



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.
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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 **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 & William, 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.