- Sharing ideas, concerns, and suggestions in the **Lounge** tab

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Explore Unit Ideas**.

Orientation

Activity 4: Exploring Unit Ideas

Facilitator Corner

In this activity, you complete two steps:

- In Step 1, you review unit plans and project ideas created by teachers. These are examples of what you create for your classroom during this training. After you understand the unit plan structure, you give some thought to topics in your curriculum that may be appropriate for a unit that engages students in technology-supported collaboration, communication, and research.
- In Step 2, you practice using the course blog for the first time. Blogs, short for *weblogs*, are used to share information and opinions with readers, solicit feedback, and engage in discussion.

Blogs often take the form of a journal and are regularly updated with new entries. Please give it a try and share your ideas! Discussions are so important to our learning, whether face-to-face or online. By using the course blog to reflect on activities, we build a learning community, and deepen our understanding and application of material presented in the course.

For more information about blogs, read **Web-based Collaborative Learning Resources** (DOC; 3 pages) found in the **Resources** tab > **Collaboration** link.

When you are ready, proceed to **Step 1**.

Orientation

Activity 4: Exploring Unit Ideas

Step 1: Reviewing Unit Plans and Taking Notes

One key objective of the Intel® Teach Essentials Online Course is to create a standards-based, 'student-centered' unit that includes assessments, a sample of work students would create, and resources to support students and your facilitation of the unit. To make the most of our face-to-face days together, you should arrive prepared to work on a unit or curriculum topic that you want to explore in depth using technology in your classroom.

Note: Throughout this course, you will find highlighted terms with an apostrophe on either side, like 'student centered' in the previous paragraph. This format means that you can click the term to see a definition in a pop-up window.

To begin thinking about your unit or topic:

1. Briefly review the **Unit Plan Template Overview** (DOC; 3 pages) and note how the parts of the Unit Plan are developed in different modules throughout the course.
2. Select at least one of the unit plans below from the Intel® Education *Designing Effective Projects* Web site, and review all of the following components:
 - Unit Summary
 - Curriculum-Framing Questions
 - Assessment Processes
 - Standards
 - Resources
 - Instructional Procedures
 - Prerequisite Skills
 - Accommodations for Differentiated Instruction

Throughout this course, you design curriculum by creating your own Unit Plan based on the preceding components. You may want to download a unit plan for offline viewing. To do this, click the **Print this Unit** link in the unit plan highlight box and then save it to your desktop.

Seasoning the School Year, Science, Grades K–2

From Sea to Sea, Social Studies, Language Arts, and Math, Grades 3–5

Enduring Heroes, Language Arts, Grades 6–8

Famine, Social Studies, Grades 9–12

3. Think about the standards for the subject area(s) you teach:
 - a. Consider topics in your curriculum that might lend themselves to student assignments that include presentations, newsletters, brochures, or web-based publications, such as blogs, or wikis.

- b. Think about topics in which you could incorporate research, communication, and collaboration.
 - c. Review **Essential and Unit Question Examples** (XLS; 3 worksheets). Note any questions that you find interesting and appropriate for your teaching assignment. For future reference, this document can be found in the **Resources** tab > **CFQs** link.
4. If desired, use the online **Notebook** to take notes. Click the **Submit** button when you are finished.

Note: Most activities throughout the course have online Notebook spaces for writing notes. If you choose to take notes in the online Notebook, your writing is saved in the Notebook in the **My Work** tab. You can revisit your Notebook entries anytime. This Notebook is a personal space and is not shared with colleagues. You do not need to fill in the Notebook space for every activity; however, by doing so, you can track your thinking and planning as you progress through the course.

If you prefer to handwrite or type your ideas on your computer without being logged on to the Internet, you can download the printable Notebook from the **Resources** tab > **About This Course** link. The Notebook is available as a document that you can fill in electronically using a word processing application, or as a PDF file that you can print and use to record your thoughts by hand. You can print the complete Notebook or selected sections.

Offline Tip: Downloading the Notebook is a good option if you have limited Internet connectivity.

Optional: If time permits, preview other exemplary *Designing Effective Projects* **unit plans** or, for more project ideas, go to **Innovation Odyssey** and explore the Find Ideas and Themes for Learning sections.

When you are ready, proceed to **Step 2**.

Orientation

Activity 4: Exploring Unit Ideas

Step 2: Sharing Unit Ideas

Facilitator Corner

Blogging is an important way to share, learn, and build your online collaboration skills with your colleagues. You will participate in blog activities throughout the course in two ways: 1) respond to the course blog, and 2) author your own personal blog. As your facilitator, I maintain the course blog for our community and create entries to which all participants respond. In your personal blog, you write insights, key ideas, and questions you may be pondering at the end of each module. As inspiration strikes, you are also welcome to add additional entries regarding topics of your choice. Your colleagues can read and respond to the entries in your personal blog as well. You can choose to set up your personal blog during this activity or wait until the face-to-face activities. Let's get ready for your first blog assignment, responding to the course blog.

To share your unit ideas, you need to register for the course blog and then respond to your facilitator's entry.

1. To register for the course blog:
 - a. Open the e-mail message titled, **Blog Registration**, and follow the instructions for registering and logging on to the site.
 - b. Attached to the message is a Login Information document that contains login ID and password fields for your use. Save this document in an easily accessible location. **Bring this document with you to the face-to-face training.** In Module 1, Activity 1, you will create your Portfolio folder for the course and will place this document in that folder. You will access this file throughout the course as you complete the remaining login and password fields when you register for additional tools. (**Note:** If you need another copy of the **Login Information** (DOC; 2 pages) document, it is available in the **Resources** tab > **About This Course** link. For easy and accurate reference, you should keep one copy of this document and save it with your unit materials.)
2. After you register for the course blog:
 - a. Add the blog URL, login ID, and password information to your Login Information document.
 - b. Read the blog entry titled, **Unit Topics**, on the blog's home page.
 - c. Respond to the blog entry. Include in your response at least one topic that you are considering for the unit you will create during this course:
 - Indicate your unit topic, grade level, and subject area
 - Explain your topic idea

- Include other ideas for topics
- d. Review responses from other participants and start a conversation with any of interest.

Optional: After responding to the **Unit Topics** blog entry, create your personal blog. Directions are in the blog entry titled, **Create Your Personal Blog**. Choose a topic for your blog's first entry. You can reflect on your learning during this module, share what you are doing in your classroom, post pictures, and so on.

Facilitation Tip

Review participants' initial responses and provide feedback.
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Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Orientation
Wrap-Up

Facilitator Corner

Congratulations! You have finished the Orientation section.

Each module has a **Wrap-Up** that prompts you to update your course progress and complete a survey.

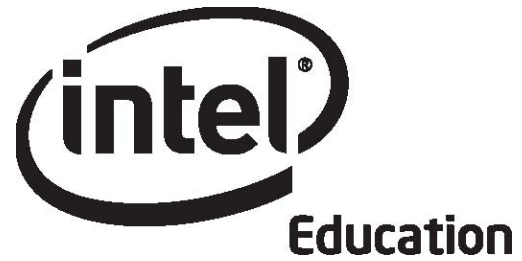
Note: Only your facilitator sees the survey information. The survey is not shared with any other participants.

To complete the Orientation Wrap-Up:

1. Complete the **Orientation Survey**, and click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Orientation activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

I hope the Orientation has given you some insight into what you can expect in this course. Please send me a message to let me know you have completed the Orientation section online, noting any thoughts, queries, or comments and verifying your attendance at the face-to-face portion of the training. I look forward to meeting you and working through the Intel® Teach Essentials Online Course together.

When you are finished with the Orientation, click the **Sign out** link at the top right of this window to end your training session.



Intel® Teach Program

Essentials Online Course

Module 1

May 2008

Module 1: Teaching with Projects

Overview

Facilitator Corner

Welcome to Module 1: Teaching with Projects! Projects provide an authentic and real-world context for connecting learning activities, incorporating higher-order thinking around big ideas, and engaging students in the learning process. In this module, you explore how technology-supported projects can be used in the classroom, determine the type of planning required, and begin planning your own unit. All of the activities in this module build a foundation for the Intel® Teach Essentials Online Course and are completed during the face-to-face portion of the course.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Discuss the Intel Teach Essentials Online Course goals and expectations
- Create Portfolio folders for saving unit materials
- View the Unit Plan Template, Portfolio Rubric, and sample Unit Portfolios
- Review research on unit planning and a project-approach to learning
- Create publications to explain projects to others
- Reflect on their learning
- Begin planning technology-enhanced units that target higher-order thinking and 21st century skills (optional)

Module Questions

- How can projects help my students meet standards and develop 21st century skills?
- How can I use projects to enhance student learning?

When you are finished reviewing, proceed to **Get Started**.

Module 1: Teaching with Projects

Activity 1: Getting Started

Facilitator Corner

In this activity, you complete four steps that are important to the rest of the course experience:

- In Step 1, you meet the other course participants.
- In Step 2, you learn about the course goals, look over the focus and outcomes for each module, and set learning goals.
- In Step 3, you think about your curriculum, learn about the Intel® Education *Help Guide*, and create your Portfolio folder.
- In Step 4, you review the Unit Plan Template you will use to create your Unit Plan.

In this module you work both independently in the online environment and with your colleagues in face-to-face groups. If you have questions or encounter difficulties while working independently online, practice using the course communication tools to ask for assistance:

- Send a message to a colleague or your facilitator
- Set up a chat and invite participants to join
- Go to your facilitator's Office Hours in the chat area

Facilitation Tip

Encourage participants to collaborate on a unit and on activities throughout the online course. Participants who feel they learn better with face-to-face contact may also want to complete some of the online activities with a partner or small group in a face-to-face environment.

When you are ready, proceed to **Step 1**.

Module 1: Teaching with Projects

Activity 1: Getting Started

Step 1: Getting Acquainted

Facilitator Corner

Implementing the 'student-centered' learning strategies presented in this course can be a challenge. The colleagues you meet here will be a valuable resource for you as you complete the course work as well as later, when you apply what you have learned in your classroom. Developing relationships with teachers who can support you is a key outcome of this course. During this time, meet the other course participants by reviewing their course profiles.

1. Go to the **Home** tab and find the **Class List** on the left side of the window.
2. Click the names of four or five colleagues to access their profiles.
3. Review the profiles and, if desired, send messages to your colleagues by clicking the **Send Message** button at the bottom of the page or clicking the envelopes next to the names in the class list.
4. Find the messages sent to you by your colleagues on the **Home** tab under **Messages**.
5. Read your messages and respond to any of interest.

Note: Once you read a message, it disappears from the **Messages** section. You can review the **Message History** by clicking the envelope next to the name of a person in the class list who sent you a message.

Facilitation Tip

Show participants how to adjust their message settings so messages not read within three days are sent to the participant's outside e-mail account. Also show how to find the message history and view profile information.

Participants who did not create a profile in the Orientation will need to complete their profiles on their own time.

When you are ready, proceed to **Step 2**.

Module 1: Teaching with Projects

Activity 1: Getting Started

Step 2: Introducing the Intel® Teach Essentials Online Course

Facilitator Corner

The Intel® Teach Essentials Online Course helps you use the power of computer technology to spark student imagination and ultimately move students toward greater learning.

Throughout the course, you encounter questions asking how your students can best use computers to enhance learning. The 'Essential Question' for the entire course is:

**How can technology be used most effectively
to support and assess student learning?**

You will have many opportunities in the course to investigate this question as it applies to your students and your classroom.

We are well aware that life's most important lessons can be taught without a computer. Therefore, we solidly ground this course with research-based curricular planning and assessment practices as you design classroom units and projects.

Our Goal for You

As you progress through the modules of this course, you collaborate with other teachers and discuss ideas for both introducing and using technology in your classroom. You develop a Unit Portfolio based either on material you currently teach or material you would like to teach in the future.

Throughout this course, you will use many different technological resources and tools that can help you create your Unit Portfolio, improve your instruction, and enhance your students' learning:

- A wiki for collaboration on Pedagogical Practice discussions
- A blog for reflective thinking—sometimes personally and sometimes as a group reflection
- An online collaborative Web site for sharing ideas
- A tagging/bookmarking resource for noting and commenting on useful Web sites
- An online Notebook for keeping notes and planning ideas for your unit
- The Teachers' Lounge for discussions you and your colleagues want to pursue related to the course that are not already covered in other discussions
- The Sharing tab for giving and receiving feedback on your Unit Portfolio

Our goal is for you to have a Unit Portfolio you can implement in your classroom—a unit that allows you to raise the level of excellence in your classroom and meet important learning objectives and ‘21st century skills’.

Read the list of **21st century skills** from the Partnership for 21st Century Skills (doc; 2 pages) in the **Resources** tab > **Thinking** link.

Facilitation Tip

Lead a short discussion about the tools and resources participants use during the course and where they find them in the course navigation.

Before you move on, confirm that all participants are comfortable with the course navigation and features.

Course Overview

Examine the following table to see the major focus and outcomes for each module during the course.

Orientation Module	
Topics: Course design and structure	Key Activities: <ul style="list-style-type: none">• Explore the course schedule and course features• Check available software applications• Complete an online profile and learn about the course community• Review a sample unit plan and develop topic ideas for your own unit plan• Participate in a discussion using the course blog• Complete the Orientation Survey
Module 1: Teaching with Projects	
Topics: Project-based learning and unit design	Key Activities: <ul style="list-style-type: none">• Review portfolio components• Create a publication on projects• Identify 21st century skills for your unit• Develop initial unit ideas• Reflect on learning in your blog
Module 2: Planning My Unit	
Topics: Curriculum-Framing Questions and student-centered assessment	Key Activities: <ul style="list-style-type: none">• Identify standards for your unit• Create learning objectives• Create Curriculum-Framing Questions• Research effective assessment strategies• Draft an Assessment Timeline• Create an assessment to gauge student needs• Create a Unit Portfolio Presentation• Reflect on learning in your blog
Module 3: Making Connections	

<p>Topics:</p> <p>The Internet to support teaching and learning</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> • Obtain feedback to improve Unit Portfolio and gauging student needs assessment • Share ideas for meeting standards with projects • Review copyright laws and Fair Use • Create a Works Cited document • Integrate the use of Internet resources to support research, communication, collaboration, problem solving, and other 21st century skills • Use an online collaborative Web site to share ideas • Reflect on learning in your blog
<p>Module 4: Creating Samples of Learning</p>	
<p>Topics:</p> <p>Project outcomes from a student perspective</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> • Identify strategies to ensure safe and responsible Internet use • Create a sample student publication, presentation, wiki, or blog to demonstrate student learning • Draft your Instructional Procedures • Self-assess your student sample • Reflect on learning in your blog
<p>Module 5: Assessing Student Projects</p>	
<p>Topics:</p> <p>Formative and summative assessment</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> • Obtain feedback to improve your student sample • Explore challenges and solutions for involving students in the assessment process • Self-assess your current assessment practices • Draft an Assessment Summary • Create an assessment for your student sample • Revise your student sample based on the assessment • Revise your Unit Plan • Reflect on learning in your blog
<p>Module 6: Planning for Student Success</p>	
<p>Topics:</p> <p>Student support and self-direction</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> • Explore strategies to differentiate instruction • Create an assessment to encourage student self-direction • Create student support materials • Revise your Unit Plan to incorporate accommodations for all learners • Reflect on learning in your blog • Self-assess your facilitation of a student-centered classroom
<p>Module 7: Facilitating with Technology</p>	
<p>Topics:</p> <p>Teacher as facilitator</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> • Explore questioning strategies to promote higher-order thinking • Create facilitation materials

	<ul style="list-style-type: none">• Revise your Unit Plan• Discuss implementation strategies• Create management documents• Self-assess your Unit Portfolio and revise based on your assessment• Reflect on learning in your blog
Module 8: Showcasing Unit Portfolios	
Topics: Sharing learning	Key Activities: <ul style="list-style-type: none">• Prepare for showcasing your unit• Give and receive feedback on Unit Portfolios• Reflect on learning in your blog• Evaluate the Essentials Online Course

Setting My Goals for the Course

1. Think about what you will be learning and doing in this course:
 - Which topics interest you the most?
 - Which topics will be the most challenging for you?
2. Participate in a face-to-face discussion with the whole group.

Facilitation Tip

Lead a short discussion to ensure there are no misconceptions about the course goals or the module topics. Ask participants to share their areas of interest and potential challenges with any of the topics at this point. Then, help participants set their goals for the course by providing some examples of goals: *I want to improve my assessment methods for student projects. I want to help students develop self assessment and self direction that they will use and build upon all year. I want to design well-organized projects that engage my students deeply and address required standards.*

3. After the discussion, think about the areas in which you would like to focus your learning and write your initial goals for the course in your **Notebook**. You will revisit these goals later in the module.

Classroom Tip: Ask students to set goals at the beginning of projects to help them think about the areas in which they would like to focus their learning.

Note: Throughout the course, you have the option of taking notes using either an online Notebook or pages from a printed Notebook. If you choose to take notes in the online Notebook, remember that your writing will be saved to the Notebook in the **My Work** tab. After you complete an entry in your Notebook, click the **Submit** button below the entry to save your notes. If you are having intermittent connectivity issues, you may want to type your Notebook entries offline in a word processing document and then paste them into the Notebook spaces.

If you prefer to use a printable Notebook, download the printable Notebook from the **Resources** tab > **About This Course** link. The Notebook is available as a word processing document that you can fill in electronically and then print, or as a PDF file that you can print and then fill in by hand. Keep in mind that both formats enable you to print the entire Notebook or selected sections.

Offline Tip: Downloading the Notebook is a good option if you have limited Internet connectivity.

Facilitation Tip

Reiterate the personal nature of the Notebook. Let participants know that it is not reviewed or handed in as a requirement for completing the course. The Notebook is simply a personal space for jotting notes—somewhat like a work journal—and is not shared with colleagues. Emphasize that participants must click the **Submit** button when they are finished entering information in the online Notebook to save their work. Point out that participants can download the Notebook and type their responses, or write them by hand.

Continue facilitating Step 3, where you introduce the Intel® Education *Help Guide* and the Curriculum Resource CD.

When you are ready, proceed to **Step 3**.

Module 1: Teaching with Projects

Activity 1: Getting Started

Step 3: Considering My Role as Curriculum Designer

Facilitator Corner

Classroom teachers are more than instructors—they are ‘facilitators’ of student learning, implementers, evaluators, and curriculum designers. You get to make decisions about how the curriculum is implemented in your classroom. You have choices in how you organize activities and respond to students’ questions and ideas. The decisions you make impact the curriculum that your students experience. For this reason, we ask you to thoughtfully consider your role of curriculum designer as you examine the steps of good instructional design throughout the course and develop the elements of your Unit Portfolio.

Course Outcomes

In this course, you design and develop resources for a unit of study that you teach. The unit may range in length from a couple weeks to several months, but it should encompass a key area of study in your curriculum. Your Unit Portfolio (the unit of study along with the resources to support its implementation) is developed throughout the course’s eight modules.

Organizing Your Unit Portfolio

To help you organize your Unit Portfolio, you create a main folder, referred to as the **Portfolio folder**, and subfolders in the main folder. Using this file management system assists you in organizing and managing both your works-in-progress and your completed portfolio components. All documents, publications, and presentations relating to your Unit Portfolio are saved in these folders so you or others can find them easily. A **Portfolio Checklist** (DOC; 1 page) in the **Resources** tab > **Assessment** link helps you keep track of your completed portfolio elements.

Classroom Tip: Giving students specific directory structures in which to save their files models an effective classroom management technique. This allows you and your students to store and retrieve saved work in a logical and efficient manner.

Using the Intel® Education Help Guide

At various points in this course, you may look to other resources to help you find answers to your questions. Often, you can search online or ask a peer when you are looking for help. When you are looking for technical help during this course, you can use the Intel® Education *Help Guide*. This digital resource provides step-by-step directions for completing technical skills. You can use the *Help Guide* to quickly learn how to do certain tasks on the computer as needed. The *Help Guide* is a valuable resource that is available to you while you are enrolled in this course and in the future.

Follow your facilitator’s guided instructions for using the *Help Guide* and the Curriculum Resource CD.

Facilitation Tip

Model the use of the *Help Guide* for participants.

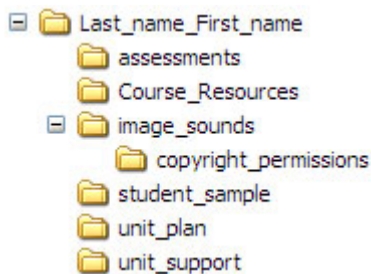
- Preview the topics contained in the *Help Guide*
- Demonstrate how to search for topics and navigate the skills
- Show how the *Help Guide* works in conjunction with the software on participants' computers

Demonstrate the *Help Guide* using the Curriculum Resource CD version, not the web-based version to see the "always on top" feature of the *Help Guide* steps. Then, review the *Help Guide* on the Web and point out that the window in the Web version does not stay on top if you click another window. Observe participants closely to ensure they understand how to use the *Help Guide*. Proficient use of the tool will help participants work independently when using technology throughout the course.

Tell participants that the resources on the Curriculum Resource CD are also available in the **Resources** tab. Mention that using the CD is beneficial if they have limited Internet connectivity.

Creating the Portfolio Folder

1. Examine the Portfolio folder structure as shown here.



2. Create the folder structure on your desktop. Use the *Help Guide* if you need help in creating the folder and subfolders.

Intel Teach Courses Skill 2.1: To create the course folder and subfolders

Note: If you are likely to use different computers while you work on your portfolio, consider creating your course folders and saving your files on an online storage site. See a list of sites in the **Transporting and Storing Files Using the Internet** (DOC: 3 pages) file in the **Resources** tab > **About This Course** link.

1:1 Tip: Helping students develop a system for organizing folders is especially important in a one-to-one computing environment.

Facilitation Tip

If participants are having difficulty creating and organizing their folders, demonstrate the creation of the Portfolio folder structure.

3. Save your **Login Information** (DOC; 1 page) document (received from your facilitator during the Orientation) in the **Course Resources** folder of your Portfolio folder. You will add login and password information to this document throughout the course as you register for additional resources.
4. Review the **Portfolio Checklist** (DOC; 1 page) found in the **Resources** tab > **Assessment** link. You use this checklist throughout the course to keep track of your progress. You will be creating all the items listed in the checklist. These items together make up a complete Unit Portfolio.
5. If desired, save the Portfolio Checklist in your **Course Resources** folder. Use the Intel® Education *Help Guide* if you need assistance.

Web Technologies Skills 2.1 (for Mozilla Firefox*), 4.1 (for Internet Explorer*), or 6.1 (for Safari*):
To download a document from a Web site

When you are ready, proceed to **Step 4**.

Module 1: Teaching with Projects

Activity 1: Getting Started

Step 4: Viewing the Unit Plan Template

In this step, you review the Unit Plan Template and the different sections that you will create during the course. A complete Unit Plan Template, with detailed descriptions for how to complete each section, is available in the **Resources** tab > **Unit Portfolio** link. Your Unit Portfolio (the unit of study along with the resources to support its implementation) is developed throughout the course's eight modules.

Note: Notice that the components of the Unit Plan are not completed sequentially, and, in many cases, you start a section in one module and complete it in another.

Unit Plan Template

Unit Author	
First and Last Name	
School District	
School Name	
School City, State	
Unit Overview	
<ul style="list-style-type: none">○ Module 1: Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules.○ Module 2: Write first draft of your Unit Summary.	
Unit Title	
Unit Summary	
Subject Area	
Grade Level	
Approximate Time Needed	
Unit Foundation	
<ul style="list-style-type: none">○ Module 2: Choose standards, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.	
Targeted Content Standards and Benchmarks	
Student Objectives/Learning Outcomes	

Curriculum-Framing Questions		
Essential Question		
Unit Questions		
Content Questions		
Assessment Plan <ul style="list-style-type: none"> ○ Module 2: Draft an Assessment Timeline and create an assessment to gauge student needs. ○ Module 5: Draft an Assessment Summary and create an assessment for your student sample. ○ Module 6: Create an assessment to foster student self-direction and update your Assessment Plan. 		
Assessment Timeline		
Before project work begins	Students work on projects and complete tasks	After project work is completed
Assessment Summary		
Unit Details		
Prerequisite Skills		
Instructional Procedures		
<ul style="list-style-type: none"> ○ Module 4: Create a student sample and draft Instructional Procedures. <p>Update Instructional Procedures to include:</p> <ul style="list-style-type: none"> ○ Module 5: Assessment methods used throughout unit ○ Module 6: Differentiation strategies ○ Module 7: Facilitation and implementation strategies 		
Accommodations for Differentiated Instruction		
<ul style="list-style-type: none"> ○ Module 6: Draft ideas to support all learners and create student support material. 		
Special Needs Student		
Nonnative Speaker		
Gifted/Talented Student		
Materials and Resources Required for Unit		
<ul style="list-style-type: none"> ○ Module 3: Identify Internet resources for research, communication, collaboration, and problem solving. 		

○ Module 4: Incorporate into your Instructional Procedures.	
Technology—Hardware	
Technology—Software	
Printed Materials	
Supplies	
Internet Resources	
Other Resources	

1. Open the **Unit Plan Template** (DOC; 3 pages) found in the **Resources** tab > **Unit Portfolio** link and save the template in your **unit_plan** folder.
2. Participate in a group discussion about the Unit Plan components and identify in which module you complete each section.

<p>Facilitation Tip</p> <p>Lead a discussion to ensure all participants understand the sections of the Unit Plan Template and recognize in which module they will complete each section. Discuss how the portfolio pieces build on each other and are incorporated into the Unit Plan Template during module activities. You might want to refer participants back to the Portfolio Checklist (DOC; 1 page) to reiterate where each portfolio piece is created in relation to the Unit Plan Template.</p> <p>In addition, emphasize that the Unit Plan Template is the major organizer for a Unit Portfolio. Teachers will go back to school with thoughtfully developed and peer reviewed Unit Portfolios that they can implement in their classrooms.</p>

When you are ready, proceed to **Design Instruction**.

Module 1: Teaching with Projects

Activity 2: Examining Good Instructional Design

Facilitator Corner

Teaching well—and engaging students in learning—requires planning and thoughtful unit design. In this activity, you examine and discuss the research supporting the instructional design of this course and the units you create. You also review the Essentials Online Course Portfolio Rubric. These resources can help you develop a unit that meets your learning goals and engages your students.

You complete two steps in this activity:

- In Step 1, you look at some research on ‘project-based learning’.
- In Step 2, you think about the curriculum design process, review the Portfolio Rubric, and then if desired, revise your personal learning goals for the course.

When you are ready, proceed to **Step 1**.

Module 1: Teaching with Projects

Activity 2: Examining Good Instructional Design

Step 1: Reviewing the Research

Facilitation Tip

To reinforce participants' understanding of the research basis for the course and the units they will design, ask participants to first read and then discuss the information in small groups. Consider using the **Spreadsheet for Creating Groups** (xls; 1 worksheet) in the **Resources** tab > **Facilitation** > **Facilitation Materials** link to create groups.

Research on learning and teaching indicate the importance of:

In-depth coverage of important subject matter

- "Superficial coverage of all topics in a subject area must be replaced with in-depth coverage of fewer topics that allows key concepts in that discipline to be understood.... There must be a sufficient number of cases of in-depth study to allow students to grasp the defining concepts in specific domains within a discipline" (Bransford, Brown, & Cocking, 2000, p. 20).
- "The key attribute of expertise is a detailed and organized understanding of the important facts within a specific domain. Education needs to provide children with sufficient mastery of the details of particular subject matters so that they have a foundation for further exploration with those domains" (Bransford et al., 2000, p. 239).

Big ideas to organize understanding

- "In each subject field there are some basic ideas which summarize much of what scholars have learned. ...these ideas give meaning to much that has been learned, and they provide the basic ideas for dealing with any new problems" (Bloom, 1981, p. 235).
- "Without a focus on the big ideas that have lasting value, students are too easily left with forgettable fragments of knowledge" (Wiggins & McTighe, 2005, p. 66).

'Ongoing assessment'

- "Formative assessments—ongoing assessments designed to make students' thinking visible to both teachers and students—are essential. They permit the teacher to grasp the students' preconceptions, understand where the students are in the 'developmental corridor' from informal to formal thinking, and design instruction accordingly. In the assessment-centered classroom environment, formative assessments help both teachers and students monitor progress" (Bransford et al., 2000, p. 239).

- Black, Harrison, Lee, and Marshall (2003) reviewed studies of assessment and found "innovations that include strengthening the practice of formative assessment produce significant and often substantial, learning gains. The students ranged over ages (from 5-year-olds to university undergraduates), across several school subjects and over several countries" (p. 9).
- Extensive research on the impact of effective classroom assessment on student achievement has demonstrated remarkable gains of a full standard deviation or more in student scores on subsequent assessments of learning (Stiggins, 2004, p. 27).

Purposeful, authentic tasks

- "Learners of all ages are more motivated when they can see the usefulness of what they are learning and when they can use that information to do something that has an impact on others—especially their local community" (McCombs, 1996; Pintrich & Schunk, 1996, cited in Bransford et al., 2000, p. 61).
- "Assignments calling for more authentic intellectual work actually improve student scores on conventional tests... Participation in authentic intellectual activity helps to motivate and sustain students in the hard work that learning requires. Since demands for authentic intellectual work pose questions of interest to students in their lives beyond school, students are more likely to care about both the questions they study and the answers they learn" (Newmann, Bryk, & Nagaoka, 2001, pp. 29–30).

Introducing Project-Based Learning

Project-based learning is a student-centered, instructional model. This type of learning develops content area knowledge and skills through an extended task that promotes 'student inquiry' and 'authentic' demonstrations of learning in products and performances. Project-based curriculum is driven by important questions that tie content standards and higher-order thinking to real-world contexts.

Project-based units include varied instructional strategies to engage all students regardless of their learning styles. Often, students collaborate with outside experts and community members to answer questions and gain deeper meaning of the content. Technology is used to support learning. Throughout project work, multiple types of assessment are embedded to ensure that students produce high-quality work.

Project-based learning benefits include:

- The encouragement of active inquiry and higher-level thinking (Thomas, 1998)
- Increased attendance, growth in self-reliance, and improved attitudes toward learning (Thomas, 2000)
- Academic gains equal to or better than those generated by other models, with students involved in projects taking greater responsibility for their own learning than during more traditional classroom activities (Boaler, 1999; SRI, 2000)
- Opportunities to develop complex skills, such as 'higher-order thinking', problem solving, collaborating, and communicating (SRI)
- Access to a broad range of learning opportunities in the classroom, providing a strategy for engaging culturally diverse learners (Railsback, 2002)

1:1 Tip: For research on how one-to-one computing enhances student-centered instruction, explore resources in the **Resources** tab > **One-to-One Computing** link.

When you are ready, proceed to **Step 2**.

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Module 1: Teaching with Projects

Activity 2: Examining Good Instructional Design

Step 2: Looking at Unit Planning

Reviewing the Instructional Design Process

To be successful, units need to be designed with the end in mind and organized around important concepts (Wiggins & McTighe, 2005). You should ensure that planned activities help your students meet the intended learning objectives and understand the unit's essential concepts or big picture. By reviewing curricular goals, objectives, and standards, and seeing how they all fit together, teachers can make choices for establishing curricular priorities. During this course, you develop a Unit Portfolio by completing the following steps:

1. **Determine specific learning goals** from content standards and 21st century skills to ensure students delve deeply into a significant, core area of your curriculum.
2. **Develop Curriculum-Framing Questions** to help guide the unit and help students focus on important themes and concepts, targeting the big ideas.
3. **Make an assessment plan** that demonstrates student-centered, ongoing, and reflective assessments.
4. **Design activities** that meet the learning needs of the students, connect to the world outside of the classroom, and include meaningful tasks or projects that incorporate the use of technology.

This simple four-step process is deceiving. Unit planning is not linear; it always involves circling back to previous steps to ensure alignment among unit components as shown in the following graphic.

The use of Curriculum-Framing Questions and the resulting activities should all work together to support the learning goals and targeted standards of the unit. Throughout your unit, you should incorporate multiple opportunities for assessment and monitoring to measure your students' progress.

Facilitation Tip

After allowing participants time to review the graphic, check for understanding by answering questions and clarifying concepts. Emphasize that unit planning is an iterative process and that the graphic illustrates how knowledge builds when participants revisit key concepts as they work through the modules.

In addition, review the concept of backward design, and emphasize the importance of identifying standards and creating objectives at the beginning of the unit planning process.

Reviewing the Portfolio Rubric

Reviewing a rubric before beginning work on a project is valuable for communicating and clarifying expectations. Review the criteria outlined in the Portfolio Rubric to understand expectations for your Unit Portfolio.

1. Find the paper copy of the **Portfolio Rubric** in your folder. For future reference, the **Portfolio Rubric** (DOC: 2 pages) is available in the **My Work** tab > **Portfolio Rubric** link and the **Resources** tab > **Assessment** link.
2. Highlight specific areas on the rubric that are important for you to consider as you develop your Unit Portfolio.

Note: If you do not have a folder, you may save a copy of the **Portfolio Rubric** (DOC; 2 pages) into your **Course Resources** folder. Follow your facilitator's guided instructions for highlighting areas of the rubric using the highlighting feature or use the following *Help Guide* skill:

Word Processing 11.4: To use highlighting to review a document

Classroom Tip: Share rubrics with your students prior to the start of a project so they clearly understand project expectations.

Facilitation Tip
<p>Prompt participants to take out the Portfolio Rubric. Briefly review the key points together.</p> <p>If you are not using a folder, be ready to help participants save a copy of the Portfolio Rubric into their Course Resources folder and use the highlighting feature.</p>

Revising Learning Goals

Now that you reviewed the planning process and the Portfolio Rubric, revisit your initial learning goals from Activity 1: Getting Started. Revise your goals if desired, using your online or downloaded **Notebook**.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity. You may go to the **Course Progress** checklist in the **My Work** tab at any time to monitor your progress.

When you are ready, proceed to **Look at Projects**.

Module 1: Teaching with Projects

Activity 3: Looking at Projects

Facilitator Corner

You have many options for incorporating aspects of project-based learning in your classroom, ranging from those that address specific subjects in just a few days to those that encompass a whole year's curriculum. During this activity, you review the characteristics of projects and consider how you might include some elements of project design into your Unit Plan.

In this activity, you complete two steps:

- In Step 1, you look at different ways of incorporating projects into your teaching.
- In Step 2, you explore some Unit Portfolios and become familiar with their contents.

When you are ready, proceed to **Step 1**.

Module 1: Teaching with Projects

Activity 3: Looking at Projects

Step 1: Considering Project Approaches

Project-based learning is an instructional model that involves students in investigations of compelling problems. Projects that make for stronger classroom learning opportunities can vary significantly in subject matter and scope, and can be delivered at a wide range of grade levels. Projects put students in an active role, such as:

- Problem solver
- Decision maker
- Investigator
- Documentarian

Projects serve specific, significant educational goals. Projects are not diversions, adds-ons to the "real" curriculum, or mere activities with a common theme. Project-based curriculum is driven by important questions that tie content standards and higher-order thinking to real-world purposes. Students often take on real-life roles and have meaningful tasks to complete.

The following characteristics help define effective project-based units:

- Students are at the center of the learning process.
- The project focuses on important learning objectives aligned with standards.
- The project is driven by Curriculum-Framing Questions.
- The project involves ongoing and multiple types of assessment.
- The project involves connected tasks and activities that take place over a period of time.
- The project has real-world connections.
- Students demonstrate knowledge and skills through products and performances that are published, presented, or displayed.
- Technology supports and enhances student learning.
- Thinking skills are integral to project work.
- Varied instructional strategies support multiple learning styles.

Note: This **Project Characteristics** (DOC; 1 page) list is also available in the **Resources** tab > **Assessment** link, and as a paper copy in your folder.

While working on projects, students develop real-world, 21st century skills—many of the same skills desired by today's employers—such as the ability to:

- Work well with others
- Make thoughtful decisions
- Take initiative
- Solve complex problems
- Self-manage
- Communicate effectively

Note: A detailed list of **21st century skills** (DOC; 2 pages) is available in the **Resources** tab > **Thinking** link.

Not all units need to incorporate project-approaches to learning, but when appropriate, the integration of a project can greatly enhance student learning. Some units are project-based from start to finish, while other units only incorporate a project as a culminating experience or in one part of the unit. In the next step, you examine different ways projects are integrated into a unit. If you choose to include a project in your unit, refer to the **Project Characteristics Checklist** (DOC; 1 page) from the **Resources** tab > **Assessment** link or the paper copy in your folder.

Facilitation Tip

Continue facilitating the next step so that you can introduce using multiple windows in the course.

When you are ready, proceed to **Step 2**.

Module 1: Teaching with Projects

Activity 3: Looking at Projects

Step 2: Viewing Unit Portfolios

Facilitator Corner

In this activity, you look at concrete examples of units that incorporate projects in different ways. You also analyze several Unit Portfolios using the Project Characteristics Checklist you reviewed in the previous step.

Review a Sample Unit Plan

Follow your facilitator's walk-through of an example Unit Plan, noting the emphasis on various project characteristics.

Facilitation Tip

Model how the **Fractions Made Visual** addresses the features in the **Project Characteristics Checklist** (DOC; 1 page). Point out how different features are integrated into various sections of the Unit Plan.

Inform participants that the sample Unit Portfolios are expanded versions of Unit Plans created by teachers participating in the Intel® Teach Program. Two of the Unit Portfolios in particular, *Romeo and Juliet* and *The Great Bean Race*, incorporate many more samples than a typical Unit Portfolio created during this course.

Browse Unit Portfolios

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. View sample **Unit Portfolios**. For future reference, the portfolios are located in the **Resources** tab > **Unit Portfolios** link.

Note: Some student samples have sound (voice recordings, music, and sound effects). Be sure to enable sound on your computer and turn on speakers or use headsets, if available.

Operating Environment Group 3: Changing Device Settings on Your Computer

2. As you review the Unit Portfolios, consider where and how they address the various elements of the **Project Characteristics Checklist** (DOC; 1 page).

Note: You may choose to use either the paper copy of the Project Characteristics Checklist as you complete this activity or open multiple windows side-by-side as you view the Unit Portfolios and compare them to the checklist. To view two

windows at the same time, resize and move each window, one to the left side of your monitor and one to the right side of your monitor. If needed, follow your facilitator's demonstration for this skill or use the directions provided in the **Working with Multiple Windows** (one for Windows and one for Mac) documents found in the **Resources** tab > **About This Course** folder.

3. If desired, take notes on any ideas you could adapt for use in your own Unit Portfolio in your online or downloaded **Notebook**.
4. (Optional) Discuss the following questions briefly with a partner:
 - In what ways did the units incorporate projects?
 - How could you use these project ideas to enhance your own units?

1:1 Tip: If you are attending a training with a one-to-one computing focus, follow the instructions on the **1-to-1 Computing Scenarios** (DOC: 11 pages) activity located in the **Resources** tab > **One-to-One Computing** link. Additional time is provided in this activity for a jigsaw discussion.

Facilitation Tip
<p>Be prepared to demonstrate how to open, resize, and view multiple windows in the online environment. This skill helps participants in several upcoming activities where they view samples in one window while taking notes in another window.</p> <p>To keep the optional discussion about incorporating projects into units focused and brief, encourage participants to discuss the questions with a person sitting near them.</p> <p>Tell participants they will complete Step 1 of Activity 4: Plan Publication independently and come together again for Step 2, where you will do a quick demonstration of tagging/bookmarking.</p>

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Plan Publication**.

Module 1: Teaching with Projects

Activity 4: Planning a Publication to Explain Projects

Facilitator Corner

Students, parents, and community members accustomed to traditional teaching methods of lecture, memorization, and testing often have incorrect assumptions about project-based learning. This is especially true among those who are very successful in teacher-centered classrooms.

During the next few activities, you first plan and then create a publication to explain projects to an audience of your choosing. Your audience might be your students, their parents, or your school's teachers and administrators. You may want to address how your expectations of students may differ from the expectations in more traditional classrooms. Or you might focus on how projects meet standards, the changing roles of students in project-based classrooms, or how projects are assessed. The activities can help you decide on the goal of your publication and which audience is most appropriate for your needs.

Print publications are an effective way for you to communicate with stakeholders while modeling good communication strategies for your students. You can choose among a variety of publication types—newsletter, newspaper, brochure, poster, or other print material—to help you meet your goal.

In this activity, you first do some preliminary planning for your publication. You then conduct research to learn more about project-based learning and view sample publications for design and content ideas. Consider how you currently use—or plan to use—projects in your classroom. Design your publication to answer the questions you anticipate your students or their parents might have. Sharing your publication at the beginning of the unit can help set expectations and prepare your audience for the work ahead.

You complete three steps in this activity:

- In Step 1, you plan your publication to explain how projects are used in your classroom.
- In Step 2, you research project-based learning.
- In Step 3, you examine sample publications on project-based learning.

In Activity 5, you create your publication using word processing software.

Classroom Tip: Print publications can be excellent projects for students. Print publications allow students to conduct research and share their thoughts with an audience in a format that can be useful throughout their school years and their lives.

When you are ready, proceed to **Step 1**.

Module 1: Teaching with Projects

Activity 4: Planning a Publication to Explain Projects

Step 1: Planning the Publication

Facilitation Tip

Explain to participants that the purpose of this activity is twofold:

- To understand the benefits of using publication software so you can choose the most appropriate tool when you create your student sample
- To create a resource to communicate with others about the reasons for doing projects in your classroom

Think about how you currently use projects or plan to use projects in your classroom. What questions might your students, their parents, or other teachers in your school have about projects or project-based learning? How could you best answer their questions? What would you need to consider in your publication to explain projects? Use the Planning the Publication form in your **Notebook** to help you plan your publication.

1:1 Tip: You may want to include information in your publication on what additional responsibilities and requirements are expected of students who are assigned a computer in a one-to-one environment. Consider providing a "day-in-the-life" article of a fictional student in your classroom to help clarify how assignments and work will be different in your classroom because of the ready access of computers, the Internet, and other technological resources.

When you are ready, proceed to **Step 2**.

Module 1: Teaching with Projects

Activity 4: Planning a Publication to Explain Projects

Step 2: Researching Project-Based Learning

During this step, you locate information you need about projects at the Intel® Education Web site and keep track of the information using one of the online tagging or bookmarking sites.

Tagging and bookmarking sites allow you to save and annotate your favorite Web sites so you can access them online from any computer. Tagging sites have the additional feature of allowing you to "tag" saved Web sites with key words so you can categorize and organize your saved Web sites in new ways; other users can also take your tagged sites and add them to their own collections.

Facilitation Tip

Demonstrate how to use a tagging or bookmarking Web site for your participants. Keep your demonstration to 5 minutes or less, covering the major features of the site, leaving most of the time for participants to conduct their research in the *Designing Effective Projects* site.

1. Go to the online and tagging resource provided to you by your facilitator.
 - a. Register for an account.
 - b. Review instructions for using the online resource.
 - c. Record the URL of the Web site, your login ID, and password in your Login Information document saved in your **Course Resources** folder.

Note: You can find additional sites to consider in the **Online Tagging and Bookmarking Sites** in the **Resources** tab > **Collaboration** link.

2. Add the online resource site address to your **My Links** section on the **Home** tab.
3. Go to the **Project Design** section of the *Designing Effective Projects* resource.
4. Tag or bookmark the site.
5. Explore the following sections, and decide which areas you need additional information about for your publication. Bookmark/tag as needed:
 - a. **Characteristics of Projects:** The design elements used in planning a project-based unit
 - b. **Planning Projects:** Help with designing a project-based unit for your classroom, including how to use ongoing, student-centered assessment strategies
 - c. **Curriculum-Framing Questions:** How Essential, Unit, and Content Questions spark interest and guide learning to higher levels of student thinking and engagement

- d. **Projects in Action:** Examples of project-based approaches, changes in the roles of teachers and students, and collaboration with those outside the classroom

Note: For in-depth information on assessment, you can visit the *Assessing Projects* resource at www.intel.com/education/AssessingProjects. You have an opportunity to examine this resource in a later module.

Optional: For additional information on project-based learning, refer to the **Resources** tab > **Project Learning** > **Related Web Links**. Bookmark/tag Web sites as needed.

When you are ready, proceed to **Step 3**.

Module 1: Teaching with Projects

Activity 4: Planning a Publication to Explain Projects

Step 3: Viewing Sample Publications

View **sample publications** for design and content ideas for your newsletter, newspaper, brochure, or poster. If you want to take notes, you may want to open another window to review the samples and enter your notes in your online **Notebook**.

Facilitation Tip
Review a selected publication with participants, examining its content, design, and purpose to ensure that participants understand the purpose of the publication.

Note: For future reference, the sample publications are available in the **Resources** tab > **Project Learning** > **Sample Publications** link.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Create Publication**.

Module 1: Teaching with Projects

Activity 5: Creating My Publication

Facilitator Corner

Use the information you gathered in the previous activity to help you create a publication that explains how and why projects are used in your classroom.

In this activity, you complete two steps:

- In Step 1, you begin to create your publication.
- In Step 2, you add basic and advanced design features to your publication.

When you are ready, proceed to **Step 1**.

Module 1: Teaching with Projects

Activity 5: Creating My Publication

Step 1: Starting My Publication

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. If desired, quickly sketch your ideas for your publication in a storyboard.
 - a. Open the **storyboard document** for the newsletter, newspaper, brochure, or poster file in the **Resources** tab > **Project Learning** > **Storyboards** link.
 - b. If you are going to use a storyboard to type your initial ideas, save the document into your **unit_support** folder in your Portfolio folder, and then open the template from your Portfolio folder.
Web Technologies skill 2.1 (for Mozilla Firefox*): To download a document from a Web site, OR
Web Technologies skill 4.1 (for Internet Explorer*): To download a document from a Web site, OR
Web Technologies skill 6.1 (for Safari*): To download a document from a Web site
 - c. Type the topics or titles directly into the sections of the publication or print the document and fill it in by hand.
2. Start the word processing software.
Word Processing Skill 1.1: To start word processing software
3. Consider customizing the toolbars, menus, and settings for your computer so that everyone has the same buttons and menu items. This change makes demonstrated instructions easier to follow.
Word Processing Skill 1.6: To customize toolbars and menus

Classroom tip: Have your classroom or lab computers set up in a consistent manner for easier classroom instruction.

Facilitation Tip
Be prepared to demonstrate how to set up a publication with text boxes. Use the Web version of the <i>Help Guide</i> for your demonstration. Consider asking all participants to customize their toolbars, menus, and settings the same so that everyone has the same buttons and menu items. This takes time away from work, but could prove useful when you are helping participants throughout the course.

4. Set up the document for the appropriate publication style. Pick one of the following options:
 - Open a template for the desired publication (newsletter, newspaper, brochure, or poster) from within the word processing application.
Word Processing Skill 10.3: To use a built-in document style, or template, to start a new document
 - Save a **template** from the **Resources** tab > **Project Learning** > **Templates** link. If none of these templates meets your needs, you can download a template from the Internet.
Word Processing Skill 10.5: To find and save a word processing template from the Web

Note: Before you start typing, remember to save the template to the **unit_support** folder in your Portfolio folder, and then open the template from your Portfolio folder.

Word Processing Skill 10.4: To make and use your own document style, or template

- Create a new publication from scratch. Set up the page design, create text boxes to lay out the text areas for the desired publication (newsletter, newspaper, brochure, or poster), and resize them.

Word Processing Skill 6.4: To set up a document to print sideways, or landscape

Word Processing Skill 6.9: To add a box that you can type words into

Word Processing Skill 6.10: To make a text box bigger or smaller

5. Save your publication frequently in the **unit_support** folder in your Portfolio folder.

When you are ready, proceed to **Step 2**.

Module 1: Teaching with Projects

Activity 5: Creating My Publication

Step 2: Adding the Basics and Advanced Design Features to My Publication

Create the content and design of your publication to help support your message.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

Basic Features

1. If you are using a template, replace placeholder text with your own.
2. Change the appearance of your text to match your message and space restraints.
Word Processing Group 3: Changing the Look of Your Words
3. Change the appearance of your paragraphs to enhance your text by changing the spacing, shading, and borders.
Word Processing Group 4: Making Paragraphs and Lines of Words Look Good
4. Add a text box to insert new text in a specific place.
Graphics Skill 5.1: To show the Drawing toolbar
Graphics Skill 7.2: To type words into a text box
Word Processing Skill 6.9: To add a box that you can type words into
Word Processing Skill 6.10: To make a text box bigger or smaller
Word Processing Skill 6.13: To set the exact size of a picture, text box, or shape
5. Link text boxes to allow the text to flow from one box to another.
Word Processing Skill 6.11: To link text boxes so words flow from one into another
6. Insert pictures to support your content:
Word Processing Group 5: Adding Pictures to Your Pages
 - a. Save pictures from the Web.
Note: Tag the sites where you obtained any pictures, so you can properly cite sources later.
 - b. Change a picture's size or location.
 - c. Change how text interacts with the picture, such as flowing around the picture, going behind or in front of the picture, or lining up with the picture.
 - d. If desired, compress the pictures to help keep your file sizes small.

Additional Design Features

1. If available, add a design theme to change your publication's font and color schemes.
Word Processing Skill 6.19: To pick and use a design theme
2. Insert a table to organize information.
Word Processing Group 7: Working with Tables
3. Draw shapes or borders to call attention to important details.
Graphics Group 5: Using the Drawing Tools
Graphics Group 6: Changing the Look of Lines and Shapes

4. Insert a chart or graph to visually display data.
Word Processing Group 8: Working with Charts and Graphs

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Learning**.

Module 1: Teaching with Projects

Activity 6: Reflecting on My Learning

Facilitator Corner

At the end of each module, you reflect on the key concepts addressed in the module. In this activity, you first review this module's guiding questions and key points. Then you reflect on your learning in your personal blog.

Review the guiding questions and key points for **Module 1: Teaching with Projects** below. Think about the ideas and materials you created that can be used in your classroom, instruction, or planning.

Module Questions

- How can projects help my students meet standards and develop 21st century skills?
- How can I use projects to enhance student learning?

Key Points

- Research on learning and teaching indicates the importance of:
 - In-depth coverage of important subject matter
 - Big ideas to organize understanding
 - Ongoing assessment
 - Purposeful, authentic tasks
- Projects concentrate on scenarios that provide rich learning opportunities. They involve students in problem solving investigations and other meaningful tasks. Projects establish connections to life outside the classroom and address real world concerns.
- The steps for designing projects include:
 - e. Determining specific learning goals (from standards and 21st century skills)
 - f. Developing Curriculum-Framing Questions
 - g. Making an assessment plan
 - h. Designing activities

In the following modules, you will build on these concepts as you discuss ways to support and encourage higher-order thinking skills through the use of standards-based projects and student-centered activities.

When you are ready, proceed to **Step 1**.

Module 1: Teaching with Projects

Activity 6: Reflecting on My Learning

Step 1: Blogging My Journey

Reflection is a critical, but often neglected, component of the learning process. The everyday context of teaching leaves little time for extended, serious contemplation of teaching practice. Of course, teachers reflect on what happens in their classrooms every day. They think about which activities “worked” or “didn’t work.” They assess their students’ learning in a variety of ways, but the kind of systematic thinking that results in powerful new learning is often neglected in place of more practical concerns.

Take this opportunity to devote some time to an in-depth study of your learning, to embrace the ambiguous and contradictory aspects of teaching in your classroom.

Create a personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues’ entries to extend and enhance these important conversations.

Facilitation Tip

Taking time to step back from experience to stop and reflect is necessary for in-depth learning. Although many learners are impatient with this step and are eager to move on to the next activity, communicating the importance of this step to participants will encourage them to take it seriously and enhance their learning.

Direct participants to the course blog they registered for during the Orientation. Ensure all participants can access the blog, and help individuals as needed.

Help participants set up their personal blogs during this activity if they did not do so during the Orientation. Explain the differences between the facilitator’s blog and each participant’s personal blog.

1. Find the blog site you registered for during the Orientation module. The login information and address is filled in on the Login Information document you were sent during Orientation, which should be saved in your **Course Resources** folder.
2. Add the blog site address to your **My Links** section on the **Home** tab.
3. If you did not set up your personal blog during Orientation, take some time to set it up now. Follow your facilitator’s guided instructions, if necessary.
4. Go to your personal blog, create an entry titled **Module 1 Reflection**, paste the following prompt into your blog and write your response:

This module has made me think about my role as an instructional designer in the following ways:

5. Write about any other insights, questions, or concerns you want to address in your reflection.

Note: If you are having intermittent connectivity issues, you may want to type your blog offline in a word processing document and then paste it into your personal blog. An alternate method of ensuring you do not lose your work is to copy your blog text into the temporary clipboard before you click **Submit**.

Word Processing Skill 2.6: To copy words or text

6. After you finish writing your blog reflection, participate in a discussion with the whole group regarding your thoughts or concerns about using the online environment to complete activities.

Classroom Tip: Consider how 'reflection' activities like this one—which will occur regularly at the end of each module—could enhance student learning if students make it a part of their daily lives to reflect on how and what they are learning.

Facilitation Tip

This discussion is a time for the facilitator to ascertain if groups or individuals are having difficulty with the online environment. Gather information about concerns or confusion regarding the completion of the activities or using any of the course features. Provide individual assistance as needed.

Facilitate the Wrap-Up activity and provide instructions about the Planning Ahead activities throughout the course.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 1: Teaching with Projects

Wrap-Up

Facilitator Corner

Congratulations! You completed **Module 1: Teaching with Projects**. In the next module, you will begin to plan your unit. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 1 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or your personal blog at any time.

Facilitation Tip

You need to decide if you want your participants to complete the optional Planning Ahead activities in this Module and in Module 2. If so, you will need to adjust the agenda by adding 30 minutes to complete the Module 1 Planning Ahead activity and another 30 minutes to complete the Module 2 Planning Ahead activity. Ensure that participants understand that the remaining Planning Ahead activities are completed on their own time and are not optional. The activities are intended to help participants prepare for the upcoming module. They should be considered similar to homework activities, which are not counted as part of the course hours.

Review class surveys for completion before you provide your own feedback on the module. Also, remember to check for Teachers' Lounge discussions and blog entries related to this module.

When you are ready, proceed to **M2: Planning My Unit** or the optional **Plan Ahead** activity.

Module 1: Teaching with Projects

Planning Ahead (Optional)

Thinking about My Unit Plan and Project Design

Facilitator Corner

After working through this module's activities, you probably have an idea or two about what topic you might want to address in your Unit Plan. In this activity, you begin to plan your unit. First, you think about some possible components of your unit. Then, you collect any curricular materials you might need to create your Unit Plan.

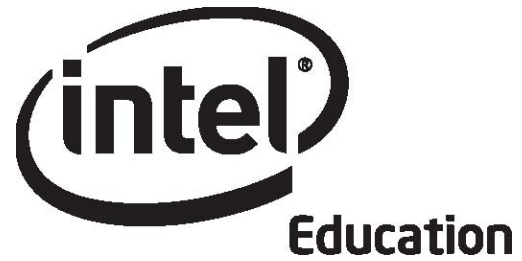
1. Use the questions in the Thinking about My Unit Plan **Notebook** to refine your project idea.

1:1 Tip: You may want to review some of the Web resources listed in the **Resources** tab > **One-to-One Computing** link as you think about these questions.

2. Collect and bring materials (such as textbooks, curricular support materials, grade-level expectations, district standards, samples of student work, and so forth) that will help you develop your Unit Plan. If desired, list the items you need to collect in your **Notebook**.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M2: Planning My Unit**.



Intel® Teach Program

Essentials Online Course

Module 2

May 2008

Module 2: Planning My Unit

Overview

Facilitator Corner

Welcome to Module 2: Planning My Unit! In Module 1, you previewed the course content, looked at the different products you will be creating in your Unit Portfolio, and researched project-based learning. In this module, you get to start working on the unit you will develop during the course and eventually teach to your students. As you plan your unit, you first define what is important for students to learn in your unit and provide structure to guide them with standards, objectives, Curriculum-Framing Questions, and a plan for assessment. You will return to this initial work in the modules that follow. All activities in this module are completed in the face-to-face environment.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Identify standards for units
- Create objectives for units
- Discuss and develop Curriculum-Framing Questions
- Discuss and brainstorm assessment methods and strategies
- Create assessments that gauge student needs
- Discuss how to meet standards with projects
- Create Unit Portfolio Presentations
- Reflect on their learning
- Refine standards, objectives, and Curriculum-Framing Questions for units (Optional)

Module Questions

- How can Curriculum-Framing Questions help support my students' learning?
- How can I plan ongoing student-centered assessment?

Facilitation Tip

During your introduction to the module, remind participants about the concept of backwards design and emphasize 21st century learning as they write their objectives.

Participants work independently for the entire first activity. You will facilitate again during Step 1 of Activity 2: Develop CFOs.

When you are finished reviewing, proceed to **Address Standards**.

Module 2: Planning My Unit

Activity 1: Addressing Standards

Facilitator Corner

Students who work on projects make choices about content, process, and how they show what they have learned. This does not mean, however, that they learn whatever they like. Their learning experiences must ensure they meet content standards and benchmarks.

In this activity, you complete two steps:

- In Step 1, you review the Standards and Objectives Rubric. Next, you locate your standards on the Web and download the file or bookmark the site. Then you copy and paste any potential standards into your Unit Plan.
- In Step 2, you use your standards, 21st century skills, and your unit ideas to develop a draft set of learning objectives for your unit.

In a project-based or 'student-centered' learning environment, students show they are meeting standards through products or performances. These demonstrations of learning complement traditional standards-based tests and quizzes. Instead of just recalling information, students apply new knowledge in meaningful ways to solve engaging problems. Projects ask students to use knowledge to convince others that they really understand material that quizzes and short answer tests only suggest they understand (Wiggins, 1998).

In this era of accountability and performance, projects must be built around standards to ensure that students learn appropriate content and skills. Some teachers see projects as diversions, end-of-unit activities, or extensions after students complete assignments, lectures, and tests. However, in standards-based projects, students delve deeply into the content and apply their learning to real-world experiences. Teachers organize their instruction around questions that connect student interests to curriculum standards.

The first step in project design is to identify the standards you want your students to meet by the end of your unit. And then from those standards, you derive learning objectives and meaningful questions. In this activity, you create a draft set of standards and objectives.

When you are ready, proceed to **Step 1**.

References

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco, CA: Jossey-Bass.

Module 2: Planning My Unit

Activity 1: Addressing Standards

Step 1: Identifying Standards

To lay the foundation for good project planning, look at your standards and identify those that you need to teach and assess in your unit.

Help Guide: Use the Intel® Education Help Guide if you need assistance in completing any technology skills identified below.

1. Review the **Standards and Objectives Rubric** (DOC; 1 page) in the **Resources** tab > **Assessments** link or the paper copy in your folder to help clarify the expectations for the standards and objectives that will be targeted in your unit.
2. Locate your state's standards. If you need help finding your standards, go to: <http://edstandards.org/standards.html>*
3. Tag or bookmark the site.
4. If the standards are available as a downloadable document, save the file to the **unit_plan** folder in your Portfolio folder.
5. Think about the standards that may be related to your unit.
6. Copy and paste any of the potential standards into your Unit Plan saved in your **unit_plan** folder.

Word Processing Skill 2.6: To copy words or text

Word Processing Skill 2.8: To paste words or text in a new place

Facilitation Tip
Remind participants that the selected standards should include only prioritized, targeted standards that students are expected to meet (not just lightly address) and that will be assessed by the end of the unit.

Note: You will refine and narrow down the number of standards you want to target for your unit at a later point.

When you are ready, proceed to **Step 2**.

Module 2: Planning My Unit

Activity 1: Addressing Standards

Step 2: Creating Learning Objectives

Facilitator Corner

Identifying what you want students to learn from a unit is the first, and most important, step in the unit design process. From the standards you selected in Step 1, create an initial set of learning objectives for your unit.

Your objectives should:

- Outline what you want your students to understand or demonstrate
- Emphasize learning concepts using 21st century skills and higher-order thinking
- Be assessed throughout the unit

Objectives should not focus on activities, tasks, or technology skills.

Review the sample objectives below:

Vague, Task-Oriented Objectives	Specific, Learning-Oriented Objectives
Students will create multimedia presentations.	Students will create persuasive presentations appropriate for a selected audience.
Students will do research on local businesses.	Students will gather, analyze, organize, reflect, and process information about local businesses in a variety of ways.
Students will create presentations showing their data about weather.	Students will represent data about local weather through graphs and charts or other visual aids.
Students will think about their reading.	Students will make connections between themselves and the lives of people in biographies.

For additional examples, view the learning objectives in the **Unit Portfolios** in the **Resources** tab > **Unit Portfolios** link.

Facilitation Tip

Emphasize the importance of addressing 21st century skills and higher-order thinking in units to help ensure participants create assessments and activities that reflect those outcomes.

Follow the steps below to create learning objectives for your Unit Plan.

1. Review your standards. As you look at your standards, think about what you want your students to be able to know, do, or understand.
2. Review the list of **21st century skills** (DOC: 1 page) in the **Resources** tab > **Thinking** link. These skills, developed by the Partnership for 21st Century Skills, have been organized into three categories:
 - a. Learning and Innovation Skills
 - b. Information, Media, and Technology Skills
 - c. Life and Career Skills
3. Read the descriptions and select one to three skills that are the most relevant for your unit. Incorporate the selected skills into the objectives you write for your Unit Plan. All 21st century skills should be addressed over the course of a year, though not necessarily in a single unit.

Optional: Find additional resources on 21st century skills and higher-order thinking in the Intel® Education Web site for *Designing Effective Projects* and *Assessing Projects*.

- Critical Thinking
 - Problem Solving
 - Creativity
 - Collaboration
 - Self-Direction
4. Review the **Standards and Objectives Rubric** (DOC: 1 page) in the **Resources** tab > **Assessments** link or the paper copy in your folder as you develop your objectives to ensure they meet the expectations.
 5. Keeping in mind your standards, your own high expectations, 21st century skills, and the criteria from the rubric, type your objectives into your Unit Plan.

Optional: Review your objectives to ensure they include higher-order thinking and 21st century skills. Use the word lists in the **Revised Bloom's Taxonomy—Categorization of Verbs** (DOC: 1 page) and **21st Century Skills—Words** (DOC: 1 page) documents. For future reference, these documents are located in the **Resources** tab > **Thinking** link.

If needed, revise your objectives to address higher-order thinking.

Facilitation Tip

Review the participants' objectives to ensure the use of higher-order thinking and 21st century skills.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Develop CFQs**.

References

Partnership for 21st Century Skills. (2007). *Framework for 21st century learning*. Washington, DC: Partnership for 21st Century Skills. Retrieved from www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120*.

Module 2: Planning My Unit

Activity 2: Developing Curriculum-Framing Questions to Engage Students

Facilitator Corner

All teachers want their students to develop higher-order thinking skills along with a deep understanding of content. Students, however, may not find this knowledge relevant to their lives, especially when they study different subject areas in isolation. Curriculum-Framing Questions connect learning in and across different disciplines by addressing topics that are interesting and important to students.

In this activity, you complete three steps:

- In Step 1, you view a presentation on Essential, Unit, and Content Questions and review the Curriculum-Framing Questions Rubric. With a small group, you practice developing Curriculum-Framing Questions using an online collaborative spreadsheet.
- In Step 2, you draft your Curriculum-Framing Questions and use the Unit Plan Checklist to self-assess your work.
- In Step 3, you share your Curriculum-Framing Questions in a small group and revise your questions based on the feedback you receive.

Curriculum-Framing Questions are critical for keeping projects focused on important learning. They encourage students to use higher-order thinking skills, help students fully understand essential concepts, and provide a structure for organizing factual information. Curriculum-Framing Questions consist of Essential, Unit, and Content Questions:

- *Essential Questions* are broad, open-ended questions that address big ideas and enduring concepts. Essential Questions often cross disciplines and help students see how subjects are related.
- *Unit Questions* are tied directly to a project and support investigation into the Essential Question. Unit Questions are open-ended questions that help students demonstrate how well they understand the core concepts of a project.
- *Content Questions* are fact-based, concrete questions that have a narrow set of correct answers. Often, Content Questions relate to definitions, identifications, and general recall of information—similar to the types of questions you would typically find on a test. Content Questions are important support questions for Essential and Unit Questions.

Because the best Essential and Unit Questions demand that students have a strong understanding of Content Questions, your Essential and Unit Questions will drive the content and strategies for your entire Unit Portfolio.

Note: You have the option to further develop your concept of Essential Questions in the Planning Ahead activity at the end of this module.

When you are ready, proceed to **Step 1**.

Module 2: Planning My Unit

Activity 2: Developing Curriculum-Framing Questions to Engage Students

Step 1: Understanding Essential, Unit, and Content Questions

Facilitator Corner

Asking intriguing questions is an effective way to encourage students to think deeply and to provide them with a meaningful context for learning. When students encounter questions that they are truly interested in answering, they become engaged in learning. When questions help students see connections between subject matter and their own lives, learning becomes meaningful. You can help your students become more motivated and self-directed by asking the right questions. But what are the right questions?

Facilitation Tip

Facilitate this step of the activity. Start by sharing the Curriculum-Framing Questions presentation and the rubric, and then give participants an opportunity to ask questions.

You need to have a collaborative Web site set up and collaborators identified before conducting this activity with your participants. Directions for setting up the collaborative Web site can be found in the **Facilitation** tab > **Facilitation Guide** link.

When you invite collaborators for this activity, include directions in the e-mail for how to log on to and use the online collaborative Web site.

Engaging Students with Curriculum-Framing Questions

1. As a group, view the **Curriculum-Framing Questions Presentation** (PPT; 14 slides) in the **Resources** tab > **CFQs** link.
2. Review the **Curriculum-Framing Questions Rubric** (DOC; 1 page) in the **Resources** tab > **Assessment** link or the paper copy in your folder.
3. Participate in a group discussion.
4. As needed, take notes in your **Notebook**.

Facilitation Tip

Help participants create an account for the online collaborative Web site. You can pull up a list of e-mails you have entered into the system to help you remember which e-mail addresses you used to invite participants to collaborate.

When participants start practicing with developing CFQs, create cross-curricular groups of four or five people so teachers can explore the overarching nature of Essential Questions. Make sure the groups are different from previous groupings.

Start this portion of the activity by leading a whole group discussion about the first Essential Question on the collaborative spreadsheet, *What does it take to change the world?* Gauge how well participants are understanding and lead participants through additional rows of questions as necessary. Then, ask participants to work through a few more in their groups.

Facilitate a whole class discussion at the end of the group work. Emphasize that Essential Questions cross multiple subject areas or several topics in a subject. Encourage participants to expand the possible unit ideas that can relate to a single Essential Question.

Participants will complete independent work during Step 2 and come back together for sharing in Step 3.

Using an Online Collaborative Web Site to Practice CFQs

Online collaborative Web sites allow individuals to create or upload documents to the Web where they can then be edited using familiar formatting tools by anyone you invite who has Internet access. Some sites also provide the ability to edit and create presentations and spreadsheets. If you would like more information about using online collaborative Web sites in your classroom, read **Web-based Collaborative Learning** (DOC; 2 pages) in the **Resources** tab > **Collaboration** link.

In this step, you work collaboratively on an online spreadsheet created with several practice Curriculum-Framing Questions. Working in small groups, you enter your ideas on the spreadsheet and view what other groups are thinking at the same time.

1. Create an account on the online collaborative Web site:
 - a. Find the system-generated e-mail that was sent to you from the Online Collaborative Web site inviting you to collaborate on the spreadsheet titled **CFQ_Practice**.
 - b. In the e-mail, find the link to the registration page of the Web site.
 - c. Create an account on the site and record your login ID and password in your Login Information document saved in your **Course Resources** folder. Add the site address to your **My Links** section on the **Home** tab.
 - d. If you cannot find your system-generated e-mail or you want to use a different e-mail address to create an account, provide it to your facilitator, who will either invite or re-invite you to the Web site.
2. As a whole group, discuss the first row in the spreadsheet.
3. In a small cross-curricular group, complete one or two more sets of Essential, Unit, and Content Questions with one person recording the brainstormed questions on the spreadsheet.

Optional: Pick any additional sets of questions and fill in the blanks with your own questions.

4. Share and discuss your questions with the whole group.

When you are ready, proceed to **Step 2**.

Module 2: Planning My Unit

Activity 2: Developing Curriculum-Framing Questions to Engage Students

Step 2: Drafting My Curriculum-Framing Questions

Facilitator Corner

Curriculum-Framing Questions are a challenge to create and usually require many revisions. Some teachers find writing their CFQs easier if they start with the big idea, draft an Essential Question, and then work on the Unit and Content Questions. Other teachers find the process easier if they look at the specific unit(s) they teach and then see how the units fit into a bigger idea and Essential Question. In this step, you write Curriculum-Framing Questions for your unit.

If needed, review the following resources in the **Resources** tab > **CFQs** link:

- **Tips for Writing Curriculum-Framing Questions** (DOC; 2 pages)
- **Sample CFQs** (DOC; 12 pages)
- **Big Idea Words** (DOC; 1 page)

Facilitation Tip

Based on personal preferences, participants may begin with either big ideas or content-specific ideas when writing their CFQs. Be sure participants understand they have a choice.

Although participants are working independently throughout this step, walk around the room while they work to monitor their progress and help if necessary. Tell participants that during this activity they do not need to use the communication features of the online course but can instead ask you questions directly.

1. Review your standards and objectives.
2. Write a first draft of your Curriculum-Framing Questions in your Unit Plan.

Note: If you want a more structured step-by-step process for writing your questions, use the **Writing Curriculum-Framing Questions** (DOC; 3 pages) document in the **Resources** tab > **CFQs** link.

3. Using the Curriculum-Framing Questions section of the **Unit Plan Checklist** (DOC; 2 pages), review the draft of your questions. For future reference, the Unit Plan Checklist can be found in the **Resources** tab > **Assessment** link.
4. Revise your questions, if necessary.

Note: The **Unit Plan Checklist** helps you monitor your progress as you work on your Unit Plan. It is based on the **Portfolio Rubric** and the other detailed rubrics specific to certain areas of the Unit Plan Template.

When you are ready, proceed to **Step 3**.

Module 2: Planning My Unit

Activity 2: Developing Curriculum-Framing Questions to Engage Students

Step 3: Sharing Curriculum-Framing Questions

1. Break into small groups of three or four and share the first draft of your Curriculum-Framing Questions.

Facilitation Tip
Make sure the groups are different from previous groupings.

2. Use the **Curriculum-Framing Questions Rubric** (DOC; 2 pages) as you provide feedback to each other on your questions.
3. Take notes on the ideas provided by your colleagues in your **Notebook**.
4. If needed, revise your Curriculum-Framing Questions based on the feedback.

Facilitation Tip
Participants will work independently during Activity 3: Consider Assessment. However, give participants the option of working together on the activity if they choose.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Consider Assessment**.

Module 2: Planning My Unit

Activity 3: Considering Multiple Methods of Assessment

Facilitator Corner

You have now completed two important steps that focus on student learning in your unit:

- Determined specific learning goals based on standards and 21st century skills
- Developed Curriculum-Framing Questions

During this activity, you continue to focus on student learning with work on your assessment plan:

- In Step 1 you review different methods of assessment and think about how you will incorporate assessment strategies into your unit.
- In Step 2 you draft an assessment timeline to illustrate how you will use assessment throughout your unit.

Note: You might find that discussing ideas with a partner is helpful as you review assessment strategies. If you work with a partner during this activity, you should each use your own workspace to complete the entries and products.

When you are ready, proceed to **Step 1**.

Module 2: Planning My Unit

Activity 3: Considering Multiple Methods of Assessment

Step 1: Exploring Formative and Summative Assessments

Facilitator Corner

Different kinds of assessments reveal different kinds of information about student understanding of important concepts and skills. Understanding what you can learn about student learning from different assessments can help you plan for effective assessment and instruction. In this step you think about how to use assessment strategies that help you meet the different purposes of assessment.

1. Read **Assessment for Project-Based Learning** (DOC; 1 page) found in the **Resources** tab > **Assessment** link, which provides an overview for using student-centered assessments in the classroom. Start thinking about how you might incorporate any of the ideas into your own unit. If desired, take notes on the document and save it in your **Course Resources** folder.
Word Processing 11.3: To use comments to review a document
Word Processing 11.4: To use highlighting to review a document
2. When you plan for assessment in your unit, you should include both formative and summative assessments for each of five purposes:

	Purpose of Assessment
Formative Assessment	1. Gauging student needs
	2. Encouraging self-direction and collaboration
	3. Monitoring progress
	4. Checking for understanding and encouraging metacognition
Summative Assessment	5. Demonstrating understanding and skill

3. Each purpose of assessment is featured in the Intel® Education **Assessing Projects** resource. Read about each purpose, review the different assessment strategies to achieve each purpose, and then think about how you can use the strategies in your unit.
 - a. Visit each link in the Planning Assessment Strategies Notebook below and tag or bookmark the Web pages. As you review the five assessment purposes, keep the following questions in mind:
 - What is the purpose of an assessment?
 - What methods are appropriate to meet the purpose?
 - What instrument is most effective?

- When do I use the method and instruments?
 - What do I do with the results?
- b. As you consider assessment strategies for your unit, use the information in the *Assessing Projects* resource to help you brainstorm answers to the questions in the Notebook below. Use the Notebook or your tagging site to record your answers. Click **Submit** below the Notebook when you finish. You revisit these questions later in the module.

Facilitation Tip

Lead the whole group to the *Assessing Projects* site and go over the structure of the Assessment Strategies section. Emphasize the many links to examples of assessment strategies in each of the five purposes.

If participants want to discuss the questions with a partner or a small group before filling in their own Notebook, allow them to do so.

Notebook: Planning Assessment Strategies

Gauging Student Needs

What strategies are you considering to gauge student readiness for the unit?

Monitoring Progress

What reporting and monitoring strategies could you use to encourage student self-management and progress during independent and group work? How could you help students stay on track during a project? What monitoring and reporting instruments would you need to create?

Encouraging Self-Direction and Collaboration

How will you involve students in understanding the project expectations and criteria? How can you help your students become independent learners who are efficient at planning and following through without prompting? What assessments could you use to help students collaborate with other students and provide effective feedback?

Checking for Understanding and Encouraging Metacognition

What assessment strategies will help students reflect on their learning (metacognition) and help you to check understanding? What assessments will you need to create?

Demonstrating Understanding and Skill

What strategies could you use to assess final understanding and demonstration of learning? How will you and your students know they have met the learning goals?

When you are ready, proceed to **Step 2**.

Module 2: Planning My Unit

Activity 3: Considering Multiple Methods of Assessment
Step 2: Drafting an Assessment Timeline

Facilitator Corner

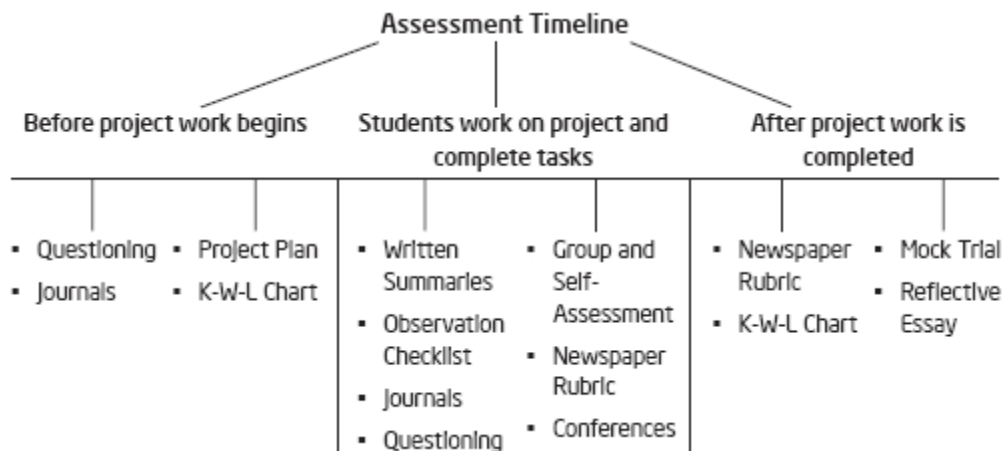
Thorough and accurate assessment is critical for effective instruction. An assessment plan assures that a project stays focused on learning goals, and it should be developed before determining the project activities and tasks. In this step, you begin to create an Assessment Plan for your unit.

The Assessment Plan section in your Unit Plan Template consists of an assessment summary and an assessment timeline. An assessment plan:

- Ensures that a project stays focused on learning goals
- Outlines assessment methods and instruments
- Defines clear expectations and standards for quality in products and performances
- Defines project monitoring checkpoints and strategies to both inform the teacher and keep the students on track

An effective assessment plan is developed before determining the project activities and tasks.

In this step, you create the Assessment Timeline for your Assessment Plan. An assessment timeline is a good way to visually represent the sequence of assessments throughout a unit. The following sample assessment timeline shows assessments before, during, and after project work:



1. Draft your Assessment Timeline in your Unit Plan. Refer to the planning you completed in the last step to complete your timeline. At this point, your timeline simply reflects your initial assessment ideas. You will have additional time in later modules to complete and revise your Assessment Plan.

2. Be sure to include assessment strategies for all five purposes.

Facilitation Tip
When providing feedback on participants' timelines, do not expect details on the purposes for each assessment at this point, but do look for a variety of assessments both before and during the project.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Create Assessment**.

Module 2: Planning My Unit

Activity 4: Creating an Assessment to Gauge Student Needs

Facilitator Corner

During this activity, you create an assessment for one of the five purposes of assessment—gauging student needs. The assessment should help you assess students' prior knowledge, interests, areas of weakness, or misconceptions about the content in your unit. As part of this assessment, you may want to incorporate the Essential and Unit Questions to help you gauge students' understanding of the topic. When you implement the assessment in your classroom, you can gather information on students' knowledge and needs to further refine your unit. For instance, you can adjust your objectives, provide additional instruction before proceeding, or differentiate to accommodate student needs.

In this activity, you complete three steps:

- In Step 1, you explore different ideas for tapping students' prior knowledge and introducing Curriculum-Framing Questions to your students.
- In Step 2, you plan an assessment to help you gauge student needs at the beginning of your unit.
- In Step 3, you create an assessment and use the Gauging Student Needs Checklist to self-assess the assessment.

When you are ready, proceed to **Step 1**.

Facilitation Tip

Facilitate Step 1 and then ask participants to work independently during the remaining steps of the activity unless they are collaborating on a unit. Step 2 includes a partner discussion and Step 4 has a group discussion, so decide ahead of time how to create those groupings.

Module 2: Planning My Unit

Activity 4: Creating an Assessment to Gauge Student Needs
Step 1: Tapping into Prior Knowledge

During this step, browse some ideas to help you plan your assessment for gauging student needs.

1. Review your **Notebook** entries about the strategies you are considering for gauging student readiness.
2. Explore the **sample assessments to gauge student needs** in the **Resources** tab > **Assessment** > **Gauging Needs** link. If you want to take notes, open another window to review the samples while you enter your notes in your **Notebook**.

Facilitation Tip

Explain that the purpose of this activity is twofold:

- To understand the benefits of using word processing software.
- To create an assessment to use in their classroom. Based on the evidence they gather when sharing the assessment with students, participants can adjust their objectives, provide additional instruction before proceeding, or differentiate for different needs.

Optional Resources

Go to any of the following resources as needed for ideas or content to use in your assessment:

- Go to the Intel® Education ***Designing Effective Projects*** resource for information on **tapping prior knowledge**. Review the information and examples about ways to assess and tap into students' prior knowledge. Take notes in your **Notebook**.
- Go to the ***Designing Effective Projects*** resource for information on **Curriculum-Framing Questions**. Review ways to use and introduce Curriculum-Framing Questions with your students. Take notes in your **Notebook**.
- If you would like, return to the tagged or bookmarked Intel® Education ***Assessing Projects*** resource to review the **Gauging Student Needs** section in more detail. Note ideas for gauging student needs that you can use in your assessment in your **Notebook**.

When you are ready, proceed to **Step 2**.

Module 2: Planning My Unit

Activity 4: Creating an Assessment to Gauge Student Needs **Step 2: Planning My Assessment**

Facilitator Corner

Taking the time to create assessments before the unit allows you to consider how you will gauge student needs, check for understanding, conference with students on their progress, and make project expectations known. Consider the type of assessment you might use to assess your students' prior knowledge of concepts.

Students bring a wide variety of experiences, abilities, and interests to any new topic. A thorough understanding of students' background knowledge and understanding helps teachers design instruction to take advantage of relevant experiences, and address misconceptions and areas of weakness.

Facilitation Tip

Create small groups of 3 or 4 participants so they can discuss initial plans and purposes for their assessments. You may want to use **the Spreadsheet for Creating Groups** (XLS; 1 worksheet) which is available in the **Resources** tab > **Facilitation** > **Facilitation Materials** link or let participants choose someone near them for this discussion.

In small groups, discuss the following questions. As needed, take notes in your **Notebook**.

- What kinds of information do you need to gather from your students to better understand their learning needs? How will you collect it?
- How can your Essential and Unit Questions be used for gauging student needs?
- In what ways can you gather information about your students' higher-order thinking and 21st century skills related to this unit?
- How will you use the information you collect?

Think about how you might collect and use this kind of information. Possible methods include:

- Questioning
- Survey
- Graphic Organizer
- K-W-H-L
- T-Chart
- Brainstorming
- Think-Pair-Share
- Journal Write
- Performance Task

Use the planning area in your **Notebook** to help you think through the content of your gauging student needs assessment and the methods to use.

1:1 Tip: Collecting detailed information about prior knowledge from individual students is possible in a one-to-one computing classroom. Students can answer questions electronically and submit them to the teacher or respond to online surveys.

When you are ready, proceed to **Step 3**.

Module 2: Planning My Unit

Activity 4: Creating an Assessment to Gauge Student Needs

Step 3: Creating My Assessment

Using your planning ideas from the previous step, create an assessment to gauge student needs. Consider how your students might respond to the assessment to help you anticipate areas of weakness or misconceptions to address during the unit.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Use word processing software to create your document.
Word Processing Groups 1 through 12
2. Choose from among the additional ideas for types of design and formatting features you may want to include in your document.
 - Format a table.
Word Processing Group 7: Working with Tables
 - Create a graphic organizer.
Word Processing Group 9: Working with Diagrams
 - Create a chart or graph.
Word Processing Group 8: Working with Charts and Graphs
 - Add headers and footers. Place text such as titles, dates, and page numbers on the top and bottom of every page of a document.
Word Processing Skill 6.16: To add repeated information at the top and bottom of your pages, or to add headers and footers
 - Change page settings. You can make changes to the margin settings as well as paper size, layout, and styles.
Word Processing Group 6: Designing Your Pages
 - Check a document for spelling and grammatical errors. Most word processing software automatically checks spelling and sometimes grammar while you type, unless the feature is turned off. In most word processing software a red, wavy line shown under a word indicates that the word is not in the program's dictionary. A green wavy line under a word, phrase, or sentence indicates a possible grammatical issue. With instruction and guidance, spelling and grammar tools can help support students while they edit and write.
Word Processing Skill 10.11: To check the spelling in a document
3. Save your document in the **assessment** folder in your Portfolio folder.
4. Take on the perspective of students in your classroom and anticipate the answers they might provide to the questions in your assessment. Write your answers as "sample student responses" directly onto your assessment instrument.
5. Review your responses. Could you reword some questions to engage more students? To gather more relevant information? To tap other knowledge you had not previously considered? Revise your questions if desired.
6. Use the **Gauging Student Needs Assessment Checklist** (DOC; 1 page) in the **Resources** tab > **Assessment** link to review your assessment.

7. Revise your assessment, if necessary, based on this self-assessment.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Create Presentation**.

Module 2: Planning My Unit

Activity 5: Creating a Presentation about My Unit

Facilitator Corner

During this activity, you create a presentation about your unit to share with your colleagues. Throughout the course, you will meet with the same group of participants during Pair and Share activities to give and receive feedback on the various components of the group's Unit Portfolios.

In the Module 3 Pair and Share: Presenting My Unit Portfolio, you share your Unit Portfolio Presentation along with your assessment to gauge student needs.

In this activity, you complete five steps:

- In Step 1, you plan your presentation, write a draft of your Unit Summary, and review sample Unit Portfolio Presentations.
- In Step 2, you create an outline for your presentation.
- In Step 3, you add basic features to your presentation.
- In Step 4, you enhance your presentation by incorporating additional design features.
- In Step 5, you upload your presentation to the **Sharing** tab in preparation for sharing in Module 3.

When you are ready, proceed to **Step 1**.

Facilitation Tip

Explain to participants that the purpose of this activity is twofold:

- To understand the benefits of using presentation software so that they can choose the most appropriate tool when they create the student sample.
- To create a presentation that includes the work they have completed on their unit. Participants present this work to their colleagues that teach a similar grade or subject and receive feedback during the upcoming module. Based on the feedback, they revise their work.

Facilitate the next step by reviewing a sample Unit Portfolio Presentation with participants. Then allow participants to work independently for the remaining steps of the activity. Be prepared to help participants embed their assessments into their presentations and to upload their presentations to the **Sharing** tab if necessary.

Module 2: Planning My Unit

Activity 5: Creating a Presentation about My Unit

Step 1: Planning My Presentation

During this step, browse some sample presentations to help you plan your own and then write a draft of your Unit Summary. Your presentation will summarize your thinking about your unit so far and give your group members the information they need to give you quality feedback throughout the course. You may also choose to use this presentation to showcase your Unit Portfolio in Module 8.

1. Explore the sample **Unit Portfolio Presentations** in the **Resources** tab > **Unit Portfolios** > **Sample Presentations** link. If you want to take notes, you may find it helpful to open another window to review the examples and enter your notes in your **Notebook**.

Facilitation Tip

Select a sample presentation to demonstrate. Review the key requirements from each slide and explain the components of the Unit Summary in detail, pointing out how the presentation provides a thoughtful overview of the unit and what the teacher hopes to accomplish through its development.

2. Open your Unit Plan and write a draft of your Unit Summary. In 3 to 5 sentences, briefly describe the topics, key activities, student products, and possible roles students assume in the project scenario.
3. Think about the following questions in preparation for creating your Unit Portfolio Presentation:
 - What do you want to learn by creating this unit? What about this unit makes it suitable for helping you achieve your goals for the course? You may want to refer to your **Notebook** entry from Module 1 where you set your learning goals.
 - How will project-based approaches, ongoing assessment, and Curriculum-Framing Questions help your students meet 21st century learning goals?
4. If desired, take notes in your **Notebook**.

Note: You will have an opportunity to revise your Unit Summary in later modules after you create your student sample and write your Instructional Procedures.

When you are ready, proceed to **Step 2**.

Module 2: Planning My Unit

Activity 5: Creating a Presentation about My Unit

Step 2: Creating an Outline

The outline feature in a presentation application helps a user focus on and quickly enter key concepts that need to be communicated in a presentation. Similarly, this strategy can be used to help students focus on content, rather than design features. Outlining a presentation before adding visuals, animations, and sounds helps to ensure that the focus is on the content.

Create your presentation to synthesize the important points about your unit. You will expand on the points as you present your unit.

Classroom Tip: A multimedia slideshow accompanied by an oral presentation is an effective tool for sharing projects and other complex ideas with others. Teachers as well as students can use presentations in a variety of ways in their school and personal lives.

Facilitation Tip
Emphasize that effective multimedia presentations condense ideas that are elaborated on in oral presentations.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Start the presentation software.
Multimedia Skill 1.1: To start multimedia software
2. Consider customizing the toolbars and menus for your computer so that everyone has the same buttons and menus. This change makes following demonstrated instructions easier.
Multimedia Skill 1.6: To customize toolbars and menus

Classroom Tip: Set up your classroom or lab computers in the same consistent manner for easier classroom instruction.

3. Create an outline in the Outline pane to help you organize your thoughts and focus on the presentation content.
Multimedia Skill 2.2: To switch to and work in Outline format/view

Classroom Tip: You may want to require your students to use the Outline pane to enter their content before they add any design elements to their presentations.

4. Create slides to guide your presentation about initial ideas for your Unit Plan, such as:
 - Unit summary

- Vision of what you hope to accomplish in the unit, both for yourself and for your students
- How the gauging student needs assessment will help you and your students plan for upcoming activities in the unit
- Other information, such as your Curriculum-Framing Questions, that would help your group members support you as you develop your unit

Multimedia Group 3: Building Presentations

5. Save your presentation frequently in your **Portfolio** folder.
Multimedia Skill 1.9: To save a presentation

6. When you finish outlining your presentation, work in the slide view of your presentation so that you can change the look of your slides.
Multimedia Skill 2.3: To switch to and work in Slides format/view

When you are ready, proceed to **Step 3**.

Module 2: Planning My Unit

Activity 5: Creating a Presentation about My Unit

Step 3: Adding the Basics to My Presentation

After your outline is complete, embed your assessment and design your slides to help support your content.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

Facilitation Tip

Remind participants to embed the gauging student needs assessment and set the document to open from the presentation. The document will not open when in slideshow mode if participants fail to take this extra step.

1. The right side of the multimedia application window includes a task pane where you can access various tools to change the look of your presentation. You can change the task pane for various purposes, such as changing the design, text layout, adding animation, adding slide transitions, and more.
Multimedia Skill 1.7: To change the Task Pane
2. Add a design template or change the existing design.
Multimedia Skill 4.1: To pick and use a design template
3. Change the color scheme, if desired.
Multimedia Skill 4.2: To pick and use a color scheme
4. Change the layout of your text and other slide elements, if needed, to better communicate your ideas.
Multimedia Skill 4.4: To change a slide's current layout
5. Embed your gauging student needs assessment into the appropriate slide and set the document to open from your presentation.
Multimedia Skill 7.11: To add a file to a slide
Multimedia Skill 7.12: To open a file from a slideshow

Note: For more information about embedding and hyperlinking files read **Embedding and Hyperlinking Files** (DOC; 1 page) in the **Resources** tab > **Unit Portfolios** link.

6. Insert pictures to support your content.
Multimedia Group 6: Adding Pictures and Artistic Effects
 - If you save pictures from the Web, be sure to include their sources in your Works Cited document and note their sources in your presentation.
Graphics Skill 3.16: To copy and save a picture from the Web
 - You may also want to compress images to help keep your file sizes small.
Multimedia Skill 6.8: To compress a picture to keep the file size small

7. Add animation for preset visual effects to text or images on your slides. Be sure that your animations help focus your audience's attention on your content and do not distract them.
Multimedia Group 8: Adding Animation and Special Effects
8. Change the slide order if you need to re-sort the slides in your presentation to enhance the flow of your message.
Multimedia Skill 3.4: To put slides in order
9. Save your presentation frequently in your **Portfolio** folder.

When you are ready, proceed to **Step 4**.

Module 2: Planning My Unit

Activity 5: Creating a Presentation about My Unit

Step 4: Enhancing My Presentation (Optional)

Decide which additional design features you want to add to your presentation. Each feature should enhance the content. Too many sounds and images can detract from the purpose of a presentation. Remember to follow copyright and trademark laws, include source citations when appropriate, and save your work frequently.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Add a hyperlink to a file or a Web site.
Multimedia Skill 7.9: To insert a link to another document saved on your computer
Multimedia Skill 7.10: To insert a link to a Web site
2. Insert a table to organize information.
Multimedia Skill 5.10: To add or insert a table into a slide
3. Insert a chart or graph to visually display data.
Multimedia Skill 5.12: To add or insert a chart into a slide
4. Insert a sound or movie clip that you have saved from the Web.
Multimedia Group 7: Adding Sounds, Movies, and Links
Web Technologies Group 2: Finding and Saving Web Resources with Mozilla Firefox*, OR
Web Technologies Group 4: Finding and Saving Web Resources with Internet Explorer*, OR
Web Technologies Group 6: Finding and Saving Web Resources with Safari*

Note: Movie and sound clips are often copyrighted. Be sure to follow copyright law, which involves more than simply adding these sources to your Works Cited document.

When you are ready, proceed to **Step 5**.

Module 2: Planning My Unit

Activity 5: Creating a Presentation about My Unit

Step 5: Uploading to the Sharing Tab

You will share your Unit Portfolio Presentation and the embedded gauging student needs assessment with a small group of colleagues during the Module 3 Pair and Share: Presenting My Unit Portfolio. In this step, you create a sharing discussion thread in preparation for the activity.

Facilitation Tip

You will need to guide your participants through the following steps as a whole group, and you should walk around to ensure they have set up the thread correctly.

Working in the Sharing Tab

1. Read the **Directions for Module 2: Posting Unit Portfolio Presentations** for detailed instructions on how to post to the **Sharing** tab. This document is also available in the **Resources** tab > **About This Course** link.
2. Go to the **Sharing** tab and set up your sharing discussion thread. Follow your facilitator's guided instructions if you need help setting up your thread.
3. Create a reply to your sharing discussion thread titled **Module 3: Pair and Share**. Provide a brief overview of what you will share during the activity. You may also want to specify the kind of feedback you would like on your work.
4. Attach or link your Unit Portfolio Presentation with the embedded gauging student needs assessment to your **Module 3: Pair and Share** discussion thread.
5. Click **Submit**.

Note: You have only 30 minutes to edit your message after you first post it, so remember to check your postings carefully.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Pedagogical Practices**.

Module 2: Planning My Unit

Activity 6: Pedagogical Practices: Meeting Standards in a Student-Centered Classroom

Facilitator Corner

During pedagogical practices activities, you share ideas and strategies for teaching in a student-centered, project-based classroom. The Pedagogical Practices discussions take place throughout the course and focus on key topics from each module.

During this pedagogical practices activity, you discuss your concerns and possible solutions for meeting standards in a student-centered classroom using the course wiki.

A wiki is a "type of website that allows the visitors themselves to easily add, remove, and otherwise edit and change some available content... This ease of interaction and operation makes a wiki an effective tool for collaborative authoring." (Wikipedia, 2006)

If you would like more information about the use of wikis in education, read **Web-based Collaborative Learning** (DOC; 2 pages) and other wiki resources in the collaboration **Related Web Links** in the **Resources** tab > **Collaboration** link.

As you thought about how to incorporate projects into your unit, you identified standards and Curriculum-Framing Questions to help focus student learning. You may have concerns about how you can effectively meet standards in a project-based, student-centered classroom where students construct much of their own knowledge rather than receive information and instruction only from the teacher. When moving to a student-centered classroom, students still need to do well on standardized tests and truly meet the learning objectives and standards. Other practical concerns that deal with accountability and time constraints must also be answered.

Facilitation Tip

Divide participants into three groups and assign each group one of the questions on the wiki.

You will need to review the wiki pages before the activity. Be prepared to help participants use the features of the course wiki. Point out the animated demonstration linked from the Wiki Help page that describes basic steps for using the wiki.

Let participants know that if they save their wiki page and try to go back to edit it too quickly, they might receive a message stating that they are still editing the page. To edit the page, they need to click off the page and then return after a few seconds.

Explain to participants that the purpose of this activity is twofold:

- To create a common space to share ideas as participants progress through the course
- To understand the benefits of using wikis so participants can choose the most appropriate tool when they create their student samples

However, let participants know that the course wiki is internal to the Essentials Course and cannot be used externally, such as with students. Participants are given the opportunity to explore public-facing wikis that they may want to use with students.

Participants are divided into three groups for this activity. Ideas for how to create sharing groups for your own classroom are available in the **Resources** tab > **Facilitation** > **Facilitation Materials** link.

1. Get into your assigned groups. Note the question assigned to your group:
 - a. How do I ensure that students meet standards—and meet enough of them to make the effort worthwhile—in open-ended activities and projects?
 - b. If students are in charge of their own learning, how will we be sure they learn what is important?
 - c. How do I ensure accountability when students are working in groups?
2. Go to the Essentials **Course Wiki** tab at the top of the course page.
3. Click the **Module 2 Pedagogical Practice** link on the wiki menu and read the directions.
4. Designate one person to create the wiki page and record your group's ideas.

Note: Review the **Wiki Help** page and remember to use it if you need help at any time using the course wiki.

5. Discuss and enter your group's concerns and possible solutions in the table.

Note: When working with 'Web 2.0' resources, you may want to type your ideas in an offline word processing document and then copy and paste them into the online environment when you are finished—especially if your Internet connection is intermittent.

6. Save your wiki page when your discussion is finished.
7. Review the other groups' pages and add to their lists of solutions.

Facilitation Tip

The next two activities, Reflect on Learning and Wrap-Up, should be completed independently. Then, bring participants back together to introduce Module 3: Making

Connections or the optional Planning Ahead activity.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Learning**.

Module 2: Planning My Unit

Activity 7: Reflecting on My Learning

Facilitator Corner

In this activity, first review the guiding questions and key points for this module. Then, in the course blog, reflect on how the focus of this module has made you think differently about planning your unit.

Review the guiding questions and key points for **Module 2: Planning My Unit** and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning.

Module Questions

- How can Curriculum-Framing Questions help support my students' learning?
- How can I plan ongoing student-centered assessment?

Key Points

- Curriculum-Framing Questions encourage students to use higher-order thinking skills, help students fully understand essential concepts, and provide a structure for organizing factual information. Curriculum-Framing Questions consist of:
 - An Essential Question, which is a broad and open-ended question that addresses big ideas and enduring concepts. Essential Questions often cross disciplines and help students see how subjects are related.
 - Unit Questions, which are open-ended questions tied directly to a project or unit and support investigation into the Essential Question.
 - Content Questions, which are fact-based, concrete questions that have a narrow set of correct answers.
- Assessments for project-based units should:
 - Be embedded throughout the learning cycle
 - Assess the important objectives of the unit
 - Engage students in assessment processes
 - Use a variety of assessment strategies that:
 - Gauge student needs
 - Encourage self-direction and collaboration
 - Monitor progress
 - Check for understanding and encourage metacognition
 - Demonstrate understanding and skill

In the following modules, you will build on these concepts as you discuss ways to incorporate web-based resources and effective student projects into your units.

When you are ready, proceed to **Step 1**.

Module 2: Planning My Unit

Activity 7: Reflecting on My Learning

Step 1: Blogging My Journey

Use your personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues' entries to extend and enhance these important conversations.

1. Find the blog site address in your **My Links** section on the **Home** tab or in your tagged or bookmarked site.
2. Go to your personal blog, create an entry titled **Module 2 Reflection**, copy and paste the following prompt into your entry and write your response:

This module has helped me think about using standards, CFQs or formative assessment in the following ways:

3. Write about any other insights, questions or concerns you want to address in your reflection.

Note: If you are having intermittent connectivity issues, you may want to type your blog offline in a word processing document and then paste it into your personal blog. An alternate method of ensuring you do not lose your work is to copy your blog entry into the temporary clipboard before you click **Submit**.

Word Processing Skill 2.6: To copy words or text

Facilitation Tip

Review the blog entries, paying particular attention to any participant concerns that arise. Offer suggestions yourself or recommend participants ask their colleagues for help in addressing issues or concerns. Remind participants that they have many options for communicating with their colleagues, including:

- Teachers' Lounge discussion forum
- Chat room
- Message
- E-mail

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 2: Planning My Unit
Wrap-Up

Facilitator Corner

Congratulations! You completed **Module 2: Planning My Unit**. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 2 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

Facilitation Tip

Review class surveys for completion before you provide your own feedback on the module. Also remember to check for Teachers' Lounge discussions and blog entries related to this module.

Review participant's objectives and provide feedback if necessary.

When you are ready, proceed to **M3: Making Connections** or the optional activities in **Plan Ahead**.

Module 2: Planning My Unit
Planning Ahead (Optional)

Facilitator Corner

In this activity, you complete two steps:

- In the Step 1, you further explore Essential Questions and think about your own Essential Question in more depth.
- In the Step 2, you refine your standards and objectives.

When you are ready, proceed to **Step 1**.

Module 2: Planning My Unit

Planning Ahead (Optional)

Step 1: Creating Project Ideas for an Essential Question

Facilitator Corner

Essential Questions, by their very nature, can be used across a variety of grades, subject areas, and topics. For example, the Essential Question, *How can we make a difference?* is appropriate for a unit plan in which middle school students learn about community government by creating plans for developing a vacant lot. The same question is also used in a unit where high school students assume the role of senators serving on an energy subcommittee and are given the task of developing a national energy plan that provides for the future economic and environmental welfare of the country.

1. In the Creating Project Ideas table in your **Notebook**, an Essential Question has been created for each unit described in the middle column. Since Essential Questions by design cross units and subject areas, discuss creating other project ideas that address the same Essential Question. Some examples are provided for you.
 - a. Read the following four unit descriptions and the corresponding Essential Questions.
 - b. Choose one Essential Question based on your group's interests.
 - c. In the column on the right, brainstorm other student project ideas that connect to that same Essential Question.
2. Record you group ideas in your **Notebook**.

Revising My Essential Question

1. Consider ways that you could broaden your Essential Question without weakening its impact.

Optional: You may want to review the rubric, additional examples, and information on Curriculum-Framing Questions, which are available in the **Resources** tab > **CFQs** link.
2. If you choose to revise your Essential Question, edit your Essential Question on your Unit Plan.

When you are ready, proceed to **Step 2**.

Module 2: Planning My Unit

Planning Ahead (Optional)

Step 2: Reviewing My Standards and Objectives

Now that you have refined the ideas for your unit, written Curriculum-Framing Questions, and thought about your assessment strategies, review the standards you chose and refine the list to those you want to specifically target. Then, look at your objectives and revise them as necessary.

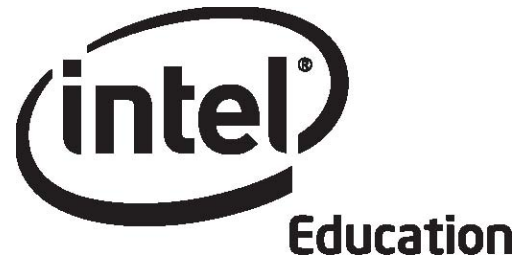
1. Review the **Standards and Objectives Rubric** (DOC; 1 page) in the **Resources** tab > **Assessment** link or use the paper copy in your folder.
2. Review your standards and refine the list, identifying the standards that are truly targeted in your unit, not just touched on. When your standards are finalized for your Unit Plan, you should include only the standards that you intend to:
 - Assess
 - Address in the Instructional Procedures section of your Unit Plan
 - Have students meet by the end of your unit

Note: You will have an additional opportunity to refine your standards after you test your unit ideas and create your student sample in Module 4.

3. Consider refining your objectives based on the revision of your standards and your review of the Standards and Objectives Rubric.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M3: Making Connections**.



Intel® Teach Program

Essentials Online Course

Module 3

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Module 3: Making Connections

Overview

Facilitator Corner

Welcome to Module 3: Making Connections! This module is about guiding your students to use the Internet to its fullest potential in responsible and productive ways. You explore interactive Internet-based resources for student collaboration and communication, and discuss how to help your students learn safe and responsible Internet use. You also look at ways to efficiently locate and evaluate relevant Internet resources for research. After investigating copyright laws and legal use of these resources, you plan how to integrate the use of the Internet into your unit.

The beginning activities of this module are completed in the face-to-face portion of our training. The remaining activities in this module and the rest of the modules are completed in the online environment.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Share Unit Portfolio Presentations and gauging student needs assessments
- Examine and discuss copyright laws and Fair Use guidelines as they pertain to education
- Create Works Cited documents
- Explore Internet resources for use in research, communication, and collaboration
- Evaluate Internet resources
- Modify Unit Plans
- Discuss ways to ensure students use the Internet safely and responsibly
- Reflect on their learning
- Plan how to use Internet collaboration and communication tools in units

Module Questions

- How can I use the Internet to support my teaching and students' learning?
- How can I ensure responsible and appropriate use of the Internet?

When you are finished reviewing, proceed to **Pair and Share**.

Module 3: Making Connections

Pair and Share

Presenting My Unit Portfolio

Facilitator Corner

During this activity, you use the **Sharing** tab to give and receive feedback on the presentation you developed in the previous module. You also receive feedback on your assessment to gauge student needs. When giving feedback, focus on strengths as well as areas of improvement and be as specific as possible.

This activity is a modified version of the Pair and Share activities you will experience during the remaining modules. Pair and Share activities are important to the learning process in that they provide opportunities for you to practice giving and receiving constructive feedback.

You will meet with the same group for all the Pair and Share activities so you can become familiar with your group's work and provide constructive feedback. Note the process for using the **Sharing** tab to provide feedback. In future Pair and Share activities, you will use this same process in the online environment.

Refer to the **Directions for Module 3 Pair and Share: Providing Feedback on Unit Portfolio Presentations** (DOC; 1 page) for detailed instructions on how to provide feedback in the **Sharing** tab. This document is also available in the **Resources** tab > **About This Course** link.

1. Go to the **Sharing** tab and confirm that your Unit Portfolio Presentation with the embedded gauging student needs assessment is linked or attached to the **Module 3: Pair and Share** discussion thread.
2. Gather in the group assigned by your facilitator to share your Unit Portfolio Presentations and assessments.
3. As all group members give verbal feedback, take turns recording key points of the feedback in replies to each group member's posting, so everyone can practice using the **Sharing** tab in preparation for the online Pair and Share activities in upcoming modules.

Note: If desired, use the **Portfolio Rubric** (DOC; 2 pages), **Standards and Objectives Rubric** (DOC; 1 page), or **Curriculum-Framing Questions Rubric** (DOC; 1 page) to help guide your feedback. These rubrics are found in the **Resources** tab > **Assessment** > **Course Assessments** link or as a paper copy in your folder.

4. When providing feedback, remember to be specific and constructive by asking for clarification and providing suggestions. Consider using the 3-2-1 strategy when providing feedback on each student sample:
 - Ask three questions
 - Make two comments
 - Provide one suggestion

Note: Read the **Tips and Tools for Giving Feedback** (DOC; 2 pages) document in the **Resources** tab > **Assessment** > **Course Assessments** link for more information on giving constructive feedback.

Facilitation Tip

For Pair and Share activities, create grade or subject-alike groups of four. These groups will remain constant throughout the course so participants can become familiar with their group members' units and provide the most useful feedback.

Model how participants decompress files and use the **Sharing** tab to provide feedback. Let participants know that each Pair and Share activity has a document with specific directions to help them complete the feedback process. They will want to refer to this document when they move to the online portion of the course. If desired, spend some time reviewing the **Tips and Tools for Giving Feedback** document in a whole group discussion. While groups are working, circulate throughout the classroom to check if participants are posting their feedback correctly in replies to the Module 3 Pair and Share thread. Emphasize that in future Pair and Share activities, participants will follow this same process in the online environment.

Review the presentations and feedback after the activity. You may need to extend or clarify feedback provided by a participant. If a colleague's feedback is inappropriate, carefully mitigate the suggestions in your feedback. Be prepared to model appropriate responses and provide examples if necessary. Encourage participants to use the language in the rubrics to help provide specific feedback.

Later in the module, you review resources for facilitating discussions in preparation for your own training.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Prepare for Online**.

Module 3: Making Connections

Activity 1: Preparing for the Online Experience

Facilitator Corner

Congratulations! You have now almost completed the face-to-face portion of the course and should be prepared for your online experience. You have explored most of the features of the online environment, including:

- Using the Assessments and Notebook in My Work
- Browsing the Intel® Education *Help Guide*
- Navigating to resources in the course and on the Intel® Education Web site
- Using blogs, wikis, and online collaborative Web sites
- Keeping track of your progress using the Course Progress checklist
- Completing Wrap-Up Surveys

Before you leave the face-to-face, you have four tasks left to complete:

- Register for an additional application you will use during the course
- Review your Course Progress
- Review the remaining components of the course
- Plan a schedule for completing the course

You may also want to make plans for collaborating with your colleagues and receiving answers to any lingering questions.

I look forward to working with you as we explore together. Please feel free to e-mail me if you have any questions or concerns.

After you return home, the first online activity you complete is **Target 21st Century Skills** under **Module 3: Making Connections** in the left navigation pane.

Complete the following before you leave the face-to-face:

1. Make sure you are registered for an additional application required during the online portion of the course. You will use the Intel® Education *Assessing Projects* application in Module 5: Assessing Student Projects. To register:
 - a. Go to **Assessing Projects**, click **Workspace**.
 - b. If you have previously registered for one of Intel® Education's Thinking Tools, you can use the same login ID and password to log on to the *Assessing Projects* application. If not, choose an e-mail account to log on with and a password.

- c. After you register, record your login ID and password in your Login Information document saved in your **Course Resources** folder.
2. Review the **Course Progress** checklist to ensure the activities you completed during the face-to-face portion of the course are checked.
3. Review the timeframes and due dates for the major components remaining in the course under **Activities** on the **Home** tab.
4. Get in groups to share ideas for managing your time as you complete the online portion of the course. You will have a better experience if you schedule regular blocks of time for completing the course work. Your learning will be diminished if you work on course activities in 5-to-10 minute work bites. Create a schedule that sets aside times for online work and tentative times to collaborate with your colleagues.

Note: Consider setting up face-to-face work times with groups or partners throughout the online portion of the course. Getting together to work on activities has several benefits:

- If you are having difficulty managing or navigating the course or using the required tools, a colleague can provide you with a hands-on demonstration and practice.
 - You can get immediate feedback.
 - Knowing you will be meeting face-to-face with peers can keep you on track and help you avoid falling behind.
 - Some learners are more successful in environments where they can interact socially as well as academically.
5. Make sure you get any lingering questions answered before you leave.

Note: If you are collaborating with other teachers on your Unit Portfolio, take some time to discuss the best method for you to complete the Unit Portfolio requirements in the online environment. These might include using the wiki, blog, or online collaborative Web site to share ideas and edit your work.

When you return to the online environment, proceed to **Target 21st Century Skills**.

Facilitation Tip

Use the following steps to help facilitate the last few tasks before participants leave the face-to-face portion of the course. Note, however, that for Master Teachers, an additional 2 hours and 15 minutes of training is provided after this activity to help you prepare to conduct Participant Teacher trainings in the online environment.

1. Direct participants to the *Assessing Projects* application page and ask them to click the **Workspace** link in the highlight box. Explain to participants that the tool is used to create assessments of 21st century skills. Provide a brief demonstration of the tool.
2. Direct participants to the **Home** tab and look under **Activities** to review time frames and due dates for the major components left in the course. Remind participants to return to the **Home** tab often to find new **Announcements** and to ensure they are

meeting due dates.

3. Ask participants to review their **Course Progress** checklists at this time, and together, review the remaining modules in the list. Answer any questions and make sure the participants understand what needs to be completed during the rest of the course. Remind participants to refer to the **Portfolio Checklist** as a guide for completing all of the Unit Portfolio pieces.
4. Let participants know that in some of the upcoming activities, they will have options to choose among. You might want to direct participants to a few of the activities to help familiarize participants with how the activities are structured.
5. If you plan to hold office hours, set some preliminary dates, and remind participants to use the **Message** and **E-mail** features to schedule their own collaboration times using the **Chat** room.
6. Alert participants that you will send an Announcement reminding them about the activity to start with when they return to the online portion of the course.
7. Help participants think about setting up a schedule to complete work on the remaining modules. Emphasize that “anytime, anywhere” does not mean participants can squeeze in 5 minutes here and there. Participants need to set aside large chunks of time to work through the activities. If desired, suggest participants set up a schedule using **Google Calendar*** or another online collaborative calendar. Teachers can then plan to be online at the same time to foster a more collaborative environment as they work through the online activities.
8. For groups of teachers working on one Unit Portfolio, offer suggestions for how to collaborate on their Unit Portfolio pieces during the online portion of the course. Remind participants that all members of the group need to complete the activities, but they can collaborate and submit one Unit Portfolio.
9. Discuss successful online learning experiences and remind participants to review **Tips for Success** (DOC; 5 pages) and **Guidelines for Online Interactions** (DOC; 2 pages) in the **Resources** tab > **About This Course** link as they start the online portion of the training.

Master Teachers now proceed to the **Facilitation** tab to complete the face-to-face portion of their training. Follow your facilitator’s guided instruction for accessing and using the **Facilitation** tab.

Module 3: Making Connections

Activity 2: Targeting 21st Century Skills

Facilitator Corner

Welcome to your first online activity! During Module 2, you were asked to select one to three 21st century skills that were the most relevant for your unit. You then incorporated the selected skills into the objectives you wrote. During this activity, you think about ways to include the specific 21st century skills of research, communication, collaboration, and problem solving in your unit to help students meet your standards and objectives. You then consider how the Internet can enhance these 21st century learning goals in your unit.

Remember to visit the Teachers' Lounge to discuss relevant topics that are not addressed in other communication formats during the course.

1. Review the learning objectives in your Unit Plan.
2. Think about the following questions as you review your objectives and write your ideas in your **Notebook**. You will review these notes later in the module.
 - a. Where in your unit do students need to conduct research?
 - b. In your unit, when could students' learning be enhanced by communicating with others?
 - c. Where in your unit would collaboration be beneficial?
 - d. How can you ensure students are using problem solving strategies throughout your unit?
 - e. How can you incorporate the Internet into your classroom to further enhance student learning in regards to research, communication, collaboration, and problem solving?

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Copyright**.

Module 3: Making Connections

Activity 3: Modeling and Teaching Legal and Ethical Practice Related to Technology Use

Facilitator Corner

Before examining specific Internet resources to use in your unit to enhance student's 21st century skills, it's important to understand the legal and ethical issues related to the use of electronic media. We must remember that people have a right to control how their original works are used by others. Our responsibility as educators is to understand and teach students about the proper use of copyrighted materials.

In this activity, you complete two steps:

- In Step 1, you examine copyright laws related to computer and software use in the classroom.
- In Step 2, you review Works Cited resources and examples and think about ways you can use them with your students.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 3: Modeling and Teaching Legal and Ethical Practice Related to Technology Use

Step 1: Exploring Copyright

With easy access to the Internet and the ability to quickly copy online information, students and teachers can easily forget that much of the material on the Internet is someone else's property. Take a brief quiz on copyright and think about how you would address copyright issues in your classroom.

1. Test your knowledge of copyright law by taking the six-question **Copyright Quiz**. If you have extra time:
 - Complete the **second quiz**.
 - Post questions or tips in the Teachers' Lounge.

Although teachers and students may use copyrighted materials in their educational projects, the use of such materials is not clear-cut. To better understand your rights and limitations, view the **Copyright Chaos Presentation** (PPT; 20 slides). If you want to take notes, use your **Notebook**.

2. See the **Resources** tab > **Copyright** link for additional resources to help you and your students follow copyright law and Fair Use guidelines.

Offline Tip: Download the presentation and documents to explore offline.

3. Think about how copyright law and following Fair Use guidelines will impact your classroom. Answer the following prompts in your **Notebook**:
 - What are strategies for ensuring that your students understand copyright and Fair Use?
 - What specific support procedures can you implement in your classroom to ensure that the guidelines are followed?

1:1 Tip: When students create individual projects using their own computers, monitoring their work for adherence to copyright laws becomes even more challenging. Think about how you could address this concern in your one-to-one classroom.

When you are ready, proceed to **Step 2**.

Module 3: Making Connections

Activity 3: Modeling and Teaching Legal and Ethical Practice Related to Technology Use

Step 2: Citing Sources

Facilitator Corner

To comply with copyright in a world of easily copied materials, you should document a list of sources as you find and save images, sounds, and text for your unit. Creating a Works Cited document will help you find resources again when you need additional information for your project. Learning to cite sources is an important skill for students of all ages to master.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. View **Works Cited** resources, templates, and examples in the **Resources** tab > **Copyright** > **Works Cited** link. Determine what type of Works Cited document would be appropriate for your students.
2. Save the Works Cited template, MLA template, or APA template into the **unit_support** folder in your Portfolio folder with a name such as *Works Cited* or *References*.
3. Copy and paste Web site addresses and other text into the Works Cited template as you find your resources.
Web Technologies Skill 1.6: To copy a Web address, or a URL from Firefox*, OR
Web Technologies Skill 3.6: To copy a Web address, or a URL from Internet Explorer*, OR
Web Technologies Skill 5.6: To copy a Web address, or a URL from Safari*
Word Processing Skill 2.6: To copy words or text
4. You can also use an online citation tool that will format your citations automatically in MLA or APA format. For a list of sites, review **Online Citation Tools** in the **Resources** tab > **Copyright** > **Works Cited** link.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Internet for Research**.

Module 3: Making Connections

Activity 4: Using the Internet for Research

Facilitator Corner

People usually think of the Internet as a research tool. Finding, evaluating, and interpreting relevant online information is a critical skill for success in school and in real life. However, effective use of the Internet goes beyond conducting research. New Web technologies provide collaborative environments in which individuals interact with other users and contribute to Web content. In this activity, you explore ways in which students can use the Internet to conduct research. In later activities, you explore how the Internet helps students communicate and collaborate with others.

- In Step 1, locate Web sites that would enhance your students' understanding of the concepts in your unit.
- In Step 2, review Web site evaluation resources and consider ways to use them with your students.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 4: Using the Internet for Research

Step 1: Locating Internet Resources

Locate some Web sites that would enhance your students' understanding of the concepts in your unit.

Using Search Engines

Popular search engines, such as www.google.com, www.yahoo.com, and www.msn.com, guide users as they search for information on the Internet. Unstructured searching provides infinite opportunities for off-task behavior, but when students are taught to search effectively, they find a wide variety of relevant and reliable Web sites to help with their research.

1. When conducting research on the Web, narrowing your search helps you locate the most relevant and useful information. As in any kind of research, the first term that comes to mind (such as, *rainforest*) may produce too many irrelevant "hits" or Web sites. Therefore, you may need to think of narrower phrasing to use in your search (such as, *Brazilian rainforest*.)

Note: When searching for terms with two or more words, place double quotation marks around the whole phrase, such as "*Brazilian rainforest*", to conduct a more exact search.

2. You can find additional resources and activities to help improve your search process in the **Resources** tab > **Search Resources** > **Search Process** link.
3. Brainstorm keywords you could use to find information on topics in your unit and then choose a search engine to conduct your search.
4. Tag or bookmark any Web sites you might like to use in your unit.

Classroom Tip: Students can share resources they find with classmates through the sharing feature of most tagging or bookmarking sites.

Searching Specialized Sites

If you are researching an unusual subject or you want to make sure your sites are age-appropriate, you may want to use a specialized search engine. Review the specialized search engines, directories, and large educational Web sites available in the **Resources** tab > **Search Resources** > **Research** link.

Classroom Tip: As students use Internet resources for their own research, provide them with explicit instruction on how to locate relevant, high quality information to help them use online time efficiently.

1:1 Tip: When students have constant access to computers, they can be tempted to investigate minor or irrelevant topics. To discourage this, teach skills in research, time management, and prioritizing tasks. Take advantage of "teachable moments" during classroom discussions by encouraging students to investigate questions and issues as they arise.

Finding Media

If you need to find images, sounds, or videos for the development of your unit, use the following:

- Search engines that can search specifically for sounds, images, and video
- Multimedia Web sites that contain images, sounds, and videos appropriate for educational uses

Review the **Multimedia Resources** in the **Resources** tab > **Multimedia** link. Save any resources you find in your **images_sounds** folder of your Portfolio folder.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

Note: Be sure to cite your sources for multimedia resources in your Works Cited document.

1. Locate one or more good research resources for your unit. Tag, bookmark, or save in your favorites.
2. Save an image into your **images_sounds** folder in your Portfolio folder.
Web Technologies Skill 2.4: To save a picture or image from the Web for Firefox*, OR
Web Technologies Skill 4.4: To save a picture or image from the Web for Internet Explorer*, OR
Web Technologies Skill 6.4: To save a picture or image from the Web for Safari*
3. If appropriate for your Unit Portfolio, you can also save a sound or a video into your **images_sounds** folder in your Portfolio folder.
Web Technologies Skill 2.5: To save a sound or music file from the Web for Firefox*, OR
Web Technologies Skill 4.5: To save a sound or music file from the Web for Internet Explorer*, OR
Web Technologies Skill 6.5: To save a sound or music file from the Web for Safari*
Web Technologies Skill 2.6: To save a movie or video file from the Web for Firefox*, OR
Web Technologies Skill 4.6: To save a movie or video file from the Web for Internet Explorer*, OR
Web Technologies Skill 6.6: To save a movie or video file from the Web Safari*

Classroom Tip: Teach your students a process for finding relevant multimedia resources and properly citing their sources. Another topic to consider is the size of the multimedia resources students choose to use. Large multimedia files may hinder collaboration and the ability for others to access the resources.

When you are ready, proceed to **Step 2**.

Module 3: Making Connections

Activity 4: Using the Internet for Research

Step 2: Evaluating Web Resources

The uncontrolled publishing of information on the Web demands that students develop skills to evaluate Web content critically for accuracy and relevance. In this step, you review Web site evaluation resources and consider ways to use them with your students.

Classroom Tip: Discuss with your students how to determine whether a site has usable, factual, and reliable information. You can create rubrics or checklists collaboratively with your students or use an evaluation form using examples from the **Resources** tab > **Evaluating the Web** link.

1. In Step 1 of this activity, you used your own criteria for selecting Web sites you would use by considering the depth and accuracy of the content, the source of information, and the usability of the site. Developing the same skills in your students is important.

Classroom Tip: Learning to evaluate the credibility of Web sites is an important critical skill that can be extended to print and visual media.

2. Review Web evaluation resources in the **Resources** tab > **Evaluating the Web** link. Review the student form appropriate for your grade level and, if you have time, review the other checklists. If you want to take notes, open another window to review the examples and enter your notes in your **Notebook**.

Classroom Tip: With primary students, developing evaluation skills using a form may not be appropriate. A discussion about features of a good Web site may be more useful.

3. Keeping the Web evaluation resources in mind, think about how you could help your students think critically about the Web resources they use. If desired, take notes in your **Notebook**.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Communicate with World**.

Module 3: Making Connections

Activity 5: Communicating with the World through the Internet

Facilitator Corner

Internet communication tools dramatically expand the community in which students can communicate during projects. Through e-mail, chat, instant messaging, online surveys, and Voice Over Internet Protocol (VoIP), you and your students can discuss, share ideas, get feedback, and collect information from peers and experts all over the world.

During this activity, you complete two steps:

- In Step 1, you review and compare Internet communication tools, such as e-mail, chats, instant messaging, online surveys, and VoIP.
- In Step 2, you examine one or more of these communication tools in depth and consider ways you can incorporate them into your Unit Plan.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 5: Communicating with the World through the Internet

Step 1: Reviewing Internet Communication Tools

Students can use Internet communication tools to:

- Communicate with others outside the classroom
- Get feedback on their products
- Work on a project in groups or pairs in real time
- Engage in interactive discussions
- Practice using written language
- Practice using oral language
- Share text-based information, documents, and other resources
- Collect information from a number of individuals

A variety of online tools support student communication:

- **E-mail** is written electronic communication that is sent and read at any time.
- **Online Chats** are online environments in which individuals meet and exchange written messages at the same time.
- **Instant Messaging (IM)** allows people to receive and send written messages instantaneously, locally and at a distance, to pre-selected online contacts.
- **Online Surveys and Opinion Polls** enable gathering and analyzing data by posing questions over the Internet.
- **Voice Over Internet Protocol (VoIP)** supports real-time oral communication among Internet users.

To learn more about the features and uses of these tools, review **Comparison of Online Communication Resources** (DOC; 2 pages) in the **Resources** tab > **Communication** link. If desired, take notes on the document and save it in your **Course Resources** folder.

1:1 Tip: The ability to communicate electronically in a classroom where everyone has a computer can distract students from learning tasks. Setting up guidelines for in-class online communication is especially important in one-to-one classrooms.

When you are ready, proceed to **Step 2**.

Module 3: Making Connections

Activity 5: Communicating with the World through the Internet

Step 2: Considering Communication Tools for Your Unit

Examine one or more of the following communication tools in more depth for possible use in your unit. Tag or bookmark any resources with helpful information on how to use these tools in your classroom.

Option 1: E-mail

Option 2: Chat

Option 3: Instant Messaging (IM)

Option 4: Survey/Polling

Option 5: Voice Over Internet Protocol (VoIP)

For information on projects that use communication tools to collaborate, you may want to visit:

Virtual Architecture's Web Home*

Offers a step-by-step guide for designing and implementing powerful curriculum-based telecomputing projects

Option 1: E-mail

The ideas presented in the following article can inspire you to think of creative ways for using e-mail to enhance student learning. See possible resources for web-based e-mail and e-mail projects in the **Resources** tab > **Communication** > **E-Mail Projects** link.

You've Got E-mail—But Can You Really Make It Deliver?*

Describes how you can plan a project involving e-mail so that it has powerful, clear connections to the curriculum; includes 10 tips for completing telecollaborative projects successfully using any web-based e-mail

Take notes in your **Notebook**. You will review these ideas later in the module.

When you are ready, click any of the following options or complete your Course Progress.

Option 2: Chat

Option 3: Instant Messaging (IM)

Option 4: Survey/Polling

Option 5: Voice Over Internet Protocol (VoIP)

Option 2: Chat

The following links suggest ways to constructively use chats in the classroom. You can find possible resources for online chat services appropriate for education in the **Resources** tab > **Communication** > **Chat and IM** link.

Examples of How Chats Have Been Used in Classrooms*

Lists specific activities that teachers have used with chat tools and provides links that you can use to explore student roles during chats, strategies to enhance chat sessions, and chat room etiquette

How to Run a Good Chat*

Provides tips for using chat in the classroom

If desired, take notes in your **Notebook**.

When you are ready, click any of the following options or complete your Course Progress.

Option 1: E-mail

Option 3: Instant Messaging (IM)

Option 4: Survey/Polling

Option 5: Voice Over Internet Protocol (VoIP)

Option 3: Instant Messaging (IM)

The following blog discusses the use of instant messaging in the classroom. See possible resources for instant messaging in the **Resources** tab > **Communication** > **Chat and IM** link.

The Case for Instant Messaging in the Classroom*

Presents an article emphasizing positive reasons for instant messaging in the classroom

If desired, take notes in your **Notebook**.

When you are ready, click any of the following options or complete your Course Progress.

Option 1: E-mail

Option 2: Chat

Option 4: Survey/Polling

Option 5: Voice Over Internet Protocol (VoIP)

Option 4: Survey/Polling

The following links provide information and examples addressing how students can effectively create and administer surveys and polls. See other resources for creating online surveys in the **Resources** tab > **Communication** > **Surveys** link.

Opinion Surveys*

Includes lesson and discussion ideas on how to introduce students to factors that can affect the accuracy of opinion surveys

Survey How To*

Tells how to write survey questions, determine question types and responses, organize and format surveys, administer surveys, and more

If desired, take notes in your **Notebook**.

When you are ready, click any of the following options or complete your Course Progress.

Option 1: E-mail

Option 2: Chat

Option 3: Instant Messaging (IM)

Option 5: Voice Over Internet Protocol (VoIP)

Option 5: Voice Over Internet Protocol (VoIP)

The following links provide information and examples addressing how to use Voice Over Internet Protocol in the classroom. See other resources for VoIP in the **Resources** tab > **Communication** > **VoIP** link.

Skype in the Classroom*

Presents a comprehensive article written for teachers and technology coordinators describing how to begin using Skype*

Just Skype It*

Contains a short blog entry describing how one teacher used Skype at school and in her personal life

If desired, take notes in your **Notebook**.

When you are ready, click any of the following options or complete your Course Progress.

Option 1: E-mail

Option 2: Chat

Option 3: Instant Messaging (IM)

Option 4: Survey/Polling

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Collaborative Learning**.

Module 3: Making Connections

Activity 6: Considering Web-based Collaborative Learning

Facilitator Corner

Several online tools can be used by teachers to support communication, encourage student collaboration, and organize Internet resources. You previously experienced three of these free tools—blogs, wikis, and online collaborative Web sites. In this activity, you explore ways these online collaborative tools can help your students work together on projects.

In this activity, you complete two steps:

- In Step 1, you review the benefits, drawbacks, and examples for classroom use of several online collaborative tools.
- In Step 2, you use an online collaborative Web site to discuss how you will use online tools to support student communication and collaboration in your teaching.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 6: Considering Web-based Collaborative Learning

Step 1: Reviewing Online Collaborative Resources

Students can use web-based collaborative learning tools to:

- Share their thoughts, ideas, and projects with others
- Share links to Web sites
- Solicit and respond to others' thoughts
- Modify, add to, and delete others' content
- Create multilayered Web sites
- Create linear, journal-like documents

A variety of online tools support student collaboration:

- Blogs are journals posted to the Web that solicit reader comments.
- Wikis are Web sites that allow multiple users to edit content.
- Online collaborative Web sites allow invited users to edit documents, spreadsheets, and presentations.

Review information about the benefits and drawbacks of using each of these tools in the classroom in **Web-based Collaborative Learning** (DOC; 2 pages) in the **Resources** tab > **Collaboration** link.

To learn more about the skill and technical requirements of online collaborative resources, review **Comparison of Online Collaboration Resources** (DOC; 1 page) in the **Resources** tab > **Collaboration** link.

If desired, take notes on the documents and save them in your **Course Resources** folder.

1:1 Tip: Research shows that students collaborate more when they have their own computers. Consider how you can take advantage of this ability in your unit.

When you are ready, proceed to **Step 2**.

Module 3: Making Connections

Activity 6: Considering Web-based Collaborative Learning

Step 2: Sharing Ideas

Now that you have explored a variety of online communication and collaboration tools, share your ideas for incorporating them into your teaching using an online collaborative Web site.

1. Find the online collaborative Web site in your **My Links** on the **Home** tab or from your tagged/bookmarked site.
2. Log on to the site using your e-mail and password, which should be in your **Login Information** document saved in your **Course Resources** folder.
3. Open the spreadsheet titled **Using_Web 2.0_Tools** on the Web site.

Note: For future reference, annotated links to examples of additional online **Collaborative Web sites** are available in the **Resources** tab > **Collaboration** link.

4. Think about how you could use one communication tool and one collaboration tool in your classroom. On each of the worksheets, start a new row with your name, add the name of the tool, and then describe how you could use it in your classroom. Complete at least one row for the communication tools worksheet and one row for the collaboration tools worksheet.
5. If you have time, comment on how you might use additional online tools.
6. Review your colleagues' comments and take notes on any ideas you might use in your unit in your **Notebook**. You will review these ideas later in the module.

Note: You have an opportunity to plan how you will use communication and collaboration tools to meet the learning goals and objectives of your unit in the upcoming Planning Ahead activity.

Facilitation Tip

You need to have a collaborative Web site set up and collaborators identified before conducting this activity with your participants. Directions and a template for setting up the collaborative Web site can be found in the **Facilitation** tab > **Facilitation Guide** link. You will need to return to the Web site and finish setting up the spreadsheet when you conduct your own training.

When you invite collaborators for this activity, include directions in the e-mail reminding participants how to log on to and use the online collaborative Web site.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Pedagogical Practices**.

Module 3: Making Connections

Activity 7: Pedagogical Practices
Ensuring Safe and Responsible Use of the Internet

Facilitator Corner

Although the Internet can be a wonderful tool for research, collaboration, communication, and problem solving, using it successfully requires careful attention and instruction. You should address safety procedures and appropriate Internet use before students are given access to the Internet or individual e-mail accounts. In this Pedagogical Practices activity, you use the course wiki to record thoughts about how to ensure appropriate and safe use of the Internet.

Please make sure you add your comments in a timely manner. The discussions are summarized at the end of the module.

Facilitation Tip

You will need to review the wiki page before the activity and add additional rows for the number of participants in your course.

How do you keep students from accessing Internet resources that contain inappropriate material or from interacting with individuals who may pose a threat? How do you ensure students use their Internet time efficiently and interact constructively with others?

One way to promote student safety and effective use is to establish an Acceptable Use Policy (AUP). An AUP is a written agreement that outlines the terms and conditions of Internet use and is signed by students, parents, and teachers. An AUP should include guidelines for appropriate Internet searching, publishing student names, and posting pictures (video or still) and audio clips to the Internet. However, AUPs alone are not enough to ensure your students act responsibly when using the Internet.

1. Read three scenarios regarding possible problems with student use of the Internet, and share your ideas with colleagues on the course wiki. These scenarios are available in **Safe and Responsible Use of the Internet** (DOC; 1 page) in the **Resources** tab > **Responsible Use** link.

Offline Tip: Download the document to read the scenarios and compose your thoughts in a word processing document before adding them to the wiki.

2. Consider the following question while you read each scenario:
 - What policies, procedures, and strategies could the teacher put in place to prevent similar events in the future?
3. Go to the **Course Wiki** tab.

4. Find the **Module 3 Pedagogical Practices** link in the left navigation pane.
5. Read the directions on the wiki page to share your ideas for each scenario.

Note: Refer to the **Discussion Checklist** (DOC; 1 page) for guidance as you compose your response.

Optional: Review resources for information regarding student safety and appropriate Internet use, including sample AUPs and parent permission forms, located in the **Resources** tab > **Responsible Use** link.

1:1 Tip: Discuss the unique challenges of promoting safe and responsible computer use in a one-to-one computing environment.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Learning**.

Module 3: Making Connections

Activity 8: Reflecting on My Learning

Facilitator Corner

In this activity, first review the guiding questions and key points for this module. Then, in the course blog, reflect on how the focus of this module has made you think differently about the impact of the Internet on your students' learning.

Review the guiding questions and key points for **Module 3: Making Connections** and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning to help improve student learning.

Module Questions

- How can I use the Internet to support my teaching and students' learning?
- How can I ensure responsible and appropriate use of the Internet?

Key Points

- The Internet can be a powerful tool for research, collaboration, and communication with others.
- Fair Use guidelines describe how copyrighted materials can be used legally by teachers and students in the classroom.
- Works Cited documents can be created in a variety of formats for students of all ages.
- The skilled use of search strategies enables students and teachers to find useful information efficiently on the Web.
- A variety of factors must be considered when determining the credibility and value of a Web site.
- E-mail, online chats, instant messaging, and Voice Over Internet Protocol technology allow students to communicate with people all over the world on the Internet.
- Blogs, wikis, and online collaborative Web sites allow students to collaborate on projects by sharing and responding to each other's work online.

In the following modules, you will build on these concepts as you create a student sample and assessments for your Unit Plan.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 8: Reflecting on My Learning

Step 1: Blogging My Journey

Use your personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues' entries to extend and enhance these important conversations.

1. Find the blog site address in the **My Links** section on the **Home** tab or in your tagged or bookmarked site.
2. Go to your personal blog, create an entry titled **Module 3 Reflection**, paste the following prompt into your entry, and write your response:
This module has helped me think about the impact of the Internet on my students' learning in the following ways:
3. Write about any other insights, questions, or concerns you want to address in your reflection.

Facilitation Tip

Review the blog entries, paying particular attention to any participant concerns that arise. Offer suggestions or recommend participants ask their colleagues for help in addressing issues or concerns. Remind participants that they have many options for communicating with their colleagues, including:

- Teachers' Lounge
- Chat
- Message
- E-mail

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 3: Making Connections

Wrap-Up

Facilitator Corner

Congratulations! You completed **Module 3: Making Connections**. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 3 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

Facilitation Tip

Review class surveys for completion before you provide your own feedback on the module. Also, remember to check for Teachers' Lounge discussions and blog entries related to this module.

When you are ready, proceed to **Plan Ahead**.

Module 3: Making Connections

Planning Ahead

Incorporating the Internet

In this module, you explored various uses of the Internet. In preparation for the Pair and Share in the next module, consider now how you might incorporate any of these Internet resources into your unit to support student learning:

- Internet search engines
 - Communication (tagging and bookmarking sites, e-mail, instant messaging, chats, Voice Over Internet Protocol (VoIP), and surveys/opinion polls)
 - Collaboration (blogs, wikis, online collaborative Web sites)
1. Review the brainstormed ideas in the online collaborative spreadsheet and in your **Notebook** from the Module 3 activities for incorporating the Internet and 21st century skills into your unit.
 2. Select Internet tools (one or more) and think about ways you can use them to support the learning goals of your unit. If desired, use your **Notebook** to record your ideas.
 3. Refer to the **Directions for Module 3 Planning Ahead: Posting Ideas for Incorporating the Internet** (DOC; 2 pages) for detailed instructions on how to post to the **Sharing** tab for this activity. This document is also available in the **Resources** tab > **About This Course** link.
 4. Go to the **Sharing** tab and post a reply to your sharing discussion thread titled, **Module 4: Pair and Share**.
 5. Answer the following questions in the **Message** field of your reply:
 - a. How will you incorporate the use of the Internet in your unit for research, collaboration, and communication?
 - b. How will the use of the Internet help students develop 21st century and higher-order thinking skills?
 - c. What feedback or additional ideas are you looking for during this time?

Offline Tip: Compose your thoughts in a word processing document and then copy them into your post.

Note: Annotated links to additional **Web-based productivity tools** are available in the **Resources** tab > **Collaboration** link.

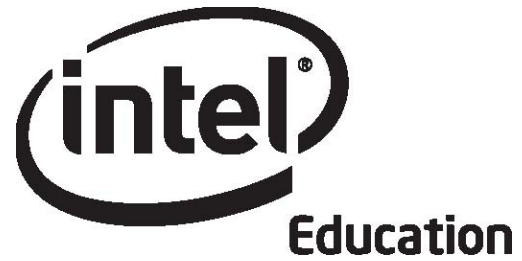
6. Attach or link your Unit Plan to your post to provide context for feedback.

1:1 Tip: Think about how students' individual access to computers can be used most effectively to further enhance students' 21st century skills.

Note: If you are collaborating with other teachers on your Unit Portfolio, think about how you can use these same tools to help you complete the pieces of your Unit Portfolio in the online environment.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M4: Creating Samples**.



Intel® Teach Program

Essentials Online Course

Module 4

May 2008

Module 4: Creating Samples of Learning
Overview

Facilitator Corner

Welcome to Module 4: Creating Samples of Learning! In a student-centered classroom, students create products that require the proficient use of 21st century skills and reflect the depth of their content learning. In this module, you plan and share ways to incorporate the Internet into your unit. You also plan and create a student sample presentation, publication, wiki, or blog to target specific learning objectives in your unit, and discuss how to facilitate a classroom in a project-based learning environment. In the Planning Ahead activity, you assess your student sample using questions based on the Portfolio Rubric, and prepare for the next module's Pair and Share.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Share ideas for incorporating the Internet into units
- Create and assess student sample presentations, publications, wikis, or blogs
- Modify Unit Plans
- Discuss how to help students in a project-based, student-centered classroom
- Reflect on their learning

Module Questions

- How can the creation of a student sample help me clarify my unit expectations and improve my instructional design?
- How can I ensure students will achieve the learning objectives when creating their student projects?

When you are finished reviewing, proceed to **Pair and Share**.

Module 4: Creating Samples of Learning
Pair and Share
Incorporating the Internet into Units

Facilitator Corner

The Internet opens up a world of possibilities for enhancing instruction and providing students with authentic learning experiences. During this activity, you share your ideas on how you plan to incorporate the use of the Internet in your unit.

In this activity, you discuss using the Internet with the same group you worked with in the Pair and Share activity during the face-to-face portion of the course. If you need help remembering your group members' names, refer to the message I sent at the beginning of the module titled, **Module 4 Pair and Share Groups**.

Facilitation Tip

Send a message to all participants at the beginning of the module with a list of the members in each sharing group. Remind participants to respond to the same group they worked with in the Module 3: Pair and Share.

As you review the Pair and Share feedback, you may need to extend or clarify feedback provided by a partner. If a partner's feedback is inappropriate, carefully mitigate the suggestions in your feedback. Be prepared to model appropriate responses and provide examples, if necessary.

Refer to **the Directions for Module 4 Pair and Share: Providing Feedback on Ideas for Incorporating the Internet** (DOC; 2 pages) for detailed instructions on how to respond in the **Sharing** tab. This document is also available in the **Resources** tab > **About This Course** link.

1. Go to the **Sharing** tab and confirm that you have created a **Module 4 Pair and Share** thread in your sharing discussion, attached or linked your Unit Plan, and written your responses to the following prompts in the **Message** field:
 - a. How will you incorporate the use of the Internet into your unit for research, collaboration, and communication?
 - b. How will the use of the Internet help students develop 21st century skills and higher-order thinking?
 - c. What feedback or additional ideas are you looking for during this time?
2. Find the Module 4: Pair and Share threads of the group members you worked with in the face-to-face Pair and Share. Review your colleagues' Unit Plans to place their responses in context. Post responses to your colleagues' thoughts about using the Internet in their units.

Offline Tip: You may want to compose your thoughts offline in a word processing document and then paste them into your post.

3. Review feedback from your group members and, if desired, incorporate the suggestions into your Unit Plan.

Facilitation Tip

Review participant's Unit Plans and provide feedback, focusing on the objectives and Curriculum-Framing Questions.
--

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Examine Samples**.

Module 4: Creating Samples of Learning

Activity 1: Examining Student Samples

Facilitator Corner

Developing a sample student product from a student's point of view enables you to determine if the project requirements are appropriate for your students. It also helps you determine the availability of relevant resources, and identify content and processes that need to be addressed through instruction. In this module, you design and create the evidence of student learning (the student sample). In later modules, you will create assessments, activities, and scaffolding to support student learning.

During this activity, you examine a variety of student samples to analyze their learning outcomes and obtain ideas for your unit's student sample. If you are collaborating with other teachers on your Unit Portfolio, you may want to view and discuss the samples together.

Remember, the **Chat** feature is always available for you to use to discuss ideas, issues, or concerns with your colleagues. To schedule your own chats, notify your colleagues of the date and time through **Messages** or **E-mail**. You may join any available room to start your chat.

1. Go to the **Student Samples** in the **Resources** tab > **Student Samples** > **DEP Samples** link. If you want to take notes, open another window to review the samples and enter notes in your **Notebook**. Alternately, you can use your tagging site to highlight and add comments.
2. The student samples are in Unit Plans arranged by grade level. Read through the descriptions and click the links of interest. The links take you directly to Unit Plan examples from the Intel® Education *Designing Effective Projects* resource.
3. Return to the student samples list on the Resources page and click the appropriate Unit Plan or click **Return to** (the Unit Plan) at the bottom left of the student sample. Read through the unit, paying particular attention to the Curriculum-Framing Questions, targeted standards, and learning objectives.
4. Review the procedures, and note how the activities in the classroom support the creation of the student product or performance.
5. Review the Assessment Plan and assessments, and note how the assessments and strategies provide the necessary information to assess student learning demonstrated in the sample.
6. Think about the following questions:
 - a. What 21st century skills does the student sample demonstrate?
Note: The list of **21st Century Skills** (DOC; 2 pages) is available in the **Resources** tab > **Thinking** link.
 - b. How does the student sample help to answer the Curriculum-Framing Questions?

- c. How does the chosen technology tool enable students to enhance their learning, increase productivity, and promote creativity?
- **Optional:** Review several additional student samples in the **Other Samples** link as time permits. View the samples for ideas; however, please note that associated unit and assessment resources are not available.

Offline Tip: If you want to complete this activity offline, download the entire Unit Plan by clicking the **Print This Unit** link in the highlight box and then save it in your **unit_plan** folder.

If desired, note your responses to the preceding questions in your **Notebook**.

Note: Additional student samples are located in Unit Plans on the Intel® Education Web site:

- a. Go to *Designing Effective Projects* or open the site from your tagged or bookmarked Web sites.
- b. Click **Unit Plan Index**.
- c. View units of interest by grade or subject area.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Plan Student Sample**.

Module 4: Creating Samples of Learning

Activity 2: Planning My Student Sample

Facilitator Corner

In this activity, you complete four steps as you plan your student sample:

- In Step 1, you think about how a project-approach to learning can help your students meet the learning goals.
- In Step 2, you consider the Curriculum-Framing Questions, standards and objectives, and 21st century skills you want to address in your student sample.
- In Step 3, you determine the types of technology that would best support the learning and skills you want your students to be able to demonstrate by the end of the unit.
- In Step 4, you plan the content for your student sample.

In the next activity, you create your student sample from a student perspective.

When you are ready, proceed to **Step 1**.

Module 4: Creating Samples of Learning

Activity 2: Planning My Student Sample

Step 1: Reviewing Project Design

Designing for a Project Approach

Students may create a product at different points during the unit and for different purposes. For example, students can create a presentation to set up a community service project or a publication to synthesize their learning at the end of a unit.

Think about how a project-approach to learning can help your students meet your learning goals. Consider a project scenario in which your students take on real-world roles—such as reporter, engineer, or statistician—to solve a problem.

- What real-world connections are possible for your unit?
- What scenarios might help your students make those real-world connections?
- What roles might your students play?
- What tasks might they complete as they carry out those roles?

Note: You may also want to refer to the **Project Characteristics Checklist** (DOC; 1 page), which defines effective project-based units.

Record your thoughts in your **Notebook**.

When you are ready, proceed to **Step 2**.

Module 4: Creating Samples of Learning

Activity 2: Planning My Student Sample

Step 2: Connecting My Student Sample to Questions, Objectives, and 21st Century Skills

Before choosing the type of technology, you need to identify what your students need to include and how they will demonstrate learning. Complete the following to help you plan your student sample.

1. Go to your Unit Plan and review your standards and learning objectives.
 - What concepts, skills, and knowledge do you want students to demonstrate through their student product or performance?
 - What 21st century skills do you want students to demonstrate through their product or performance?
 - Which Curriculum-Framing Questions will your sample address and in what ways?
2. Math literacy improves analytical and logical thinking, which can be used across the curriculum. Consider ways you can use math in your unit to improve your students' thinking skills:
 - Formulate questions
 - Collect, organize, and display data using charts and graphs
 - Analyze data
 - Develop and evaluate inferences and predictions
 - Analyze cycles and change
 - Use measuring, scaling, ratio, and proportion
 - Use statistical measures to analyze trends
 - Apply concepts of probability
 - Make reasonable estimates
 - Understand patterns, relations, and functions
 - Use systems thinking
 - Solve problems involving rates (speed, velocity, density, and so forth)
 - Use modeling and projections to represent and understand relationships
 - Use accounting, finance, budget, and market analysis
 - Use geometry, fractals, and symmetry
 - Develop arguments
 - Analyze characteristics
 - Use visual and spatial reasoning
 - Use graphic organizers to represent thinking
 - Represent and analyze mathematical situations

3. Record your thoughts in your **Notebook**. You will review these ideas during Module 5.

When you are ready, proceed to **Step 3**.

Module 4: Creating Samples of Learning

Activity 2: Planning My Student Sample

Step 3: Choosing the Best Tool for the Job

How will your students demonstrate their learning? What tools will they use to demonstrate their learning? Think about the strengths of the following technology tools and the type of content best served by each. Which technology tools are you considering for your students' use in your unit? What would be the purpose or goals for their use? Consider the age of your students, the type of content you expect them to publish or work with, and their intended audience.

Use the **Planning My Student Sample Step 3** table in your **Notebook** to develop *possible* ideas for your student sample in the brainstorming section, keeping in mind your ideas from the previous two steps and from the **Module 3: Making Connections: Planning Ahead** activity (Incorporating the Internet). In the next activity, you choose the tool that most appropriately supports the development of a sample student product or performance that meets the learning objectives and expectations for student learning.

When you are ready, proceed to **Step 4**.

References

Jackson, L. (2005). Blogging basics: Creating student journals on the Web. *Education World*. Retrieved from www.educationworld.com/a_tech/techtorial/techtorial037print.shtml*

Module 4: Creating Samples of Learning

Activity 2: Planning My Student Sample

Step 4: Planning the Content

If desired, use the checklist and storyboard templates available in the **Resources** tab > **Student Samples** > **Templates** link to plan your student sample. Providing checklists and storyboards is a good model of how to support your students in the development of their projects.

Remember that you are creating your sample as if you are a student. Consider the age of your students and the type of content you expect them to produce. Think about how targeted student learning objectives will be achieved and how the final product or performance will help you achieve your learning goals.

1. Review the **Portfolio Rubric** (DOC; 2 pages) in the **Resources** tab > **Assessment** link.
2. Review the sections on Technology Integration and Instructional Design, specifically focusing on the items that address student work and student use of technology. Keep the criteria in mind as you plan your student sample.
3. Open and review the checklist and storyboard **templates** of interest available in the **Resources** tab > **Student Samples** > **Templates** link.

1:1 Tip: Providing templates, checklists, and storyboards on a classroom wiki is an easy way to provide resources for students in a one-to-one computing environment.

4. If desired, print the planning documents for the type of student sample you want to create (presentation, newsletter or newspaper, brochure, poster, wiki, or blog) or type your ideas directly in the document. If you want to save the files, save them in your **student_sample** folder.

Note: If you are collaborating with other teachers on your Unit Portfolio, plan how you can best work as a team on this activity. Consider using the online collaborative Web site or the course wiki to share and edit your work on the student sample.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Create Sample**.

Module 4: Creating Samples of Learning

Activity 3: Looking at Learning from a Student Perspective

Facilitator Corner

During this activity, you create one student sample—a presentation, publication, wiki, or blog—based on your decisions in the previous activity. The student sample should demonstrate how you expect your students to meet the targeted student learning objectives. Consider also how your sample addresses higher-order thinking skills, 21st century skills, and your unit's Curriculum-Framing Questions.

Go to the appropriate option below, depending on which tool you identified as most appropriate for your unit:

- **Option 1:** Creating a Student Sample Presentation
- **Option 2:** Creating a Student Sample Publication
- **Option 3:** Creating a Student Sample Wiki
- **Option 4:** Creating a Student Sample Blog

Option 1: Creating a Student Sample Presentation

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

Creating a Presentation

1. Create the content and design of your student sample presentation. Make sure that your presentation's content and design align with your expectations and demonstrate what your students would create during this unit.
Multimedia Groups 1-9
2. Review the following additional design features to see if any ideas can be used to enhance your presentation.
3. Save your presentation in the **student_sample** folder of your Portfolio folder.

Enhancing a Presentation

Consider whether any of the following enhancements would be beneficial for your student sample.

- **Record a sound or voice narration**
Your students can enhance their presentations by adding voice or sounds to slides, or narrating their presentations. (This approach may be helpful for young students.) Narration is best used when the presentation will run by itself, such as at an open house, science fair, information kiosk, and so forth. Your computer must be equipped with a sound card, microphone (internal or external), and speakers before you can record and hear a narration.
Multimedia Skill 7.4: To record your voice or another sound on a single slide

Multimedia Skill 7.5: To add narration to an entire presentation

- **Add music from a CD**
If your students choose to add music to their presentation, be sure to ask them to review the Fair Use guidelines pertaining to music. Add any music sources to their Works Cited document.
Multimedia Skill 7.3: To play a CD audio track in your presentation
- **Add custom animations**
Students can animate text, graphics, sounds, movies, charts, and other objects on their slides to focus on key points, control the flow of information, and add interest to their presentation. By customizing the animations of text and graphics, students can set text to appear by word, paragraph, or bullet point. Animations can be set to occur automatically without having to click the mouse.
Multimedia Group 8: Adding Animation and Special Effects
- **Set up a show to run automatically**
If presenters will not be available to show the presentation (such as at an open house, science fair, kiosk, and so forth), they can set up the presentation so that it will run unattended and automatically restart (or loop) when it finishes.
Multimedia Group 9: Setting Up and Playing a Presentation
- **Save presentation**
Students may want to save the presentation in various formats. One such format allows viewers to open and view the slideshow, without showing the menus before and after the show. Students can also save the presentation as a Web page, which allows the audience greater interaction and choice of which slides to view. Presentations saved as Web pages can be viewed with any web browser.
Multimedia Group 9: Setting Up and Playing a Presentation
Multimedia Skill 1.10: To save a presentation as a Web page
- **Print presentation**
After the presentation is complete, students can print slides for transparencies or handouts.
Multimedia Skill 9.1: To print your presentation

When you are ready, complete your **Course Progress**.

Option 2: Creating a Student Sample Publication (Newsletter, Newspaper, Brochure, or Poster)

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

Creating a Publication

1. To help guide your creation of a publication, refer to the help steps from the **Create Publication: Step 1** activity in Module 1: Teaching with Projects. These include the basic steps needed to create a publication, as well as the references to the *Help Guide*.
Word Processing Groups 1-12

2. Save your publication in the **student_sample** folder of your Portfolio folder.

When you are ready, complete your **Course Progress**.

Option 3: Creating a Student Sample Wiki

If you plan to create a student sample wiki, scan the following ideas and types of content, design, and formatting skills:

1. Read **Wiki Sites** in the **Resources** tab > **Collaboration** link for a list of possible sites to use with students.
2. Use the online help or forum available in each wiki-creation Web site for instructions on creating your wiki. Consider including the following features and formatting:
 - Links to Web sites
 - Pictures that support the content
 - Uploaded files
 - Navigation to other pages and content in your wiki
3. Type the URL of the wiki site, your login ID, and password in your Login Information document saved in your **Course Resources** folder.

When you are ready, complete your **Course Progress**.

Option 4: Creating a Student Sample Blog

If you plan to create a student sample blog, scan the following ideas and types of content, design, and formatting skills:

1. Read **Blogging Sites** in the **Resources** tab > **Collaboration** link for a list of possible sites to use with students.

Note: You may want to use the same site as our course blog; however, you should sign up for a new blog to keep your personal blog separate from your student sample.
2. Use the online help available in each blog-creation Web site for instructions on creating your blog. Consider including the following features and formatting:
 - Links to Web sites in the context of your discussion
 - Pictures that support the content
 - Uploaded files
3. Type the URL of the blogging site, your login ID, and password in your Login Information document saved in your **Course Resources** folder.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Revisit Unit Plan**.

Module 4: Creating Samples of Learning

Activity 4: Revisiting My Unit Plan

Facilitator Corner

Now that you have created your student sample, you probably have a better idea of the content and skills you will need to address during instruction. During this activity, you modify sections of your Unit Plan and begin drafting the Instructional Procedures section. This section describes the learning activities to engage your students and integrate Curriculum-Framing Questions, assessment, and 21st century skills throughout the Instructional Procedures. Be sure to sequence the instructional cycle so activities build on each other and support the student learning.

1. Review the Instructional Procedures section of the **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link.

Note: If you would like some examples of Instructional Procedures, read the Unit Plans of interest in the **Resources** tab > **Unit Portfolios** link or the Unit Plans in *Designing Effective Projects*.

2. Open your Unit Plan from your **Portfolio** folder and draft the Instructional Procedures section using the guidelines from the checklist
3. As you write your Instructional Procedures, you may find that you need to modify your standards and objectives. Take some time to review the standards and objectives, and revise if necessary. Review the standards and objectives sections on the Unit Plan Checklist for guidance.
4. Save your Unit Plan.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Pedagogical Practices**.

Module 4: Creating Samples of Learning

Activity 5: Pedagogical Practices

Helping Students Adapt to a Project-Based, Student-Centered Classroom

Facilitator Corner

While developing your student sample, you may have struggled a little with technology or with decisions about language, design, and content. Similarly, in a student-centered classroom, students may struggle with making decisions about their projects or their learning tasks. In this Pedagogical Practices discussion, you explore ways to help students successfully adapt to and actively participate in a project-based, student-centered classroom.

Please make sure you add your comments in a timely manner. The discussions are summarized at the end of the module.

Facilitation Tip

You will need to review the wiki page before the activity and add additional rows for the number of participants in your course.

Units with project approaches help address the individual needs and interests of each student. Projects often expect students to make choices about content, process, and products. Projects also allow students to pursue topics more deeply, try new skills, take advantage of skills they already have, and create products and performances that reflect their individualities. In projects, students are called on to make decisions, work collaboratively, take initiative, and make public presentations—all of which may be challenging for students at first.

Many students have difficulty transitioning from their role in a teacher-centered classroom—one that focuses primarily on receiving information, answering closed questions, completing worksheets, and taking written tests—to a classroom that promotes open-ended questions, authentic tasks, and multiple types of assessment. "Students who have grown used to being tacit observers or 'sleepy onlookers' may well resent having to work harder, especially when such passive learning roles are the norm in other subjects" (Black & Wiliam, 1998).

Discuss how we can help students successfully adapt to and actively participate in a project-based, student-centered classroom on the course wiki.

1. Go to the **Course Wiki** tab.
2. Find the **Module 4 Pedagogical Practices** link.
3. Read the directions on the wiki page to share your ideas.

Offline Tip: Compose your thoughts in a word processing document before adding them to the wiki.

4. Include at least one suggestion for the following prompt:

How can we help all students successfully complete project tasks with the ability to:

- Set manageable goals
- Manage timelines and adjust as necessary
- Generate and investigate questions about their work
- Work productively with others
- Reflect and plan for improvement

Note: Refer to the **Discussion Checklist** (DOC; 1 page) in the **Resources** tab > **Assessment** link for guidance as you compose your response.

5. Review other suggestions on the wiki pages and respond to at least two colleagues.

Note: Remember, the Teachers' Lounge is available to discuss relevant topics not addressed in other communication formats.

Optional: For additional information on developing self-directed learners, visit the Intel® Education *Assessing Projects* resource.

1. Go to **Developing Self-Directed Learners**.
2. Go to **Encouraging Self-Direction and Collaboration**.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Learning**.

References

Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from www.pdkintl.org/kappan/kbla9810.htm*

Module 4: Creating Samples of Learning

Activity 6: Reflecting on My Learning

Facilitator Corner

In this activity, first review the guiding questions and key points for this module. Then, in the course blog, reflect on how the focus of this module has helped you answer the Essential Question.

Review the guiding questions and key points for **Module 4: Creating Samples of Learning** and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning to help improve student learning.

Module Questions

- How can the creation of a student sample help me clarify unit expectations and improve my instructional design?
- How can I ensure students will achieve the learning objectives when creating their student projects?

Key Points

- Planning and developing a student product, requires:
 - Answering the unit's Curriculum-Framing Questions
 - Demonstrating understanding of concepts, skills, and knowledge
 - Demonstrating 21st century skills
 - Creating real-world connections for students
 - Using technology appropriately and effectively
- The decision to use a particular technology should be based on its strengths in supporting the desired content and learning objectives. Examples of tools appropriate for student projects are:
 - Presentations—for oral presentations, enhanced with pictures, graphs, charts, sounds, video, and hyperlinks to other resources
 - Publications—for text-based communication, enhanced with pictures, graphs, and charts
 - Wikis—for web-based, text-oriented content that allows multiple editors
 - Blogs—for web-based, text-oriented journals that encourage

responses from readers

In the following modules, you will build on these concepts as you discuss ways to support and encourage higher-order thinking skills through the creation of effective assessments and student support materials.

When you are ready, proceed to **Step 1**.

Module 4: Creating Samples of Learning

Activity 6: Reflecting on My Learning

Step 1: Blogging My Journey

Use your personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues' entries to extend and enhance these important conversations.

1. Find the blog site address in the **My Links** section on the **Home** tab or in your tagged or bookmarked site.
2. Go to your personal blog, create an entry titled, **Module 4 Reflection**, and copy and paste the question in your entry. Consider how the work in this module added to your perspective on the Essential Question:

**How can technology be used most effectively
to support and assess student learning?**

3. Write about any other insights, questions, or concerns you want to address in your reflection.

Facilitation Tip

Review the blog entries, paying particular attention to any participant concerns that arise. Offer suggestions yourself or recommend participants ask their colleagues for help in addressing issues or concerns. Remind participants that they have many options for communicating with their colleagues, including:

- Teachers' Lounge
- Chat
- Message
- E-mail

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 4: Creating Samples of Learning **Wrap-Up**

Facilitator Corner

Congratulations! You completed **Module 4: Creating Samples of Learning**. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 4 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

Facilitation Tip

Review class surveys for completion before you provide your own feedback on the module. Also, remember to check for Teachers' Lounge discussions and blog entries related to this module.

Master Teacher candidates should fill out the **MT Self-Reflection Survey** at this time.

When you are ready, proceed to **Plan Ahead**.

Module 4: Creating Samples of Learning

Planning Ahead

Reflecting on My Student Sample

Facilitator Corner

Creating your student sample has given you an idea of how the project you designed will work in your classroom. During this activity, you assess your student sample and link or attach it to a post in the **Sharing** tab for the Pair and Share in the next module.

In preparation for the Pair and Share in the next module, use the **Portfolio Rubric** (DOC; 2 pages) to examine how the student sample you created in the module meets your design goals. Focus on the *Technology Integration* and *Instructional Design* traits on the rubric. Review your student sample as if a student in your classroom created it.

As you self-assess your student sample, think about how students can use a project assessment to monitor how they are meeting project expectations. "Student self-assessment is not about saving teachers from the work of grading papers. When used in a way that develops student thinking, it can be a deeply principled practice that serves both metacognitive and motivational purposes. ...The real metacognitive work takes place as students begin to learn the meaning of rubric components by trying to interpret them and apply them to their own work." (Shepard, 2005, p.69)

1. Based on your self-assessment, make any necessary revisions to your student sample.
2. Refer to the **Directions for Module 4 Planning Ahead: Posting Student Samples** (DOC; 2 pages) for detailed instructions on posting your sample to the **Sharing** tab. This document is also available in **Resources** tab > **About This Course** link.

3. Go to the **Sharing** tab and create a **Module 5: Pair and Share** thread in your sharing discussion.

a. In the **Message** field, request any specific feedback you would like and briefly explain how your student sample addresses the following traits:

- Instructional design:
 - o Addresses standards and objectives
 - o Addresses 21st century skills
 - o Incorporates Curriculum-Framing Questions (CFQs)
 - o Uses project approaches
 - o Addresses student differences
- Technology integration:
 - o Supports content learning
 - o Supports 21st century skills
 - o Meets student and classroom needs

b. Attach or link your student sample and your Unit Plan to your Module 5: Pair and Share thread.

Note: Your student sample should be less than 2 MB to ensure easy downloading for your partner. If necessary, compress your sample or its images, or resize your images. Use the *Help Guide* skills or review **Image Resources** in the **Resources** tab > **Multimedia** link.

Operating Environment 2.6: To compress a folder or file
Word Processing Skill 5.14: To compress a picture to keep file size small
Multimedia Skill 6.8: To compress a picture to keep file size small

c. Click **Post to Forum**.

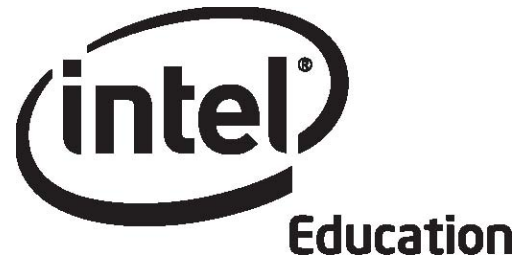
Note: You have an opportunity to revise the student sample in the next module after you create a student sample assessment.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M5: Assessing Projects**.

References

Shepard, L. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, 63 (3), 66–70.



Intel® Teach Program

Essentials Online Course

Module 5

May 2008

Module 5: Assessing Student Projects

Overview

Facilitator Corner

Welcome to Module 5: Assessing Student Projects! In this module, you focus on assessment of 21st century learning, those skills that cross all subjects and are so important to success in our students' lives. You explore how rubrics, scoring guides, and checklists can be used to assess content learning and higher-order thinking throughout a project. You plan your assessments and use the Intel® Education *Assessing Projects* application to create an assessment for your student sample. Then, you use the remaining time to revise your student sample and compare the two for consistency in meeting the outlined objectives.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Share student samples
- Reflect on their current assessment practices
- Refine assessment plans
- Create assessments for student samples
- Revise and assess student samples
- Modify Unit Plans
- Discuss ideas for involving students in the assessment process
- Reflect on their learning

Module Questions

- How do I assess student learning?
- How do I involve students in the assessment process?

When you are finished reviewing, proceed to **Pair and Share**.

Module 5: Assessing Student Projects

Pair and Share

Using Feedback to Improve My Student Sample

Facilitator Corner

During this activity, you review your partner's student sample from Module 4: Creating Samples of Learning and provide feedback based on the Portfolio Rubric.

Facilitation Tip

Send a message to all participants at the beginning of the module with a list of the members in each sharing group.

Refer to the **Directions for Module 5 Pair and Share: Providing Feedback on Student Samples** (DOC; 3 pages) for detailed instructions on how to respond in the **Sharing** tab. This document is also available in the **Resources** tab > **About This Course** link.

1. Go to the **Sharing** tab and confirm that you created a **Module 5: Pair and Share** thread in your sharing discussion. In the **Message** field, make sure you asked for any feedback you would like, answered the prompts about your student sample, and attached or linked your student sample and Unit Plan.
2. Refer to the message sent at the beginning of the module titled, **Module 5 Pair and Share Groups** to find the members of your group.
3. Provide feedback to the members of your Pair and Share group on their student samples. Use the **Portfolio Rubric** (DOC; 2 pages) as a guide. Refer to the Unit Plan for context.

Offline Tip: Download the student sample and Unit Plan, review, and compose your response.

4. Consider using the 3-2-1 strategy when providing feedback on each student sample:
 - Ask three questions
 - Make two comments
 - Provide one suggestion
5. Use the appropriate feedback options for the student samples:
 - If a student sample is a wiki or blog, use the commenting features of the site to provide feedback.
 - If a student sample is a publication, provide feedback directly on the sample, using the revision and review tools. See **Tips and Tools for Giving Feedback** (DOC; 2 pages) in the **Resources** tab > **Assessment** link. When finished reviewing, rename the student sample with your initials (such as, *student_sample_feedback_cb*) and attach or link it to your reply.

6. Review the feedback from your group. If desired, incorporate ideas for modifying your student sample.

Note: You have time later in this module to work on the identified improvements.

Facilitation Tip
Review group member's feedback and provide your own feedback on each participant's student sample.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Assessment Strategies**.

Module 5: Assessing Student Projects

Activity 1: Examining Assessment Strategies

Facilitator Corner

In previous modules, you identified the content and the 21st century skills you want your students to learn in your unit. You created a student sample to demonstrate the learning you expect from your students. Now, you think about the kinds of assessments that will help you and your students achieve your goals.

- In Step 1, you reflect on the types of assessment that occur in your classroom.
- In Step 2, you examine teacher-created sample assessment plans to identify the components that foster student success.

When you are ready, proceed to **Step 1**.

Module 5: Assessing Student Projects

Activity 1: Examining Assessment Strategies

Step 1: Reflecting on Assessment in My Classroom

To help plan for ongoing student-centered assessment in your classroom, take a short formative self-assessment called **Current Assessment Practices**. This will help you focus on areas of strength as well as areas in which you would like to improve as you develop your assessment plan. For future reference, this **Current Assessment Practices** self-assessment is in the **My Work** tab > **Self-Assessments** link.

Review your responses and, if desired, note areas which you would like to improve in your **Notebook**.

Facilitation Tip

You might want to review the completed **Current Assessment Practices** for individuals as well as the entire class. Determine if any areas need to be emphasized more than others as your participants continue developing their assessment plans.

When you are ready, proceed to **Step 2**.

Module 5: Assessing Student Projects

Activity 1: Examining Assessment Strategies

Step 2: Reviewing Assessment Plans

In this step, you review teacher-created assessment plans to find ideas for your own assessment plan. In the next activity, you write an Assessment Summary. The summary includes assessments you plan to use with your students, the purpose of each assessment, and when each assessment will be used in your unit. As you read through the samples, look for assessment strategies that apply to the areas on which you want to focus.

1. Go to the Intel® Education *Assessing Projects* resource to review the teacher-created assessment plans.
2. Click either **Elementary Assessment Plans** or **Secondary Assessment Plans**.
3. Click the title of an assessment plan that interests you.
4. Review the table of assessment strategies below the Assessment Timeline. View sample assessments in the table by clicking the title in the left column, and review the process and purposes on the right. (When you develop your own assessment plan, you will probably have fewer assessments than those shown in the tables.) To help you with your own assessment plan, think about the following questions:
 - Which of the assessments would be most important to you and your students?
 - What kind of information would you and your students gain by using the assessments?
 - How would the assessments help students become self-directed, collaborative learners?
 - How do the assessments assess higher-order thinking, 21st century skills, and a student's ability to answer the Curriculum-Framing Questions?
 - What instruction would your students need to use the assessments effectively?

Note: You may choose to download an entire assessment plan by clicking the **Print This Plan** link in the highlight box and then saving it in your **unit_plan** folder. As you review the table, use the **Highlight** or **Add notes** button to help you focus on ideas you would like to use in your own assessment plan or assessments. To use PDF highlighting, you must have Adobe Reader 7.0* and PDF commenting enabled.

5. While reviewing, you may find assessments that you want to download, save, and adapt later for your unit. Or, you might want to use a bookmarking or tagging resource that allows you to add comments and highlighting for future reference. You may also choose to take notes in your **Notebook**.

Optional: Review additional **Assessment Plans** for more ideas and examples.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Create Assessments**.

Module 5: Assessing Student Projects

Activity 2: Creating Student Assessments

Facilitator Corner

The assessment plans you reviewed in the preceding activity should have helped you form practical ideas for how you can implement a range of assessment practices in your classroom. Now, you refine your assessment plan and create an assessment for your student sample.

In this activity, you complete three steps:

- In Step 1, you revise your Assessment Timeline and draft your Assessment Summary.
- In Step 2, you plan an assessment for your student sample.
- In Step 3, you use the Intel® Education *Assessing Projects* application to create an assessment for your student sample.

If you choose, you can also create some of the formative assessments—such as project plans for self-direction, checklists for monitoring progress, and prompts for reflection—that you identify for your unit. You will have the opportunity to create additional formative assessments in Module 6.

When you are ready, proceed to **Step 1**.

Module 5: Assessing Student Projects

Activity 2: Creating Student Assessments

Step 1: Focusing on My Assessment Plan

Facilitator Corner

Effective embedded and ongoing assessment requires careful planning and systematic implementation. Mapping out which assessments will be needed and where the assessments will be most beneficial in the learning cycle helps you plan how to best monitor students' needs and progress.

The two parts of this step help you plan effective assessment throughout your unit. In the first part, you use your draft Assessment Timeline, the Assessment Planning Table below, and your notes from the previous activity to determine and describe the assessments you plan to use throughout your unit. In the second part, you use the completed table as a guide to draft an Assessment Summary for your unit.

Unit Assessments

1. Review your draft Assessment Timeline in your Unit Plan.
2. Use the Assessment Planning Table in your **Notebook** to determine and describe the types of assessments you will use throughout your unit.

Note: Consider modifying assessment descriptions you found in the sample assessment plans to suit your needs.

Assessment Summary

1. Review the **Assessment Plan Checklist** (DOC; 1 page) in the **Resources** tab > **Assessments** link to ensure you incorporated all of the assessment criteria outlined on the checklist into the Assessment Planning Table.
2. Open your Unit Plan and add new assessments you are considering to the Assessment Timeline section of your Unit Plan.
3. Write a first draft of your Assessment Summary using the information from your Assessment Planning Table and Assessment Timeline. You can choose to write your assessment summary in a similar table format or in paragraph form.

When you are ready, proceed to **Step 2**.

Module 5: Assessing Student Projects

Activity 2: Creating Student Assessments

Step 2: Planning the Assessment for My Student Sample

During this step, you plan an assessment for your student sample.

Factors to Consider When Planning an Assessment

A clearly defined purpose is the first step in designing classroom assessment. To help focus on your assessment purpose:

1. Review your **Notebook** from Module 4 where you planned what you intended your students to demonstrate in your sample.
2. Open your student sample and think about the following questions as you review the sample:
 - What concepts, skills, and knowledge will be assessed?
 - How will the Curriculum-Framing Questions be assessed?
 - What higher-order thinking skills will be assessed?
 - What 21st century skills will be assessed?
3. Record your thoughts using the Planning the Summative Assessment table in your **Notebook**.

Optional: You may want to review the Demonstrating Understanding section of the Intel® Education *Assessing Projects* resource for more background information about scoring guides and rubrics, including how to use them for grading purposes:

1. Go to the **Assessment Strategies** section.
2. Click **Demonstrating Understanding**.
3. Click **Rubrics or Scoring Guides**.

Facilitation Tip

While the preceding review of *Assessing Projects* content is optional for participants, consider reading it so you are familiar with the differences between rubrics and scoring guides in the *Assessing Projects* application. This will help you answer any questions from participants.

When you are ready, proceed to **Step 3**.

Module 5: Assessing Student Projects

Activity 2: Creating Student Assessments

Step 3: Creating an Assessment for My Student Sample

In this step, you examine sample assessments in the Intel® Education *Assessing Projects* application that you can adapt for your unit. You can use the application to either create a new assessment or edit an existing sample assessment to match your purposes. The application allows you to select specific skills from an assessment and edit the traits and descriptors.

Traits are the terms identified in the left column. They describe the measurable objectives of performance, behavior, or quality. *Descriptors* describe the performance for each trait at several levels. In the self-direction rubric example, four levels of the Sets Goals trait might look like this:

Trait	4	3	2	1	Ratings
Sets Goals	Sets challenging, achievable goals. Identifies and accesses the resources necessary to achieve goals.	Sets achievable goals. Identifies and accesses some resources necessary to achieve goals.	Sets unrealistic goals. Identifies but does not access some resources necessary to achieve goals.	Begins the task without setting goals. Does not identify any resources.	

As you review the traits and descriptors in the sample assessments, be sure to adapt them for your own purposes before applying any of them to your assessment.

The following guidelines, outlined in *Classroom Assessment* (Airasian, 1991), are useful for creating or adapting your assessment:

1. Perform the task yourself (for example, create a student sample) so you can identify the traits that should be assessed.
2. Make sure the traits you identify meet your targeted goals.
3. Limit the number of traits, so they can all be observed during a student's performance or assessed from a product.
4. If possible, have colleagues and students help you think through the important traits included in the performance or product.
5. Write descriptors in terms of observable student behaviors or product characteristics in student-friendly language.
6. Avoid the use of ambiguous words that cloud the meaning of the descriptors.
7. Consider the order of your traits and make sure the order reflects your priorities.

Using the Assessing Projects Application

The *Assessing Projects* application is an online resource for modifying, creating, sharing, and storing rubrics, checklists, and scoring guides. The application contains a library of detailed assessments focused on 21st century skills. An efficient way to use the application is to select an assessment from the library and modify it to meet your needs. When creating your own assessment, choose among the most relevant traits from the assessments in the library and add your own content.

Familiarize yourself with the *Assessing Projects* application.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. To see how an assessment for a student sample from the library was adapted for a specific unit, read **Adapting Student Sample Assessments** (DOC; 3 pages).
2. Go to the Intel Education **Assessing Projects** resource and review the **Try It** tab to learn how to use the application:
 - a. Go to the **Animated Overview** and learn how to use the application.
 - b. Go to the **Demo** to explore the Assessment Library.
Teaching Tools Skill 4.1: Learning about Assessing Projects
 - c. Go to the **Tutorial** to view animations explaining how the application features work.
Teaching Tools Skill 4.1: Learning about Assessing Projects
3. Return to the *Assessing Projects* landing page by clicking **Assessing Projects** at the top of the page.
4. Sign in to the **Workspace**.

Note: You previously set up a teacher workspace on the Intel® Education Web site, during the Prepare for Online activity at the end of the face-to-face training. You can find your Teacher ID and password on your Login Information document saved in your **Course Resources** folder.

5. Use the *Assessing Projects* application to create an assessment for your student sample.
6. Export your assessment to your **assessment** folder in your Portfolio folder.

Offline Tip: Edit the exported assessment in your word processing or spreadsheet software.

Optional: If you choose, create any other assessments identified in your assessment plan. You may find relevant examples for the assessments as you work on your student sample assessment, so be sure to add them to your Personal Library in the *Assessing Projects* workspace for later use.

Facilitation Tip
You may choose to ask participants to send their assessments to you or their

colleagues directly from the *Assessing Projects* application to get feedback.

To receive feedback on assessments, tell participants to use the Send Assessment feature in the application and follow these directions:

1. Select the assessment from your Personal Library.
2. Click the **Send Assessment** button in the right pane of your Personal Library.
3. When the Send Assessment window opens, insert the Teacher Login of the person receiving the assessment. You can only send assessments to people who have workspace accounts.
4. Click **Send**.
5. When you receive an assessment from a colleague, an Inbox appears in your Personal Library. Click **Show** or **Hide** to maximize or minimize the Inbox.
6. Import the assessment into your Personal Library to edit or delete it.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Revisit Sample and Unit Plan**.

References

Airasian, P. W. (1991). *Classroom assessment*. New York: McGraw-Hill.

Module 5: Assessing Student Projects

Activity 3: Revisiting My Student Sample and Unit Plan

Facilitator Corner

Often, after creating an assessment for a student sample, participants find that they need to revise both their student samples and their Unit Plans. Now that you have created an assessment for your unit, you have the opportunity to revisit your student sample and Unit Plan.

In this activity, you complete two steps:

- In Step 1 you review your student sample and note any areas for improvement.
- In Step 2 you update your Unit Plan.

When you are ready, proceed to **Step 1**.

Module 5: Assessing Student Projects

Activity 3: Revisiting My Student Sample and Unit Plan

Step 1: Revisiting My Student Sample

1. Open your student sample and review areas for improvement:
 - a. Review the feedback from your colleagues during the Module 5 Pair and Share discussion in the **Sharing** tab for ideas on improving your student sample.
 - b. Use your student sample assessment to assess your student sample. Consider how effectively your sample aligns to standards, addresses Curriculum-Framing Questions, and targets higher-order thinking and 21st century skills.
2. Note any revisions to your student sample based on this review in your **Notebook**. In the Planning Ahead activity, you have an opportunity to revise your assessment and your student sample.

Classroom Tip: Your students may encounter some of the same challenges that you met as you created your student sample. As you revise your student sample, think about how you can plan your instruction to help your students be successful when they create their projects.

When you are ready, proceed to **Step 2**.

Module 5: Assessing Student Projects

Activity 3: Revisiting My Student Sample and Unit Plan
Step 2: Revisiting My Unit Plan

Now that you have revisited your student sample, you may have changes to make in your Unit Plan. As you worked on your student sample, you may have noticed that some of the pieces of the project require additional instruction or assessment. You may also have discovered that your standards or objectives are too broad or too narrow for the project. In this step, you refine your Assessment Summary and modify other sections of your Unit Plan, such as the Instructional Procedures and the Standards and Objectives.

1. Review the **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link.
2. Review the **Assessment Plan Checklist** (DOC; 1 page) in the **Resources** tab > **Assessments** link.
3. Refine the Assessment Summary section of your Unit Plan using the guidelines from the checklists.
4. Revise the Instructional Procedures section of your Unit Plan, specifically focusing on how you will integrate assessment throughout your unit.
5. Reflect on your student sample, assessments, and the Instructional Procedures section of your Unit Plan:
 - Reflect on why you want your students to create the sample. You will likely identify additional learning objectives, and possibly standards, that you had not originally included in your Unit Plan.
 - Consider the assessment you created for your student sample. Are any objectives missing from the assessment?
6. Review your lists of standards and objectives, and modify them, if necessary

Note: In the Planning Ahead activity, you have an opportunity to consider revisions to your assessment and your student sample.

Facilitation Tip
Consider reviewing your participants' Assessment Summaries and Instructional Procedures to see how the assessments are integrated throughout the units. You could ask participants to use the Assessment Plan Checklist to self-assess their assessment plans and instruments. If you choose, provide feedback to individual participants, as needed.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Pedagogical Practices**.

Module 5: Assessing Student Projects

Activity 4: Pedagogical Practices
Involving Students in the Assessment Process

Facilitator Corner

In traditional classrooms, students expect the teacher to do all of the assessing. In student-centered classrooms, students participate actively in the assessment process. This new role may be difficult for some students, and sharing the assessment responsibilities with students may be a challenge for some teachers. In this activity, you share your ideas about the challenges and solutions for including students in the assessment process—whether students direct their own project, assess themselves, provide peer feedback, or contribute ideas to project assessments.

Please make sure you add your comments in a timely manner. The discussions are summarized at the end of the module.

Facilitation Tip

You will need to review the wiki page before the activity and add additional rows for the number of participants in your course.

With student-centered assessment, students are more involved in all assessment processes. Research clearly shows the positive effect that student-centered assessment has on student learning (Black & William, 1998). Students need opportunities to learn and practice many new skills, such as:

- Creating and using project plans, checklists, and rubrics
- Using reflection questions to help them think about and self-assess their own learning
- Setting goals, defining tasks, and predicting what will be learned
- Identifying difficulties they have in learning and considering strategies they can use to improve
- Giving and receiving feedback from their peers

When students are engaged in assessment at this level, they develop feelings of control over learning and see themselves as successful, capable learners.

1. Go to the **Course Wiki** tab.
2. Find the **Module 5 Pedagogical Practices** link.
3. Read the directions on the wiki page to share your ideas.

4. Brainstorm a list of some of the challenges teachers may encounter when involving students in the assessment process:
 - a. Enter your ideas in the **Challenges** column.
 - b. Review the challenges entered by your colleagues.
 - c. Think of possible solutions to the challenges listed, and enter your solutions in the **Solutions** column.

Note: Refer to the **Discussion Checklist** (DOC; 1 page) for guidance as you compose your response.

5. **Optional:** Review the challenges and solutions on the wiki page and then answer the following questions in your **Notebook**:
 - Which challenges will be the most difficult for you to overcome?
 - What steps could you take to implement some of the solutions under consideration?

1:1 Tip: When students have their own computers, they can keep records of their own learning for reflection purposes. They also can communicate with peers and teachers informally to receive and give feedback throughout a project. Consider how you can take advantage of the one-to-one computing environment when you involve students in assessment.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Learning**.

References

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from www.pdkintl.org/kappan/kbla9810.htm*

Module 5: Assessing Student Projects

Activity 5: Reflecting on My Learning

Facilitator Corner

In this activity, first review the guiding questions and key points for this module. Then, in the course blog, reflect on how the focus of this module has helped you think about student-centered assessment.

Review the guiding questions and key points for **Module 5: Assessing Student Projects** and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning to help improve student learning.

Module Questions:

- How do I assess student learning?
- How do I involve students in the assessment process?

Key Points:

- Assessments should be integrated throughout a project and address all assessment purposes.
- Student-centered assessments should focus on content as well as 21st century skills, and define what the knowledge and skills look like in the context of the project.
- Rubrics contain *traits* (the columns on the left) that identify objectives and *descriptors* (the columns on the right) that describe levels of performance (ratings).
- Use summative assessments to determine the quality of products and performances.
- The following guidelines are useful when creating or modifying an assessment (Airasian, 1991):
 - Perform the task yourself
 - Make sure the traits meet your targeted goals
 - Limit the number of traits
 - Ask colleagues and students for input
 - Write descriptors in student-friendly language
 - Avoid ambiguous words
 - Consider the order of your traits

In the following modules, you will build on these concepts as you discuss ways to support and encourage student-centered activities.

When you are ready, proceed to **Step 1**.

Module 5: Assessing Student Projects

Activity 5: Reflecting on My Learning

Step 1: Blogging My Journey

Use your personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues' entries to extend and enhance these important conversations.

1. Find the blog site address in the **My Links** section on the **Home** tab or in your tagged or bookmarked site.
2. Go to your personal blog, create an entry titled, **Module 5 Reflection**, copy and paste the prompt below into your entry, and write your response:

This module has helped me think about student-centered assessment in the following ways:

3. Write about any other insights, questions, or concerns you want to address in your reflection.

Facilitation Tip

Review the blog entries, paying particular attention to any participant concerns that arise. Offer suggestions or recommend participants ask their colleagues for help in addressing issues or concerns. Remind participants that they have many options for communicating with their colleagues, including:

- Teachers' Lounge
- Chat
- Message
- E-mail

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 5: Assessing Student Projects

Wrap-Up

Facilitator Corner

Congratulations! You completed **Module 5: Assessing Student Projects**. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 5 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

Facilitation Tip

Review class surveys for completion before you provide your own feedback on the module. Also, remember to check for Teachers' Lounge discussions and blog entries related to this module.

When you are ready, proceed to **Plan Ahead**.

Module 5: Assessing Student Projects

Planning Ahead

Reviewing My Student Sample and Assessment

Facilitator Corner

You may have noticed that the unit-creation process is cyclical. As you create a student sample, you revisit your standards, objectives, assessment, and Instructional Procedures. In this activity, you revise your student sample and assessment based on your review in Activity 3 of this module.

Then, you prepare your student sample and assessment for the Module 6 Pair and Share, where you will have an opportunity to share with your colleagues and ask for additional feedback.

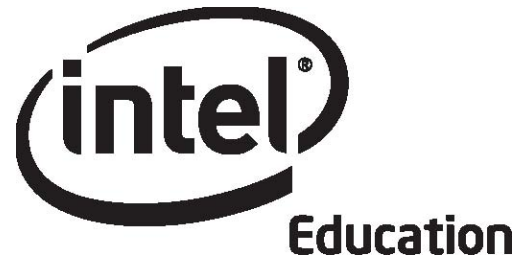
During this activity, you prepare your assessment and student sample to share with your small group during the Pair and Share activity of Module 6.

1. Refer to your **Notebook** for the review of your assessment and student sample in Activity 3. Revise your student sample and assessment, if needed, making sure that both the assessment and sample align.
2. If you need help posting to the **Sharing** tab, refer to the **Directions for Module 5 Planning Ahead: Posting Student Samples and Assessments** (DOC; 2 pages) for detailed instructions on how to post to the **Sharing** tab. This document is also available in **Resources** tab > **About This Course** link.
3. Go to the **Sharing** tab and create a thread in your sharing discussion titled, **Module 6: Pair and Share**.
 - a. In the **Message** field, request any feedback you would like and record your thoughts about how your assessment plan and the assessments you have created so far address the following traits from the **Portfolio Rubric** (DOC; 2 pages):
 - Assessment strategies:
 - o Address standards and objectives
 - o Are student-centered
 - o Are varied and ongoing

- b. Attach or link your student sample, assessment, and Unit Plan to your **Module 6: Pair and Share** thread.
- c. Click **Post to Forum**.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M6: Planning Student Success**.



Intel® Teach Program

Essentials Online Course

Module 6

May 2008

Module 6: Planning for Student Success

Overview

Facilitator Corner

Welcome to Module 6: Planning for Student Success! Don't we all love motivated students who know just what to do and take charge of their own learning? This module's theme focuses on supporting student self-direction in any learner. In this module, you create resources to support students' learning and plan facilitation materials.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Share student samples and assessments
- Research ways to differentiate instruction for all students
- Create assessments for student self-direction
- Create support materials to scaffold student learning
- Modify Unit Plans
- Discuss challenges of differentiating instruction
- Reflect on their learning
- Self-assess their current facilitation practices
- Begin planning facilitation materials needed for units

Module Questions

- How can I help my students become self-directed learners?
- How can I support the diverse needs of learners?

When you are finished reviewing, proceed to **Pair and Share**.

Module 6: Planning for Student Success

Pair and Share

Sharing Student Samples and Assessments

Facilitator Corner

In the previous modules, you have taken on the role of a student to create a student sample, and the familiar role of a teacher to create an assessment for your sample. During this activity, you share your assessment strategies, your student sample assessment, and your student sample with your Pair and Share group. The feedback you receive may help you improve your sample and your assessment strategies.

Facilitation Tip

Send a message to all participants at the beginning of the module with a list of the members in each sharing group.

Refer to the **Directions for Module 6 Pair and Share: Providing Feedback on Student Samples and Assessments** (DOC; 2 pages) for detailed instructions on providing feedback during this activity. This document is also available in **Resources** tab > **About This Course** link.

1. Go to the **Sharing** tab and confirm that your Unit Plan, student sample, and student sample assessment are attached or linked in your **Module 6: Pair and Share** thread and that you have written a message requesting any specific feedback you would like about your work.
2. Refer to the message sent at the beginning of the module titled, **Module 6 Pair and Share Groups**, to find the members of your group.
3. Review and give feedback to your group members on their assessment strategies. Consider the alignment between the student sample, the student sample assessment, and learning goals. Refer to the Unit Plan for context.

When providing feedback, use the **Portfolio Rubric** (DOC; 2 pages) as a guide and follow the 3-2-1 strategy:

- Ask three questions
 - Make two comments
 - Provide one suggestion
4. Provide any additional feedback requested by your partner.

Offline Tip: Download and review the Unit Plan, student sample, and assessment, and then compose your response.

5. If desired, provide feedback directly on the documents, using the revision and review tools. See **Tips and Tools for Giving Feedback** (DOC; 2 pages) in the **Resources** tab > **Assessment** link. When finished reviewing, rename the

documents with your initials (such as, *assessment_feedback_cb*) and attach or link it to your reply.

6. Review feedback from your group members. If desired, incorporate ideas for modifying your student sample and assessment.

Facilitation Tip

Review participants' feedback and provide your own feedback on each participant's student sample and assessment.
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Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Create Accommodations**.

Module 6: Planning for Student Success

Activity 1: Creating Accommodations for All Learners

Facilitator Corner

Teachers want all students to meet standards and objectives, and reach their learning potential. The assessment plan you created gives you and your students important information about their learning. Students also have differences based on interests, personality, and preferred learning modalities. In this activity, you look at how the students in your classroom differ from each other, and you think of ways in which all students can successfully participate in your unit.

In this activity, you complete two steps:

- In Step 1, you read about different learning modalities and think about how this might impact the way you meet students' needs in your unit.
- In Step 2, you review strategies for accommodating all learners in your classroom (including students with special needs, nonnative language speakers, and gifted/talented students) and then draft the Accommodations for Differentiated Instruction section of your Unit Plan.

When students' needs are met in the classroom, they have better attitudes and better test scores (Cotton, 1998). All students need some accommodation or individualized support. The information that teachers gain from formative assessment helps them design instruction that meets the needs of all their students. Students also need environments that allow them to use their strengths and interests to build their knowledge and skills.

Tomlinson (2000) lists four ways in which teachers can differentiate instruction:

- **Content**—Adjust what students need to learn or how they get the information they need.
- **Process**—Recommend different ways of approaching the content.
- **Products**—Allow students to rehearse, apply, and extend what they have learned in a variety of ways.
- **Learning Environment**—Create a flexible classroom with quiet places and areas for interaction, and teach routines that create independence.

When you are ready, proceed to **Step 1**.

References

Cotton, K. (1998). *Education for lifelong learning: Literature synthesis*. Washington, DC: OERI. (Eric Document Reproduction Service No. ED 422 608)

Tomlinson, C. A. (2000). *Differentiation of instruction in the elementary grades*. Champaign, IL: Clearinghouse on Elementary and Early Childhood Education.

Module 6: Planning for Student Success

Activity 1: Creating Accommodations for All Learners

Step 1: Considering Different Learning Modalities

Psychologists and educators have developed several frameworks for describing various ways in which students learn, such as visual-auditory-kinesthetic, left brain/right brain, and multiple intelligences. Explore various learning modalities.

1. Go to the **Thinking Skills Frameworks** section of the Intel® Education *Designing Effective Projects* resource.
2. Click **Learning Styles**.
3. Read about the different frameworks for understanding learning styles:
 - Visual-auditory-kinesthetic
 - Left brain/right brain
 - Multiple intelligences
4. Think about how this particular look at learning styles could have an impact on how you meet students' needs in your unit. If desired, record your ideas in your **Notebook**.

1:1 Tip: Individual computers often allow students to choose a method of receiving and using information that meets their learning styles. Students can use text readers, music, video, and simulations to learn new information. They can also use a variety of technology tools to demonstrate their learning.

When you are ready, proceed to **Step 2**.

Module 6: Planning for Student Success

Activity 1: Creating Accommodations for All Learners **Step 2: Differentiating for Student Learning**

Providing for students with a range of learning abilities and nonnative language speakers in the regular classroom offers unique challenges for teachers. At the same time, instructional accommodations to support diverse needs can provide rich learning experiences for all students.

Meeting the needs of all students requires careful preparation and planning in unit design. All students need the right amount of scaffolding so that they feel confident and comfortable taking risks, and are working to become independent learners. Students with learning difficulties, nonnative language speakers, and students with exceptional abilities need different kinds of support. Some of this differentiation of support can be met with technology. Review the materials in the **Resources** tab for accommodating the needs of all learners and consider how you might include some of those strategies in your unit.

1. Go to the **Resources** tab > **Differentiation** link and review the strategies for accommodating all learners in your classroom:
 - **Teaching Students with Special Needs** (DOC; 5 pages)
 - **Teaching Projects with Nonnative Language Learners** (DOC; 4 pages)
 - **Teaching Gifted and Talented Students with Projects** (DOC; 4 pages)
2. Review **Related Web Links** that include resources focusing on differentiation. What instructional strategies will help you meet student needs? You have the option of taking notes in your **Notebook** before proceeding to draft the Accommodations for Differentiated Instruction section of your Unit Plan.

Optional: A Differentiation Survey (DOC; 2 pages) is available that can help you self-assess ways you are already differentiating in your classroom. This self-assessment may assist you in the completion of this activity.

3. Write a draft of the strategies you will use to differentiate instruction. Use the Accommodations for Differentiated Instruction section of your Unit Plan.

1:1 Tip: Individual computers provide for differentiated learning:

- Students with special needs can access tailored tasks and information, communicate easily with people who can help them, and take advantage of adaptive equipment and software.
- Nonnative language speakers can often access information in their native language, allowing them to continue their content learning while they learn the mainstream language.
- Gifted and talented students are not limited to the classroom materials designed for their grade-level peers. They have access to information and tools to meet their goals, interests, and abilities.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Support Self-Direction**.

Module 6: Planning for Student Success

Activity 2: Supporting Student Self-Direction

Facilitator Corner

In student-centered classrooms, students are not always under the direct supervision of a teacher. To successfully manage their own learning, students need to be self-directed learners. Self-direction is an important lifelong learning goal for students of all ability levels. This 21st century skill is critical for success in school, life, and work.

Students who understand the ways in which they learn are more adept at using appropriate strategies to complete tasks successfully. Self-direction skills help students with special needs complete tasks successfully and independently at a level that challenges them to reach their potential.

During this activity, you explore a number of ways to use 'formative assessment' to help all students, especially those with special needs, become independent learners.

In this activity, you complete two steps:

- In Step 1, you review case studies in which formative assessments are used to differentiate instruction.
- In Step 2, you create an assessment that helps students take more control of their learning, such as one that supports self-direction, self-management, self-assessment, or reflection.

When you are ready, proceed to **Step 1**.

Module 6: Planning for Student Success

Activity 2: Supporting Student Self-Direction

Step 1: Thinking about Formative Assessments to Enhance Self-Direction

Unlike 'summative assessment', which occurs at the end of a unit or project, 'formative assessment' takes place throughout a project in formal and informal ways.

1. Read more about the role of **Formative Assessment** (DOC; 1 page) in supporting student self-direction. For future reference, this document is found in the **Resources** tab > **Assessment** link.
2. Go to the Formative Assessment section of the Intel® Education *Assessing Projects* resource and review one of the following case studies in which formative assessments are used to differentiate instruction and to help students learn content and become self-directed learners:
 - **Elementary Case Study**
 - **Middle School Case Study**
 - **High School Case Study**
3. Either download the document and save it in your **Course Resources** folder, or use a tagging or bookmarking site to highlight or make comments directly on the Web page.
 - a. Highlight the assessments that you find in the case study you selected.
 - b. Insert comments, such as questions, connections to your own experiences, or ideas you might like to try in your own classroom.

When you are ready, proceed to **Step 2**.

Module 6: Planning for Student Success

Activity 2: Supporting Student Self-Direction

Step 2: Creating an Assessment to Foster Self-Direction

Create an assessment that helps students take more control of their learning, such as one that supports self-direction, self-management, self-assessment, or reflection. If desired, click **Try It** in the Intel® Education *Assessing Projects* application and click **Demo** to review some of the application's features. You cannot save or modify assessments from the demo.

To create an assessment to promote student self-direction, choose from the following options:

- **Option 1:** Creating or modifying an assessment using *Assessing Projects*
- **Option 2:** Modifying an assessment from the Assessment Strategies section of *Assessing Projects*
- **Option 3:** Creating an assessment using word processing software

Option 1: Creating or Modifying an Assessment Using *Assessing Projects*

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Go to *Assessing Projects*.
2. Click **Workspace** and sign in.

Note: You previously set up a teacher workspace on the Intel® Education Web site. You can find your Teacher ID and password on your Login Information document saved in your **Course Resources** folder.

3. Use the *Assessing Projects* application to create or modify a self-direction assessment. Follow Intel® Education *Help Guide* steps as needed to search assessments, modify or copy traits, and export assessments to your Portfolio folder.

Teaching Tools Group 4: Assessing Projects Application

Offline Tip: Edit the exported assessment in your word processing or spreadsheet software.

4. Add any formatting that will make your document easier for students to understand and complete.
Word Processing or Spreadsheet areas
5. When you complete your assessment, save it in the **assessment** folder in your Portfolio folder.

When you are ready, complete your **Course Progress**.

Option 2: Modifying an Assessment from the Assessment Strategies Section of *Assessing Projects*

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Go to ***Assessing Projects***.
2. Click the **Assessment Strategies** tab at the top of the page.
3. Click **Encouraging Self-Direction and Collaboration** in the left navigation pane.
4. Browse the assessment methods in the left column.
5. Click a linked instrument in the right column.
6. Download the file for the assessment you want to use.
7. Modify the assessment to meet the needs of your unit.
8. Add any formatting that will make your document easier for students to understand and complete.
Word Processing or Spreadsheet areas
9. When you complete your assessment, save it in the **assessment** folder in your Portfolio folder.

When you are ready, complete your **Course Progress**.

Option 3: Creating an Assessment Using Word Processing Software

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Refer to the Word Processing area of the Intel® Education *Help Guide* for assistance in creating your assessment.
Word Processing Groups 1–12
2. When you complete your assessment, save it in the **assessment** folder in your Portfolio folder.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Pedagogical Practices**.

Module 6: Planning for Student Success

Activity 3: Pedagogical Practices
Supporting the Diverse Needs of Learners

Facilitator Corner

Determining the right level and type of challenge to help students grow to meet their potentials is critical when differentiating instruction. In this Pedagogical Practices discussion, you think about the kinds of support that will challenge students to expand their learning as they master new ideas and concepts.

Facilitation Tip

You will need to review the wiki page before the activity and add additional rows for the number of participants in your course.

1. Read **Scaffolding Student Thinking** (DOC; 1 page) in the **Resources** tab > **Differentiation** link.
2. Go to the **Course Wiki** tab and click the **Module 6 Pedagogical Practices** link.
3. Share tools and strategies you can use to support student learning in your unit.
4. Review your colleagues' ideas and respond to any of interest.

Offline Tip: Compose your thoughts in a word processing document before adding them to the wiki.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Support Materials**.

Module 6: Planning for Student Success

Activity 4: Creating Support Materials to Facilitate Student Success

Facilitator Corner

In this activity, you create a resource to support your students' self-directed learning during project work. This might be a document, template, or form. The support materials can specify choices that students must make about content, processes, and products. Students use these materials to make decisions that will enhance their skills and make good use of their talents and interests. Effective support materials also provide varying degrees of structure and content to help address students' special needs.

In this activity, you complete two steps:

- In Step 1, you explore sample resources to support student learning.
- In Step 2, you create your sample resource.

When you are ready, proceed to **Step 1**.

Module 6: Planning for Student Success

Activity 4: Creating Support Materials to Facilitate Student Success

Step 1: Exploring Sample Resources to Support Student Learning

In this step, you review examples of forms, templates, and documents that students can use to support their learning during a project. Although you create one type of support material during this activity, realize that students can also use wikis and blogs quite effectively to support their learning.

1. If desired, read background information about **Templates and Forms** (DOC: 1 page) in the **Resources** tab > **Student Support** link.
2. View example templates, forms, and documents in the **Resources** tab > **Student Support** link. If you want to take notes, you may find it helpful to open another window to review the examples and enter your notes in the **Notebook**. Alternately, use your tagging site to highlight and add comments.
3. Consider which templates, forms, or other documents you might use in your unit to support student learning.

Classroom Tip: Use evidence from the self-direction assessment to create or modify a document to support student learning.

1:1 Tip: When students complete individual tasks electronically, new opportunities for providing student support become available. Think about how you can take advantage of this feature of one-to-one computing environments when planning your student support materials.

4. Math literacy improves analytical and logical thinking, which can be used across the curriculum. Consider ways you can use math in your unit to improve your students' thinking skills. Resources for integrating math are located in the **Math Strategies** and **Math Examples** in the **Resources** tab > **Student Support** link.

When you are ready, proceed to **Step 2**.

Module 6: Planning for Student Success

Activity 4: Creating Support Materials to Facilitate Student Success

Step 2: Creating a Student Support Resource

In this step, you choose one of the following options to create a resource that students will use to support their learning during your unit:

- **Option 1:** Creating a document
- **Option 2:** Creating a document template
- **Option 3:** Creating a presentation template
- **Option 4:** Creating a form

Note: Think about Tomlinson's (2000) four ways of differentiating instruction as you create your student support resource:

- **Content**—Adjust what students need to learn or how they get the information they need.
 - **Process**—Recommend different ways of approaching the content.
 - **Products**—Allow students to rehearse, apply, and extend what they have learned in a variety of ways.
 - **Learning Environment**—Create a flexible classroom with quiet places and areas for interaction, and teach routines that create independence.
-

Option 1: Creating a Document

Use word processing software to create your document.

Word Processing Groups 1–12

Save your document in the **unit_support** folder in your Portfolio folder.

Adding Additional Design Features

Choose among the additional ideas for types of design and formatting features you may want to include in your document.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

- Insert text as a decorative graphic. To add emphasis to your documents, add text as graphics to your titles or special comments.
Graphics Skill 9.1: To make art out of words, or WordArt
- Change text wrapping styles for pictures. Text can interact with graphics in a variety of ways. Text can wrap around an image, appear in front of or behind an image, or appear only above and below an image.
Word Processing Skill 5.4: To change the way words flow, or wrap, around a picture
- Create a watermark. A watermark is a background graphic that lightly shows behind your text. The picture is muted, or *washed out*, so that it does not compete with the text.
Word Processing Skill 5.12: To add a light background picture, or a watermark

- Change an existing picture in a document to a watermark. Use a picture that is already in your document as a watermark.
Word Processing Skill 5.13: To change an existing picture to a light background picture, or watermark
- Insert an automatic date field. If you insert an automatic date field, the date can update every time the document is printed or modified.
Word Processing Skill 10.1: To put today's date into a document

When you are ready, complete your **Course Progress**.

Option 2: Creating a Document Template

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Use any of the design features noted in **Option 1** to create a document.
2. Save your publication as a template in the **unit_support** folder of your Portfolio folder.
Word Processing Skill 10.4: To make and use your own document style, or template

When you are ready, complete your **Course Progress**.

Option 3: Creating a Presentation Template

In this option, you can create a new template, or if you have a student sample presentation, you can use it as a basis for creating a template.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Refer to the Multimedia section of the *Help Guide*, as needed.
Multimedia area
2. Save your presentation as a template in the **unit_support** folder in your Portfolio folder.
Multimedia Skill 4.5: To make and use your own presentation style, or template

When you are ready, complete your **Course Progress**.

Option 4: Creating a Form

A *form* is a document with spaces reserved for entering information. You can create fill-in text boxes, check boxes, and drop-down lists.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. **Begin a form.** Open the toolbar for creating forms.
Word Processing Skill 10.10: To create a form
2. **Insert form fields.** Create fields where you want readers to insert information in your form.
Word Processing Skill 10.10: To create a form
3. **Protect a form.** Before you distribute a form that users will view and complete, you must protect it so that users can enter information only in the designated areas. If you do not protect the form, the form elements, such as drop-down menus and check boxes, will not function.
Word Processing Skill 10.10: To create a form
4. When finished, save your form in the **unit_support** folder in your Portfolio folder.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Revisit Unit Plan**.

References

Tomlinson, C. A. (2000). *Differentiation of instruction in the elementary grades*. Champaign, IL: Clearinghouse on Elementary and Early Childhood Education.

Module 6: Planning for Student Success

Activity 5: Revisiting My Unit Plan

Facilitator Corner

This activity provides another opportunity for you to review and further refine your Unit Plan. In this activity, you look at ways to include activities and strategies in your unit that encourage self-direction and differentiation for all students. Specifically you need to revisit your Assessment Summary, Instructional Procedures, and Accommodations for Differentiated Instruction sections.

1. Review your **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link.
2. Revise the Assessment Plan section of your Unit Plan to include additional assessments in which students plan and make choices about their own learning, reflect on their thinking processes (metacognition), and assess their own progress.
3. Modify the Instructional Procedures section to include how you are planning to use the student support materials you created, and implement any differentiation strategies you described.
4. Revise your Accommodations for Differentiated Instruction section using what you have learned in this module.

Note: Consider Tomlinson's (2000) principles of differentiation as you revise your Unit Plan.

- **Content**—Adjust what students need to learn or how they get the information they need.
- **Process**—Recommend different ways of approaching the content.
- **Products**—Allow students to rehearse, apply, and extend what they have learned in a variety of ways.
- **Learning Environment**—Create a flexible classroom with quiet places and areas for interaction, and teach routines that create independence.

Facilitation Tip

Encourage teachers to be specific in their Accommodations for Differentiated Instruction section. For example, “working in groups” can be an effective tool for differentiation, but it takes instruction and support to make it happen. In feedback, help teachers use concrete language about their differentiation strategies in the Accommodations for Differentiated Instruction section, and, when appropriate, in the Instructional Procedures section.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Learning**.

References

Tomlinson, C. A. (2000). *Differentiation of instruction in the elementary grades*.
Champaign, IL: Clearinghouse on Elementary and Early Childhood Education.

Module 6: Planning for Student Success

Activity 6: Reflecting on My Learning

Facilitator Corner

In this activity, first review the guiding questions and key points for this module. Then, in the course blog, reflect on how the focus of this module has helped you think about self-directed learners and the role of differentiation.

Review the guiding questions and key points for **Module 6: Planning for Student Success** and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning to help improve student learning.

Module Questions

- How can I help my students become self-directed learners?
- How can I support the diverse needs of learners?

Key Points

- Transitioning to a student-centered classroom demands adjustments from both students and teachers:
 - Teachers must work with students to help them develop self-direction skills.
 - Students must take an active role in their own learning.
- Teachers can differentiate instruction in four ways:
 - Content
 - Process
 - Products
 - Learning Environment
- Teachers can look at learning styles in several ways, including visual-kinesthetic-auditory, left brain/right brain, and multiple intelligences.
- Accommodating the needs of all learners requires appropriate scaffolding so that students become confident, independent learners.

In the following modules, you will build on these concepts as you discuss implementation strategies for your unit and the effective management of technology.

When you are ready, proceed to **Step 1**.

Module 6: Planning for Student Success

Activity 6: Reflecting on My Learning

Step 1: Blogging My Journey

Use your personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues' entries to extend and enhance these important conversations.

Find the blog site address in the **My Links** section on the **Home** tab or in your tagged or bookmarked site.

1. Go to your personal blog, create an entry titled **Module 6 Reflection**, copy and paste the following prompt into your entry, and write your response.
This module has helped me think about self-directed learners and the role of differentiation in the following ways:
2. Write about any other insights, questions, or concerns you want to address in your reflection.

Facilitation Tip

Review the blog entries, paying particular attention to any participant concerns that arise. Offer suggestions or recommend participants ask their colleagues for help in addressing issues or concerns. Remind participants that they have many options for communicating with their colleagues, including:

- Teachers' Lounge
- Chat
- Message
- E-mail

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 6: Planning for Student Success

Wrap-Up

Facilitator Corner

Congratulations! You completed **Module 6: Planning for Student Success**. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 6 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

Facilitation Tip

Review class surveys for completion before you provide your own feedback on the module. Also, remember to check for Teachers' Lounge discussions and blog entries related to this module.

When you are ready, proceed to **Plan Ahead**.

Module 6: Planning for Student Success

Planning Ahead **Considering Facilitation Resources**

Facilitator Corner

Teachers and students require substantial support as they move from a teacher-centered classroom to one in which students take an active role in their own learning. In this activity, you consider how technology can support you and your students as you transition to the new roles. You then plan for a facilitation resource you could create to support your role as a facilitator. Keep in mind the difference between student-support materials and facilitation materials. Facilitation resources you create are used by teachers. For example, you might create a resource such as a classroom wiki to share information with students and parents, a presentation that models a thinking process, a spreadsheet to track students' progress on projects, or an online survey to gather information. Student-support materials, such as project plans and checklists, are used by students.

As you move from traditional teacher to facilitator, you need to hone your skills in helping students construct their own learning. Use the results from this self-assessment to help plan the facilitation materials you will create in Module 7.

1. Reflect on your current facilitation practices by completing the **Facilitation Self-Assessment** in the **My Work** tab.
 - a. Using the questions in the first column, conduct a quick self-assessment of your behaviors, classroom climate, and project implementation strategies that support a student-centered classroom.
 - b. In the second column, add to the ideas listed for how technology could help you become more of a facilitator and make your classroom more student-centered.

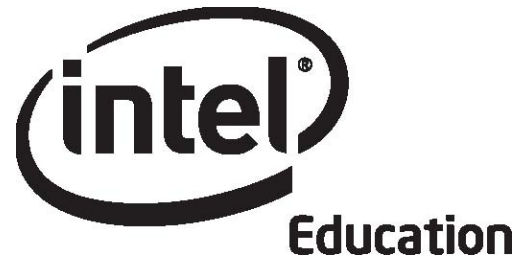
1:1 Tip: Effective facilitation is critical in a classroom where students often work individually on tasks and projects. Consider the particular demands and benefits of a one-to-one environment when you fill in the facilitation chart.
2. Review your self-assessment and choose areas you would like to emphasize more frequently in your classroom. Think about some possible facilitation materials you could create to address these areas.

3. For examples of facilitation materials to use before, during, and after a project, read **Facilitating Projects** (DOC; 2 pages) in the **Resources** tab > **Facilitation** link. For additional information on moving to a more student-centered classroom, review facilitation resources in the **Resources** tab > **Facilitation** link.
4. If you wish, use your **Notebook** to record your ideas. You will review and add to these notes in Module 7 when you plan your facilitation resource.

Note: If you are collaborating with other teachers on your Unit Portfolio, discuss how you can best work as a team on this planning activity. Consider using a collaborative Web site, such as those referenced in the **Collaborative Web Sites** in the **Resources** tab > **Collaboration** link.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M7: Facilitating with Technology**.



Intel® Teach Program

Essentials Online Course

Module 7

May 2008

Module 7: Facilitating with Technology

Overview

Facilitation Corner

Welcome to Module 7: Facilitating with Technology! Now that the goals for your unit are well defined and assessment strategies are in place, you can focus on student-centered teaching strategies. In this module you discuss how to facilitate a classroom in a project-based learning environment as well as how to use technology to increase your own productivity or support your instructional practice. You then create a document, presentation, or web-based resource. You also plan how to implement your unit in your classroom and create management resources to support students while they work with technology on their projects.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Discuss how to use various questioning techniques
- Create presentations, documents, spreadsheets, or web-based resources to support a student-centered classroom
- Plan for and discuss unit implementation ideas
- Create management resources
- Modify unit plans
- Reflect on their learning
- Assess their Unit Portfolios
- Locate professional development and technology resources for educators

Module Questions

- How can I facilitate a student-centered classroom?
- How can I use technology to support my instructional practice?

When you are finished reviewing, proceed to **Pedagogical Practices**.

Module 7: Facilitating with Technology

Activity 1: Pedagogical Practices

Using Questioning to Promote Higher-Order Thinking and Engage Students

Facilitation Corner

As teachers talk less and students talk more in the classroom, the role of questions in the classroom changes. In teacher-centered classrooms, students often answer questions the teacher knows the answer to, and students rarely ask important questions themselves. In student-centered classrooms, learning is guided, first by Curriculum-Framing Questions, and then by authentic questions that rise out of meaningful work with the content.

Facilitating student interaction through questioning is at the heart of good teaching. In this Pedagogical Practices discussion, you consider ways to meet this challenge using the key ideas and learnings from your previous work in the course.

Please add your comments in a timely manner. The discussions are summarized at the end of the module.

Facilitation Tip

You will need to review the wiki page before the activity and add additional rows for the number of participants in your course.

Good questions are key to sparking thought-provoking answers whether in whole-class or small-group discussions, or in one-to-one conferences with students. Effective questioning engages students in productive discussions that result in products and performances that reflect complex thinking processes and deep understanding of content.

"Good questions elicit interesting and alternative views and suggest the need to focus on the reasoning we use in arriving at and defending an answer, not just whether our answer is 'right' or 'wrong.' Good questions spark meaningful connections with what we bring to the classroom from prior classes and our own life experience" (Wiggins & McTighe, 2005, p. 107).

In previous modules, you created Curriculum-Framing Questions for your unit. Think about ways to use questioning techniques and Curriculum-Framing Questions to involve your students and help them to think at a deeper level.

1. Go to the **Course Wiki** tab and click the Module 7 Pedagogical Practices link.
2. Add at least one suggestion for each of the prompts:

Offline Tip: Compose your thoughts in a word processing document before adding them to the wiki.

- a. What are some ways that you can integrate the use of Curriculum-Framing Questions into your classroom and student projects?
Optional: You may want to view the Intel® Education *Designing Effective Projects* resource for information on using **Curriculum-Framing Questions** in the classroom.
 - b. What are some ways that you can integrate the use of questioning into your classroom and student projects?
Optional: You may want to view *Designing Effective Projects* for information and strategies for building a classroom environment in which students ask and answer **good questions**.
 - c. How can you teach students the skills they need to perform higher-order thinking when they create projects? What types of questions, prompts, and scaffolds can you use to encourage students to think deeply and not simply copy and paste answers?
Optional: You may want to view *Designing Effective Projects* for information on **elaborating, hypothetical, and clarification questions** as well as the **Socratic Questioning Technique**.
3. Review other suggestions and respond to any of interest.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Design Resources**.

References

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd edition.). Alexandria, VA: Association for Supervision and Curriculum Development.

Module 7: Facilitating with Technology

Activity 2: Designing Facilitation Resources

Facilitation Corner

Teacher and student roles are different in a student-centered, project-based classroom. Since teachers spend less time dispensing information, they have to be organized and creative to ensure that students understand the content they need. Teachers in student-centered classrooms listen to students and observe them as they work, while keeping instructional goals in mind. Creating tools to help you collect, interpret, and use information about students can help you stay focused on student learning. In this activity, you consider how technology can support you and your students as you transition to these new roles.

You complete three steps in this activity:

- In Step 1, you read some International Society for Technology in Education (ISTE) standards for ideas on how to use technology to support your facilitation.
- In Step 2, you review sample facilitation materials.
- In Step 3, you create a document, presentation, spreadsheet, or web-based resource that supports the needs of your unit.

When you are ready, proceed to **Step 1**.

Module 7: Facilitating with Technology

Activity 2: Designing Facilitation Resources

Step 1: Considering NETS-T Standards

The International Society for Technology in Education (ISTE) identifies six areas in their technology standards for teachers (NETS-T) that "define the fundamental concepts, knowledge, skills, and attitudes [that teachers should use] for applying technology in educational settings" (2000). One of the main strands relates to teachers using "technology to enhance their productivity and professional practice" (standard V).

Just as students should use technology to enhance their learning, increase productivity, and promote creativity, teachers should also use technology to support their instructional practices and improve their productivity.

In previous modules, you practiced using various technology tools. Use the following table to review areas you are most interested in pursuing further to help improve your instructional practices and productivity.

Note: At the time of this writing (Spring 2008), revised NETS-T standards are in review and will be available in second half of 2008.

Category/NETS-T Performance Indicator

- Apply technology-enhanced instructional strategies to more efficiently support the diverse needs of learners (NETS-T IIA)
- Identify and locate technology resources and evaluate them for accuracy and suitability (NETS-T IIC)
- Facilitate technology-enhanced experiences that address content standards and student technology standards (NETS-T IIIA)
- Use technology resources to collect and analyze data and interpret results (NETS-T IVB)
- Apply multiple methods of assessment to determine students' appropriate use of technology resources for learning, communication, and productivity (NETS-T IVC)
- Use technology resources to communicate findings to improve instructional practice and maximize student learning (NETS-T IVB)
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning (NETS-T VD)
- Apply technology resources to more appropriately and efficiently enable and empower learners with diverse backgrounds, characteristics, and abilities (NETS-T VIB)
- Grow in my technology knowledge and skills and stay abreast of current and emerging technologies (NETS-T IB)
- Use technology resources to engage in ongoing professional development and lifelong learning (NETS-T VA)
- Evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning (NETS-T VB)

If desired, use your Facilitation Planning **Notebook** from Module 6 Planning Ahead to note areas you would like to consider as you plan your facilitation resource.

When you are ready, proceed to **Step 2**.

Reference

International Society for Technology in Education. (2007). Educational technology standards and performance indicators for all teachers. *ISTE NETS Project*. Retrieved from http://cnets.iste.org/teachers/t_stands.html*.

Module 7: Facilitating with Technology

Activity 2: Designing Facilitation Resources

Step 2: Planning My Facilitation Resource

Facilitation Corner

A facilitator in a student-centered classroom organizes resources in a way that guides students and helps them learn how to learn (Nanjappa & Grant, 2003). The following instructional strategies are used in student-centered classrooms:

- Small group activities—such as creating graphic organizers, role-playing, and engaging in dramatizations — ensure that students understand core concepts.
- Instruction in and modeling of skills critical for a project provides students with opportunities to practice new skills in meaningful contexts.
- Additional activities and skills instruction based on formative assessment during the unit, address content and skills challenges.

As you view examples of facilitation resources, think about your own style as a facilitator. Look for ways in which you can move to a facilitator role and provide appropriate scaffolding so students can take a more self-directed, active role in their learning.

Browse sample **facilitation support examples** located in the **Resources** tab > **Facilitation > Facilitation Examples** link. If you want to take notes, you may find it helpful to open another window to review the samples and enter your notes in your **Notebook**.

When you are ready, proceed to **Step 3**.

References

Nanjappa, A., & Grant, M. M. (2003). Constructing on constructivism: The role of technology. *Electronic Journal for the Integration of Technology in Education*, 2(1). Retrieved from <http://ejite.isu.edu/Volume2No1/nanjappa.htm>*

Module 7: Facilitating with Technology

Activity 2: Designing Facilitation Resources

Step 3: Creating Facilitation Materials

1. Keeping your planning ideas in mind, create a new document, presentation, or web-based resource to support the facilitation of your unit. If desired, modify an existing support material.
2. Depending on which technology tool you choose to use for the creation of your facilitation material, refer to the following resources, as needed:
 - Intel® Education *Help Guide* to assist you in the creation of a document, spreadsheet, or presentation
 - Online resources (FAQs, forums, and getting started instructions) that may be available at the site you choose for creating a wiki or blog
3. Save your facilitation resource in the **unit_support** folder in your Portfolio folder.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Implement Project**.

Module 7: Facilitating with Technology

Activity 3: Implementing a Successful Project

Facilitation Corner

In this activity, you complete your Unit Plan and think about implementing your unit:

- In Step 1, you complete the Instructional Procedures section of your Unit Plan and make revisions to other sections as necessary.
- In Step 2, you consider what you need to prepare and accomplish before, during, and after your unit to ensure its success.
- In Step 3, you create a management resource to support your ideas from the previous step.

When you are ready, proceed to **Step 1**.

Module 7: Facilitating with Technology

Activity 3: Implementing a Successful Project

Step 1: Completing My Instructional Procedures

You have now drafted all the sections of your Unit Plan! After some final revisions and polishing, it will be ready to share with your colleagues and then to use in your classroom. In this step, you refine your Instructional Procedures section and complete your Unit Plan Summary.

1. Review the **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link.
2. Complete your **Instructional Procedures** section. Describe what happens during the unit using concrete terms. Specify how you will incorporate the following into your instruction:
 - Formal and informal assessment throughout the instructional cycle
 - 21st century skills instruction
 - Differentiation
 - Student self-direction
 - Essential, Unit, and Content Questions
3. Review your Instructional Procedures for timing and flow.
4. Complete your Unit Plan Summary making sure it presents a concise overview of your unit and includes:
 - Subject topics that will be covered
 - Description of the main concepts learned
 - Brief explanation of how the activities help students answer the Curriculum-Framing Questions
5. Review the rest of your Unit Plan and complete all other areas.

Facilitation Tip

You might want to review your participants' Unit Plan Summaries and Instructional Procedures. If you choose, provide feedback to individual participants as needed.

When you are ready, proceed to **Step 2**.

Module 7: Facilitating with Technology

Activity 3: Implementing a Successful Project

Step 2: Planning for a Successful Project

When you completed your Unit Plan's Instructional Procedures section in the last step, you provided details on what will happen in your classroom during the unit. You also may have considered what you would need to prepare to make sure all activities run smoothly. For example, you might have thought about what kinds of equipment your students would need to complete the project, what mentors or experts you might need to invite, or how you would group students during different activities. During this step, you consider what you need to prepare and accomplish before, during, and after your unit to ensure its success.

First, share your ideas on the course blog. Then review your colleagues' responses and think about how you could incorporate any ideas into your own unit.

1. Review the Implementing a Successful Project table in your **Notebook**. Think about how you could address the outlined topics in your classroom and take notes, if desired.
2. Go to the course blog. Find the blog site address in the **My Links** section on the **Home Page** or in your tagged or bookmarked site.
3. Add your ideas on at least three of the topics identified in the Notebook to the course blog entry titled **Implementing a Successful Project**.
4. Review your colleagues' ideas and then write an entry in your personal blog that describes how you plan to successfully implement your unit.
5. Review your colleagues' entries and start a conversation on any of interest.

When you are ready, proceed to **Step 3**.

Module 7: Facilitating with Technology

Activity 3: Implementing a Successful Project **Step 3: Creating a Management Resource**

During this step, you create a management document to support implementation of your unit.

1. View **sample management** resources in the **Resources** tab > **Management** link.

Note: You can choose to save and modify any of the management documents you find useful when you create your document.

1:1 Tip: If you are attending a training with a one-to-one focus, review **Managing Student Use of Computers** (DOC; 1 page) in the **Resources** tab > **One-to-One Computing** link.

2. Create a management document for your Unit Portfolio.
3. Save the document in the **unit_support** folder in your Portfolio folder.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Unit**.

Module 7: Facilitating with Technology

Activity 4: Reflecting on My Unit as a Whole

Facilitation Corner

Now you have an opportunity to look back on the materials you have created in this course for your Unit Portfolio. You have a variety of support materials and a completed student-centered unit that helps students develop 21st century skills and encourages self-direction. You are probably excited to try the unit in your classroom and see how your students respond, but you still have two more opportunities to think about your unit and how you can improve it.

In this activity, you self-assess your Unit Portfolio. You have an opportunity to revise your unit based on your notes in this module's Planning Ahead activity and during the beginning of Module 8.

Use this time to review your Unit Plan and the elements of your Unit Portfolio.

1. Review the **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link. Identify any missing or incomplete elements of your Unit Plan and make notes in the checklist of any areas you need to complete or modify.
2. Review the **Portfolio Checklist** to ensure you have completed all pieces for your Unit Portfolio.
3. Review the **Portfolio Rubric**. Note the descriptors that describe your portfolio.
4. Based on your self-assessment, note any changes you would like to make to your Unit Portfolio in the **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link.

Facilitation Tip

You might want to review the Unit Plan Checklists to check on participants who have fallen behind and offer additional assistance or feedback.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 7: Facilitating with Technology

Wrap-Up

Facilitation Corner

Congratulations! You completed **Module 7: Facilitating with Technology**. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 7 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

Facilitation Tip

Review class surveys for completion before you provide your own feedback on the module. Also, check for Teachers' Lounge discussions and blog entries related to this module.

When you are ready, proceed to **Plan Ahead**.

Module 7: Facilitating with Technology
Planning Ahead

Facilitation Corner

Congratulations! You completed your Unit Portfolio and several supporting documents. During this activity, you complete two steps:

- In Step 1, you look at your Unit Portfolio and make any necessary revisions based on your self-assessment in the Reflecting on My Unit activity. You have additional time to revise your Unit Portfolio and prepare for the Portfolio Showcase in Module 8.
- In Step 2, you think ahead to your own professional development and investigate Internet resources for educators.

In the Portfolio Showcase, you will have an opportunity to share your portfolio, receive feedback from colleagues, and provide feedback on the units created by your colleagues.

When you are ready, proceed to **Step 1**.

Module 7: Facilitating with Technology

Planning Ahead

Step 1: Revising My Unit Portfolio

Revise your Unit Portfolio by reviewing the notes you took after self-assessing your Unit Portfolio on the Unit Plan Checklist along with any other ideas you have.

1. In preparation for your Portfolio Showcase in Module 8, check the **Portfolio Checklist** (DOC; 1page) in the **Resources** tab > **Assessment** link to make sure you have completed all components for your portfolio. You may also want to check the components of your portfolio for consistency.
2. Revise any of the components of your Unit Portfolio.
3. Review your notes in the **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link.
4. Make any necessary changes to your Unit Plan.

When you are ready, proceed to **Step 2**.

Module 7: Facilitating with Technology

Planning Ahead

Step 2: Thinking About My Future Development

Reflecting on Professional Development

The Internet provides a wide variety of resources to help teachers improve their practices and further their professional development, as well as to locate resources for technology grants and educational software. During this activity, locate professional development opportunities that you may want to pursue and visit Web sites that offer grants and software for educators.

The International Society for Technology in Education (ISTE) standards state that teachers should use technology resources to engage in ongoing professional development and lifelong learning. Research on effective professional development indicates that it must be ongoing and systematic for any significant benefit (Kinnaman, 1990).

In a study examining what hinders or promotes successful integration of technology into the middle-school curriculum, Persky (1990) noted that using technology is not easy and that learning how to effectively use technology in the context of the classroom does not happen overnight. The need to allot time for continual learning is echoed in studies outside of education, which suggest that providing workers with high technology on the job ultimately fails if employees don't receive adequate training and continuing, on-the-job support. (Moursund, 1992)

Further, this need for continuing support means teacher training must be ongoing and not limited to "one-shot" sessions (Hawkins & MacMillan, 1993; Kinnaman, 1990; Shelton & Jones, 1996). Harvey and Purnell (1995) stated that teachers want sustained staff development rather than short-term training and development programs in technology. (cited in Brand, 1997)

The Intel® Teach Essentials Online Course is one such opportunity for you to enhance your technology-integration skills.

Many teachers are unable to integrate technology as effectively as they would like because they work in environments with inadequate access to computers and other technology resources. Fortunately, opportunities are available on the Web for schools to acquire technology through grants, academic pricing, and freeware.

Review **Thinking About My Future Development** (DOC; 1 page) in the **Resources** tab > **About This Course** link and tag or bookmark any resources you want to explore in more detail in the future.

1:1 Tip: To learn about professional development in a one-to-one computing environment, review the **Professional Development** section of the **Resources** tab > **One to One Computing** link. To learn how educators have funded one-to-one computing programs, explore the **Funding** section.

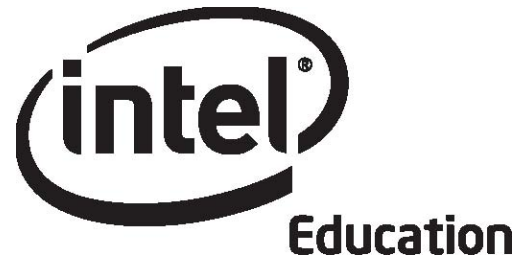
Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **M8: Showcasing Portfolios**.

References

Brand, G. A. (1997). What research says: Training teachers for using technology. *Journal of Staff Development*, 19(1). Retrieved from www.nsd.org/library/publications/jsd/brand191.cfm*

Kinnaman, D. E. (1990). Staff development: How to build your winning team. *Technology and Learning*, 11(2), 24.



Intel® Teach Program

Essentials Online Course

Module 8

May 2008

Module 8: Showcasing Unit Portfolios

Overview

Facilitator Corner

Welcome to Module 8: Showcasing Unit Portfolios! After all your hard work in this course you finally have the opportunity to celebrate your accomplishments and the accomplishments of your peers. In this module, you share your Unit Plan and some of your supporting documents with your colleagues, and you get to see the results of some of your colleagues' work.

After reviewing and completing unfinished items in your Unit Portfolio, you then consider the benefits of sharing work—for both teachers and students—before you prepare your presentation for a showcase with your colleagues.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Prepare and showcase Unit Portfolios
- Evaluate the Intel® Teach Essentials Online Course
- Receive Certificates of Completion

Module Questions

- How can I prepare for and facilitate an effective showcase?
- How can I provide constructive feedback?

When you are finished reviewing, proceed to **Complete Portfolio**.

Module 8: Showcasing Unit Portfolios

Activity 1: Completing My Portfolio

Facilitator Corner

In this activity, you finalize your Unit Portfolio in preparation for the Portfolio Showcase in Activity 3.

Review your **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link and make final revisions to your Unit Portfolio in preparation for the Portfolio Showcase.

When you complete this activity, please check the **Activity** box and click the **Submit** button before continuing.

When you are ready, proceed to **Plan Showcase**.

Module 8: Showcasing Unit Portfolios

Activity 2: Planning a Showcase

Facilitator Corner

Just like adults, when students have an audience for their work, they are more motivated to refine products and performances for high quality results. During this activity, you think about the benefits of showcasing student projects, consider how you can manage a project showcase in your classroom, and prepare your Unit Portfolio for a showcase with your colleagues.

- In Step 1, you consider different ways to showcase your students' work.
- In Step 2, you prepare your portfolio for the Portfolio Showcase.

When you are ready, proceed to **Step 1**.

Module 8: Showcasing Unit Portfolios

Activity 2: Planning a Showcase

Step 1: Showcasing Student Projects

Facilitator Corner

When students realize that a wider audience than just their teacher and peers will view their work, they tend to invest more time in product development, often resulting in better projects. You may want to invite parents or other classes to culminating events like a showcase to provide authentic feedback and to celebrate your students' achievements. In this step, you consider different ways to showcase student work.

Showcasing products created with technology tools often demands different methods of facilitation than showcasing products created with more traditional tools. Following are some ideas for showcasing your work in the Portfolio Showcase, as well as your students' work in your classroom:

- **Small Group:** Create small groups of four or five people. Give students time to share their projects with the small group, and allow additional time for group members to provide written feedback.
- **Rotation Stations:** Have half of the students stand at their computers, while the other half rotates and gives feedback. Then, have the two groups switch. Follow this activity with a whole group discussion.
- **Whole Group:** Allow each student to use a projection device to present his or her project to the whole class. Follow each presentation with time for comments and questions. Have assigned peer reviewers write feedback using language from a rubric that all students have used throughout the project.
- **Pair and Share:** Use some method to pair students for sharing. Follow the Pair and Share with a whole class discussion. View the **Activities for Pairing Students** (DOC; 3 pages) document in the **Resource** tab > **Facilitation** > **Facilitation Materials** link for additional ideas on how to pair students.
- **Virtual Showcase:** Have students upload their products to wikis or blogs. Peers can provide feedback by filling out printed forms, uploading files to the presenter's wiki or blog, responding in a blog entry, creating new subpages in a wiki for comments, or adding comments directly onto an existing wiki page.

Share your ideas with your colleagues by participating in a blog discussion.

1. Find the blog site address in the **My Links** section on the **Home** tab or in your tagged or bookmarked site.

2. Go to the course blog and respond to your facilitator's blog titled **Showcasing Student Projects**. Answer the following questions:
 - a. Which of the showcasing ideas could you most easily incorporate into your own classroom?
 - b. What would you need to do to prepare your students for an effective showcase?
 - c. How could you support students in providing constructive feedback to their peers?
 - d. What strategies could you use to ensure students use the feedback from their peers as well as their own self-assessments to improve their work?
3. Browse your colleagues' responses and note any ideas you can use with your own students.

When you are ready, proceed to **Step 2**.

Module 8: Showcasing Unit Portfolios

Activity 2: Planning a Showcase

Step 2: Preparing for the Portfolio Showcase

Facilitator Corner

To showcase your Unit Portfolio, you need to finalize and then share your Unit Portfolio in the **Sharing** tab.

Please make sure to post your Portfolio materials early so that your colleagues have time to review your work and provide feedback.

Preparing Your Unit Portfolio Presentation

Throughout this course, you have concentrated on developing the individual components of your portfolio. Your showcase will focus on your portfolio as a whole. Keep this “big picture” in mind as you finalize your Portfolio for the showcase.

1. Refer to the **Directions for Module 8: Preparing for the Portfolio Showcase** (DOC; 2 pages) for detailed instructions on posting to the **Sharing** tab. This document is also available in the **Resources** tab > **About This Course** link.
2. Go to your sharing discussion and create a thread titled **Module 8: Portfolio Showcase**.
3. In the Message field of your post, describe how you addressed the following traits from the Portfolio Rubric:
 - a. Instructional design
 - Addresses standards and objectives
 - Addresses 21st century skills
 - Incorporates Curriculum-Framing Questions (CFQs)
 - Uses project approaches
 - Addresses student differences
 - b. Technology integration
 - Supports content learning
 - Supports 21st century skills
 - Meets student and classroom needs
 - c. Assessment strategies
 - Address standards and objectives
 - Are student-centered
 - Are varied and ongoing
4. Locate the following components of your Unit Portfolio for the showcase:
 - Unit Plan (if using the word processing template)

- Assessment of your student sample
- Student sample
- Either a student support or facilitation resource
- Any other documents you would like to share

Optional: You may choose to use the Unit Portfolio Presentation you created in Module 2 to showcase your portfolio. You can embed your portfolio components into your presentation and include slides with relevant information about your unit. You will probably need to compress your presentation before attaching or linking it in your Showcase sharing thread. Review the *Help Guide* steps for embedding a document into a presentation and setting it to open from the presentation.

Multimedia Skill 7.11: To add a file to a slide

Multimedia Skill 7.12: To open a file from a slideshow

Facilitation Tip

You may need to send a message reminding participants who choose to use their Unit Portfolio Presentation for the showcase how to set a file to open from within a slideshow.

5. Link or attach the portfolio components to your post. In the message of your post, clearly explain how you prefer to receive feedback on your portfolio. Group members can:
 - d. Use the **Showcase Feedback Form** (DOC: 1 page) as a guide while posting their responses in a reply to your Showcase post. This document is available in the **Resources** tab > **Assessment** link.
 - e. E-mail completed Showcase Feedback Forms to you.
 - f. Make comments directly on your documents, rename the documents by adding their initials, and link or attach the modified documents in a reply or e-mail.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Showcase Portfolio**.

Module 8: Showcasing Unit Portfolios

Activity 3: Showcasing My Unit Portfolio

Facilitator Corner

The goal of the Portfolio Showcase is to share your final products with your colleagues and to see what they have created. During this activity, you receive feedback about the highlights of your portfolios and areas in which you can improve. You review each colleague's portfolio in your Pair and Share group and one additional portfolio. Look for the message I sent at the beginning of Module 8 to find your feedback partners.

Take this opportunity to take pride in your work and get useful ideas from your colleagues' portfolios.

Follow these guidelines to ensure a successful showcase experience:

1. Refer to the **Directions for Module 8: Providing Feedback for the Portfolio Showcase** (DOC; 2 pages) document for detailed directions on providing feedback for the Portfolio Showcase. This document is also available in the **Resources** tab > **About This Course** link.
 2. Go to the **Sharing** tab and review your colleague's preferred method for receiving feedback.
 3. Use the **Portfolio Rubric** (DOC; 2 pages) to guide your overall review as you provide feedback.
 4. Use the prompts on the **Showcase Feedback Form** (DOC; 1 page) in the **Resources** tab > **Assessment** link as a guide to provide specific feedback in the **Sharing** tab:
 - Focus on content, not just the technology
 - Ask questions
 - Provide positive feedback and specific suggestions on how to enhance the unit and student learning
 - Provide concrete examples in your comments—give specific examples of what areas are effective and specific ideas of how areas could be enhanced
- Note:** Even if all participants do not have completely finished Unit Portfolios, the feedback process is important and will still be valuable.
5. Following the Portfolio Showcase, consider any ideas for revising your Unit Portfolio.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Course**.

Module 8: Showcasing Unit Portfolios

Activity 4: Reflecting on the Course

Facilitator Corner

During this activity, you reflect on your learning throughout the course. You may also want to gather the names and contact information of your colleagues in case you want to work together on future projects and activities.

Review the guiding questions and key points for **Module 8: Showcasing Unit Portfolios**. Think about the ideas and materials you have created that can be used in your classroom, instruction, or planning to help improve student learning.

Module Questions

- How can I prepare for and facilitate an effective showcase?
- How can I provide constructive feedback?

Key Points

- Events like a showcase allow the greater community to provide input for your students and to celebrate your students' achievements.

When you are ready, proceed to **Step 1**.

Activity 4: Reflecting on the Course

Step 1: Blogging My Journey

Facilitator Corner

At the end of a journey like the one you have taken during this course, busy teachers may be tempted to breathe a sigh of relief and move on to the next demand on their time. Research shows, however, that thinking systematically about a learning experience through a structured reflection is critical for long-term learning (Pearson & Smith). Take the time to look back on your experiences now that you have completed the course.

Use the course blog to reflect on your learning in this course.

Go to the blog site address in the **My Links** section on the **Home** tab or in your tagged or bookmarked site.

1. Find your facilitator's blog titled **Reflecting on the Course**. Share your thoughts with the whole class by responding to the prompt in the blog entry:

Of everything you learned, what do you think will have the biggest impact on student learning?

2. Read all of your colleagues' responses and start a conversation with any that interest you.

Note: You may want to return to this blog after the course to continue the conversation with your colleagues. Feel free to post insights, suggestions, or concerns as you implement your learnings from the course.

Facilitation Tip

Add your own response to the prompt, congratulate your participants for completing the course, and thank them for all their hard work.

Post an announcement reminding participants to complete an additional survey:

- The Essentials Online Course Survey

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Reference

Pearson, M. & Smith, D. (1985). Debriefing in experience-based learning. In D. Boud (Ed.), *Reflection: Turning experience into learning*. (pp. 69–84). London: Routledge.

Module 8: Showcasing Unit Portfolios

Wrap-Up

Facilitator Corner

Congratulations! You completed **Module 8: Showcasing Unit Portfolios** and the entire Intel® Teach Essentials Online Course. As you return to your classroom and are faced with the fast-paced demands of teaching, remember to keep in mind what you have learned and why it is important. Also, remember your course colleagues. Stay in touch with them and support each other in your efforts to make learning meaningful and important for your students.

Now that you have successfully completed the course, you are in a unique position to provide useful feedback about your experience. Your ideas will play an invaluable role in improving the course content, format, and facilitation. During this activity, you reflect on the training you received and share your impressions, ideas for improvement, and overall assessment of the Essentials Online Course.

Completing the Online Evaluation

The online evaluation is part of an external evaluation of the Intel Teach Essentials Online Course. This survey is designed to collect information about your experience and how prepared you feel to integrate technology-related activities in your classroom.

The survey should take less than 15 minutes to complete. The data will be used in statistical summaries, and individuals will not be identified.

Thank you for your feedback!

1. Complete the **Essentials Online Course Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 8 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.
3. If you successfully completed all required elements of the course, a Certificate of Completion will be e-mailed to you to acknowledge your efforts.

Congratulations on completing the course!

Facilitation Tip

Remember to check for Teachers' Lounge discussions and blog entries related to this module. Once you have reviewed the Course Progress checklists for all participants, e-mail a Certificate of Completions to each participant who completed the course.

Remember to report the number of teachers trained and close your class. You will be able to view a summary of the evaluation data for your course after you close the course online.

After successful completion of this course, you are certified to deliver Essentials both as a face-to-face or online course. The **Facilitation** tab provides resources to help you understand the differences between Essentials v.10 (F2F) and Essentials Online delivery formats.